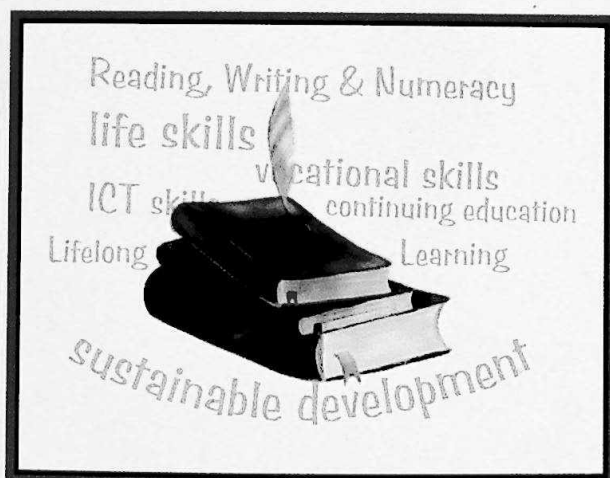




**NATIONAL COMMISSION FOR MASS LITERACY, ADULT AND
NON-FORMAL EDUCATION (NMEC)**

POLICY GUIDELINES FOR



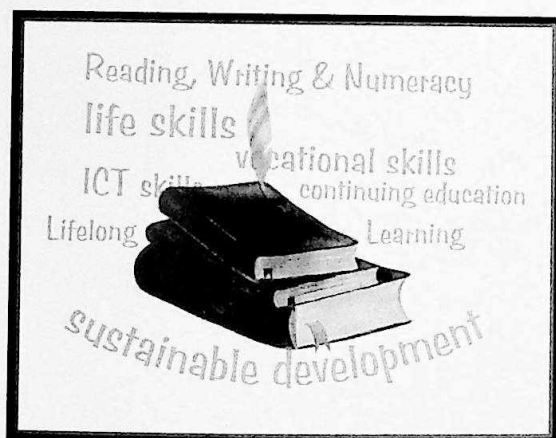
**MASS LITERACY,
ADULT & NON-FORMAL
EDUCATION IN NIGERIA**

2017



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

POLICY GUIDELINES FOR



**MASS LITERACY,
ADULT & NON-FORMAL
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Published 2017

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FOREWORD

The importance of Education in general and Non-Formal Education in particular, as a critical factor in the overall development of all nations, has been recognized by governments, civil societies, and stakeholders. Since the attainment of political independence in 1960, successive Nigerian governments have always recognized the special role of education as an instrument for social transformation. The education of adults is expected to play a critical role in shaping the pace of the country's intellectual, cultural, social and economic development in order to guarantee the achievement of the national goals of unity, economic progress, security and social justice for all citizens. This is in addition to its significant role in liberating most people from the vicious circle of poverty, economic dependence, ignorance, disease and indignity.

Developing Nigeria's human capital would entail creating adequate and appropriate educational opportunities for all citizens. This can be achieved by according equal attention to both in-school and out-of-school education. It is evident that since the return to democratic governance in 1999, the Federal Government of Nigeria has invested enormous resources in the provision of basic education, especially at the levels of primary and junior secondary education. However, focusing solely on schooling ignores over 65 million young persons and adults who have missed out on the formal system, and who still have a right to literacy, healthy lifestyle, social and economic opportunities, as well as political participation, that literacy can unlock for them. There is, therefore, the compelling need to accord due attention to Mass Literacy, Adult and Non-Formal Education as an alternative/complimentary pathway to realising the goals of

quality education and lifelong learning for all by 2030 in tandem with the UN Sustainable Development Goals on Inclusive Education. Nigeria's commitment to this noble goal is enshrined in the 1999 Constitution (as amended), specifically in Article 18, Sections (1 and 3), which provides that:

Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels, and that, government will strive to eradicate illiteracy, and to this end, government will as when practicable, provide free compulsory and universal primary education, free university education and free adult literacy programmes.

This commitment is also emphasized in the National Policy on Education (all editions), with emphasis on the imperative of eliminating mass illiteracy within the shortest possible time.

Nigeria is deeply committed to universal education as a desirable and indispensable tool for building a truly democratic and egalitarian society. The provision of education to the out-of-school population is certainly a rewarding investment. In this respect, clear sub-sector specific guidelines would show the path to follow in moving towards a full-scale realisation of this goal. The development of this Policy Guidelines on Mass Literacy, Adult and Non-formal Education is therefore most timely, considering the need of the large segment of the population of Nigeria that have no access to literacy and education.


Despite vigorous efforts to achieve the Millennium Development Goals, Nigeria fell short of achieving the targets, especially in education related areas. However, Government is determined to ensure unqualified success with the Sustainable Development Goals 2015-2030. It was in the light of this that the Federal Ministry of Education launched the Revitalisation of Adult and Youth Literacy Programme in March 2011, with the intention of increasing the nation's literacy rate and ultimately creating a

literate environment to engender a nationwide mass education movement for national development.

The present Non-Formal Education Policy Guidelines is intended to provide a comprehensive practical guide for the development, planning, operation, training, monitoring, evaluation, funding, resource mobilisation and allocation in the broad area of literacy and non-formal education throughout the country. Therefore, it includes such key issues as access and equity, administration and management, sources of funding, and specifics on the functions of the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC), State Agencies for Mass Education, and the Local Government Adult Education Units.

The Policy Guidelines also reiterate NMEC's vision of eradicating illiteracy for national development. In addition, the document highlights NMEC's efforts towards achieving its broad objectives of raising awareness about the importance of literacy, collaboration among all stakeholders in the task of making all Nigerians literate, and paying due attention to disadvantaged groups in society, namely: persons with special needs, women and girls, rural dwellers, out-of-school children and youth and all other marginalised groups in our society.

The Federal Ministry of Education is confident that the Policy Guidelines will serve as another basis for appropriate laws that would ensure adequate resourcing of Mass Literacy, Adult and Non-Formal Education by both Government and the private sector, and indeed all sectors of Civil Society.



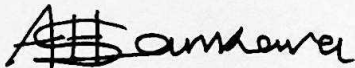
Mallam Adamu Adamu
Minister for Education

ACKNOWLEDGEMENTS

The development of Mass Literacy, Adult and Non-Formal Education Policy Guidelines for Nigeria could not have been possible without the support of concerned organizations and committed individuals. We owe a special debt of gratitude to the Federal Ministry of Education (FME), the Universal Basic Education Commission (UBEC), State Agencies for Mass Education (SAME) International Development Partners, the UN System in Nigeria, most especially UNICEF Abuja Office and UNESCO Nigeria for their support in the development of this Policy Guidelines for the enhancement of Mass Literacy, Adult and Non-Formal Education in Nigeria. We also acknowledge the valuable contributions of stakeholders and interest groups consisting of Non-Governmental Organizations (NGOs), Faith-Based Organizations (FBOs), Community Based Organizations (CBOs), Private Voluntary Organizations (PVOs), professional bodies, and Civil Society Organizations, who have had, for many years, links with our continuous effort towards the provision, promotion, development and sustenance of Mass Literacy, Adult and Non-Formal Education in Nigeria.

The Commission deeply appreciates the active participation of the Nigerian National Council for Adult Education (NNCAE), Non-Governmental Association for Literacy Support Services (NOGALSS), Civil Society Action Coalition on Education for All (CSACEFA), and Action Aid Nigeria in the development of the Policy Guidelines. Special thanks go to the staff of NMEC and all those who attended the workshops and national stakeholders' meetings held on 7th November, 2012, 23rd-25th October, 2015, 6th-7th November, 2015 and 15th-16th May, 2017 for their valuable contributions in the development of the ANFE Policy Guidelines.

Finally, we would like to thank all our sister organizations, namely the National Commission for Nomadic Education (NCNE), the Nigerian Educational Research and Development Council (NERDC), among others, who have been contributing to the work of the Commission and especially for their involvement in the development process of the policy guidelines.



Professor Abba Abubakar Haladu

Executive Secretary

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



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LIST OF ACRONYMS

CBMC	Centre Based Management Committee
CBOs	Community-Based Organisations
CSACEFA	Civil Society Action Coalition on Education for All
CSOs	Civil Society Organisations
DFID	Department of Foreign and International Development
DPs	Development Partners
EFA	Education for All
E-Learning	Electronic Learning
FBOs	Faith-Based Organisations
FCT	Federal Capital Territory
FME	Federal Ministry of Education
ICT	Information and Communication Technology
INGOS	International Non-Governmental Organisations
IQTE	Integrated Qur'anic and Tsangaya Education
JSCE	Junior School Certificate Examination
LGA	Local Government Area
LGAEU	Local Government Adult Education Unit
LGAQACC	Local Government Area Quality Assurance Coordinating Committee
LGEA	Local Government Education Authorities
MDGs	Millennium Development Goals
MLANFE	Mass Literacy, Adult and Non-Formal Education



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LGEA	Local Government Education Authorities
MDGs	Millennium Development Goals
MLANFE	Mass Literacy, Adult and Non-Formal Education

M&E	Monitoring and Evaluation
MIS	Management Information System
NBS	National Bureau of Statistics
NCE	Nigerian Certificate of Education
NCCE	National Commission for Colleges of Education
NCNE	National Commission for Nomadic Education
NERDC	Nigerian Educational Research and Development Council
NFE	Non-Formal Education
NGOs	Non-Governmental Organisations
NMEC	National Commission for Mass Literacy, Adult and Non-Formal Education
NNCAE	Nigerian National Council for Adult Education
NOA	National Orientation Agency
NOGALSS	Non-Governmental Association for Literacy Support Services
NORLA	Northern Regional Literature Agency
NPE	National Policy on Education
PVOs	Private Voluntary Organisations
REFLECT	Regenerated Freirian Literacy and Empowerment through Community Technique
SAMEs	State Agencies for Mass Education
SDGs	Sustainable Development Goals
SSCE	Senior Secondary School Certificate Examination
UBEC	Universal Basic Education Commission
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development



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NMEC VISION, MISSION AND OBJECTIVES

Vision

The Vision of the Commission is to eradicate illiteracy and provide Non-Formal and Continuing Education within the context of Lifelong Learning for Sustainable Development.

Mission

The Mission of the Commission is to develop and sustain mass education for an enduring learning society as a critical lever for self-reliance and national development.

Objectives

The broad objectives of the Commission are to:

- ♦ develop policies and strategies aimed at eradicating illiteracy in Nigeria,
- ♦ monitor and standardize implementation of Mass Literacy delivery in Nigeria,
- ♦ network with local and international stakeholders to actualize the vision of the Commission,
- ♦ produce self-reliant neo-literates through skill acquisition and functional literacy,
- ♦ create awareness on the importance of literacy and non-formal education and encourage participation on a more sustained basis,
- ♦ solicit the cooperation of all stakeholders in the task of making all Nigerians literate,
- ♦ develop literacy programmes with special attention to disadvantaged groups such as women, the marginalized, rural dwellers and out-of-school children, and
- ♦ collaborate with states, local governments and non-governmental organizations including other stakeholders in implementing literacy, non-formal and continuing education programmes in Nigeria.

SECTION ONE INTRODUCTION

Data at the disposal of NMEC shows that Nigeria has an adult literacy rate of 62% (2013 estimates), based on national population estimate of 165 million people. The implication is that the country has an adult illiteracy rate of 38%, representing about 62 million Nigerians. A UNICEF survey published in 2013 also estimated that Nigeria has over 11.3 million out-of-school children (10 per cent of the global total and the largest number in any single country). Similarly, over three million nomadic school-aged children have no access to any form of schooling. The 2010 ministerial report on *Madarasat* education shows that some 9.5 million of the concerned children have no access to basic education. These are in fact the factors that put Nigeria in the E-9 Group of Countries--the nine most highly populated countries in the world that represent more than 53 per cent of the world's illiterate population with over two-thirds of the world's illiterate adults and over half of the world's out-of-school children. The problems are further complicated by regional, gender related and socio economic disparities in access to education. The country is also facing serious challenges of poor levels of retention, low completion rates and drop-out at various points in the educational cycle.

Developed through a fully participatory process, this Policy Guidelines is an attempt to harmonize the provisions of earlier policy drafts and other statutory documents. These include: the 1999 Constitution of the Federal Republic of Nigeria (as amended) as it relates to adult literacy; the National Policy on Education 2013, which also stresses the elimination of mass illiteracy within the shortest possible time; the provisions of Decree 17 of 25 June

1990 establishing the National Commission for Mass Literacy, Adult and Non-formal Education, the 2008 NMEC “National Blueprint for Adult and Non-formal Education in Nigeria”; the “National NFE Policy Benchmark for Integrating Basic Education into the Qur'anic Schools system in Nigeria”; “National Communication Strategies for Integration of Basic Education into Qur'anic Schools”; the 2008 National Report on The Development and State-of-the-Art of Adult Learning and Education, presented at the 6th International Conference on Adult Education (CONFINTEA VI); and the UNICEF-supported NMEC report “Non-formal Education in Nigeria: Policy Issues and Practice” of 2010.

This Policy is placed in the overall context of National Policy on Education (2013) that recognizes Non-Formal Education as a complementary pathway to reaching the hitherto unreached millions of Nigeria's youth who are missing out on education in the formal sub-sector, as well as adults and youth who never attended school. The formal school system still lacks the capacity to absorb all children of school-going age while adult literacy rate is still relatively low. The Policy is also intended to address issues not fully addressed by Nigeria during the MDG (Millennium Development Goals) years and *to contribute to Nigeria's concerted efforts to attain the SDG (Sustainable Development Goals)* in determination of attaining equitable and quality education and lifelong learning for all by 2030.

In summary, this Policy Guidelines shall provide the much-needed driving force for a harmonious pursuit of NMEC's Vision of eradicating illiteracy towards achieving national development and its mission of developing benchmarks and strategies aimed at eradicating illiteracy in Nigeria, monitoring and standardizing implementation of Mass Literacy delivery in Nigeria, networking with local and international stakeholders and producing neo-literates who are self-reliant through skill acquisition and functional literacy.

This document is essentially intended as a coherent compendium on issues and challenges of Out-of-School Education in Nigeria, highlighting field-responsive strategies, the implementation of which should contribute to placing Literacy, Adult and Non-Formal Education in the front burner of the Nation's educational development endeavours.

SECTION TWO

NATIONAL POLICY ON MASS LITERACY, ADULT AND NON-FORMAL EDUCATION

2.1 Preamble

This section presents the National and Educational Goals as derived from the National Policy on Education (NPE) as well as the Non-Formal Education (NFE) Goals, including the strategic objectives, issues of access, equity, and their requisite programmes.

2.2 National Goals

The goals of Education in Nigeria derived their foundation from the overall philosophy of Nigeria as a nation. The five (5) national goals of Nigeria aim at building:

- a) A free and democratic society
- b) A just and egalitarian society
- c) A united, strong and self-reliant nation
- d) A great and dynamic economy
- e) A land full of bright opportunities for all citizens.

2.3 National Educational Goals

The four (4) main National Educational Goals, which are derived from the philosophy, are specified in the NPE as follows:

- a) the inculcation of national consciousness and national unity,
- b) the inculcation of the right type of values and attitudes for the survival of the individual and Nigerian society,
- c) the training of the mind in the understanding of world around, and

- d) the acquisition of appropriate skills and the development of mental, physical, and social abilities and competencies as equipment for the individual to live in and contribute to the development of society.

2.4 NFE Goals

The National Policy on Education (FGN, 2013) specifies the following goals for the promotion of mass literacy, adult and non-formal education in Nigeria:

- a) provide functional basic education for adults and youths who have never had the advantage of formal education or who left school too early,
- b) provide remedial and lifelong education for youths and adults who did not complete secondary school,
- c) provide further education for different categories of completers of the formal education system to improve their basic knowledge and skills,
- d) provide in-service, vocational and professional training for different categories of workers and professionals to improve their skills, and
- e) give the adult citizens of the country aesthetic, cultural and civic education for public enlightenment.

2.5 Policy Strategic Objectives

The policy strategic objectives for Adult and Non-Formal Education shall be to:

- a) ensure mass education for the Nigerian people to significantly increase literacies in all its forms,
- b) ensure proportionate distribution of adult and non-formal educational opportunities and resources across the country,
- c) ensure flexible development and delivery of curriculum modules and programmes to serve specific populations such as street people, nomads, vulnerable children and

adolescents, prison inmates and people with special needs, so that adults and out-of-school youth learners can meet their goals, for vocational skills training, apprenticeship, wage employment or self-employment,

- d) provide opportunities for early school leavers to return to formal schooling,
- e) provide Non-Formal Education programmes specific to the needs of women and parents, so that they can be effective mothers and members of the society to which they contribute and from which they should drive optimum equal social, economic and political benefits, and
- f) provide public enlightenment programmes in tune with contemporary times, popular demand/needs and circumstances.

2.6 Access and Equity

2.6.1 Access

Access is the creation of opportunities for learning based on:

- a. nearness to learning centre. i.e. Learning Centre should be close to the learner,
- b. availability of facilitators as much as possible from within the immediate environment for familiarity with the norms of the learning environment,
- c. creation of learner-friendly environments, i.e. conducive and safe learning environments with adequate/suitable seats; adequate learning materials supplied promptly,
- d. creation of learning spaces in prisons, markets and other places where people in difficult circumstances reside,
- e. establishment of continuing education learning centre, in each ward across the country, particularly where such does not exist, and
- f. put in place mechanism for promoting literacy, numeracy and vocational skills among women in purdah.

2.6.2 Equity

Equity requires providing equal rights to all, by:

- a. ensuring gender sensitivity-women and men should be given equal right to education and any form of discrimination based on gender should be prohibited,
- b. providing for Disadvantaged/Vulnerable Groups (IDPs, People with special needs, etc.) to be protected through state legislation and education,
- c. ensuring that Prison Inmates also benefit from literacy, non-formal and continuing education provisions by creating and strengthening literacy/learning centres in correctional institutions,
- d. reaching out to migrants and mobile communities to avail them with adult and non-formal education learning opportunities in their host communities, and
- e. ensuring that mechanisms are put in place to ensure that the Almajiri, Child Labourers and Artisans/Apprentices have access to basic education.

2.7 Programmes

1. Basic literacy: reading, writing and numeracy for children, youth and adults hindered or not opportuned for formal education,
2. Post literacy: functional use of literacy skills for self-efficacy, lifelong learning and utility value of self and for society,
3. Continuing education: remedial education, social/community education, extra mural education, and
4. Vocational education: skills acquisition for trades, business and works in society.

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SECTION THREE IMPLEMENTATION STRATEGIES

3.1 Preamble

The implementation strategies are intended to support the operation of adult and non-formal education programmes, activities and institutions in Nigeria. The strategies are outlined for effective synergy between NMEC and all stakeholders.

3.2 Beneficiaries

The following are categories of people to be served:

- a. adults and adolescents who have never been to school and cannot read or write and for whom basic literacy and numeracy skills can open a gate to lifelong learning,
- b. adults and adolescents who are above school-going age but have not achieved reading, writing and numeracy competencies,
- c. young adults who left school before acquiring basic education due to factors such as conflict, pregnancy, ill-health or death of parent, etc.
- d. early school leavers who could not stay on to achieve permanent literacy for effective work,
- e. school leavers with different educational attainments who are working in various government ministries and the private sector. Many young adults in this category may need to engage in professional training and education to improve themselves and update their skills and job performance,

- f. persons who are already engaged in economic activities but who require further learning (acquiring new knowledge, skills, attitudes and values) to enable them to adapt to the needs of an ever-changing world of work,
- g. adults/youths who need rehabilitative education, including prison inmates, people with special needs, street children, out-of-school boys and girls, migrants, internally displaced persons and other vulnerable groups,
- h. school age children and youths (6-14 years) not enrolled in the formal school system,
- i. young persons who desire to acquire formal certificates that they had failed to acquire while still in school,
- j. vulnerable and constrained women and girls,
- k. all literate youth and adults who need liberal education, and
- l. in addition, other beneficiaries could include the following: Women in purdah; Rural women and men; Peasant farmers; Fishermen/women; Market women and men; Out-of-school children and youth; Street Children with no fixed addresses; Traditional Qur'anic school children (the "Almajiri"); Adult nomads/migrant people; The physically challenged children/youth and adults; Illiterate drivers; Commercial Motorcyclists (Achaba/Okada); Illiterate workers/semi-skilled workers (roadside mechanics, artisans, etc.); Illiterate/semi-skilled junior workers in public and private sectors; and Illiterate prison inmates or ex-prisoners in need of rehabilitative education.

3.3 Programme Component of the Adult and Non-Formal Education

The components of the Policy Guidelines enable adults and youth to acquire skills and knowledge, in the spirit of lifelong learning and with the possibilities for mainstreaming into the formal sector.

The programme will encourage flexibility, inclusiveness and equity, greater problem solving ability, self-reliance, and community participation:

- a. **Basic Literacy** (*Equivalent to primary 1-3 of the formal system*) provides reading, writing, numeracy, and skills for adults and youths who did not have an opportunity for formal education. Basic literacy lasts between 6-9 months.
- b. **Post Literacy** (*Equivalent to primary 4-6 of the formal system*). This NFE type is organised for graduants of basic literacy who want to acquire more knowledge and for those who for one reason or the other dropped-out from formal school between primary 1-3. The concept of post-literacy assumes that newly-literates quickly relapse into illiteracy if they do not have any meaningful ways of using their skills. The post-literacy stage usually lasts for 2-3 years. From this level, a learner can proceed for further education either through the formal or open and distance learning system.
- c. **Functional Literacy**. This form of literacy is “work-related”, and is mainly intended to promote literacy through the familiar objects and acts of the learners' professional or vocational calling. That is, providing the skills of reading, writing and computation tailored towards one's occupation for better economic productivity.
- d. **Vocational Education/Work-related Skills**. This is a non-formal education programme designed to equip the learners with vocational or work-related skills such as livelihood, computational skills, work readiness, entrepreneurial and small business management. The duration, depending on the trade or craft, may be jointly agreed upon between the organisers and the learners. In some cases, it may last up to 12-18 months, or even beyond, depending on the types of trade or craft that the learners enrolled in.

- e. **Liberal Education** such as health (illness prevention), environmental conservation, civic education (to prepare the learner to play a more effective role in the democratic process), peace education, conflict resolution, parenting (including specific programmes for mothers), psycho-social well-being, negotiating, and assertive skills, etc.
- f. **Continuing Education.** Preparation for returning to formal schooling, or to pass examinations. This is an educational programme organised for graduates of post literacy and non-completers of the formal school especially those who want to acquire Junior School Certificate Examination (JSCE), Senior Secondary School Certificate Examination (SSCE), including professional examinations or other external examinations of their choice or individuals who want to remedy deficiencies in their educational pursuit. This type of education assumes the forms of Remedial Education, Extra Mural, and Open and Distance learning.
- g. **Workplace basic skills** provided by public or private sector employers where they arrange for their non-literate and moderately literate employees to spend some work-time learning how to read, write, and calculate or to update their skills, both for the purposes of their work and possible promotion and for more general education.

3.4 A Literate Environment

The government and other stakeholders in pursuance of a literate environment shall ensure that:

- a. the overall goal of developing a literate environment shall include enhancing knowledge of the political, social, and economic processes and sustaining literacy skills which are essential for citizen participation and good governance,
- b. individual learners require sensitisation and mobilisation since the creation of a literate environment rests with the

- individual's motivation, interest, need and stimulus, as well as commitment and ownership of the process of learning,
- c. NMEC as the coordinating body for Mass Education shall liaise with relevant government agencies (federal, states and local), NGOs, CSOs, development partners, and the private sector to promote the creation of infrastructure and institutions for literate environments,
 - d. budgets for literacy and NFE shall include support for the establishment of mobile libraries, rural libraries, reading rooms, and varied places to settle down for reading and writing,
 - e. NMEC and other relevant agencies to support the development, production and distribution of print and non-print NFE materials relevant to learners,
 - f. communities shall be sensitised and encouraged to provide spaces where print and non-print materials can be stored, displayed and made available to learners,
 - g. agencies such as the National Orientation Agency (NOA) and the media houses should be encouraged to vigorously be involved in sensitising and mobilising the public, especially the neo-literates to imbibe literate behaviours through self-directed activities and in the maintenance of the literacy environments,
 - h. all communications are written in local languages in addition to English as is the practice in many multilingual countries,
 - i. a corps of NFE trained village librarians shall be posted to rural areas to organise libraries/reading rooms and provide assistance and consultation to learners and other readers, and
 - j. collaborating with ICT providers to support literate environment by allowing neo-literates to use their services at a cheaper cost.

3.5 Inter-Sectoral Collaborations

- a. NMEC shall identify and document all active partners including government ministries and agencies, UN agencies, NGOs and local communities,
- b. NMEC shall maintain networking and collaboration and partnership with the ministries and agencies involved in NFE for resource generation and mobilisation; in addition to Federal Ministries of Health, Agriculture, Labour and Productivity, and Sports and Youth Development, Women Affairs, etc.
- c. NMEC remains the central authority for collaborative undertaking, networking, and coordination of Mass Literacy, Adult and Non-Formal Education activities.

SECTION FOUR MANAGEMENT OF MASS EDUCATION DELIVERY

4.1 Preamble

This section outlines the administrative structure of mass education in Nigeria, the role of various stakeholders involved in mass education delivery, and the management structure of the National Commission for Mass Literacy, Adult and non-Formal Education (NMEC).

4.2 Administrative Structure of NMEC

The administrative structure of the National Commission for Mass Literacy, Adult and Non-Formal Education is as follows:

ORGANIZATIONAL STRUCTURE OF THE NATIONAL COMMISSION FOR MASS LITERACY, ADULT AND NON-FORMAL EDUCATION (NMEC) AND ITS RELATIONSHIP WITH OTHER ADULT AND NON-FORMAL EDUCATION (ANFE) STAKEHOLDERS

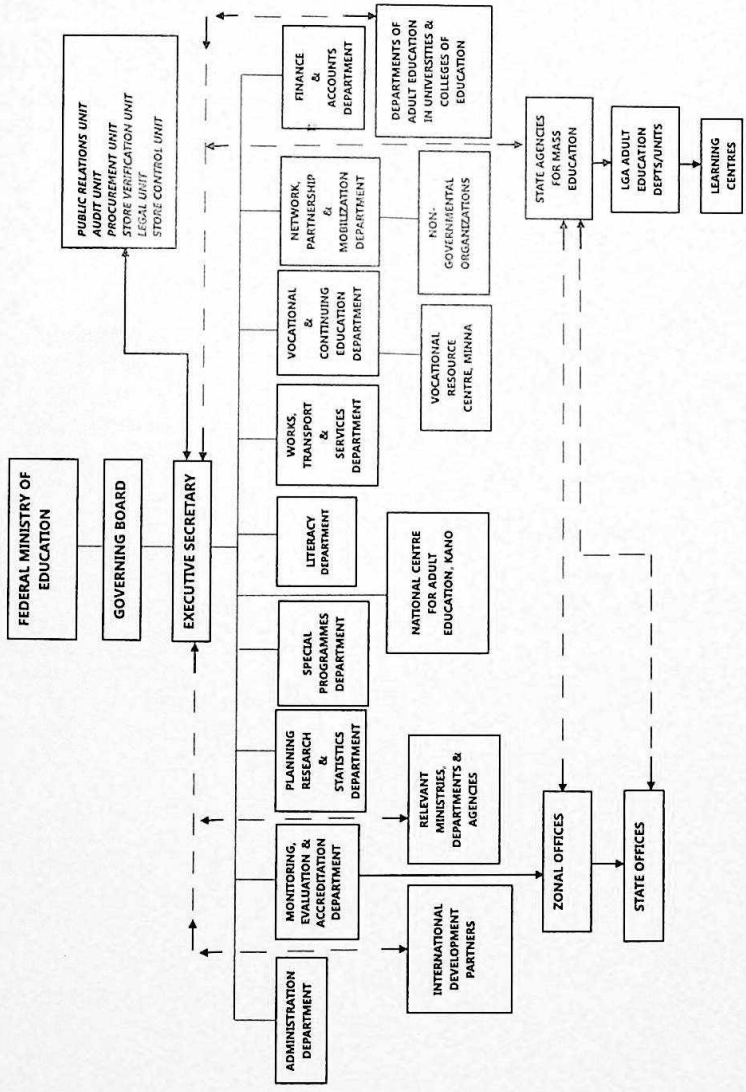


Figure 1: Organizational Structure of the National Commission for Mass Literacy, Adult and Non-Formal Education

4.3 Role of the Federal Ministry of Education

The Federal Ministry of Education shall:

- a. formulate policies on Mass Literacy, Adult and Non-Formal Education,
- b. supervise the National Commission for Mass Literacy, Adult and Non-Formal Education,
- c. provide adequate fund to NMEC to address adult and youth literacy including functional and continuing education,
- d. mobilise states and local governments to adequately fund adult and non-formal education, and
- e. initiate dialogue with international donor agencies about cooperation in the sphere of mass literacy, adult and non-formal education.

4.4 National Commission for Mass Literacy, Adult and Non-Formal Education

The Functions and Responsibilities of the Commission shall be to:

- a. formulate and issue policy guidelines on all matters relating to adult and non-formal education activities in Nigeria,
- b. co-ordinate and monitor the successful implementation of all adult and non-formal education programmes in Nigeria,
- c. receive funds from the Federal Government and allocate same to states and such other agencies that implement adult and non-formal education programmes in Nigeria,
- d. solicit, receive and disburse grants, endowments and gifts to agencies that implement adult and non-formal education in Nigeria,
- e. undertake quality assurance activities in the

- implementation of adult and non-formal education programmes in Nigeria,
- f. motivate and mobilize people to participate in mass literacy, adult and non-formal education programmes through advocacy visits and the use of the mass media, especially the radio, television and mobile cinema,
 - g. conduct research on adult and non-formal education programmes in Nigeria,
 - h. develop and disseminate curricula and instructional materials for adult and non-formal education in Nigeria,
 - i. establish pilot mass literacy, adult and non-formal education centres and classes across Nigeria,
 - j. conduct and support capacity building of practitioners in adult and non-formal education in Nigeria,
 - k. organize in-service professional training courses for both management and staff of the Commission,
 - l. collate, analyze and publish information relating to adult and non-formal education in Nigeria,
 - m. maintain data bank on adult and non-formal education in Nigeria,
 - n. initiate, organize, co-ordinate and monitor mass literacy campaign in Nigeria,
 - o. develop partnership and collaboration on adult and non-formal education programmes with ministries, departments and agencies (MDAs), non-governmental organizations (NGOs) and international development partners (IDPs),
 - p. receive regular progress reports from State Agencies for Mass Education and such other agencies that the Commission supports,

- q. carry out such other activities as are relevant to the discharge of its mandate,
- r. prepare and submit annual reports of its activities to the Hon. Minister of Education, and
- s. carry out such other function(s) as may be directed by the Honourable Minister of Education from time to time.

4.5 Functions of State Agencies for Mass Education

State and FCT Agencies for Mass Education shall:

- a) develop and implement relevant literacy and non-formal education programmes (in line with National Specification with particular reference to the local environments),
- b) create a conducive learning environment to develop literacy skills among the non-literates and to sustain literacy skills among neo-literates in various communities,
- c) provide access by setting-up literacy Centres (classes) and provide infrastructural facilities, including furnishing, equipment and supply of training materials for mass literacy and non-formal education programmes,
- d) establish vocational craft Centres and or functional literacy Centres,
- e) enroll adult learners and facilitate learning,
- f) recruit and pay NFE vocational and literacy facilitators in collaboration with local government councils,
- g) regulate, monitor and ensure quality control of all private continuing education Centres, skill acquisition Centres, extra mural classes and other adult and non-formal education programmes,
- h) liaise with non-governmental organizations in the state for the implementation of mass education programmes,

- i) build institutional capacities of NGOs, CSOs, CBOs, FBOs, etc. to deliver literacy, post literacy and continuing education programmes,
- j) undertake advocacy, publicity and mobilization for mass literacy,
- k) provide support services for adult and non-formal education including curriculum adaptation, mobile and rural libraries, television viewing and audio-listening Centres and studio, visual teaching and learning aids,
- l) develop and produce neo-literates' newsletters and other supplementary readers in local languages,
- m) train grassroots personnel such as facilitators, area coordinators, scheme organizers, library attendants, and administrative officers,
- n) support innovative literacy, post literacy and continuing education delivery initiatives,
- o) ensure that each NFE Centre, whether government or NGO and CSOs-funded, where literacy, numeracy, life skills and work-related classes are offered, there are at least two facilitators, one for literacy and numeracy, and one for religious/general knowledge or life and work-related skills,
- p) monitor, evaluate and ensure quality of mass education programmes,
- q) establish functional Non-Formal Education Management Information System (NFEMIS) for the collection and dissemination of reliable data, and
- r) convene annual joint programme review meetings of stakeholders for continuous policy dialogue.

4.6 Functions of Adult Education Units/Departments of Local Government Councils

Local Government Councils shall:

- a) conduct regular censuses of Non-literates,
- b) identify the learning needs of the Non-literates,
- c) identify and locate literacy Centres and classes within the local government,
- d) create adequate awareness for enrolment of learners,
- e) recruit qualified facilitators/artisans in line with the minimum policy guideline and set targets for them,
- f) ensure the prompt payment of facilitators' monthly honorarium, which should at least be half of public workers' minimum wage, and implement measures that attracts part-time teaching in literacy,
- g) provide instructional materials and efficient use of facilities and resources in local government Centres,
- h) liaise with State Agencies to enhance NFE programmes,
- i) organise advocacy/sensitisation and conduct relevant ceremonies that might help in popular mobilisation for active support for participation in literacy and adult education programmes,
- j) evolve strategies of increasing the rate of female participation in basic literacy education programmes,
- k) ensure an increase in the rate of participation in post-literacy by those who complete the first level of literacy,
- l) collect and keep data on literacy activities at the local government level,
- m) coordinate the Mass Literacy, Adult and Non-Formal Education initiatives of voluntary and non-governmental

literacy providers in their respective domains,

- n) ensure adequate monitoring and proper supervision and inspection of literacy and adult education programme delivery activities at the local government level,
- o) ensure the implementation of vocational training for youth in the local government area,
- p) establish community library/reading rooms and viewing Centres, and
- q) develop appropriate capacity programmes for the benefit of NGOs, CSOs, CBOs, and all groups involved in Mass Literacy, Adult and Non-Formal Education.

4.7 Other Relevant Ministries, Departments, Agencies, and Civil Society Organisations

The provision of non-formal education is not the responsibility of government alone. The Policy Guideline recognizes the participation of Civil Societies, NGOs and other voluntary organizations in Mass Literacy, Adult and Non-Formal Education delivery, which can take a variety of forms, such as:

- a) establishment of literacy and resource centres,
- b) advocacy, social mobilization and fund raising,
- c) provision of ICT and teaching-learning materials,
- d) capacity building of tutors, facilitators and managers of mass literacy, adult and non-formal education, and
- e) conduct of research and dissemination of innovative ideas, materials and techniques.

4.8 International Development Partners

International Development Partners have been very supportive of Nigeria's education sector development efforts and have shown

considerable interest in the promotion of Mass Literacy, Adult and Non-Formal Education in the country. It is to be expected that in keeping with the specific mandate of each organization (and in the spirit of international solidarity for the realization of SDGs 2030) collaboration with, as well technical/financial support to, all tiers of government and civil society groups in areas of specific concern to this Policy Guidelines would receive the much-needed boost.

4.9 NMEC Management Structure

National Level Personnel

- a) Board Members
- b) Executive Secretary
- c) Directors/Heads of Departments of:
 - i. Administration
 - ii. Network, Partnership and Mobilization
 - iii. Literacy
 - iv. Vocational and Continuing Education
 - v. Planning, Research and Statistics
 - vi. Monitoring, Evaluation and Accreditation
 - vii. Finance and Accounts
 - viii. Special Programmes
 - ix. Works, Transport and Services
- d) Secretary/Coordinator NMEC National Adult Education Centre
- e) Zonal Coordinators
- f) Coordinator Vocational Resource Centre
- g) Coordinators of State Offices

- h) Unit Heads
- i) Other Staff

State Level

- a) State Executive Director/Executive Secretary
- b) Heads of Department according to the following:
 - i) Administration Department
 - ii) Finance Department
 - iii) Planning, Research and Statistics Department
 - iv) Quality Assurance Department
 - v) Mass literacy Department
 - vi) Continuing Education Department
 - vii) Vocational Education Department
 - viii) Women Education Department
 - ix) Other Staff

Local Government Level

- i) Area Coordinator
- ii) Assistant Area Coordinator
- iii) Chief Organizer
- iv) Scheme Organizer
- v) Facilitator

4.10 Qualifications for Appointment:

Federal and State levels

- a) **Executive Secretary/Director:** Minimum of First Degree in Education, preferably in Adult and Non-Formal Education. Preference would be given to professional



adult educators with at least 10 years of cognate experience.

b) Directors and Heads of Department: Minimum of First degree in Education but preferably in Adult and Non-Formal Education, plus 10 years of experience.

c) Area Coordinator: Minimum of First degree in Education but preferably in Adult and Non-Formal Education, plus minimum of 5 years of experience.

d) Organiser: Minimum of National Certificate in Education, but preferably in Adult and Non-Formal Education, plus five years of experience.

e) Facilitators:

i) minimum qualification of facilitators should be National Certificate in Education (NCE), preferably in adult and non-formal education, as stipulated in the National Policy on Education so as to ensure standardisation and quality delivery in adult and non-formal education,

ii) facilitators who lack the minimum qualification of the NCE, but who have the requisite knowledge and training in NFE methodology can be recruited as part-time facilitators after attending appropriate induction courses, and

iii) existing facilitators who lack the minimum qualification of NCE can be retained as facilitators in centres up till 2020 to upgrade their qualifications.

f) IQTE Proprietors

i) vast knowledge of Qur'anic and Islamic doctrine and practices,

ii) acceptability to the Community or the immediate environment,

iii) demonstrated peace-building skills.

Minimum Pay for Facilitators

- a) facilitators are categorised as either full-time or part-time with appropriate minimum pay/allowances for each category,
- b) for full-time facilitators, appropriate scales in the public service shall apply, and
- c) for part-time facilitators a reasonable allowance suffices, which should at least be half of public workers' minimum wage.

Responsibilities of State Governments:

- a) payment of facilitators' salaries and allowances,
- b) refresher courses for newly recruited facilitators,
- c) state and local governments should jointly organise annual refresher courses for facilitators and induction courses for the newly recruited facilitators,
- d) sponsoring of facilitators to study NCE adult education in line with the NCE minimum entry qualification for the teaching profession,
- e) training agencies such as the National Centre for Adult Education, Kano and State owned adult education institutes should provide training for professional adult educators at Certificate, Diploma or NCE levels as well as short courses. These institutes shall liaise with the National Commission for Colleges of Education (NCCE) and universities for accreditation of their academic programmes,
- f) state agencies for mass education, national and international NGOs, CSOs, development partners, consultants and individuals with the necessary expertise

and accreditation could organise short refresher courses in literacy strategies for short time training of literacy and NFE facilitators, and

- g) certificates of participation shall be issued at end of any training course.

Training, of Mass Literacy, Adult and Non-Formal Education Personnel and Stakeholders

The successful implementation of mass literacy, adult and non-formal education programme would depend largely on the availability of knowledgeable, appropriately skilled, and socially committed educators. The training of such personnel shall be guided by the following:

- a) all Mass Literacy Adult and Non-Formal Education (MLANFE) personnel and stakeholders shall be exposed to continuing professional development programmes to assure efficiency and effectiveness in andragogy before being given some responsibilities,
- b) holders of qualifications in fields other than Adult Education shall be exposed to induction courses on Andragogy,
- c) two weeks induction course, to be held twice a year for basic and post literacy programmes,
- d) facilitators shall in addition, benefit from continuing self-development opportunities,
- e) the National Centre for Adult Education, Kano will be upgraded to adult education training institute along with other existing adult education institutions to offer NCE or diploma courses in Adult Education after being accredited by NCCE and or universities as the case may be,
- f) Non-Governmental Organisations intervening in Adult and Non-Formal Education should be equitably

accommodated in the recommended training packages, and

- g) sensitisation activities shall wherever and whenever possible be open to federal and state legislators and executive council members.

Categories of personnel to receive training:

- a. literacy instructors/facilitators,
- b. literacy organisers/coordinators,
- c. literacy supervisors,
- d. literacy Centre-based management committee (CBMC) officials,
- e. literacy rural reading room attendants,
- f. NGOs and CSOs,
- g. staff of Local Government Adult Education Units/Departments,
- h. all Staff of NMEC,
- i. State Agencies for Mass Education,
- j. policy implementers in Adult and NFE, and
- k. chairmen and members of education committees at the federal, state and local government level, permanent secretaries, Directors of finance and media executives.

Training Adult Educators/Facilitators

- a) For the training of adult educators and facilitators on essential topics such as psychology of adults, adult teaching methodologies, communication skills, research methods, and general knowledge covering the environment, climate change, civic education, human rights, health education, cultural diversity, etc. should be included in the training packages.

- b) NMEC in collaboration with the State Agencies for Mass Education and Local Government Adult Education Units/Departments shall supervise and evaluate training sessions provided by government and non-governmental agencies, and to keep accurate and current data and information on trained NFE facilitators and adult educators.

The Avenues for Training Adult Educators

This shall include the following:

- a) tertiary institutions such as universities, colleges of education, and polytechnics for degrees and diplomas in adult education,
- b) training agencies such as the National Centre for Adult Education, Kano and state owned Adult Education Institutes to provide training for professional adult educators at certificate, diploma or NCE levels as well as short courses. These institutes shall liaise with the National Commission for Colleges of Education (NCCE) and other universities for accreditation of courses,
- c) State Agencies for Mass Education, prominent national and international NGOs, CSOs, development partners, consultant bodies and individuals with the necessary expertise and accreditation could organise short refresher courses in literacy strategies for short-time training of literacy and NFE facilitators,
- d) attendance at seminars, workshops, conferences should be encouraged,
- e) certificates of Attendance should be provided to all participants after the training, and
- f) curriculum or programme content for training adult educators should include the essential topics required such as psychology of adults, adult teaching

methodologies, communication skills, research methods and general knowledge covering the environment, climate change, civic education, human rights, health education, cultural diversity, religious knowledge, etc.

Recommended Facilitator-Learner Ratio

It is recommended that a Centre should not accommodate more than 30 learners in basic and post literacy classes, while in vocational skills acquisition Centres, the ratio should be 1:10 facilitator-learners.

Procedures for Establishing Basic Literacy Centres

- a. conduct local/community sensitisation and mobilisation of stakeholders,
- b. conduct qualitative and quantitative analysis on the availability of prospective learners, personnel, teaching and learning materials and equipment,
- c. determine staff motivation and modalities for prompt payment of approved allowances per head and partnership in the dispensation of adult and non-formal education,
- d. set target for attaining quick win and long term academic achievements,
- e. take into consideration the diversity of the clientele in terms of need/aspiration for survival, participation, protection and development with emphasis of their characteristics, psychology and environmental differences,
- f. determine suitable methods for each learner based on programme availability, and
- g. reproduce the approved 'Form C' designed for the entry or registration of learners.

Materials for Record Keeping in the Centres

The following are the books required for record keeping in Learning Centres:

- a. Preliminary Form 'C'
- b. Attendance register
- c. Facilitator's Registration Form
- d. Registration Form for Learners
- e. Inspection Report form
- f. End of the Session Examination Result Form
- g. Weekly Record Book/Visitors Logbook
- h. Scheme Records Forms

SECTION FIVE FUNDING

5.1 Preamble

This section addresses funding, their sources and utilization for Literacy and NFE delivery in Nigeria.

5.2 Sources of Funding

It is recognised that activities of NMEC are currently funded largely through subvention from the Federal Government which is grossly inadequate to meet the needs of non-formal education provision in the country, hence the need to expand its sources of funding. In this respect, the Federal Government should without prejudice to the other sub-sectors of the economy allocate at least 2 per cent of its consolidated revenue to the sector.

At least 10 per cent of entire basic education budgets of states and 5 per cent of basic education budgets of the local governments shall be allocated for mass literacy, Adult and Non-Formal Education.

- a) Inter-Ministerial/inter agency funding support and collaboration from government agencies including the SDGs, Ministries of Women Affairs, Agriculture, Poverty Alleviation, Health, Economic Planning, Local Government, and UBEC/SUBEB, among others.
- b) International Donor Funding. The National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) shall continue to seek for funding support from international development partners. The Nigerian Government should, therefore, encourage International Development Partners like UNESCO, UNICEF, UNDP, USAID,

DFID, JICA, ACTION AID, The World Bank, etc. to increase their financial contributions and commitments to Mass Literacy, Adult and Non-Formal Education.

- c) Private Sector Partnership. This could provide financial, material and logistic resources required for the successful implementation of literacy and other NFE programmes.
- d) Revenue can also be sourced from registration, approval and renewal of NFE programmes such as extra-mural classes, computer training Centres, professional, and vocational Centres.
- e) Voluntary contributions from Community Based Organisations (CBOs), Non-Governmental Organisations (NGOs), Civil Society Groups, faith-based organizations (FBOs) and individuals.
- f) In the very near future, provision for at least 2% of Education Tax be remitted to Adult and Non-Formal Education.
- g) 25% of Education Development Levies as charged by States and Local Governments to be dedicated to Literacy and Non-Formal Education operations.

5.3 Utilization of Funds

Funds shall be made available for the implementation of programmes. The funds sourced for NMEC, SAME and Local Government Adult Education Departments/Units shall be used for the following services, as stated below:

- a) payment of facilitators' allowances and salaries at the prevailing minimum wage,
- b) provision of instructional materials,
- c) procurement of materials and equipment for skills acquisition,

- d) training of field officers and operational staff of the Commission and SAME on Andragogy and related fields/skills,
- e) advocacy, mobilisation and sensitisation in favour of mass education,
- f) monitoring, evaluation, accreditation and data collection,
- g) management and research activities,
- h) maintenance of Mass Literacy Adult and Non-Formal Education offices, facilities and equipment,
- i) establishment of Literacy and Vocational Centres, Rural Reading Rooms and Television Viewing Centres,
- j) payment of counterpart contributions for International Development Partner's and other NGOs/agency supported activities,
- k) special recognition to promoters of Mass Literacy Programmes,
- l) empowerment grants for graduates to enhance self-reliance, and
- m) establishment of ICT centres.

SECTION SIX CURRICULUM AND TEACHING- LEARNING MATERIALS

6.1 Preamble

Teaching and Learning materials are not limited to written or printed texts. The scope will be expanded to include non-text materials, like audio and video support materials and a full deployment of the limitless possibilities of ICT. While government remains a major provider, it is envisaged that ALL promoters of Mass Literacy, Adult and Non-Formal Education would also complement the efforts of government, while learning centre managers, tutors, facilitators as well as local community groups and learners would take concrete steps at every stage to source materials that serve specific needs.

6.2 Curriculum

In the Non-Formal Education (NFE) sector, the curriculum is structured to cover Basic, Post Literacy, Continuing and Vocational Education. Its structure is designed to facilitate articulation with the formal education system.

6.2.1 Basic Literacy: symbols in the language of the immediate environment or mother tongue; learners should possess the ability to use them in their daily activities. It is composed of:

- i. Reading
- ii. Writing
- iii. Numeracy

6.2.2 Post Literacy:

- i. English Language
- ii. Mathematics

- iii. Social Studies
- iv. Tourism
- v. Health Education and Hygiene
- vi. Basic Science
- vii. Life Skills
- viii. Citizenship Education
- ix. Introduction to Computer Education
- x. Home Management plus nine (9) Vocational Skills of the learners' choice
- xi. Religious, Moral and Civic Studies
- xii. Agriculture

6.2.3 Continuing Education

(Junior Secondary School, Remedial Education and Distance Learning, etc.)

- i. All the subjects offered at the formal Junior Secondary School level, plus Vocational Skill/Entrepreneurial Education based on the needs of the learner.
- ii. All the subjects offered in Remedial Education and Distance Learning Programmes.

6.2.4 Vocational Education

NMEC has developed curricula and modules with assistance from NERDC and NBTE, in the following trades in line with the approved National Vocational Qualification Framework (NVQF 2013):

- i. Arts and crafts,
- ii. Exterior and interior decoration,
- iii. Fashion design,
- iv. Cosmetology and beauty therapy,
- v. Wood work technology,
- vi. Building technology,
- vii. Plumbing and pipe fitting,

- viii. Auto electricity,
- ix. Fabrication and welding,
- x. Computer installation and maintenance,
- xi. Home Economics,
- xii. Radio, television and GSM services,
- xiii. Refrigeration and air conditioning,
- xiv. Photography and video coverage,
- xv. Livestock management,
- xvi. Motor mechanic,
- xvii. Electrical installation and repairs, and
- xviii. Filmmaking and Cinematography.

6.3 Programmes

In line with Nigeria's nine years' basic education programme, non-formal education has four major programmes:

- i. Basic Literacy,
- ii. Post Literacy,
- iii. Continuing Education, and
- iv. Vocational Education.

6.3.1: Programme Components:

- a) Basic Literacy
 - i. Reading, Writing and Numeracy,
 - ii. Out-of-School Girls' Education,
 - iii. Out-of-school boys' Education,
 - iv. Prison Literacy,
 - v. Functional Literacy,
 - vi. Basic literacy in Arabic/Ajami, etc.
 - vii. Integrated Qur'anic Education.
- b) Post Literacy
 - i. Women Education,

- ii. Post Literacy for Out-of-School Girls,
 - iii. Post Literacy for Out-of-School Boys, and
 - iv. Liberal Education.
- c) Continuing Education
- i. Junior Secondary School Education,
 - ii. Remedial Education,
 - iii. General Certificate of Education (GCE)--Distance Learning Mode, and
 - iv. Vocational Skills Development, including life and entrepreneurship skills.

6.4 Duration of Programmes

The following represent the basic minimum required for the mastery of specific knowledge and skills for each level of study.

- i. Basic Literacy: Nine to twelve months, although consideration should be given to psychological maturity and performance of learners,
- ii. Post Literacy: Twenty-four (24) months,
- iii. Continuing Education: Twenty-four (24) months (the duration is also dependent on the nature of the programme since anything from post-literacy is considered continuing education), and
- iv. Vocational Education: Twenty-four (24) months (with variations depending on the nature of the vocational subject).

6.5 Weekly Contact Hours

- i. Basic Literacy: This programme is equivalent to Primary 1-3 of formal schools and the curriculum is flexible. The programme session can be covered

- in 78 contact hours, over a delivery period of six or nine months and sometimes twelve months, depending on the time that is available to learners to study. However, with modern learning approaches and design, the minimum contact hours can be completed in fewer months,
- ii. Post Literacy: Post Literacy is equivalent to primary 4-6 in the formal schools. Duration depends on contact hours. It covers two sessions of 18-month duration,
 - iii. Post Literacy Stage II (Continuing Education I) is equivalent to junior secondary school (JSS 1-3) in formal schools. It also covers two sessions of 18-month duration,
 - iv. Continuing Education II (Extra Mural Studies): Duration depends on contact hours. It is equivalent to Senior Secondary School (SSS 1-3). It covers 12 months' instruction, and
 - v. Vocational Education: It covers 18 to 24 months' duration depending on the contact hours and the trade or skill to be acquired.

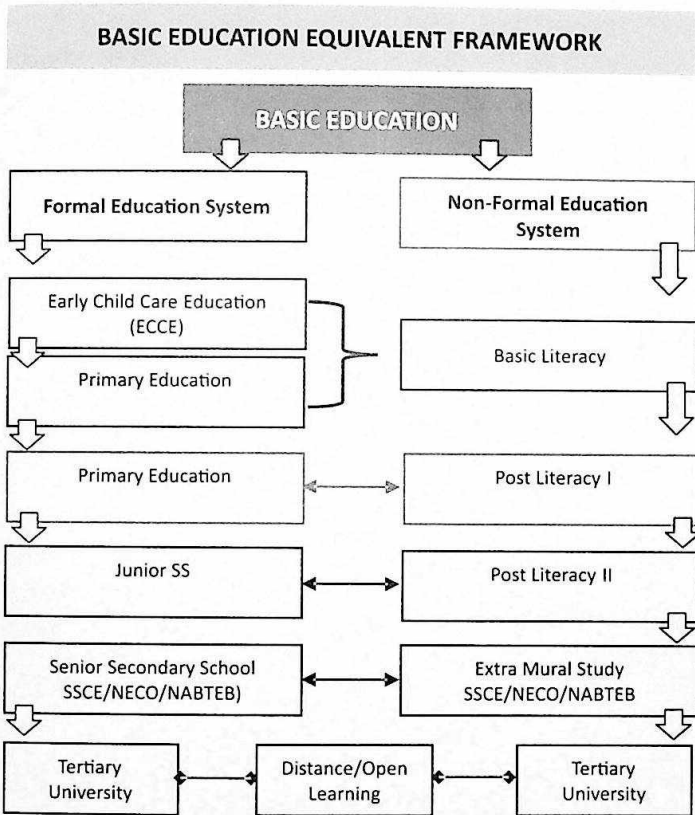


Figure 2: Basic Education Equivalent Framework

6.6: Link (Articulation) between Formal and Non-Formal Education

- i. NFE equivalent to Formal Education shall be provided to those who are deprived of educational opportunity or who might have dropped out of education,
- ii. NMEC shall work with relevant agencies to design and produce National Certificates equivalent to Primary 1-3, 4-6 and National Operational Standards in NFE vocational programmes, and

- iii. NMEC shall develop Non-Formal Basic Education programme equivalent to Formal Basic Education, such as the Junior Secondary School to ensure easy mainstreaming into formal education.

6.7 Programme Content and Special Focus Areas:

To ensure functionality, each target group of beneficiaries of Mass Literacy, Adult and Non-Formal Education shall be exposed to specific subject areas based on their needs and aspirations.

6.8 General instructional materials for programmes implementation

- a) primers for different subjects,
- b) facilitators guide and modules,
- c) learning materials specific to each core subject,
- d) exercise books,
- e) chalk/marker,
- f) chalkboards/white board,
- g) rulers,
- h) erasers,
- i) HB Pencils,
- j) sharpeners,
- k) appropriate materials and equipment for Vocational, Technical and Entrepreneurial Education, and
- l) ICT equipment and software.

SECTION SEVEN LANGUAGE OF COMMUNICATION

7.1 Preamble

This section highlights the objectives, the channels of communication, the language policy and the issue of multilingualism in literacy and non-formal education. It recognises the fact that Nigeria is a multilingual country with more than 400 spoken languages. The linguistic diversity of Nigeria shall be a source of cultural and linguistic wealth that promotes education and understanding among citizens. Also, it appreciates the essence of language as a tool of instruction and its potential as a unifying factor.

This Policy therefore shall be inclusive and encourage the development and use of smaller languages for literacy and non-formal education delivery.

7.2 Policy Objectives on Language and Communication

The policy objectives are to:

- a) adopt and engage appropriate language of instruction for delivery of Literacy, Adult and Non-Formal Education,
- b) deploy traditional and modern instructional technologies to deliver and implement Literacy, Adult and Non-Formal Education,
- c) deploy language to enhance unity in the Nigerian society through Literacy, Adult and Non-Formal Education,
- d) utilise modern communication technologies in creating awareness among stakeholders concerning Literacy, Adult and Non-Formal Education, and

- e) deploy relevant media to mobilise stakeholders in providing political and financial support and commitment for Literacy, Adult and Non-Formal Education.

7.3 Guidelines on Language and Communication for Literacy and NFE Delivery

The fundamental guidelines for formulating a language policy in adult and Non-Formal Education include:

- a) the equality of all national languages regardless of the number of speakers,
- b) pedagogical reasons as ideal for learners to study through their own languages, particularly in the early stages of learning when basic skills of reading, writing, numeracy, and concept formation are required, and
- c) The expectation of a language policy for adult and Non-Formal Education which shall enhance unity in the society.

7.4 Adoption of Extant Language Policy

The following extant policies on Language of facilitation are recognised and adopted. These include:

- a) English, the official language, should serve as a medium of facilitation in NFE Centres at post-basic, continuing and tertiary levels education,
- b) the geo-political zones where the three major languages (Hausa, Yoruba and Igbo) predominate should be used in the first three years of basic education,
- c) minority languages with developed orthographies shall be used for facilitation in the first three years of learning,
- d) in basic literacy and post-literacy programmes, the local language or the language of the immediate environment shall be used, and

- e) without prejudice to a – d, the interest of the participants shall be considered in the selection of language of instruction in any learning centre.

7.5 Language of Primers

- a) basic literacy primers shall be produced in the language of the immediate environment,
- b) modules for subsequent levels shall be in English language,
- c) NFE policy documents, modules, supplementary reading materials, and mobilization messages produced in English Language should be translated into local languages, and
- d) as much as possible, primers and modules shall be in interactive language.

7.6 Language Strategy for the promotion of Mass Literacy, Adult and Non-Formal Education

Language use in teaching and communication shall respect the following basic principles:

- a) recognition of all languages in the country are equal, irrespective of the number of speakers or the level of development of language and the development of orthography, relevant materials and the training of facilitators shall be encouraged,
- b) campaigns shall be used to educate people to understand the pedagogical advantages of learning in the mother tongue,
- c) curricula and local language learning materials shall be made available in sufficient quantity and quality,
- d) promotion of local production of primers and other learning materials that are closely related to the learners' environment should be encouraged,

- e) NMEC and all other relevant agencies shall support the production of primers for minority languages,
- f) reading materials in local languages shall be related to the learner's environment, culture and needs,
- g) for the achievement of improved quality in basic education, facilitators shall be properly trained and retrained in the teaching of all languages in the nation,
- h) provision of facilities for mobile and rural libraries, reading rooms, television viewing centres and radio listener's clubs etc. shall be encouraged for the development of participants' literacy and communication skills,
- i) a Trust Fund to support the development of local languages shall be established and contributions to this Fund shall be solicited from governments, international development partners (IDPs), individuals, and private organisations,
- j) non-formal Education staff training institutions shall be upgraded to ensure adequate output of trained literacy personnel in local languages,
- k) materials in local languages shall be pre-tested before they are produced on a large scale for use in NFE programmes,
- l) development of relevant language publications to ensure permanent literacy shall be encouraged,
- m) NMEC and state agencies should establish language department for mass education to support and promote Nigerian languages in NFE programmes,
- n) media houses shall be encouraged to collaborate in the planning, designing and production of learning programmes in local languages,

- o) for smooth interaction with our neighbours and to promote international cooperation and understanding, it is desirable to introduce the teaching of French, Arabic, and other foreign languages at the post-basic literacy level where applicable, and
- p) building of strong and functional communication networks amongst stakeholders should be developed taking advantage of emerging media.

7.7 Multilingualism

- a) basic Literacy shall be promoted in the language of immediate environment. However, if a group of learners want to learn in other language(s), their request should be met by organising a centre with qualified facilitators and appropriate instructional materials,
- b) the Language for facilitation at the post-literacy level shall be English,
- c) at the Continuing Education level (JSSCE and SSCE/NECO) the language for facilitation shall be English,
- d) the language for facilitation of learning in the vocational centre may be English or language of immediate environment. It depends on the facilitator's initiative and the reality of the situation, and
- e) learners in multilingual contexts should be given a choice on which language they would want to use. Efforts should be made to encourage and sustain bilingual learning.

SECTION EIGHT LEARNING ENVIRONMENT

8.1 Preamble

Research has shown that there is a direct relationship between the learning environment and the quality of the learning outcome. This section is on learning centres and where they should be located. It also covers those conditions that make a learning centre conducive to learning. A learning environment should be friendly, having qualified facilitators, better learning facilities, water, electricity, and safe environment.

8.2 Community/Centre Mapping

Community/Centre Mapping is the first step to be taken before establishing a Mass Literacy, Adult and Non-Formal Education facility. It is a process of ascertaining the availability of learning space, identifying potential learners, and determining the physical proximity of facilities to potential learners. It is essentially a situational analysis undertaking.

8.3 Location of and basic facilities for Learning Centres

Learning centres should be housed in a peaceful environment within reach of the learners. They can be within the precincts of: primary/secondary schools, market squares, places of worship, village squares, community meeting places, palaces, individual family compounds, under trees, prisons, refugee/IDP camps, etc. These should be managed by qualified facilitators, and be provided with adequate and appropriate instructional materials, furniture, pipe-borne water, electricity, ICT facilities, toilets, and child-care facilities (where necessary).

8.4 Safety in the Centres

The centres must be secured and be shielded from zones of conflict, fear and war. Operators and functionaries of the Centre (facilitators, supervisors, organisers or managers) must be friends of the community. The citing of Centres therefore results from a clean risk assessment certification.

8.5 Organisation and Management of Centres

Every community should have a Centre-Based Management Committee (CBMC) responsible to the day-to-day running of the centres and they should have rules and regulations guiding the operation of the centres. While the practical organization and management of centres is the responsibility of the organisers/supervisors, it is advisable to have a CBMC as a strong support and social mobilisation agent. Organisers/Supervisors are expected to manage a minimum of nine (9) and a maximum of eleven (11) centres, per community. They are also responsible for coordinating the conduct of examinations in the Centres.

8.6 Role and Responsibilities of CBMCs

CBMCs are expected to work in concert with all related agencies and stakeholders in dealing with issues concerning:

- a. resource mobilisation,
- b. centre supervision,
- c. community mobilisation,
- d. centre improvement planning, and
- e. support to centre management.

SECTION NINE QUALITY ASSURANCE

9.1 Preamble

Quality Assurance is carried out through systematic monitoring and evaluation of programmes. By consistently following through the processes of programme design and implementation and keeping records of progress, issues and challenges (MONITORING) and using the records for evidence-based decisions on further programme interventions (EVALUATION), it becomes easier to take appropriate steps to ensure that the value-added goals of a programme do not get derailed (QUALITY ASSURANCE).

9.2 Quality Assurance Coordinating Committees

Monitoring and evaluation committees for Mass Literacy, Adult and Non-Formal Education activities should be set up at different levels of programme operation to coordinate Quality Assurance activities. The various coordination committees are as follows:

- a) National Quality Assurance Coordinating Committee,
- b) Zonal Quality Assurance Coordinating Committee,
- c) SAME (State Agencies for Mass Education) Quality Assurance Coordinating Committee,
- d) Local Government Quality Assurance Coordinating Committee, and
- e) District/Ward Quality Assurance Coordinating Committee,

9.3 Functions and Responsibilities of Quality Assurance Coordinating Committees

9.3.1 National Quality Assurance Coordinating Committee: The functions of the National Quality Assurance Coordinating Committee shall include the following:

- i. embark upon periodic visitations to NFE centres throughout the country with the aim of ensuring that quality is observed in the implementation of NFE programmes in the centres,
- ii. complete the necessary forms in respect of the centre during the visit,
- iii. interact with the officials and facilitators working in the centre and discuss the problems of the centre and proffer solutions to the problems,
- iv. submit the completed forms and report of their visitation to the Executive Secretary through the Director, Quality Assurance of the Commission, and
- v. conduct follow up visits to ensure that implementation of the suggested solutions and other remedial measures have been appropriately done.

9.3.2 Zonal Quality Assurance Coordinating Committee: The functions of the Zonal Quality Assurance Coordinating Committee shall include the following:

- i. embark upon periodic visitations to NFE centres throughout their respective Zonal Offices with the aim of ensuring the quality of implementation of NFE programmes at the Centres under the Zone,
- ii. complete the necessary forms in respect of the Centre during the visit,

- iii. interact with the officials and facilitators working in the Centre and discuss the problems of the centre and proffer solutions to the problems,
- iv. submit the completed forms and report of their visitation to the Executive Secretary through the Zonal Director and Director, Quality Assurance of the Commission,
- v. conduct follow up visits to ensure that implementation of the suggested solutions and other remedial measures have been appropriately done, and
- vi. keep records of quality assurance forms arising from the visitations.

9.3.3 SAME Quality Assurance Coordinating Committee: The functions of the State Agency for Mass Education Quality Assurance Coordinating Committee shall include the following:

- i. embark upon periodic visitations to NFE as well as the women centres under the State Agency for Mass Education with the aim of ensuring that quality is built in the implementation of NFE programmes,
- ii. complete the necessary forms in respect of the Centre during the visit,
- iii. interact with the officials and facilitators working in the Centre and discuss the problems of the Centre and proffer solutions to the problems,
- iv. submit the completed forms and report of their visitation to the Executive Secretary through the State Director, Quality Assurance of the Commission,

- v. supervise guidance services offered to participants,
- vi. conduct follow up visits to ensure that implementation of suggestions and other remedial measures have been appropriately done, and
- vii. keep records of quality assurance forms arising from the visitations.

3.4 Local Government Area Quality Assurance Coordinating Committee: The functions of the Local Government Area Quality Assurance Coordinating Committee shall include the following:

- i. embark upon periodic visitations to NFE as well as the Women Centres under the Local Government Area Coordinating Offices with the aim of ensuring the quality of implementation of NFE programmes,
- ii. complete the necessary forms in respect of the Centre during the visit,
- iii. interact with the officials and facilitators working in the Centre and discuss the problems of the Centre and proffer solutions to the problems,
- iv. submit the completed forms and report of their visitation to the Executive Director of the SAME through the Local Government Area Coordinating Offices,
- v. supervise guidance services offered to participants,
- vi. conduct follow up visits to ensure that implementation of solutions and remedial measures have been appropriately done, and
- vii. keep records of quality assurance forms arising from the visitations.

9.3.5 District/Ward Quality Assurance Coordinating Committee: The functions of the District/Ward Quality Assurance Coordinating Committee shall include the following:

- i. embark upon periodic visitations to NFE Centres in the Districts/Wards with the aim of ensuring the quality of implementation of NFE programmes,
- ii. complete the necessary forms in respect of the Centre during the visit,
- iii. interact with the officials and facilitators working in the Centre and discuss the problems of the Centre and proffer solutions to the problems,
- iv. submit the completed forms and report of their visitation to the Local Government Area Coordinating Offices,
- v. supervise guidance services offered to participants,
- vi. conduct follow up visits to ensure that implementation of solutions and remedial measures have been appropriately done, and
- vii. keep records of quality assurance forms arising from the visitations.

9.4 Composition of Quality Assurance Coordinating Committees

9.4.1 National Quality Assurance Coordinating Committee: The National Quality Assurance Coordinating Committee shall comprise the following members:

- i. Director, Quality Assurance Department,
- ii. Deputy Director, Quality Assurance Department,
- iii. Key Staff of the Quality Assurance Department,

- iv. Members of the Federal Inspectorate Services Unit,
- v. Representatives of UBEC,
- vi. Representatives of NCNE,
- vii. Representatives of NERDC,
- viii. Representatives of NNCAE, and
- ix. NOGALSS and other Civil Society and Faith-based groups.

9.4.2 Zonal Quality Assurance Coordinating Committee: The Zonal Quality Assurance Coordinating Committee shall comprise the following members:

- i. Zonal Coordinator, Quality Assurance Unit,
- ii. Assistant Coordinator, Quality Assurance Unit,
- iii. Key Staff of the Quality Assurance Unit,
- iv. Representatives of NNCAE, and
- v. NOGALSS and other Civil Society and Faith-based groups.

9.4.3 SAME Quality Assurance Coordinating Committee: The State Agency for Mass Education Quality Assurance Coordinating Committee shall comprise the following members:

- i. Director, Quality Assurance Unit,
- ii. Deputy Director, Quality Assurance Unit,
- iii. Key Staff of the Quality Assurance Unit,
- iv. Representatives of State Ministry of Education/ERDs,
- v. Representatives of State UBEB,

- vi. Representatives of State Nomadic Education Boards,
- vii. Representatives of Professional Bodies such as NNCAE, and
- viii. NOGALSS and other Civil Society and Faith-based groups.

9.4.4 Local Government Area Quality Assurance Coordinating Committee: The Local Government Area Quality Assurance Coordinating Committee shall comprise the following members:

- i. Quality Assurance Officer,
- ii. Chief Organizer,
- iii. Supervisors,
- iv. Representatives of LGAEAs,
- v. Civil Society and Faith-based groups, and
- vi. Local Government Officials/Representatives.

9.4.5 District/Ward Quality Assurance Coordinating Committee: The District/Ward Quality Assurance Coordinating Committee shall comprise the following members:

- i. Representatives of LGAQACC,
- ii. District Organizer,
- iii. District Supervisors,
- iv. Representatives of LGAEAs,
- v. Civil Society and Faith-based groups,
- vi. Local Government Officials/Representatives, and
- vii. Representatives of Women groups.

9.5 Monitoring Instruments

The following monitoring instruments shall be used at the National, Zonal, State, Local Government Area and District/Ward Levels:

- NMEC 001-State Level Instrument for Data Collection
- NMEC 002-Centre Level Instrument for Monitoring of NFE Centres

The following shall serve as checklist for monitoring, per set out schedules:

- a. attainment of objectives per set targets,
- b. learner enrolment, participation, retention, completion and transition,
- c. number of facilitators recruited and regularity of payment,
- d. training programmes provided for facilitators and programme managers (including number of trainings attended annually),
- e. fiscal discipline processes,
- f. learning materials produced (quantum and adequacy),
- g. learning achievements,
- h. quality of centre management,
- i. impact of literacy skills on recipients,
- j. availability of monitoring report,
- k. evidence of incorporation of monitoring reports into NFEMIS, and
- l. accreditation of NFE Vocational Centres (to be carried out by NMEC, SAME).

9.6 Monitoring Institutions

All stakeholders shall be involved in quality assurance activities at various levels. Specifically, the following institutions should be involved:

- a. Federal Ministry of Education
- b. NMEC
- c. UBEC
- d. NCNE
- e. NERDC
- f. SAME
- g. SUBEB
- h. ERDs
- i. Nomadic Education Agency/Department Area Coordinator/ Head of Department
- j. Local Government Area Coordinating Offices of SAME
- k. NGOs/CSOs/Professional bodies.

9.7 Frequency of Monitoring

There should be joint monitoring as well as individual monitoring by the different tiers of governments based on the following frequencies:

- a. Joint Monitoring: This should be carried out by a team of joint and relevant stakeholders at least two times in a year,
- b. At LGA Level: Monitoring should be carried out by Supervisors within the LGA weekly and forward report to the SAME,
- c. At State Level: SAME should monitor monthly and forward report to the Zonal office,

- d. NMEC Zonal Offices: Zonal offices of NMEC should monitor the States within their jurisdiction quarterly and forward reports to NMEC Headquarters, and
- e. National: NMEC Headquarters should carry out nationwide monitoring of NFE Centres not less than twice in a year. Annual/status reports should be written and forwarded to FME.

9.8 Channelling of Monitoring and Evaluation Report

The monitoring report should emanate from District/Ward, LGA Coordinating Offices, SAME, NMEC Zonal Offices to NMEC Headquarters and finally to FME, as shown below:

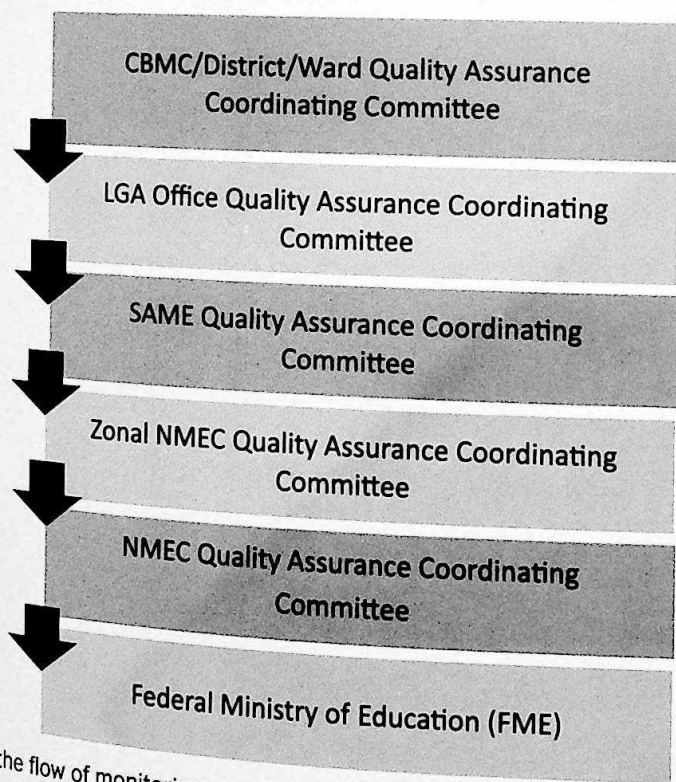


Figure 3: the flow of monitoring report from District/Ward level to the FME

SECTION TEN

PLANNING, RESEARCH AND INNOVATION

10.1 Preamble

For a dynamic Literacy and Non-Formal Education delivery, effective planning, research and innovations shall be undertaken, facilitated and promoted at national, state and local levels. Thus, programmes shall be research-informed, and activities research guided.

10.2 Planning Programmes

The need for planning, with emphasis on goal setting, identification of alternatives, choice of appropriate programmes and their implementation and evaluation is of prime necessity. NMEC and other agencies and stakeholders shall therefore ensure the development of:

- a. Short, medium and long term plans at National, State and Local Government Levels.
- b. Functional Planning, Research and Statistics departments/units at federal and state levels.
- c. Effective Management Information Systems (MIS) at all levels.
- d. Publications and dissemination of relevant research reports from different sources.
- e. Linkages with national and other planning agencies to ensure coherence.

10.3 Research

In the promotion of mass literacy, adult and non-formal education,

stakeholders shall prioritize Qualitative and Action researches. The dominant methodologies shall be needs assessment surveys, evaluation of specific interventions, in the form of participatory-action research that would seek evidence-based responses to the challenges of developing and implementing adult literacy and non-formal education in a variety of settings.

10.3.1 Qualitative Research

Qualitative Research shall pay more attention on sourcing primary data from stakeholders for analytical purposes with a view to appreciating performance of literacy and non-formal education and their impact on personal and national development.

10.3.2 Action Research

Action Research shall identify and resolve challenges of mass literacy, adult and non-formal education delivery at the community, local government, states and national levels; whose results shall enhance programme delivery and promote people's wellbeing. Such results shall also be widely publicized. Action Research shall also focus on developing appropriate andragogies, creating relevant literacy environments and facilitating functional literacy and Non-formal Education models.

Research findings will be disseminated through both conventional and contemporary (ie ICT-driven mechanisms—the Commission's ICT platform, specialized and popular publications, and most importantly, through staff development and community engagement activities.

10.4 Enterprise Innovation

Programmes of literacy and non-formal education shall encourage enterprise development by promoting learners' ingenuities through the acquisition of functional skills and values for self-improvement as well as meeting societal development needs. A deliberate policy will be put in place to motivate and encourage completers to put into practice their newly acquired

skills and values so as to serve as community champions of literacy and non-formal education in the communities they find themselves.

10.5 Entrepreneurship Innovation

Literacy and Non-Formal Education completers who effectively deploy their knowledge and related skills to start innovative businesses, vocations, scientific and technological applications shall have their products and services showcased at national and regional fairs and special events.

Enterprise and entrepreneurship innovations shall be focused on developing specialized skills and talents from Literacy and Non-Formal Education products.

SECTION ELEVEN LINKAGES AND COLLABORATIONS

11.1 Collaboration and Synergy with Relevant Government Agencies

The delivery on the mandate of NMEC can best be accomplished with the synergy and cooperation with government agencies and institutions to reduce cost, time and resources. Some of the key relevant institutions and organizations include: Universal Basic Education Commission (UBEC), National Teacher's Institute (NTI), and National Commission for Nomadic Education (NCNE), National Open University (NOUN), and National Board for Arabic and Islamic Studies (NBAIS), National Commission for Colleges of Education (NCCE), National Youth Service Corps (NYSC), National Orientation Agency (NOA), National Board for Technical Education (NBTE) and Nigerian Educational Research and Development Council (NERDC). Other agencies include social investment projects such as the N-Power and examination bodies including NECO, NABTEB and WAEC.

These institutions provide services at various levels to reach different categories of population defined in the MLANE. Therefore, it is important to establish collaborative relationships with them so as to effectively achieve the goals of mass literacy and adult and non-formal education. The identified areas of collaboration in these agencies include:

11.1.1 Universal Basic Education Commission (UBEC)

UBE Programme focuses on the 9-year formal basic education, with the goal of eradicating illiteracy, ignorance and poverty as well as stimulating and accelerating national development, political consciousness and national integration. The

collaboration between the Commission and UBEC should aim at ensuring the following:

- a. provision of free, Universal Basic Education for every Nigerian child of school going age,
- b. reducing drastically the incidence of drop-out from the formal school system, through improved relevance, quality and efficiency, and
- c. ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning.

Specifically collaboration shall be in the following areas of UBE:

- a) Almajiri education
- b) Boy-Child projects
- c) Girl child
- d) e-library
- e) Teacher professional development
- f) Special need
- g) Community self-help
- h) Federal teachers' scheme

11.1.2 National Commission for Nomadic Education (NCNE)

The Commission is charged with the responsibility for the implementation of guidelines that ensure geographical spread of nomadic education activities, and targets nomads who cross state boundaries. NMEC could extend specific collaboration and synergy by sharing resources and expertise with the National Commission for Nomadic Education and the university-based Nomadic Education Centres in the areas of research, curriculum and teacher professional development. Additionally, it shall collaborate in developing and delivery of programmes that target

the migrants and pastoral youth and adult populations in the country.

11.1.3 National Teacher's Institute (NTI)

The Institute's mandate is the provision of courses of instruction leading to the Up-grade, Development and Professional certification of Nigerian Teachers as specified in the relevant syllabuses, using the Distance Learning System (DLS). It thus provides services that enhance the professional skills of serving teachers for high quality education delivery at primary and secondary levels with a view to uplifting the standard of the educational system in the country. NMEC could extend specific collaboration and synergy with NTI in the following areas:

- a. training and retraining of teachers for basic education level with emphasis on non-formal provisions,
- b. development of training manuals for refresher courses and workshops for teachers/facilitators, centre coordinators and education administrators,
- c. course materials development for regular distance learners at NCE, PGDE/ADE, and Bachelor's degree levels,
- d. conducting researches on teacher education related issues, and
- e. collaboration with agencies, institutions and other national and international organizations in all aspects of teacher education in Nigeria, etc.

11.1.4 National Board for Arabic and Islamic Studies (NBAIS)

The Board works toward the realization of the full integration of western and Islamic Education, the promotion of Qur'anic schools and the Madrasah system of education in the country, as well as furtherance of the study of Arabic and Islamic Studies. NMEC could collaborate and create synergy with NBAIS in the following areas:

- a. curriculum development
- b. teacher training
- c. certification of learners
- d. sharing of Information & Communication Technology (ICT) to enhance learning amongst the clients catered for by the two organizations.

11.1.5 National Commission for Colleges of Education (NCCE)

The Commission is concerned with the development of teacher education training; approval of guidelines setting out criteria for accreditation of all Colleges of Education in Nigeria, etc. NMEC shall collaborate and create synergy with NCCE in the following areas:

- a. to determine the need for qualified NCE Adult Education teachers for the purpose of planning facilities and preparing periodic master plans for a balanced and coordinated development for NMEC,
- b. accredit NCE Adult Education courses offered in Adult Education Centres and Institutes,
- c. advise NMEC so as to take measures to improve immediate and long term prospects of adult education teachers with respect to status and remuneration, and
- d. provide encouragement for women to enter a wide range of pre-vocational courses in technical education.

11.1.6 National Youth Service Corps (NYSC)

The scheme was created to develop common ties among the youths of Nigeria and the promotion of national unity. The purpose of the scheme is to inculcate in Nigerian youths the spirit of selfless service to the community, and the spirit of oneness and brotherhood of all Nigerians, irrespective of cultural or social background. NMEC shall extend its collaboration and synergy with NYSC in the following areas:

- a. sensitization and awareness creation on mass literacy and Non-formal education,
- b. collaboration with NYSC members in different communities to assist in the delivery of mass education programmes, especially in the areas of basic literacy, post literacy, continuing education and skill acquisition, and
- c. assisting in advocacy, creating awareness and mobilization of stakeholders towards implementation and funding of mass education programmes.

11.1.7 National Orientation Agency (NOA)

The National Orientation Agency is tasked with communicating government policy, staying abreast of public opinion, and promoting patriotism, national unity, and development of Nigerian society. NMEC shall extend special collaboration and synergy with NOA in the following areas:

- a. engendering favourable public opinion for mass literacy programmes and policies,
- b. encouraging Adult and Non-formal education through public enlightenment activities and publications,
- c. establishing appropriate national framework for educating and orientating Nigerians towards positive attitudes and values that encourage learning and training, and
- d. encourage the people to actively and freely participate in discussions and debates in adult and non-formal education so as to foster consensus-building in policy-making process affecting mass education.

11.1.8 Nigerian Educational Research & Development Council (NERDC)

NERDC is charged with the task of creating the enabling environment in which educational research and development

activities will thrive and in the process fosters collaboration with development partners and the organized private sector. NMEC could extend specific collaboration and synergy with NERDC in the following areas:

- a. curriculum development and implementation (basic and secondary education),
- b. book development, quality assurance and readership,
- c. language development and extension services,
- d. educational research as it relates to mass education,
- e. library and information management, and
- f. special needs education programmes.

11.1.9 The National Board for Technical Education (NBTE)

The National Board for Technical Education is an organ of the Federal Ministry of Education responsible for Technical and Vocational Education outside University Education. Its mandate is to provide standardized minimum curricula for Technical and Vocational Education and Training (TVET) and expand facilities to enhance access to technological education so as to meet the growing needs of the economy. NMEC could extend specific collaboration and synergy with NBTE in the areas of:

- accreditation of various vocational and technical programmes offered through adult and non-formal education,
- support in the production of curricula and modules and training of facilitators for NFE vocational programmes,
- encouragement and enrolment of adult and non-formal education candidates into accredited technical courses,
- practical training and or summer/vocational programmes for experience learning/sharing for adult and non-formal education programmes, and

certification of the newly qualified trainees of adult and non-formal education vocational courses to enable them gain possible employment in public and private industries.

11.1.10 National Business and Technical Examination Board (NABTEB)

The National Business and Technical Examination Board examines Craftsmen and technicians in accordance with the provisions of the National Policy on Education. NMEC shall collaborate with NABTEB in the areas of accreditation for NFE vocational centres nationwide using the Vocational Education Programme offered by the Commission and the stakeholders under the jurisdiction of the Board. Thus close collaboration between the Board and NMEC will be in examining and certifying NFE learners in line with the National Vocational Qualification Framework (NVQF). Thus, functional NFE Vocational Education Centres will be accredited for the award of:

1. Modular Trade Certificate-MTC,
2. National Vocational Certificate-NVC,
3. National Business Certificate-NBC, and
4. National Technical Certificate-NTC, as applicable.

11.1.11 N-Power

N-Power is the programme of the Federal Government of Nigeria under its social investment linked to economic, employment and social development areas. It is designed to reduce unemployment through jobs creation for the youth and engaging them in activities while unemployed.

NMEC could extend specific collaboration and synergy with N-Power in the deployment of N-Power Teach Volunteers to various NFE centres to teach and thus improve the quality of delivery of basic education, adult literacy and non-formal education in Nigeria.

11.2 Gender Integration

To address the diverse learning needs of women and the girl-child from different socio-economic backgrounds, the following categories of women and girls should be targeted:

- a. out-of-school and drop-out girls (adolescent and young adults),
- b. women in purdah,
- c. divorcee and widows,
- d. girl child,
- e. vulnerable women (on the street, in confinement centres, rehabilitation centres),
- f. market women,
- g. unemployed, single women, and
- h. sex workers.

11.2.1 This policy guidelines calls for:

- a. the curriculum/programmes should place greater emphasis on subjects and activities that are central to the woman-learner's socio-economic context and everyday experiences and needs,
- b. an integrated and bilingual (English and mother tongue) approach to literacy and life skills training suitable for each category of woman-learner,
- c. functional literacy with curriculum and teaching-learning materials that emphasize women's productive roles; as well as addressing key functional areas such as family, health, economy, income and civic consciousness,
- d. stakeholders, community leaders, local CBOs to mobilize and motivate women to join literacy classes and organize literacy centres to reach various categories of women learners,

- e. literacy programmes that integrate women's empowerment and mother-to-child education — Health, e.g. HIV/AIDS awareness and prevention, nutrition, sanitation, and skills acquisition, including mobile-phone literacy (use of the mobile phone and SMS texting to reinforce literacy skills and ICT skill),
- f. civic education (e.g. human rights, conflict resolution and management, peace building, leadership, gender and inter-ethnic and inter-religious relations),
- g. literacy to enhance environmental management and conservation, including income generation and livelihood development,
- h. safe facilities that should encourage reading and promote reading culture through various and appropriate reach-out programmes such as book and library exchange programme to reach women in purdah, women in incarceration and internally displaced women,
- i. skill acquisition and employment opportunities with direct links between women, mothers, and government as well as private sector and development partners. Such opportunities may include credit and loan schemes for their small businesses, and
- j. capacity building and training for volunteer teachers, literacy facilitators and women leaders from various projects and members of community development committees for self-reliance of mothers.

11.3 Private Sector Participation

11.3.1 National NGOs are encouraged to engage in activities that are aimed at improving access to literacy and non-formal education for the disadvantaged sections of the society. Their strength lies in working with communities and mobilizing them. Greater success is achieved where

there is a balance between encouraging communities to demand education as their right and extending support to the existing system in a variety of ways, using their grassroots connections and networks.

11.3.2 International NGOs (INGOs) have always played significant role in adopting a rights-based approach and support civil society groups to demand and provide access to literacy. More specifically, INGOs should:

- i) support programmes that aim at providing women, children and the vulnerable population with access to their rights, including the right to protection, basic education, proper health care, a healthy environment, livelihood opportunities and participation in decisions, as well as initiatives aimed at building the capacity of communities and families to ensure long-term sustainable community literacy development programmes,
- ii) provide funding and technical expertise for improvements in learning infrastructure, and teaching-learning materials, and
- iii) expose managers and tutors to new developments in andragogy and related issues.

11.3.3 Organized Private Sector: More recently, private sector involvement in community and social development is assuming prominence. Engagements and undertakings of the organized private sector can be directed to allocate a specified percentage of their profits to support Mass literacy, Adult and Non-Formal Education programmes. Corporate participation of the private sector in the promotion of Mass Literacy, Adult and Non-Formal Education can be enhanced through:

- i) infrastructure development to create conducive learning spaces,

- ii) provision of learning materials,
- iii) establishment of ICT centres in communities,
- iv) charitable trust, which offers VSAT-enabled virtual and interactive classrooms,
- v) support for facilitator capacity building and training to foster efficient learning, and
- vi) support for campaigns, mobilization and branding of mass literacy.

SECTION TWELVE INFORMATION AND COMMUNICATION STRATEGIES

12.1 Preamble

The potentials of the ICT and the power of advocacy and effective communication shall be used to deliver adult literacy teaching and strengthening literate environments in addition to promoting continuing education and lifelong learning.

12.2 Information and Communication Technology (ICT)

Information and Communication Technologies (ICTs) make it possible for youth and adults to acquire knowledge and skills that facilitate continuous learning throughout their lifetime. ICTs; which include radio and television as well as the new digital technologies, such as computers and the Internet; have been widely welcomed because of their capabilities to increase access to learning by overcoming such barriers as cost, time and space. This fast-paced development that has taken place in recent years must be juxtaposed with another reality that cannot be wished away; and that is millions of children, youth and adults remain excluded from educational participation.

The flexibility of mass literacy, adult and non-formal learning (MLANFL) enables adult learning to move away from the 'schooling' model, thus 'freeing the participants to learn what they want, when and where they want it, if they want it'. This makes it appropriate to use ICTs to extend educational opportunities to millions of Nigerians, especially those in remote and hard-to-reach communities.

12.3 Advocacy Strategy

Advocacy, communication and mobilization strategy (ACMS) for mass literacy, adult and non-formal education would not only

engender political-will but also community buy-in and support for mass education. With regards to advocacy, the following shall be embarked upon:

- a. develop advocacy kits for the engagement of key stakeholders namely policy makers, faith-based and community-based organizations, relevant ministries and agencies,
- b. identify and develop data base of resource gaps and other needs, and
- c. identify NFE champions at all levels (national, state, local government and communities) that include NGOs, CSOs, media, FBOs, women groups, professional bodies, private sectors.

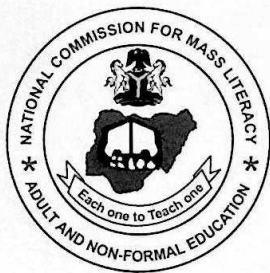
12.4 Communication and Mobilization Strategy

The policy guideline recognizes the importance of communication with regards to enhancing knowledge, attitude and practice between and among stakeholders such as policy makers, educational administrators, international development partners, non-governmental organizations, academic institutions, traditional rulers, parents, NFE practitioners and learners. Specifically, to mobilize all stakeholders to buy-into NFE programmes, the following will be pursued:

- a. increase awareness amongst all stakeholders on the goals and objectives of NFE,
- b. advocate for increased establishment of NFE vocational centres for learners,
- c. increase access to basic and vocational education to children, youths and adults,
- d. ensure that learners acquire life/livelihood skills to empower them for the future,
- e. sensitize the community members about the benefits of NFE,

- f. increase political will and financial commitment of governments through advocacy mobilization and sensitization of policy makers and other influential key players at all levels, and
- g. build institutional and stakeholders' capacity for promoting NFE.

The channels and platforms to be adopted include radio, TV, Community Theater, IEC materials, sermons and preaching, community dialogue, interpersonal communication, the social and traditional media and the Internet.



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