

**EVALUATION OF THE LITERACY PROGRAMME OF NATIONAL MASS  
EDUCATION COMMISSION IN NIGERIA**

**BY**

**John Onimisi EDEH  
(MATRIC. NO.: 96426)**

**A thesis in the Department of Adult Education  
Submitted to the Faculty of Education, in partial fulfilment of the requirements for the  
Degree of**

**DOCTOR OF PHILOSOPHY  
of the  
UNIVERSITY OF IBADAN**

**OCTOBER, 2018**

## **CERTIFICATION**

I certify that this study was carried out by John Onimisi EDEH (Matric. No.: 96426) in the Department of Adult Education, Faculty of Education, University of Ibadan, Ibadan under my supervision.

.....  
**Dr. Agbomehre. M. Momoh**

Supervisor

Department of Adult Education,  
University of Ibadan, Ibadan, Nigeria

## **DEDICATION**

This work is dedicated to non-formal education practitioners and those who aspire to be literate.

## ACKNOWLEDGEMENTS

To God is the Glory for His mercy and grace. He made this work to see the reality of the day.

It will not be possible for me to accomplish this pressing academic requirement without the humble contributions of many individuals and organizations. First, I must appreciate the effort of my supervisor, Dr. Agbomehre M. Momoh, who, despite her numerous commitments, offered her maximum contribution towards the accomplishment of this work. I also want to acknowledge the present Head of the Department of Adult Education, University of Ibadan, Professor Deborah Egunyomi. She is a mother, an aunt and a sister to me. She will always find God's favour. I will not forget all my lecturers in and outside the Department: Profs. M. O. Akintayo, R. A. Aderinoye, T. A. Akanji, P. B. Abu, K. O. Kester, and I.A. Abiona; Drs A. A. Sarumi, O.E. Olajide, C.O. Omoregie, Omobola Adelere, Stella Odiaka, Olabisi Oladeji, Abiola Omokhabi and Funmilola Ojo. May God bless them all.

My sincere appreciation goes to Professor K. Ojokheta, who actually encouraged me to embark on this study; He supported me with some of the materials used for improving this work. I wish to acknowledge the support I received from the research respondents, especially the State Agencies for Mass Education, International Development Partners (UNICEF and UNESCO), non-government organizations (NGO), including faith-based organization. I am highly indebted to the entire management of my organization, National Commission for Mass Literacy, Adult and Non Formal Education, particularly the Executive Secretary, Alhaji Jibrin Yusuf Paiko, and Dr Musa Hassan Gusau, Director Literacy and Development, for their support.

I will never forget my beautiful wife, Mrs Foluke Jadesola Edeh, and my children: Blessing, Busola, Bolaji and Bolade. They deserve my appreciation for tolerating my absence while pursuing the tough edges of this programme. Special gratitude goes to my sisters and brothers and my colleagues in office, who at one time or the other spared their precious hours in exchanging useful information and knowledge. To all those I have forgotten to mention here, please pardon me. I say thank you all.

**J.O. EDEH**

June, 2018.

## TABLE OF CONTENTS

Title page	...	...	...	...	...	...	...	...	i
Certification	...	...	...	...	...	...	...	...	ii
Dedication	...	...	...	...	...	...	...	...	iii
Acknowledgements	...	...	...	...	...	...	...	...	iv
Table of contents	...	...	...	...	...	...	...	...	v
List of tables	...	...	...	...	...	...	...	...	viii
List of figures	...	...	...	...	...	...	...	...	
Abstract	...	...	...	...	...	...	...	...	

### CHAPTER ONE: INTRODUCTION

1.1 Background to the study	...	...	...	...	...	...	...	...	1
1.2 Statement of problem	...	...	...	...	...	...	...	...	6
1.3 Objectives of the study	...	...	...	...	...	...	...	...	7
1.4 Research questions	...	...	...	...	...	...	...	...	7
1.5 Research hypotheses	...	...	...	...	...	...	...	...	8
1.6 Significance of the study	...	...	...	...	...	...	...	...	8
1.7 Scope of the study	...	...	...	...	...	...	...	10	
1.8 Operational definition of terms	...	...	...	...	...	...	...	...	13

### CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1.1 NMEC and literacy drive towards EFA	
2.1.2 NMEC activities	
2.1.3 Instructional materials, NMEC and attainment of the EFA Literacy goal	
2.1.4 NMEC programmes towards attainment of the EFA literacy goal	
2.1.5 NMEC strategies towards attainment of the EFA literacy goal	
2.1.6 NMEC and networking and synergy building with development partners towards attainment of the EFA literacy goal	
2.1.7 NMEC major achievements on attainment of the EFA literacy goal	
2.1.8 Public-private partnership, NMEC and other International organisations	
2.1.9 Challenges of NMEC on attainment of the EFA literacy goal	

- 2.1.10 Literacy and Education for All (EFA) goals
- 2.1.11 Expanded vision of literacy under EFA
- 2.1.12 EFA Goal 4: youth and adult literacy
- 2.1.13 Five perspectives of literacy within the context of EFA
- 2.1.1.4 Assessment of literacy rates within the context of the EFA literacy goal
- 2.1.15 National curriculum and qualification frameworks
- 2.1.16 Assessing literate environments
- 2.1.17 Locally adapted national literacy assessments of the EFA literacy goal
- 2.1.18 General overview of measurement of the EFA literacy goal
- 2.1.10. Benefits of the EFA literacy goal
- 2.1.20. Historical review of neglect of adult education in Nigeria
- 2.1.21 Adult and non-formal education agenda for Nigeria
- 2.1.22. Literacy visions, policies and strategies in Africa and the EFA literacy goal
- 2.1.23. Conventional and transformative approaches to the EFA literacy goal
- 2.1.24. Facilitators capacity development and the achievement of the EFA literacy goal
- 2.1.25. Effective facilitators for achieving the EFA literacy goal
- 2.1.26. National literacy visions, policies and strategies for the EFA literacy goal
- 2.1.27. National programmes and strategies of the EFA literacy goal
- 2.1.28 Nigeria’s national education for All (EFA) 2015 Review
- 2.1.29 Status of multilingualism as a resource for literacy delivery in Nigeria
- 2.1.30. Synergizing vision, policies and strategies and the EFA literacy goal
- 2.3 Appraisal of the Literature
- 2.4 Empirical review
- 2.5 Conceptual model of the study

### **CHAPTER THREE: METHODOLOGY**

3.1	Research design	...	...	...	...	...	91
3.2	Population of study	...	...	...	...	...	91
3.3	Sample Size and sampling technique	...	...	...	...	...	91
3.4	Instrumentation	...	...	...	...	...	94
3.5	Method of data Analysis	...	...	...	...	...	100

## **CHAPTER FOUR: RESULTS AND DISCUSSION OF FINDINGS**

4.1	Respondent's demographic data	...	...	101
4.2	Analysis of research questions	...	...	107
4.3	Hypotheses testing			

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

5.1	Summary	...	...	...	...	151
5.2	Conclusion	...	...	...	...	155
5.3	Recommendations	...	...	...	...	156
5.4	Contributions to knowledge	...	...	...	...	157
5.5	Limitations of the study	...	...	...	...	158
5.6	Suggestions for further studies	...	...	...	...	159
	<b>References</b>	...	...	...	...	<b>160</b>
	<b>Appendix</b>	...	...	...	...	<b>171</b>

## List of Tables

Table 4.1	Programmes Initiated by NMEC towards the Attainment of EFA Literacy Goal	144
Table 4.1a:	Effectiveness of NMEC programmes Aims and Purposes	145
Table 4.1b:	Adequacy of NMEC Attainment of Education for All?	145
Table 4.1c:	NMEC Mobilization of Resources and Major Areas of Inadequacy/Shortfall	146
Table 4.1d:	NMEC’s Programme Publicity	148
Table 4.2	Beneficiaries of NMEC’s Programmes	149
Table 4.3:	Frequency Distribution of Respondents’ View’s NMEC on coverage of NMEC programmes	150
Table 4.4a:	Frequency Distribution of Respondents’ Views on Mobilization of Personnel By NMEC Toward The Attainment of the EFA Literacy Goal	151
Table 4.4b:	Frequency Distribution of Respondents View on Mobilization of Instructional materials By NMEC towards the Attainment of the EFA Literacy Goal	153
Table 4.4c:	Frequency Distribution of Respondents View on Mobilization of Funding By NMEC towards The Attainment Of EFA Literacy Goal	157
Table 4.5	Frequency Distribution of respondents View on Monitoring And Evaluation Process Adopted by NMEC in the achievement the attainment of EFA goal 4 in Nigeria	163
Table 4.6	Frequency Distribution of Respondents View on NMEC’s Networking and Partnership with Development partners in Achieving EFA goal 4 in Nigeria	170
Table 4.7:	Major Areas NMEC has made significant Impact towards the literacy goal	172
Table 4.7a:	Reasons for NMEC Attainment of the Education for All literacy Goal	177
Table 4.8:	Frequency Distribution of Respondents views on the Challenges to NMEC’s Literacy Programme	176



Table 4.9	Pearson Product Moment Correlation Coefficient on Relationship between Activities of NMEC and Attainment of Literacy Goal 4	179
Table 4.10	T Test Table Showing the Difference in The Perception of IDPs and NGOs on Adopted Strategies by NMEC Capable of Achieving EFA Literacy Goal 4 in Nigeria	180
Table 4.11	T Test Table Showing the Difference In Perception of NMEC,SAME and IDPs and Literacy Facilitators And Beneficiaries On Adopted Monitoring And Evaluation Approach by NMEC Capable of Achieving EFA Literacy Goal 4 in Nigeria	182

## **List of Figures**

Fig. 1: Distribution of the Respondents by Age

Fig. 2: Distribution of the Respondents by Sex

Fig. 3: Distribution of the Respondents by Marital Status

Fig. 4: Distribution of the Respondents by Level of Education

Fig. 5: Distribution of the Respondents by Religion

## **Abbreviation and Acronyms**

NMEC	National Mass Education Commission
EFA	Education For All
UNESCO	United Nations Educational, Scientific and Cultural Organization
GMR	Global Monitoring Report
IDP	Independent Development Partners
UNDP	United Nations Development Programme
FGN	Federal Government of Nigeria
UNICEF	United Nations Children Education Fund
DFRRI	Directorate of Food, Roads and Rural Infrastructure
MAMSER	Directorate for Social Mobilization
USAID	United States Agency for International Development,
UNDP	United Nations Development Programme,
DFID	The Department for Internal Development
PRA/REFLECT	Participatory Rural Appraisal/Regenerated Freirean Literacy
CSOs	Civil Society Organizations
NGOs	Non-governmental Organizations
FRN	Federal Republic of Nigeria
GEP	Girl Education Programme
NERDC	Nigerian Educational Research and Development Council
SAME	State Agencies for Mass Education
NOGALSS	Non-Governmental Association for Literacy Support Services
UNIVA	University Village Association
MDGs	Millennium Development Goals
LLL	Lifelong Learning

UNLD	United Nations Literacy Decade
LIFE	Literacy Initiatives for Empowerment
CONFINTEA VI	Sixth International Conference on Adult Education
OECD	Organisation for Economic and Cooperation and Development
LAMP	Literacy Assessment and Monitoring Programme
LEAP	Life-long Education Awareness Programme
AU	The African Union
NEPAD	New Partnership for Africa's Development

## Abstract

The National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC), under the supervision of the Federal Ministry of Education implemented the Revitalisation of Adult and Youth Literacy Programme in March 2011. The intention was to increase the nation's literacy rate and as a complementary pathway to realizing the goals of quality education and lifelong learning for over 65 million young persons and adults who have missed out on the formal system. However, available documentary reports have been self-reporting, without much empirical evidence. This study, therefore, was designed to evaluate the implementation of the NMEC literacy programme, with a view to ascertaining the extent to which the programme impacted on the attainment of the national literacy goal.

The Context Input Process Product Model guided the study, while the descriptive survey design was adopted. The six Local Government Areas (LGAs) (Ibarapa North in Oyo State, Odeda in Ogun State, Dukku in Gombe State, Yankwashi in Jigawa State, Bende in Abia State, and Ughelli North in Delta State) where NMEC's revitalisation programme was held were purposively selected. Stratified random sampling was used to select 270 literacy facilitators and 220 literacy beneficiaries across the six LGAs. Ninety-six officials of NMEC zonal offices and states agencies and 30 personnel of International development partners were enumerated. The instruments used were NMEC Literacy Impact Assessment Questionnaire ( $r=0.88$ ) and NMEC Institutional Assessment Scale ( $r=0.79$ ). These were complemented with six sessions of focus group discussion and seven sessions of Key Informant Interviews with literacy beneficiaries, as well as NMEC's Executive Secretary and state agencies directors. Data were analysed using content analysis, descriptive statistics, Pearson product moment correlation and t-test at 0.05 level of significance.

Basic literacy (58.0%) was the most dominant and covered programme of the commission, followed by post-literacy (31.0%) and vocational education (11.0%). The objectives (78.0%) and contents (76.0%) of the programme were highly rated. With the exception of financial commitment (5.0%), the mobilisation of resources: human (71.0%) and instructional materials (76.0%) were commended; while the programme's publicity (48.0%) was rated slightly below average. The beneficiaries of the NMEC programme are: adult non-literates (peasant farmers, market women, nomads/migrants, and low-skilled workers) (53.0%), out-of-school street children and youths (38.0%) and Quranic school children (9.0%). NMEC's literacy programme had positive significant relationships with the inauguration of state agencies promoting literacy activities ( $r=0.70$ ), networking with development partners ( $r=0.46$ ), establishment and monitoring of literacy centres ( $r=0.39$ ), provision of instructional materials ( $r=0.26$ ), advocacy ( $r=0.24$ ) and facilitators' recruitment ( $r=0.21$ ). Inadequate funding, difficulty in accessing counterpart funding from Universal Basic Education Commission, recruitment of non-professional facilitators, and delayed payment/under-payment of facilitators by state agencies were the major challenges to NMEC's literacy programme.

Regardless of its financial constraints, the literacy programme of the National Commission for Mass Literacy, Adult and Non-Formal Education impacted positively on the attainment of the national literacy goal. However, increase in funding, prompt payment of facilitators and

recruitment of professional facilitators would improve the Commission's capacity to implement the Education-for-All literacy goal.

**Keywords:** The National Commission for Mass Literacy, adult and Non-Formal Education, Education-for-all, Literacy goal, implementation process

**Word count:** 489

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the study

Literacy is the tenet for measuring the national progress, as well as personal, community, political, economic, and social development of a country. This has been acknowledged by national governments, civil society groups, and development agencies long before the emergence of Education for All (EFA). In the year 1990, at the World Conference on Education-for-All held at Thailand, it was concluded that about 70% of the world population were not literate. The Global Monitoring Report (GMR) on EFA which was held in the year 2010 reiterated that about 774 million people around the world were still non-literate.

The EFA goal 4 magnified the importance of literacy in order to increase the number of literate adult by 50% by the year 2015, especially the women gender. The five additional goals of EFA includes, to:

- improve early childhood care and education for vulnerable children.
- Children from all background and ethnic groups should benefit from compulsory primary education before the target year 2015.
- Meet the learning and life-skills of both the young and adults through appropriation of basic learning needs.
- Ensure equitable admission of both genders in both primary and secondary schools by year 2005; and by the year 2015, the female gender should be given comparative advantage in basic education.
- Literacy, numeracy and essential life skills are sacrosanct for all.

The indispensable nature of literacy cannot be overlooked despite the presence of other EFA goals (Matsuura, 2006). It was observed at the conference that:

Basic education enhance children literacy skills for life; literate parents are at better position to send their children to school; literate people are opportune to access continuing education; and a literate society easily cope with the challenges that are associated with development.

Literacy and the six EFA goals was adopted by the World Education Forum held in Dakar, Senegal by the year 2000. The achievement of the Millennium Development Goals and the EFA goals was all dependent on adequate literacy of the general public (Global Monitoring Report, 2012). Literacy was regarded as:

output (reading, numeracy and writing), process (teaching and learning), and input (cognitive skill development, participation in lifelong learning opportunities and broader societal development).

Literacy has been embedded into the national policy of each country across the globe, in recognition of UNESCO definition after the Jomtien Declaration in Dakar forum. To the declaration, a literate is anyone who has clear thinking ability and is willing to learn new things. In the year 2007, at Mali, African countries took steps to improve the literacy level of people within the continent. A conference titled “Renewing literacy to face Africa and international challenges” was the string to drive home the point (Rosa-Maria Torres, Omolewa and Ouane, 2008). This conference was in recognition of the EFA literacy goal. Further, the establishment of the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) by the Nigerian government in the year 1990 was designed to reduce the prevalence of non-literate people in the country. The government permits NMEC to design policies and strategies for the reduction of non-literates in the country.

In order to meet the EFA goals, NMEC had to partner with United Nations Development Programme (UNDP) and United Nation (UN). These organizations give grant to support literacy programmes and research all over the world. For example, UNDP gave out over \$8 million to Nigerian for the eradication of illiteracy in the country. The UNDP/FGN also gave 13 state in the country about N100 million to increase the literate rate in their respective jurisdictions. The target was to increase the literacy rates of the country from 50% to 80%, educate about 26 million adults, and reduce 50% of the proportion of female who are not literate before the target year of 2005 (NMEC, 2005).

However, Nigerian still has the lowest literate rate in Africa. Nigeria is among the E-9 countries alongside China, Brazil, Mexico, Egypt, India, Pakistan, Bangladesh, and Indonesia. About two-third of the population in these countries were not literate, about two-thirds of these population are



women. Only 3 of the E-9 countries were able to achieve 93% literacy rate by the year 2015. Nigeria has the worst literacy rate in the world. In fact, the volume of illiteracy in Nigerian increased from 7.4 to 10.5 million within a decade (1999-2010), and the proportion of literate children reduced from 61% to 58% within the same period.

The reports from Education Sector Analysis (ESA), National Population Commission (NPC), and the Multiple Indicator Cluster Survey (MICS) (1999) indicated that the illiteracy level in Nigeria is 57%; about 85% were within 35 years of age; 90% and 98% were resided in urban and rural environments respectively; 79% and 52% were male and female respectively. The literate rates in the country continue to deteriorate to 49% and 42% among male and female genders respectively (FGN/UNICEF, 2001). In addition, the literacy rate in Nigeria, Cameroon, Ghana, Lagos, Borno and sub-Saharan African were 43%, 57%, 79%, 92%, 15% and 68% respectively (National Literacy Survey, 2010).

The above scenario reveals that Nigeria cannot achieve the target of reducing the illiterate rate in the country by 50%. Thus, this study assessed the impact of the implementation of the National Mass Education Commission's programmes in relation to attainment of the EFA literacy goals in Nigeria.

## **1.2. Statement of the problem**

The evaluation of literacy programmes has largely focused on country-by-country achievement rate as documented in the global monitoring reports. There are very few reports on impact assessment of the institutional agencies towards the attainment of the EFA literacy goal. The few reports are from Asia countries, such as Bangladesh, Iran, Iraq; and Syria and from South American countries such as Brazil, Bolivia, and Peru. There is no known documented report on the impact assessment of Nigeria's institutional agency. The National Mass Education Commission on the attainment of the EFA literacy goal.

The NMEC has established various literacy programmes for different categories of learners in different region of the country. Several programmes have been introduced by NMEC to reduce to prevalence of non-literacy in the country and huge sum of money is being sunk into the

literacy programmes. Yet, the non-literate rate in the country is alarming and over 65 million people are still non-literate in the country. Thus, it is sacrosanct to examine the implementation of NMEC programmes in the country. Though, available documentary reports are self-reporting without much empirical evidence. This study, therefore, evaluated the implementation of NMEC literacy programmes with a view to ascertaining the extent to which the programmes impacted on the attainment of the national literacy goal.

### **1.3 Objectives of the study**

The specific objectives of the study were to:

- i. Examine the programmes introduced by NMEC which were tailored to achieve the EFA literacy goal;
- ii. determine the beneficiaries ( target audience) of NMEC programmes;
- iii. determine the coverage of the programmes towards the attainment of the EFA literacy goal;
- iv. examine how NMEC mobilizes resources (personnel instructional materials and funding) towards the attainment of EFA literacy goal.
- v. assess the monitoring and evaluation process of NMEC with a view to ascertaining its impact on the attainment of the EFA literacy goal; and
- vi. determine the networking and synergy building approach of MNEC with development partners with the aim of ascertaining its impact on the attainment of EFA literacy goal
- vii. assess the major areas where NMEC has made significant impact towards the attainment of EFA literacy goal; and
- viii. find out the challenges to NMEC's literacy programmes.

### **1.4 Research Questions**

The following questions guided this study:

- 1) What are the programmes initiated by NMEC towards the attainment of the EFA literacy goal?
- 2) Who are the beneficiaries (target audience) of NMEC programmes?
- 3) What is the coverage of the programme towards the attainment of EFA literacy goal?

- 4) What monitoring and evaluation process did NMEC adopt in attainment of the EFA literacy goal?
- 5) Does NMEC mobilize resources (personnel, instructional materials and funding) towards the attainment of EFA literacy goal?
- 6) What major areas has NMEC made significant impact towards the attainment of the EFA literacy goal?
- 7) What are the challenges to NMEC's literacy programmes?

### **1.5. Research Hypotheses**

The following hypotheses were designed for study:

**H0<sub>1</sub>:** There will be no significant relationships between NMEC literacy programmes and the attainment of the literacy goal 4

**H0<sub>2</sub>:** There is no significant difference in the perception of IDPs and NGOs on the adopted strategies by NMEC capable of achieving EFA literacy goal 4 in Nigeria

**H0<sub>3</sub>:** There is no significant difference in the perception of NMEC, SAME and IDPs and literacy facilitators and beneficiaries on the adopted monitoring and evaluation approach by NMEC capable of achieving the EFA literacy goal 4 in Nigeria

### **1.6. Significance of the Study**

The literacy milieu in the country is terrible considering the available physical and material resources in the country. There has been methodology gap among scholars in their approach to the implementation of NMEC programmes. This study is indispensable because of its comprehensive approach to NMEC definition and contextual over-view of its programmes for the benefit of the public and the achievement of the EFA goal 4. This helps to harmonize the EFA goals with the national policies in Nigeria.

A framework for the revitalization of adult literacy rate which is directed to attaining the EFA literacy goal is advocated in this study. It will help develop a framework of action which can guide the commission in the effective delivery of its statutory mandate and the attainment of the EFA literacy goal. The findings will be of immense benefit to the United Nations Children Education Fund (UNICEF) in terms of having additional information on its contribution to the

EFA literacy goal 4, particularly in the areas of training of adult literacy personnel, materials development, such as primers, curriculum, and monitoring of programme implementation.

This study would assist the organisation to determine the extent to which the strategies and materials developed have impacted positively to the achievement of the EFA literacy goal. It would equally show clearly empirical evidence of the achievements so far recorded under the UNICEF intervention and assistance to NMEC towards the attainment of the EFA literacy goal.

Besides, the findings of this study would equally provide UNESCO, an intervention partner with NMEC, in-depth information on the contributions of Literacy by Radio (LBR) strategies, which was introduced to Nigeria in 2004 and funded by UNESCO, to increase access of non-literates to become literates in the intervention states of Nigeria. In addition, this study would provide an insight on how Literacy by Radio has remained a strategic option for achieving the EFA literacy goal.

Similarly, it would clearly provide empirical evidence of the application of Regenerated Freirean Literacy theory through Empowering Community Technique (REFLECT) for promoting the adult and non-formal education programmes in Nigeria. In essence, the study would assist NMEC in ascertaining the present status of REFLECT as a methodology for achieving the EFA literacy goal. Furthermore, findings from this study would also give an indication of the efforts of Nigeria towards the reduction of illiteracy among the E-9 countries. In the same vein, the study will serve as a database for NGOs, researchers, newly recruited education officers in the non formal education sector, among others, on Nigeria's efforts towards achieving the EFA literacy goal.

The study provides strategic frameworks for coordinating the activities of NGO'S and development partners on the technical, professional, and financial assistance needed by NMEC for the effective delivery of its statutory mandate and the attainment of the EFA literacy goal. This study paid attention to literacy as one of the most neglected EFA goals. The volume of illiteracy in Nigeria is not ideal for the country. This study emphasized that literacy is a fundamental right for all citizens in the country and it is essential for socio-economic

development. This is because, more than ever before, knowledge economy is the basis for growth and development in any country. Thus, there is need to increase the literate rate in the country.

### **1.6 Scope of the study**

The study was limited to evaluation of the implementations of literacy programmes for National Mass Education Commission in Nigeria. The study covered all the programmes initiated, activities, strategies, instructional methods, monitoring and evaluation approach, and networking with independent development partners in Nigeria.

The study was further delimited only to five categories of respondents. The first category consisted of NMEC personnel/staff in the departments critical to the achievement of the EFA literacy goal four in the Departments Literacy and Development, Networking Partnership and Mobilization, Monitoring and Evaluation, and Planning Research and Statistics, and the Literacy Documentation centre. The second category comprises of personnel/staff of the state agencies in these critical departments. The third category consisted of development partners of NMEC in literacy promotion in Nigeria; the fourth category was made up of literacy facilitators who interfaced with the learners; and the fifth category was for literacy beneficiaries in literacy centres in six local government areas where NMEC's revitalization programmes were held. These five categories of respondents were cardinal to the achievement of EFA literacy goal four.

### **1.7 Operational definitions of terms**

The following terms define the ways they were used in this study to ensure better understanding of the various concepts:

**NMEC:** This agency is in charge of adult and non-formal education in Nigeria.

**EFA:** This means "Education for All". It was a pledge made in the year 1990 by over 155 countries of the world to provide free education for all.

**International Development Partners (IDPs):** These are donor agencies involved in the promotion of literacy programmes in Nigeria. They include the United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Children's Fund (UNICEF),

Action Aid, United States Agency for International Development (USAID), United Nations Development Programme (UNDP), and the Department for Internal Development (DFID).

**SAME:** This stand for the State Agencies of Mass Education. The state agencies are responsible for implementing the policies and programmes designed by the NMEC's activities at the state level.

**LAME:** This refers to the Local Government Agencies which are responsible for implementing the NMEC's programmes.

**Literacy:** for this study, literacy connotes ability to calculate, write and read.

**Literacies:** This is the diversity of literacy purposes, contexts and practices such as ICT literacy, academic literacy, tailor literacy, and political literacy.

**E-9 Countries:** These are countries with the largest number of non-literates in the world. They are Brazil, Bangladesh, India, Indonesia, Egypt, Nigeria, China, Mexico, and Pakistan.

**Literacy by Radio:** This is a method where learners learn basic literacy or post literacy using the radio.

**NONGALSS:** The Non-governmental association for literacy and support services.

## CHAPTER TWO

### LITERATURE REVIEW AND THEORETICAL FRAMEWORK

In this chapter, the relevant concepts to this study are reviewed and thoroughly discussed. Similarly, the theories in which this study was anchored are presented and equally discussed. The conceptual framework of the study is also presented.

#### 2.1.1 NMEC and literacy drive towards EFA

Literacy is the core activity of NMEC (Paiko, 2010). In order to achieve Goal 4 of EFA, the Federal Government of Nigeria established National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) with the implementation of Decree 17 in the year 1990. The Nigerian National Council for Adult Education (NNCAE) which was established in the year 1971 advocated for the establishment of adult education programmes. This led to the operational effectiveness in the year 1974, irrespective of the fact that the programmes has passively been in operation. However, it was only until the late 70's that the NMEC programmes was operational outside the ministry of education (Fasokun, 1998).

The NMEC has instituted several mechanisms such as empowering states agencies to air Literacy by Radio programme; facilitating the development, printing and distribution of policy documents like benchmarks, and blueprint to states; supplying of instructional materials, including curriculum, exercise books, primers, and facilitators handbook; and training of frontline workers. The implementation strategies adopted by the commission includes Literacy-by-Radio; PRA– REFLECT method; Each-One-Teach-One or Fund-the-Teaching-of-One; CAP–MM Strategy; Learners Generated Materials Method; and Real Literacy Method.

In 1993, the National Conference on Education for All (EFA) was an outcome of NMEC vision which include mass literacy, public enlightenment, lobbying policy makers, and motivating people to enroll in adult education programmes.

Specifically, the mandates of the commission as stipulated in the decree include the following:

- (a) design, plan, increase awareness, give direction, and promotion programmes for the implementation of mass literacy for all Nigerians;

- (b) conduct research that will lead to the production and distribution of curriculum for efficient teaching;
- (c) motivation of learners and facilitators to understand their needs in different programmes;
- (d) build capacity of non-formal education personnel and operators nationwide through organization and participation in local and international conferences on mass literacy, adult and non-formal education; and
- (e) for eradication of illiteracy in Nigeria, there is need for indigenous and international partnership in education programmes.

In order to achieve these mandates, the commission has instituted different policies and programmes for mass literacy promotion and the attainment of the EFA literacy goal. These policies and programmes are

- policy and programmes on the development, production, and distribution of primers
- policy on teaching methods in literacy centres
- policy and programmes on recruitment, payment, retention, and capacity development of literacy facilitators
- policy and programmes on researches on various fields of non-formal education
- policy and programmes on monitoring and coordinating of literacy delivery outcome in literacy centres
- policy and programmes on enrolment and retention of learners in literacy centres
- policy and programmes on building and concretizing synergy among multifarious agencies and development partners in literacy promotion in Nigeria.

The Directorate of Food, Roads and Rural Infrastructure (DFRRI) and the Directorate for Social Mobilization (MAMSER) with the impetus from the federal government of Nigerian both promoted adult literacy in the country. The states were not left out as Kano state had earlier established its own Agency for Mass Education in the year 1986. The state also won an UNESCO award for literacy in year 1990 (Yusuf, Ladan, Idris, and Halilu, A. 2013). With the help of the government, individuals were able to set up evening classes to aid the promotion of adult education.



Chief Timothy Oyesina, xample, Alhaji Dantata, Alhaji Olona, and the traditional ruler of Ikirun in Osun State established evening classes in Ibadan, Kano, Oyo and Osun state respectively. (Omolewa, 1981; Aderinoye, 1997). Literacy skills improves the standard of living of people and contributes to healthy life. Other non-formal groups that formed literacy classes were the Nigeria National Council for Adult Education (NNCAE), Young Women's Christian Association (YWCA), Federation of Muslim Women Association of Nigeria (FOMWAN), Young Men's Christian Association, Nigerian Baptist Convention, (YMCA), the churches, mosques, and Asalatu Group.

Other non-governmental organization whose responsibility was to champion literacy were Non-Governmental Association for Literacy Support Services (NOGALSS), Civil Society Coalition for Education for All (CSACEFA), and the Nigerian National Council for Adult Education (NNCAE) (Ozoemena, 2013). There are also universities that advocates literacy through it programmes. Among these universities are Nnamdi Azikiwe University, Awka; University of Maiduguri; University of Ibadan; University of Jos; Obafemi Awolowo University; University of Lagos; University of Nigeria, Nsukka; Usmanu Dan Fodiyo University, Sokoto; Bayero University, Kano; University of Calabar; University of Port Harcourt; the National Open University of Nigeria (NOUN); Rivers State University of Science and Technology, Port-Harcourt; University of Benin; and Niger Delta University.

Aside from the universities and NGO that propagate adult literacy programmes, there are other international organizations that advocates for adult literacy. They include ACTION AID, United States Agency for International Development (USAID), United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Children's Fund (UNICEF), United Nations Development Programmes (UNDP), and the Department for Internal Development (DFID). UNESCO is currently supporting a pilot radio literacy programmes in 12 states in Nigeria, while UNICEF has partnered NMEC to integrate Quranic schools into the basic education system in the country.

### **2.1.2 NMEC Activities**

In the year 1997, the NMEC entered into a partnership with the National Youths Service Corps (NYSC) in order to sustain the campaign for mass literacy. The NMEC visits relevant agencies,

stakeholders, corporate organization, civil societies and legal practitioners both within and outside the country in order to advocate for the integration of literacy programmes into their daily activities. The table below further highlights the discussion.

**Table 3.2 Advocacy visits to states and results achieved**

<b>States/Organization/Institutions</b>	<b>Achievements</b>
Sokoto	<ul style="list-style-type: none"> <li>• Additional recruitment of facilitators</li> <li>• Improved payment of facilitators' allowances in line with the National Blue Print on Adult and Non-Formal Education (NBPANFE)</li> </ul>
Jigawa	<ul style="list-style-type: none"> <li>• Allowance increase for the facilitators from N7,000 to N10,000.00</li> <li>• Increase allowance for post literacy facilitator's from N10,000 to N13,000.00</li> <li>• Monthly provision of vocational materials</li> </ul>
Kano	<ul style="list-style-type: none"> <li>• The recruitment of more NFE facilitators and establishment of more NFE centres in the state.</li> </ul>
Niger Delta Development Commission (NDDC)	<ul style="list-style-type: none"> <li>• In order to reduce unemployment, and kidnapping, the Adult and Youth Literacy was introduced in Niger Delta.</li> </ul>
National Television Authority (NTA) Channel 5, FCT Abuja	<ul style="list-style-type: none"> <li>• Increasing awareness of NMEC publicity.</li> <li>• Increased participation of private sectors and commitment to Non-formal Education development in the country.</li> <li>• Inclusion of literacy in the poverty reduction strategic framework.</li> </ul>
Delta	<ul style="list-style-type: none"> <li>• Delta State Agency for Mass Education established the literacy/vocational centre in Abala Obodo community in Ndokwa East LGA</li> <li>• N12,000.00 monthly remuneration was allocated for each facilitator at the Vocational Centres</li> </ul>

**Source: FME, 2013**

As shown in table 3.1 above, the federal and state government's advocacy were able to recruit additional facilitators, increase the allowance of facilitators, provide more learning materials, NFC centres were added to the existing ones, NFE facilities became known, private sectors became involve in the provision of NFE programmes, and NFE were involved in national programmes like the Poverty Reduction Strategic Framework. Community Advocacy and mobilization conducted as part of the programme provided the platform to dialogue with Royal

Fathers, opinion leaders, Religious leaders, women and youth groups to secure their commitment towards the effective implementation of the programme in their localities.

### **2.1.3 Instructional materials, NMEC and attainment Of the EFA literacy goal**

To achieve the goal of providing adequate access to non-formal education, UNESCO and UNICEF partnered with Nigeria government in the year 1990 to launch the Literacy-by-Radio Programmes. And with the finance from state agencies, all relevant stakeholders were mobilized and basic literacy programmes was transmitted through the radio to all citizenry irrespective of your background, age and ethnic group. Each state government deposited about N2.1m for the payment of airtime on radio. According to the NIGERIA EFA Review Report (2000-2014), the major achievement was that

- 12 states recorded about 83% success of the pilot programmes, and
- NMEC produced jingles in three major Nigerian languages (Hausa, Igbo and Yoruba) and its sponsored the weekly awareness programmes on NTA Channel 5 under the slogan “Each-One-Teach-One”(NIGERIA EFA Review Report 2000-2014).

### **2.1.4 NMEC Programmes towards Attainment of the EFA Literacy Goal**

The NMEC and state agencies are involved in running various programmes like Basic Literacy, Post Literacy, Women Education, Functional Literacy, Nomadic Education, Continuing Education, Ajami (Arabic) Integrated Education, Literacy for the Blind, Workers’ Education, Vocational Education, Literacy for the Disabled, and Prison Education. The NMEC and SAME coordinates and implements the provision of basic literacy programmes for the physically challenged and female gender including literacy programmes. The skill acquisition programmes that are designed for lifelong learning were integrated into the economic empowerment programmes to enhance self reliance among the populace (Makoju, Obanya, Fagbulu, Nwangwu, Aderogba, Olapeju, Ayodele, Adediran, Ramon-Yusuf, and Ahmad, 2006).

The components of the commission enable adults and youth to acquire skills 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 of primaries 1-3 of the formal system*) provides reading, writing, and numeracy skills for adults to have an opportunity for formal education. Basic literacy lasts between 6-9 months.
- b. **Post Literacy** (*Equivalent of primaries 4-6 of the formal system*). The NFE is organised for graduates who want to acquire more knowledge and for those who dropped out of formal schools from primary 1 to 3. The concept of post literacy assumes that newly literate individuals may retrogress back to non literacy if their skills are not meaningfully utilised. The post-literacy stage usually lasts for 2-3 years. From this level, a learner can proceed to 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**. These are non-formal education programmes where students learn entrepreneurial, computer, and small business management skills which helps them for live. These skills could be acquired for a period of 12 or more.
- e. **Liberal Education**: These are educational programmes which entails health and conflict management; environmental conservation; civic education; parenting (including specific programmes for mothers); and psycho-social well-being.
- f. **Continuing Education**: This is a continuous education programme which begins from birth and end at death. 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), 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, extramural, and open and distance learning.

**Source:** NMEC, (2017)

### **2.1.5 NMEC strategies towards attainment of the EFA Literacy Goal**

There are two basic strategies for achieving the literacy goals. The first strategy is the basic which span from each-one-teach-one or fund the teaching of one; face-to-face classroom discussion; participatory rural appraisal/regenerated freirean literacy and empowering community techniques; and literacy by radio.

The second strategy is the commission's oriented strategies which were designed to improve adult literacy by 2015. These strategies include among others:

- designing policies that will accelerate literacy promotion and mainstreaming;
- increasing awareness on literacy and soliciting the cooperation of Nigerians;
- develop literacy programmes that focus on women, out of school young children, people who live in rural settings, and the physically-challenged;
- motivate people through the media to participate in mass literacy, adult and non-formal education programmes;
- co-ordinate programmes in connection to the promotion of mass literacy; and
- formulate policy which would direct the state's mass literacy and adult education programmes.

### **2.1.6 NMEC and networking and synergy building with development partners towards attainment of the EFA Literacy Goal**

The NMEC which represents the government has always worked hand to hand with foreign organizations like UNICEF, DFID, UNESCO, USAID, JICA, and World Bank. Other indigenous organizations such as Civil Society Organizations(CSOs), IDP, EFA/UBE, CSO, Non-Governmental Association for Literacy Support Services (NOGALSS) and several NGOs has also partnered with NMEC, especially on issues pertaining to the girl child.

### **2.1.7 NMEC's major achievements in attainment of the EFA Literacy Goal**

The major goal objective of the REFLECT as postulated by FRN (2012) was to propaganda functional literacy to each community in order to make them conscious of right as citizens; to thrive economically; and to ensure survival. The poor, the marginalized, and the excluded were the main target of the programmes. These programmes recorded the following achievements:

- Participants have developed their learning materials to meet their own needs;
- the establishment of more than 100 REFLECT communities between 1997 – 2010; and

- development of five hundred thousand (500,000) illiterates to literate level.

**Literacy by radio programmes:** The growth of accessibility to adult and non formal education was evidence after the launching of the radio programmes by NMEC, UNESCO, and UNICEF. The radio programmes gave Nigerians the opportunity to learn how to read and write.

**Establishment of Model Literacy Centres:** The literacy centres was established in all the 774 local government areas in all the states in Nigeria. NMEC has links to the 36 state government in the country and this partnership has been efficient and effective in the achievement of literacy programmes in Nigeria (Nigerian EFA Review Report 2000-2014).

**Promotion of Indigenous languages in Literacy Delivery:** The union between NMEC, SAME, and NERDC led to production of the following primers in 22 indigenous languages:

<b>Primers developed</b>	<b>Year of production</b>
a) the social studies and citizenship education . . . . .	2000
b) the basic science primer for Non-normal education . . . . .	2000
c) the Non-formal education curriculum for qur’anic schools . . . . .	2003
d) the Non-formal education curriculum for out of schools boy . . . . .	2003
e) the communication strategies for the integration of basic education into qur’anic schools	2007
f) the national benchmark for Non-formal education and integrating basic education into Qur’anic Schools in Nigeria . . . . .	2007
g) the national blueprint for adult and Non-formal education in Nigeria . . . . .	2007
h) the english for Non-formal education. . . . .	2008
i) the policies issues and practice . . . . .	2010
j) the customized teaching and learning materials . . . . .	2012

**Source:** Nigerian EFA Review Report, (2000-2014)

**The Curriculum Development:** The curriculum vitae for basic and post literacy levels, Integrated Qur’anic education, Girl Child Education, Business Education and Vocational Education was developed jointly by NMEC and UNICEF (Nigerian EFA Review Report 2000-2014)

**The standardized monitoring and evaluation instrument:** These are instruments that were constructed for the purpose of evaluation and monitoring of NMEC programmes, in order to ensure improvement, efficiency and logical framework analysis so as to achieve its goal.

**The Each-One-Teach-One:** These are radio programmes that promotes literacy in the three (Igbo, Hausa, and Yoruba) major languages in Nigeria (Nigerian EFA Review Report 2000-2014)

.

#### **The E-Learning Literacy package**

This is a learning package developed by the E-9 countries in order to promote literacy within their region (Nigerian EFA Review Report 2000-2014)

.

#### **2.1.8 Public-private partnership, NMEC and other international organizations**

Financial resources was raised for NFE by the UNESCO, Bangladesh, Senegal and Nigeria. This help to foster the NFE programmes in these countries (NMEC, 2008). The NFE was supported with capacity building by the British council, UNESCO, UNICEF, and UNDP. Other organisations that are included in these support are NOGALSS and the University village association which mobilized resources for literacy around the world.

According to Hussain and Haladu (2013), the international agenda on adult education was facilitated by these international agencies: UNESCO (provides material for adult and non-formal education; and ensured capacity building); UNICEF (capacity building of staff, and distribution of teaching materials for adult and non-formal education); UNDP (gave financial support in adult and non-formal education); ICAE (capacity building, advocacy and information); Global Campaign for Education and Action Aid International (These two agencies provided funding for adult education programmes); and International Institute for German Adult Education (promotion and support of adult and non formal education).

#### **2.1.9 Challenges of NMEC on attainment of the EFA Literacy Goal**

Another constraint as admitted by NMEC (FME 2001) was lack of adequate communication link between the national headquarters staff and state and local governments. This, according to

Ahmed (1992), caused lack of unified efforts. It is expected that there should be a monitoring strategy which the federal will use for state and local governments. Lack of teachers who are proficient in the knowledge required by the learner is another constraint. Akpa (2000) notes that teachers of literacy classes, especially adult literacy classes, are ill-trained, use methods and materials that do not really meet the needs of the learner. In some instances a learner is found to know more than the teacher, particularly in relating work-life to what is taught, the basis of adult literacy programmes.

In the view of Damar (2003), learners may not actively participate in the literacy programmes which do not have positive impact on their living conditions and development needs of the country. In the same vein, Akpa (2000) posits that learning environments that combine people of different gender and social classes has not improved the learning of people in the country. The situation is more challenging when primers meant for children were used in adult classes without considering their physiological, sociological and psychological differences. This is compounded by financial deficiency at the national, state and local government levels because it constraint the mass literacy programmes.

Studies carried out by Omolewa (1984), Okoli (1990), Adewole (1990), Dagon (1990), Ahmed (1992), and Akpa (2000) had results which were in agreement on the constraints to effective implementation of mass literacy programmes. Their findings included poor funding, negative attitude of adults towards literacy classes, rural poverty, and lack of suitable materials, like books.

#### **2.1.10 Literacy and the Education for All (EFA) Goals**

With the combined efforts from national governments, UNESCO, UNDP, UNICEF and the World Bank, the EFA was achieved before its target date of year 2015 (EFA Movement, 2010).

The thrust of the vision was that:

Humans generally should embrace education to meet their daily needs. These needs include literacy, oral expression, numeracy, problem solving, knowledge, skills, values and attitudes. This is beneficial because it helps them to develop their capacity, dignity, quality of life, and survival (WCEFA, Jomtien, 1990).



The ideology and philosophy of people in Africa determines their perspective of literacy. Some school of thought is more concerned about the skills that an individual will need in order to adapt fully to their work, education and be able to negotiate their daily activities. This shows that the literacy is beneficial in the reduction of unemployment (Lonsdale and McCurry, 2004). This perspective attracts economics models associated with workforce training, productivity, functional literacy and human capital (Lonsdale and McCurry, 2004). On the other hand, another school of thought emphasized reading, writing, numeracy and oratory skills. This has to do with the cognitive ability and social context where these skills are learnt. These skills are important for social and economic development of a society (Street, 1995; Gee, 1996).

The difference between both perspectives is that in the former approach, literacy is viewed as a necessary skill needed for the survival of people. To be able to read and write efficiently, the learner needs cognitive skills (Street, 1995). The social context of learners, it uses, meanings, norm, and values it implies are indispensable for reading, writing, and numeracy. For example, different literacy is needed by a taxi driver in Lagos State, fishermen in Delta State, and traders in Enugu State. In view of these analyses, adequate programmes can only be design by facilitators who are familiar with the social context of the people where the programmes will be implemented. This will be dependent on the learners need and not the need of the programme designers.

The United Nations Literacy Development (UNLD) emphasized the importance of promoting a culture of reading, writing, and literate societies; and requires more and broader strategies than simply making individuals literate. For the successful implementation of the Literacy for All programmes, indigenous local contexts such as the spoken language and way of life of the local environment must be put into consideration. This shows that the mothers tongue is sacrosanct to the literacy programmes. The UNLD acknowledge the indispensable nature of literacy for lifelong learning. These attest to the fact that, literacy is a tenet for the acquisition of life skills by children, youth and adult. the aim of the UNLD was to achieve the goals of EFA by the year 2012; and by that time also, everyone should be able to read, write, manipulate figures, think critically, civic knowledge, improve quality of life and sustainable literacy environments.

A ten years (2006 to 2015) global strategic framework was introduced as a follow up to the UNLD goals by the UNLD and UNESCO for collaboration, mobilization, and literacy initiatives for empowerment (LIFE). This enlightens learners on their choice in life as it affects their quality of life. In addition, the global campaign for EFA and Action Aid conducted a survey on the acquisition of literacy for efficient reading, numeracy and writing skills in order to develop an individual quality of life and sustained lifelong learning (UNESCO 2005)

In addition, the representatives of the 144 member state of UNESCO had earlier adopted the Belem framework of Action at the sixth international conference on Adult Education (CONFINTEA VI) (UNESCO, 2009). Literacy was regarded as the foundation for lifelong learning for all. This is because it enables people to socialize from childhood to adulthood. In fact, it cannot be denied that literacy is an integral part of education that was the more reason for the following recommendation by the UNESCO members:

- literacy as a continuum
- sustainable literacy as the aim for individuals to achieve
- literacy is a mechanism that ensures lifelong learners
- continuing education, training and skills development thrive in a literate environment.

An indicator which was generally agreed upon by member UNESCO member state was used as a parameter to measure and monitor the implementation of the framework for Action.

### **2.1.11 Expanded vision of Literacy under EFA**

For fifteen years, the World Conference on Education for All that was held in Thailand has advocated for lifelong learning, cultural identity, human right and literacy (UNESCO, 1990; United Nations General Assembly, 2002; UNESCO, 2004; 2008; UNESCO, 2009). The conference heightens the need for continuous arithmetic, reading, writing skills (Wagner, 2001). The literacy and social nexus varies among different society in the world and it is based on the level of knowledge and know-how between and among the key actors in the society (UIS, 2008). Across the globe, several efforts have been made to spread literacy to all humans and to achieve the EFA goals. However, the literacy for all requires a renewed vision of literacy which will

strengthen the cultural identity, democratic participation, citizenship, tolerance, respect for others, social development, peace and progress (UNESCO Bangkok 2005b).

On the other hand, the UNLD considered political, social and economic transformations when diagnosing literacy for different perspective. That implies that literacy is embedded into the cultural processes and structure of a society (UNESCO, 2004). This diverse philosophy of literacy is enshrined in the cultural, educational and state institutions.

#### **2.1.12 The EFA Goal 4 for the Young and Adult Literacy**

The literacy is viewed through the broad lens in the dynamic world by the Hamburg Declaration and Agenda for the Future of Literacy. The declaration advocated for the solution of literacy problems through the social, cultural, political, and economic engagement in order to sustain learning throughout life. It is not surprising that multiple dimension of literacy that gave birth to literacies in a new event that should be embedded into the global literacy discuss (UNESCO, 1997).

This new perspective suit the need of each individuals and it is innovative to the multi-ethnic population across the world. The social context in the society is characterized by literacy inequalities. Therefore, the idea of literate or illiterate should be eradicated because a person who is technologically literate may be illiterate in other skills. The new focus should be on literacies. This implies that literacies are a continuum in our everyday activities. The dynamic level of communication vis a vis technological know-how has introduced the need for literacies (UNESCO Bangkok, 2002).

These changes in the perspective of literacy should include other qualitative aspects, so as to improve the learning ability of learners and ensure improved quality of life, sources of income and civil learning. This is targeted to the learning need of the young people because it continue to adulthood. The introduction of this new concept began at the Belém Framework for Action conference which has effect on the global economy and working condition of different gender. It also entails the movement of people from one place to another in search of financial resource such as work that accrues income.

Such work is based on the demand and supply needs which require various kinds of skills in different region. These skills are needed so as to be familiar with complex tasks and participate in literacy with the international, national and local parlance. Literacy should thus be perceived as a complex set of skills and competencies that is continuous. While the concepts and visions of literacy have evolved over the years, the gap between these concepts and the operational definitions used in practice to measure and evaluate literacy skills is further expanded.

### **2.1.13 Five perspectives of Literacy within the context of EFA**

Globally, there is no universally accepted definition of literacy. The concept of literacy, illiteracy, literacies, literacy practices, functional literacy, and post-literacy are globally use among scholars of different background and within different contexts. These differences are due to the language use for the word. In the English language, literacy could mean different thing, depending on it usage by an individual. But in other languages, literacy could be applied only to reading and writing. The academic engagement and debates about the use of literacy has been complicated because different continent, regions, country, and ethnic group has their own agreed perception of it use.

The ideological difference, vision and mission of each personality influences their perception of the word – literacy. These ideas are determined by the believe of what adult literacy should be. The literacy for All programmes avoided the dominant perspective of literacy and adopted the most friendly definition because the dominant perspective is hegemonic, oppressive and are designed to generate income for a few. Though, this ideology may not be in alignment with the history of literacy but it is more ideal in the 21<sup>st</sup> century (UNESCO 2005; and McCaffery 2007).

### **Literacy as skills, particularly the ability to read and write, and calculate, sometimes called cognitive literacy**

The UNESCO's first definition of literacy was the ability of a person to read basic materials and write a simple statement on a daily basis. This definition was recommended at the general conference of UNESCO that was held in the year 1958, for the purpose of the international standardization of educational statistics (UNESCO, 1958). The above definition has been

criticized because of its limited skills which exclude numeracy skills. The general notion that literacy has to do with the ability to read, write and calculate in a meaningful way is gradually fading away.

The forms of reading, writing and calculating vary and change with new technologies, from the traditional use of paper and pen, typewriters, print, and calculators, to digital forms and new means of ICT, like computers, mobile phones, and i-pads. What is read and written can also vary from normal text and numbers to pictures, signs and graphs. This is, however, not the same as using the term literacy to refer to any competency, such as legal literacy, computer literacy, and science literacy. Such metaphoric use is not meaningful and creates confusion rather than clarity.

### **Literacy as functionally applied or as a task that requires the written word**

The UNESCO definition of functional literacy has relationship to the basic definition of literacy.

It was defined as:

a functionally literate person who engage in several activities which is for effective functioning of his or her community. It also enable him/her to read, write and calculate things for development (UNESCO 2005:30).

The indicator for functional literacy is the attainment of four or more years of schooling. Nowadays, however, four years of schooling is in, most contexts, affected by globalized ICTs, not enough to deal meaningfully with reading and writing, as has been shown in several studies (Torres, 2006).

In each context, the minimum level of literacy skills in a given language required to cope with everyday life that can be considered functional varies from context to context and changes over time. In today's modern world, the literacy competencies required are much more complex than those before the information age. Therefore, literacy can be seen as a set of information which is processed for effectiveness of humans. In a survey conducted between from the 1996 to 2000, the IALS definition of literacy is closer to UNESCO definition of functional literacy. The functional literacy is the ability to understand and used ICT in all aspect of human life, because this enhances global knowledge (OECD, 2000).

### **The literacy is a tool for critical reflection and action for social change**

This is also called critical or transformative literacy. The radical approaches to literacy was pioneered by Paulo Freire, the Brazilian adult educator, famous for his *Pedagogy of the Oppressed* (Freire 1972), aim at empowering learners through a creative and interactive literacy learning process to understand, act upon and transform the social order of injustice. The freire's core emphasis was that literacy is critical reading of the world. Many adult educators and most literacy organisers, analysts and practitioners have been inspired by this approach in their literacy work, although implementation and subsequent results have, in many cases, been less encouraging.

This is likely because the vision and ambitions to be realized require much more advanced knowledge and competencies than what initial literacy learning activities can possibly achieve. The development of critical, analytical and problem-solving skills, combined with reading and writing (text, numbers and other representations), is expected to be part of general education and it developed throughout life.

### **The literacy as a social and cultural practices**

The social practice literacy approach is influenced by ethnographic research into literacy. The social dimensions of acquiring and applying literacy are stressed, in line with the theories of New Literacy Studies (NLS) led by scholars such as Street (2004). In these dimension, the literacy is embedded in the media, industry, socioeconomic, political, cultural, family, community, school and linguistic contexts, including school, family and community contexts. No distinction is made between literate and illiterate persons, since those conventionally labeled as illiterate also “practice” literacy in their daily lives (for example, by asking someone else to read or write a letter for them).

These above show that there is no single definition of literacy. Instead, there are multiple literacies referring to the many purposes of applying literacy and socio-culturally situated literacy practices. The influenced by the NLS theories and the UNESCO's Education Sector led to the refined uses of literacy in the year 2004 at a conference titled “The plurality of literacy and

its implications for the programmes”. The approach influenced by the social practices theories is mainly oriented to using ‘real materials’ from real literacy situations for learning purposes, and thereby avoiding preconceived and prepared literacy primers for the purpose.

### **Literacy as a Lifelong learning process and a human right**

The four previously outlined broad literacy perspectives, more or less explicitly, refer to the process of literacy learning, at different stages and in different contexts. As pointed out by McCaffrey et al (2007).

There are different strata of literacy which is enshrined into reading and writing skills. These skills are used by individuals to accomplish daily live activities. These activities are part of their literacy practices, which are socially and culturally rooted in the communities in which they live and work. The literacy can be a means for critical reflection on the world which help to create a new image.

The literacy is perceived as an interactive and continuous learning process throughout life rather than as a product for a specific educational intervention, is in line with the critical literacy theories and in part with the social practice theories. This perspective often coincides with a human rights approach to literacy as opposed to a merely technical utility approach. This implies that literacy is understood to be an impetus for human development (Torres, 2006). A human rights perspective on literacy implies taking carefully into account learners’ own specific needs and interests. It comes close to the ideas of the transformative approach influenced by Freire because it means that literacy is seen as essential in defending and demanding respect for rights, and as being a right that expands people’s freedom.

#### **2.1.14 Assessment of literacy rates within the context of the EFA literacy goal**

There are two procedures for assessing literacy rates in line with the education for All literacy goal. These are classified as indirect and direct assessment of literacy rates.

#### **Indirect assessments of literacy rates**

In order to provide worldwide comparisons and overall global literacy data, the international communities and individual countries have relied on data provided by UNESCO member countries. The statistical data on literacy at national, regional and global levels are mostly based on UNESCO's first criterion of using self-declarations recorded in population censuses. Information was solicited on household's ability to read and write. In some countries, the question includes numeracy skills as well.

A group of people who can read but cannot write are considered as illiterate in Cambodia. For example, at Brunei Darussalam, in the 2001 census, literacy was defined as the intellectual ability of a person to read and write letter and newspaper in one or two languages. In China, the literacy is defined based on the context where the person who defines it is situated. A person who lives in an urban environment need to be able to read 2000 character before he/she could be regarded as a literate person, while about 1500 character was require for anyone who resides in a rural environment. This implies that the definition of literacy is context specific.

The literacy criteria of several country census questionnaires also include language, either saying the skills asked about can be in any language, or must be in specific languages. For example, in Cameroon, the literacy data derived from a household survey in the year 2001 were based on the definition of literacy by UNESCO (UNESCO 2007). The completion of a certain level of education is also used by some countries as a parameter for measuring the level of literacy in a country. A four year primary education in Kenya was regarded as the basis for the sustainable literacy development. This can be a problem because some students attain basic literacy skills at different school grades and students who acquired primary education could also possess the basic literacy skills.

In any case, there is reason to believe that some years of schooling may be a relatively good proxy indicator for differentiating (the dichotomy) between adults with no literacy skills and adults with some basic skills (UNESCO 2005). Further, a case study involving a mini survey in Namibia revealed that in self-declared literacy, women tended to underestimate their literacy skills, while men tended to overestimate theirs. The study also indicated that the educational attainment proxy of completing 4 years of schooling might have been a more reliable indicator of basic literacy and numeracy skills than self-declarations (Lind 1996). What the commonly



applied census or other national survey derived literacy rates do tell is the perception of the population on its own literacy status.

### **The direct assessments of literacy**

The response to the challenges of currently available literacy data has been to recognize the limitations of quantitative measurements and, on the initiative of UNESCO and other international agencies sponsoring the EFA frameworks, to develop specific direct literacy assessment models for the development of the LAMP. Many expert meetings have been convened to discuss the way forward, including those among ethnographic researchers debating how to reconcile the ethnographic approach to literacy with measurement (Costley, 2005). An expert meeting organised by UNESCO in the year 2003 advocated that the literacy should identify, understand, interpret, create, communicate, and use computer (UNESCO, 2005).

The purpose of this definition was to guide literacy assessments like LAMP and the OECD Programmes for the International Assessment of Adult Competencies (PIAAC). Whatever new undertakings, such as LAMP, are developed for the purpose of refining literacy measurements more in tune with current concepts and contexts, and incorporating different levels of skills, it will be helpful to understand the relative strengths and weaknesses of any such model. By understanding what they measure and what they omit, the analysis of findings would gain credibility, and complementary qualitative studies or data may be identified as needed for adequate understanding of the literacy.

In the debates on the limitations of the quantifiable surveys of literacy skills by researchers linked to the NLS and ethnographic approaches, it has been recognized that all approaches to measuring literacy have limitations and that combinations of different methods and approaches may be fruitful, although there is a basic skepticism to the idea of any general measure of literacy in view of the concept of 'literacies' ([www.uppinghamseminar.com/index.htm](http://www.uppinghamseminar.com/index.htm)).

In the process of developing and implementing LAMP in the piloted developing countries like Niger, Mongolia, El Salvador, Morocco, and Palestinian Autonomous Territories), and preparing it for implementation in nine more countries, these doubts and debates have also been recognized. In a recent presentation on implementing LAMP (UIS-UNESCO 2009) it was

argued that the statistical model applied always has its limitations. Also, the approach has built in processes and methods that seek to avoid ethnocentric biases.

The LAMP measured reading of continuous texts (prose) and non-continuous texts (documents) using the reading proficiency indicators to process sentences and to read paragraphs. The five levels of indicators used by LAMP to measure literacy are detailed below:

UNESCO-UIS, (2009) captures them thus:

- Level 1 = very poor skills.
- Level 2 = low level of skills. For example: ability to manage everyday literacy demands
- Level 3= roughly level skills
- Level 4 and 5 = advanced information processing skills.

The test design covers both decoding and task-based items like understanding instructions, and extracting information for health and safety, work, citizenship, consumer economic situations, and leisure. This requires sensitive contextualisation and adaptation of language, which is recognised as a major challenge as regards comparability across cultures and countries. Overall, while still in its pilot phase, LAMP is seen by UNESCO and many of its sponsors as holding the promise of being able to employ appropriate tools for direct assessment of various literacy levels.

The challenges involve like cross-national relevance of the defined levels and test design. The assessment task was formulated by the context where it is been implemented. One can wonder to what extent they adapt to a context of very poor literacy environment and generally low literacy and education levels. The levels, derived from the OECD IALS, are obviously developed on the basis of the current literacy practices in the advanced industrial countries of OECD. Could this be why there are no levels between the defined levels 1 and 2, and why two out of the five levels relate to higher order skills?

It is further debatable to claim that tertiary entry skills are more relevant for inclusion than skills required to communicate using SMS, as done in the presentation of LAMP (UNESCO-UIS, 2009). In fact, while one of the most common features of the literacy environment in rural areas of poor countries used to be the need to read and write letters, nowadays this has often been

replaced by the use of SMS via mobile phones and sometimes even via email communication, helped by internet services. The minimum threshold for functional literacy, as well as other levels to be measured, will obviously vary by context.

Some of the identified challenges involved in embracing LAMP as a major response to the demand for a continuous standard-based literacy measurement are illustrated by the case of Kenya, where the stakeholders felt that LAMP was too costly and taking too long for their urgent purposes and needs. So after sometime, Kenya decided to strengthen its own literacy programmes. A survey was conducted by Kenya National Bureau of Statistics, UNESCO, and the ministry of education of Kenya in the year 2006 in order to present the cultural implication of literacy in the country (Kebathi 2008).

The following are some of the main critical issues arising related to direct assessment models, such as LAMP (Wagner 2008). The assessments:

- take too long, estimated at 3–5 years, for policy makers, who may not stay in office long enough to get and use the results for intended purposes;
- are costly to be owned by local and national agencies;
- have been arranged to deliver information about the global level (Wagner in UIL, 2008);
- to compare population diversity, linguistic and geographical variation with the national and international countries;
- include a very large number of test items, and large population samples;
- use a highly sophisticated methodology that has a low degree of transparency, since the test items are not made publicly available;
- cover a limited number of selected countries;
- do not include writing skills, a key skill for pro-active and critical use of literacy; and
- have been designed to be cross-culturally comparable, but the comparability of the test items has been questioned.

Alternative sources and systems for assessing literacy at local and national levels could be provided by curricula, national qualification frameworks, indicators on the quality of literate environments and reading cultures, as well as locally adapted national assessments.

### **2.1.15 National curriculum and qualification frameworks**

Literacy as a continuum is, to some extent, considered in school curricula starting from grade one or earlier and upwards. Many adult literacy and continuing adult education programmes also have clearly defined stages. This is to a large degree, the case of the modular curriculum developed by the Mexican institute for adult education, and the governmental lifelong education awareness programmes. Both in school curricula and non-formal or adult programmes curricula, the competencies at each level are nowadays frequently expressed in terms of expected outcome competencies. Some adult education programmes are designed to be equivalent to formal education. This is the case of Botswana's recently introduced Adult Basic Education curriculum, in which competencies in areas such as reading, writing and numeracy of each stage, are equivalent to a certain formal school level. As they are expressed in a generic way, they are expected to be applied in a relevant way, with content adapted to context and the adult learners.

In South Africa, the levels of Adult basic education are defined in the National Qualification Framework. These curricula or frameworks provide an alternative source of criteria for national assessments, and have the advantage of being based on what the various educational programmes people attend should provide. Ideally, the literacy practice and needs should be at the fore of how these competencies are translated into learning activities at the micro level. A continuous assessment system combined with a wider national assessment at intervals based on the national frameworks has the potential of complementing census data with standardized data on nationally defined levels, together with more qualitative information.

### **2.1.16 The assessing literate environments**

The UNLD aim of creating literate societies and the concept of literacy in a lifelong learning perspective require the development of a rich literate environment involving a widespread use of reading and writing. The quality of literate environments is an indicator of the general level of literacy in specific areas. The availability or not of key resources and factors required for a literate environment could then be studied as indicators of literacy, for example:

- orthography which reflects the oral competence of the learners.
- links between literacy of parents and children;

- reading materials, ICT and media;
- motivates authors, publishers and distributors of written materials;
- institutional contexts that require literacy.; and
- participate in social and political activities, strengthened by literacy (Lind, 2008).

An example is the different field of literacy that dealt with youth and adults. A study conducted among the poor showed that modern technologies (TV, DVDs, computers and the Internet), writing and reading materials were followed by religious materials, calendars, pictures and newspapers were given a few attention (UNESCO, 2008). This implies that the general developments are determined by the society. From these observations it is clear that literacy and literate environments are, to a large extent, determined by general development. This means that some general development indicators also are relevant for understanding the distribution of literacy levels, for example, nutritional levels, and access to roads, electricity and water.

The identification of available reading materials, including ICTs, and reading and writing habits, together with school data, could help to understand the conditions and context for literacy to develop in certain areas, especially in poor areas. What literacy practices and competencies and uses/practices are plausible and required in the identified areas could then be analysed and become the basis for decisions on what kind of assessment would be meaningful or not.

### **2.1.17 locally adapted national literacy assessments of the EFA literacy goal**

As most available literacy data used for comparative purposes are inherently flawed and as the alternatives, such as IALS and LAMP, are not feasible to implement in all countries, a compromise may be an alternative. For example, Wagner (UNESCO, 2008) proposed a so-called Smaller/Quicker/Cheaper (SQC) model that is tailored in nature and size to national and local policies and concerns.

The Kenyan literacy survey mentioned above would fit into his description of what this would mean. It drew from the approaches used by the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ). The focus is on variables and questions of maximum interest to the national and local stakeholders. At the same time, the national records will be compared to similar records in another country.

Any alternative literacy assessment approach, such as those above (based on competencies defined in curricula, indicators of the quality of literate environments or other locally adapted national assessments) will, for a long time, only be able to provide a complement to census data, which also need to be developed and enriched with respect to the criteria used for collecting data on literacy, in response to the broader concepts and moving targets of literacy.

### **2.1.18 General overview of measurement of the EFA literacy goal**

The various discussions of the measurement of the EFA literacy goal can be summed up in the following contexts:

#### **The literacy of cognitive skill**

In time past, the literacy was restricted to reading and writing, however, contemporary overview has changed such conception.

#### **Literacy as intellectual transformation**

The literacy is a primary determinant of technological advancement (Goody (1977; 1986). This is because it has intellectual powers on the individuals and societies. These literate individuals experienced transformation and cognitive advantage. On the other hand, the individuals with limited literacy were reduced to the indigenous and cultural lifestyles of their society.

#### **Literacy as an ideological notion**

The distinction between autonomous and ideological perspective of literacy was adjudicated by Street (1985). The autonomous literacy is described as the primarily literacy which has cognitive and generic uses. The ideological literacy is the social conceptions and uses of literacy. At this point, literacy is part of a society. There is a reciprocal relationship between literacy and the society. This is a phenomenological perspective.

#### **Literacy as critical notion**

Literacy empowers the minds of people and prepare them for the real world. The industrial environment is not predictable and it is challenging to cope because of political interference in activities that shape the workplace. This means that literacy is a means to an end and it gives

people the strength to change the world. That is the more reason for equating literacy with activism because it has the power to define and redefine the real world.

### **Literacy as adaptation**

At the introduction of functional literacy as an academic field, it was stated that it is required for military intelligence. This concept was introduced during the first world war and from that point in time, it was agreed that functional literacy was need for proficient and efficient performance of daily routings (Harman, 1970).

### **Literacy is power**

The functional literacy is importance for human adaptation, power, and community advancement. The functional literacy is the hegemony of elite which lays the foundation for social and political participation (Resnick 1983). That is the more reason why the poor need to be literate in order to liberate people from poverty. In fact, the international symposium for Literacy advocated that literacy should be given more attention by national government in order to liberate the human mind which is innovative (Bataille, 1976). To Freire (1970), literacy leads to social transformation which erupt consciousness in the community in order to analyze the reality on ground and liberate the poor citizens in the country.

### **Literacy is salvation**

The literate in any society is always perceived with higher values. They are given exceptional preferences. This notion sprang after Martin Luther insisted that his followers must be liberated in order to understand the Bible. Religious scholars has invested massively in writing religious materials; so people must be literate for them to be able to read this materials and follow judiciously what is written in it (Resnick and Resnick, 1977).

A retrospective overview shows that literacy has historical undertone which is attributed to Plato and Aristotle. The literacy of a society is embedded in the culture of the people, irrespective of the religious faith (Steiner, 1973). The functional literacy goes beyond the political and economic parameters to include intellectual, aesthetic, and spiritual participation of the real world.

## **The literacy as competence**

The literacy helps to shape the work place activities because a computer literate person may not be technically literate. So a person is computer literate depending on his/her ability to use computer. So the different areas of technical competence are treated in the same way. In contemporary industry, the demand to manipulate report, calculate graphical instruction and make informed interpretation are dependent on the level of literacy of people in the organization.

Based on the current trend of conceptualizing, defining and assessing literacy as a continuum for life-long learning, the following key issues have been identified:

- the literacy concepts is connected to pedagogical theories, technology and global developments as people continue to structure and restructure pattern of written communication, processing information, reading overview, and numerical know how for citizenship. These definitions and visions pose huge challenges to the task of developing comparable international indicators for literacy.
- From the analysis of the internationally adopted notions on literacy, one can conclude that learning and using literacy is continuous and contextual and takes place in and out of educational settings throughout life. Consequently, there is a challenge of defining literacy that is universally accepted because there is a tiny line between literacy and non literacy.
- A literate society is all encompassing and it develops both the individuals and the society at large. This is essential for promoting interventions that benefit those in school and those who are not schooled.
- There is still no common global understanding, although most new definitions emphasise the lifelong learning process and continuum of literacy. Functionality and relativity are key ingredients of the commonly advocated concepts. So what literacy is will vary by context. This view challenges the idea of cross-national comparability of large-scale literacy survey models.
- The gap between broad concepts of literacy and most operational definitions tends to widen, as the simplistic concepts are still used to collect comparable data on literacy.



- The current statistics on literacy/illiteracy rates are based on a variety of definitions and ways of measurement in the different countries. Given the promotion of literacy as a continuum, there is a challenge of establishing a standardized data.
- The limitations of the narrow definitions and indirect methods of current global literacy statistics require renewal of operational definitions and assessment methods. One of the challenges is how to consider, in the context of continuous change, different levels of literacy in varying domains, as well as other core competencies required for people to become lifelong learners. Particularly in low-income countries, difficult decisions may have to be taken on how much and what kind of literacy is sensible and worthwhile to assess. For what purpose the statistics are produced and for whom, are crucial questions that must be answered before decisions are taken. Since resources are always limited, cost-effectiveness issues are important to address.
- The main response to the challenge of how to establish a standardized level-based system that produces comparable statistical measurements of literacy (including numeracy) that take account of contextual relevance and accuracy has been the development of large-scale cross-country literacy survey models, such as IALS in industrialised countries, and LAMP, in developing countries. However, many critical issues arising related to direct assessment models, such as LAMP, challenge their feasibility for general use, especially in the poorest areas of the least developed countries.
- Among the critical issues are that LAMP assessments take too long; are too expensive and too complicated; risk sacrificing national concerns about population diversity, linguistic and orthographic variations; use a highly sophisticated methodology with a low degree of transparency; cover a limited number of selected countries; and do not include writing skills. These and other technical and methodological issues raised imply that caution should be taken as regards the cost-benefit trade-offs for poor countries.
- A major challenge of any international comparative survey on literacy is how to balance the international, national and local needs, and comparability and context sensitivity.

- Any alternative literacy assessment approach based on qualitative methods and/or on assessment of competencies defined in curricula, indicators of the quality of literate environments or other locally-adapted national criteria would possibly be able to provide a valuable complement to census data, which also need to be developed and enriched, considering the moving targets of literacy.

#### **2.1.19 Benefits of the EFA literacy goal**

The literacy is beneficial for sustainable development, citizen participation, economic equity and cultural identity (UNESCO, 1997). Thus, the Dakar Framework of Action aims to improve global literacy rate by 50% before the target year of 2015. The goal focuses more attention on accessibility of continuous education by women. Individuals within the society become economically viable to contribute to the growth and development of the society when they are literate. That is the more reason why the framework of Action was more concerned about eradicating illiteracy by supporting lifelong learning.

The provision of education to all children and adults was not undermined by the UNESCO. National governments which support this international body agreed to support it financially (UNESCO, 2002). However, this financial support is still abysmal and many governments around the world have not committed enough to education, rather, more finance is channeled to military equipment (Torres, 2003). The year 2003 to the year 2012 was set aside as literacy decade by UN because of the importance of education for socio-economic development. The United Nations Literacy Decade has more interest in Africa because of the low rate of literacy within the region. They help in formulating strategies, initiatives and implementing actions to sustained international momentum that support international policies (EFA Monitoring Report 2004-5).

The literature on literacy education has revealed the various dimensions of the benefits associated with literacy. As far back as 1882, John Eaton had written that literacy civilizes, insures democracy, enlightens, and dignifies. The literacy is a basic human right which empowers people, indigenous communities and nations to improve their health and give them servitude. The poor literacy level in a community gives birth to poverty and poverty reproduces illiteracy and this has a multiplier effect in the country and the world at large (UNESCO, 2012).

Contemporary scholars of literacy have shared views similar to the above. For example, Pattison (1982) and Street (1984) contend that literacy is the starting point of development. Similarly, Graff (1987) argues that literacy is the key for achieving democracy, economic growth, social harmony and competitive advantage in the industrial world. Aderinoye (2007) avers that literacy promotes personal improvement and enlightenment. Both Pattison (1982) and Stanley (1972) link literacy with moral fortitude. Haddad (2002), while comparing the relationship between being illiterate and being poor, asserts that “the illiterate are not poor because they are illiterate, they are illiterate because they are poor.” Literacy improves people’s lives, particular their perception of themselves and their environment (Ojokheta, 2006).

At national level, literacy has also been perceived to be significant for national development. Since development is all about man, for man, by man and from man according to Nyerere (1976), those literate in reading and writing are more cultured or civilized than their counterparts who are not. If reading and writing are preserved at home, thinking will be well protected (Pattison, 1982). Dyson (1997) posits literacy entails the use of written text and adding meanings to words and letters in order to create value from it. Ireland (2008) views as a social disease that makes humans suffer and literacy is the cure.

Freire (1972) contends that literacy promotes equity and justice in a political milieu. And this makes it significant for human development as it serves as a backbone for society creativity. This is evidence in it influence in communication, and social activities (Delors et al., 1996). More so, the literacy helps to improve the quality of life of people in a country and it promote children’s education. This is one of the interest of the Education for All (EFA) goals.

#### **2.1.20 Historical review of a neglect of adult education in Nigeria**

The educational system in the indigenous Nigeria society long before the coming of the British administrators was managed by missionaries (Fafunwa, 1974). However, after the year 1992, the British government set up educational policies in African colonies which were aimed to promote literacy in Africa. The educational policy it introduced was titled “Education in Africa”. (Fafunwa, 1974). It was the belief of the British colonies that sound education would ease communication in the colonies. Thus, educational policy that was targeted at the adult population

was introduced. It was advocated that all members of each community should embrace the education. Children were given free education in order to lighten the burden on their parents.

The first policy on education was chaired by Phelps-Stokes. The policy did not give room for adult education as it focused on children alone. That led to the failure of adult education in the year 1925. In addition, the 2<sup>nd</sup> policy on education chaired by the Central Board of Education in the year 1925 considered the adult population. This was done by organizing remedial primary education for adults. Adult literacy, craft building and women participation in education and political issues were the goal of the 2<sup>nd</sup> British policy on education in African, particularly Nigeria (Fafunwa, 1974).

This led to the formulation of free primary school programmes between the year 1950 to 1957 and this also supported the adult education programmes. Adult literacy faces serious challenges due to the huge amount of money spent on free primary education programmes. The Ashby Commission in the year 1959 was structured in connection to the target of human resources need for the country in the year 1960-1980. The commission acknowledged that the country had made progress in the primary, secondary and post secondary levels. However, much attention has not been given to adult education in the country. It was in the year 1960 that the National Development Plans articulating the strategies and framework for the development of the adult education programmes.

In the year 1977, the Nigerian National Policy on Education was adopted and modified in the year 1981 to provide equal access to continuous education, promote lifelong learning and eradicate illiteracy. It is sad that since the adoption of this policy, only 66% of the aged had been educated in Nigeria (UNESCO Institute for Statistics, 2004). In support of this policy, in the year 1990, the National Commission for Mass Literacy, Adult and Non-Formal Education was formulated to coordinate, motivate and monitor programmes of adult education which is grounded to solve economic problems. It facilitated programmes and organized instructional facilities which were focused on the adult education programmes as well (Aderinoye, 2002).

This prompted Olayode (2007) to argue that inadequate planning; mismanagement of resources; weak political will; decayed infrastructures; inadequate infrastructures; obsolete facilities; low-quality output; low transition rates; low tutor qualifications; unqualified tutors; poor utilization of funds and a general lack of synergy among the agencies has been responsible for the slow pace of literacy programmes Nigeria. The Nigeria government has showed relatively low interest in Nigeria education. Much more to that, poor fund of the education system cum gender imbalance and the debt by the governments in Africa countries contributes to the neglect of adult education in Africa (Omolewa, 2000; World Bank, 2000).

#### **2.1.21 Adult and non-formal education agenda for Nigeria**

The policy on adult and non-formal education in Nigeria is directed towards lifelong education in the country but this philosophy and way of life is ongoing throughout life. This implies that a culture of learning should be sustained for all society (Edwards, 1997). This shaped the problems and opportunities of life and contributes to the development of their society. Therefore, lifelong learning becomes imperative to the society at large. The first education policy in Nigeria was targeted to identify mass literacy, remedial, continuing, vocational, aesthetic, cultural and civic education as the key components of adult and non formal education in Nigeria.

The National Policy on Education continues to guide the provision of adult and non formal education in Nigeria at all levels of government. In 2011, the efforts to address the issue of achieving EFA Goal 4, the Federal Government signed a memorandum of understanding (MOU) with UNESCO on 5th May 2011 to develop, coordinate and implement literacy programmes in the country. The Goal 3, 4, and 5 was directed to shape the national development goals which cares for the people, and the nation. This views the policy from a different perspective and resources were provided to fund the Revitalization of Adult and Youth Literacy in Nigeria 2012-2015.

#### **2.1.22. The literacy visions, policies and strategies in Africa and the EFA literacy goal**

The international communities were attention to make education the priority for children; youth and adult by the World Conference on EFA; CONFINTEA V; and the Dakar Framework for Action. UNESCO was charged by EFA to monitor the adult learning initiatives, especially in

Africa. The implication is that it strengthens the policy making in Africa and restructure the objectives to suit the people in the continent (Abadzi, 2005). The African Union (AU) and the New Partnership for Africa's Development (NEPAD) used the literacy to drive it democracy, accountability, and transparency for the development of peace and eradication of poverty, HIV and Aids (Ansprenger, 2003).

The above prompted the African countries to view literacy as the universal basic needs of the EFA goals (Asmal, 1999). The goals further concentrated on the adult in the continent as children and the youth has already been taking care off (Asmal, 1999). It is, therefore, imperative to take a critical assessment of literacy level in African. To achieve the 4<sup>th</sup> EFA goal, several nations have developed their own contextual nature of operation. In doing these, African countries have reconciled the various policies to suit their immediate needs. It is then the role of the government to develop the political will to deliver literacy policies in the continent.

The Nigerian government has partnered with non-governmental organization like Adult Basic Education and Training (ABET), pro literacy (PROLIT), and the University of South Africa (UNISA) to supervise the framework of education in the country (Walters, 2001). This has helped the African women in term of fertility regulation, and reducing the first age of marriage age of women. Due to advancement of literacy, many women have improved their income and this has helped in the care of children in the country. Women are also able to save income and increase the gross domestic product of the country. In addition, the level of literacy in Nigeria is synonymous to the level of poverty in the country. This has implication for school dropout, life expectancy, economic growth, and high fertility level as agreed upon by UNESCO.

### **2.1.23 Conventional and transformative approaches to the EFA literacy goal**

The literacy conventional organized by EFA assumed the role of government in introducing change and efficiency in the methods to be use in teaching learners. This is in line with social accountability and the needs of the people (Weber, 1999; Hearth, 1999). It is clear that every nation attempts to use literacy to liberate their country development programmes especially among the capitalist nations. It is designed to people to survive through national political and social goals (Wagner, 1999).

So countries prefer to use their mother tongues when transmitting literacy skills from one person to another because it is believed that this method help instill the philosophy into the memory of the learner. China is one of such countries that have applied such methods. This is not the same with transformative literacy which aims to use literacy skills to improve the quality of peoples lives (Beder, 1991; Giroux, 1995). It therefore implies that literacy ensures problem-solving skills facilitated by dialogue between teachers and learners. Literacy necessitates negotiation and understanding among people in the work environment (Gee, 1996).

According to Bhola (1999), literacy fosters economic growth and cultural life as evident in Tanzania where the programmes were taught by indigenous languages. That is why some countries embed the craft and hand works. This means that the method of applying literacy varies between countries in Africa. While some applies conventional programmes, others make use of transformative programmes, and still some combine both programmes. It all depends of the vision of the leaders of each country (Torres, 1998). Since it is the governments that fund each programme on literacy, the development of it citizens is most often considered when implementing these programmes. This is to prevent the negative consequences of literacy to a nation live poverty, prevalence of disease, lower productivity, cultural laxations and continuous dependency of Africa nations. Literacy is thus needed for organization of all programmes in the society for economic empowerment and social development.

#### **2.1.24 Facilitators capacity development and the achievement of the EFA literacy goal**

Professional literacy facilitators are needed for the achievement of the EFA goals by 2015. The professionals for effective EFA goal 4 must:

- Have a central theme with dedicated facilitators who support one another to achieve the EFA 4 goals (Bredeson, 2003);
- use professional learning priorities to monitor progress and improvement;
- form educators who collaborate to mutually support exchange of knowledge;
- Educate and update themselves from time to time in order to achieve the relevant skills needed for your research.

- Be in turn line the with the general literacy programmes which shows more professional development in connection to the curriculum frameworks, academic standards, and learners' assessments of the literacy programmes. It must be related to improving learners' achievement.

### **2.1.25 Effective facilitators for achieving the EFA literacy goal**

A genuine relationship between the facilitator's fast track co-operation and team work among facilitators. Trust is the saving grace to quick feelings among them. A facilitator would be sensitive to the feelings of others so that he can diagnose how members of the team are cooperating with them (Eller, 2004). A facilitator makes adjustments and implements different strategies to improve the working relationship of the group (Eller, 2004). However, the facilitator avoids overt control of the direction of the session and allows others to assume responsibility for achieving the desired outcomes (York-Barr et al., 2001). Skill in depersonalizing anger and negative comments help the effective facilitator guide a group through the process of reaching the desired outcomes (Eller, 2004).

The effective facilitator listens actively to participants, and facilitator should speed up things based on the education of all (York-Barr et al., 2001). A good facilitator has to break the lesson into proportions that can be assimilated by his learner. This helps the learners to grasp his teaching easily (Eller, 2004). Experience has showed that the learners appreciate it more when the facilitator allows them to do most of the talking. The goals of a facilitator, is thus: to accomplish task; develop the process the group should take; and take charge of the entire development of the group (Garmston and Wellman, 1999). The duties of a facilitator according to Murphy and Lick, (2005), are to:

- Provide safe environment for learning;
- provide a focus group discussion with the group;
- help the group to succeed by providing the needed services they want;
- help solve problems for the group;
- help the group to be productive;
- guide the group in their conversation so that they do not deviate from the major topic at hand;



- the group should complete their assignment with the help of the information provided by a facilitator; and
- encouraging participants to share knowledge with others outside of the session

A facilitator must complete some task as he prepares for the literacy programmes. The task include: mapping the vision for each session; informing the participants of the time, place, purpose, required materials for reading; remind participants of the time for the meeting; and make sure that all infrastructures needed for the meeting is available.

### **2.1.26 National literacy visions, policies and strategies for the EFA literacy goal**

The vision of African countries in term of literacy scope is not the same. The educational policy of each country is dependent on the national policy of the countries. The educational goal as reflected in the national goal is being championed by the Ministers of Education. The educational goals also reflect the ideologies of UNESCO and NEPAD (UNESCO, 2006). For instance Botswana vision 2016 was targeted to fill the need of the people by providing flexible education programmes for matured adult; while Botswana’s vision was designed to shape the development path for the country. Its main thrust was to achieve good governance and increase the participation of people in governance (Vision 2020, 2000).

The Rwandan development programmes is enshrined in its education policy, and South Africa’s vision is aimed to provide education for all including the poor through its “Adult Basic Education and Training (ABET) programmes”. This ideology mixed the ABET with necessary training which provides employment opportunities (McKay, 2004; Aitchinson, 2006). Nigeria vision on education was developed to provide a united, industrious, caring and God-fearing democratic society which meets the socioeconomic needs of the people. In Nigeria, only half of the children within 5 to 24 years were in school as at the year 1996. However, the effort on primary school education was not given to adult education and this affected the literacy level of the adult population in the country.

### **2.1.27 National programmes and strategies of the EFA literacy goal**

To realize the goals and objectives of non-formal education programmes, the national commission for mass education adopts different programmes and strategies to meet the learning needs of its target participants. The programmes are:

- Basic Literacy (equivalence of pry 1-3): Basic literacy is the literacy programmes organized for beginners or for people considered to be stark illiterates, people that have never been to school before. The number of contacts with the learners is nine and twelve months. Nine months if the contact periods are six hours a week and twelve months if they are four hours.
- Post Literacy (equivalent of Pry 4–6): It is reading, writing and computing for people that have got the basic rudiment of computing and writing but want to learn more. The objective of post literacy is to assist learners in mastering social lives. The duration may be between twelve and thirty-six months to twelve months if the contact periods are nine hours a week, twenty-four months if the contact periods are six hours a week and thirty months with three contact hours. It is the equivalence of primary four-six years basic education.
- Continuing Education/ Extramural Studies (equivalence of JSS 1–3 and above). It is an Educational programmes organized for learners that would want to sit for external examination like JSSE or SSCE. The objectives of this programme are to assist learners in catching up and completing the Junior/Senior Secondary School Examination and Unified Tertiary Matriculation Examination and develop themselves to meet the changing society and make meaningful career choices.
- Vocational Education. The introduction of the integrated approach to meaningful literacy activities is one of the achievements of mass literacy programmes. This programme provides vocational courses for the benefits of early school leavers who are assisted to become more self-reliant in different artisan trades.

The implementation strategies are hinged on three major languages and any other language that has orthography.

NMEC adopted instructional methods for achieving the EFA literacy goals include the following.

- Each-One-Teach-One: The birth of the-Each One Teach One (EOTO) strategy of learning is attributed to Frank C. Laubach (NMEC and UNICEF, 2010), who first practiced it in the Philippines for religious objectives. The Each-One-Teach-One strategy was introduced in Nigeria during the inauguration of the national commission for mass literacy, adult and non-formal education in 1991, for the purpose of using it to eradicate illiteracy in the country. The hope was high then among Nigerians that the almost 50% of the illiterate population in the country would be helped to acquire literacy quickly and within two years through the adoption of the EOTO strategy.

The blueprint indicated strategies to be adopted in the reduction/eradication of illiteracy on yearly basis from 1991 to 1994 (NMEC, 1990). Consequently, the launching of the Each-One-Teach-One or Fund the Teaching of One by the then Minister of Education was greeted with enthusiasm and great expectation. Unfortunately, the implementation and end result of this project turned out to be a different story to behold. The main objective of EOTO or FTO is to personalize the literacy education with a view to highlighting its importance for national development.

In this vein, all individuals were to be mobilised to promote literacy education, at the individual, community and association levels. It was conceptualised that, if literacy education was promoted this way, it would have reduced the cost of providing literacy and patriotism would have been enhanced among Nigerians even as the level of general enlightenment and education would have improved within the country.

- Literacy by Radio: Following the adoption of Each One Teach One Strategy at the inception of the Commission, and due to the increasing number of non-literates in the country the NMEC sensed that there was the need to seek other means of meeting the need of its target client through other strategies. Thus a baseline study was conducted on the probability of using media. The baseline study showed, among other things,

that the radio is the cheapest and most easily affordable medium for non-literates (NMEC, 2004).

Literacy by radio is learning of reading, writing and apply numerical knowledge through the radio. It was used to disseminate literacy programmes to large number of population all over the world and it is a process of socializing young ones to the society so as to enhance efficient learning for people. A facilitator can cover many schools that has millions of students both young and old alike. The general objective of the Literacy by Radio project is to evolve a fast and effective approach to eradicating illiteracy in the country in furtherance of the EFA and MDGs. Through literacy by radio, 60 million illiterate people are expected to have been exposed to basic literacy within 10 years. Specifically, the objective of literacy by radio is to increase access of adult and non-formal learners the opportunities for basic literacy such as reading, numeracy and computing skills for learners.

The literacy by radio programmes bring social, economic, civil, vocational and changes in people's behaviour. A learner contacts the face to face gathering after listening to the radio programmes. The contact session is an opportunity for the facilitator and learners to meet together face-to-face. During the session, the facilitator and learners solve the learning problems that may have arisen. The ability of the facilitator to read, write and communicate in the learners language, gives advantage to him because he is able to communicate efficiently to the learner and this aid effective teaching and learning. The culture of the learner must be understood because it helps the teacher or facilitator to pick his/her choice of word. The appearance of the facilitator must also be encouraging to the students.

The facilitator should listen attentively, plan routing activities, engage in after class services by visiting the house of the learner, monitor the primer, update attendance list, evaluate the session, repeat vowels and letters; provide radio set, bag, primers, pencils and exercise books. Five subject areas are to be covered in the messages. They are health

and nutritional education, vocational skills acquisition, life skill, civic education and agricultural education. Users of the messages are free to evolve other subject areas as the case may be, and situation demands, for transmission to the learners. They are also to relate the content to the real happenings in the states at the time. Initially, 12 states participated in the pilot stage. The states were Sokoto, Kebbi, Yobe, Borno, Nassarawa, Niger, Enugu, Ebonyi, Bayelsa, Cross-river, Osun and Ogun States.

The study tour to Cuba, a country that has successfully utilized radio for mass literacy delivery and a memorandum of understanding between Nigeria and the Pedagogical Institute of the Latin American and the Caribbean facilitated the use of the radio project in the country. Based on the agreements reached, the Cuban government sent an expert to Nigeria who guided experts in the development and production of the learners 'primer. The Federal Radio Corporation of Nigeria and the state radio houses provided the technical partnership for production and airing of lesson programmes.

- REFLECT: The REFLECT means Regenerated Freirean Literacy through Empowering Community Techniques. It is a participatory learning process which help learning in different environment because it considers the environment of the learners for sustainable development. This programme was necessary because of the failure of other programmes of literacy. The Action Aid introduced it to Nigeria in the year 1999 but it had been experimented in Uganda, Bangladesh and El Salvador within the same decade.

### **2.1.28 Nigeria's National Education for All 2015 Review**

The report of the national EFA 2015 review for all E-9 countries were set to achieve 50% of adult literacy, especially for women by the year 2015. It was revealed at the meeting that youth and adult literacy has been a continuous challenge. Table below shows the significant progress that Nigeria, and other E-9 countries, has made in adult literacy over the past two decades.

**Table 1: E-9 Countries: Progress in National Adult Literacy Rates**

E-9 countries: progress in national adult literacy rates, 15+ years (%)									
	1985-1994			2005-2011			2015 projection		
	Total	M	F	Total	M	F	Total	M	F
Bangladesh	35	44	26	60	64	56	61	65	58
Brazil	--	--	--	90	90	91	92	91	92
China	79	87	68	95	97	93	96	98	94
Egypt	44	57	31	72	80	64	74	82	66
India	48	62	34	*69	*79	*59	71	81	61
Indonesia	82	88	75	96	97	94	98	98	97
Mexico	88	90	85	94	95	92	94	95	93
Nigeria	55	68	44	**71	**79	**63	59	69	49
Pakistan	--	--	--	55	69	40	60	72	47
World	76	82	69	84	89	80	86	90	82

Source: National Reviews and EFA Global Monitoring Report 2013/14; \*National Census 2011. \*\*National Survey 2010.

From the table above, it can be seen that Nigeria, Egypt and Pakistan, show large differences between male and female adult literacy, of 16 percentage points or more. The same patterns emerge from the data on youth literacy, but the actual rates are much higher. However, this is encouraging, as it clearly indicates that, in the long run, more young people are acquiring literacy through schooling, even though the change in the overall adult literacy rate will not be seen for a decade or more.

**Table 2: E-9 Countries: Progress in Youth Literacy Rates**

E-9 countries: progress in youth literacy rates, 15-24 years (%)									
	1985-1994			2005-2011			2015 projection		
	Total	M	F	Total	M	F	Total	M	F
Bangladesh	45	52	38	79	77	80	83	81	86
Brazil	--	--	--	98	97	98	98	97	99
China	94	97	91	99	99	99	100	100	100
Egypt	63	71	54	88	91	84	91	93	89
India	62	74	49	+86	+90	+82	90	93	87
Indonesia	96	97	95	99	99	99	99	99	99
Mexico	95	96	95	98	98	99	99	99	99
Nigeria	71	81	62	66	76	58	73	80	65
Pakistan	--	--	--	*70	*79	*62	72	82	72
World	83	88	79	89	92	87	92	93	90

Sources: EFA Global Monitoring Report 2013/14; \*National Plan of Action to Accelerate Education-Related MDGs 2013-2016. †National Census 2011.

Table 2 above shows that, even with the rising literacy rates, the absolute number of non-literate adults remained high in Nigeria and was projected to increase by 2015 as captured in Table 3 below.

**Table 3: E-9 Countries: Numbers of Non-Literate Adults**

E-9 countries: numbers of non-literate adults				
	1985-1994	2005-2011	2015 estimate	% reduction (increase) 2005-11 to 2015
Bangladesh	40 252 000	44 137 000	43 876 000	0.59
Brazil		13 984 000	12 890 000	7.82
China	182 744 000	52 347 000	41 023 000	21.63
Egypt	16 910 000	15 631 000	16 124 000	(3.15)
India	287 272 000	287 355 000	266 367 000	7.30
Indonesia	21 557 000	12 793 000	11 851 000	7.36
Mexico	6 437 000	5 300 000	5 011 000	5.45
Nigeria	24 489 000	41 845 000	42 127 000	(0.67)
Pakistan	--	49 507 000	51 037 000	(3.09)
Total	--	522 899 000	490 306 000	6.23
World total	880 504 000	773 549 000	742 799 000	3.98
E-9 as % of world total		67.9%	66%	

Source: EFA Global Monitoring Report 2013/14

The reviews detailed multiple ways of offering literacy – through different types of organisation, combined with other kinds of learning, or targeting particular communities (rural women and nomads among many others). It is not common to find any discussion of the purposes for which adult learners wish to use written communication in their lives and for their livelihoods. Even though countries seek to tailor programmes to perceived needs, the learners themselves are rarely the ones to articulate what use literacy will be. A new approach using some of the known methods to foster community ownership must be deployed in order to achieve sustainable, relevant, and universal literacy use.

In line with the pedagogical principle, that efficient and effective literacy learning is better by means of the indigenous language of the learner. Nigeria has recognized this need for mother tongue approaches, with instruction and materials available in different languages of the country.

### **2.1.29 Status of multilingualism as a resource for literacy delivery in Nigeria**

Literacy is understood in a particular language. That is the more reason why it is all about communication. Thus, the language spoken in a community is important if literacy classes is to be beneficial to the people. In a country Nigeria where over 400 languages are spoken, the language use for transmitting literacy classes in each community will therefore determine how

acceptable it is to the people (Quane and Glanz, 2010). More than 50% of the country is bilingual or multilingual. A multilingualism approach is been implemented in Nigeria due to it numerous ethnic groups, values, social cohesion and integration cum cultural resources in the country. The bilingual or multilingual literacy status of Nigeria is outline below:

**Table 4: Summary of rate of youth literacy in Nigeria**

STATE	LITERACY IN ENGLISH	LITERACY IN ANY LANGUAGE
Abia	95.6	96.6
Adamawa	73.3	83.8
Akwa Ibom	92.3	92.7
Anambra	92.8	92.9
Bauchi	39.5	69.8
Bayelsa	93.8	93.8
Benue	84.7	86.5
Borno	57.3	73.3
Cross River	89.5	89.7
Delta	88.4	88.8
Ebonyi	91.9	92.0
Edo	89.7	89.9
Ekiti	91.6	95.4
Enugu	94.2	94.4
Gombe	45.6	69.8
Imo	95.7	96.1
Jigawa	42.7	80.7
Kaduna	67.3	79.9
Kano	41.9	76.8
Katsina	43.7	63.6
Kebbi	50.2	71.1
Kogi	91.3	91.8
Kwara	76.9	80.1
Lagos	95.1	96.5
Nasarawa	62.9	66.0
Niger	58.3	63.9
Ogun	90.4	93.8
Ondo	93.8	94.8
Osun	91.6	96.6
Oyo	90.9	94.6
Plateau	79.0	80.8
Rivers	90.8	91.1
Sokoto	33.1	81.8
Taraba	76.2	79.6
Yobe	42.5	61.9
Zamfara	41.1	84.6
FCT	69.8	70.2
Overall	76.3	85.6



This table shows that youth literacy rate in the English language was very high in south-south, south-east, and south-west regions (between 88.4% and 95.6%). However, it was relatively low in states located in the core northern region (Bauchi 39.5%; Gombe 45.6%; Jigawa 42.7%; Kano 41.9%; Katsina 43.7%; Sokoto 33.1%; Yobe 42.5%; and the Zamfara 41.1%). However, youth literacy rate in any other language was higher than that of English language in these states (Bauchi 69.8%; Gombe 69.8%; Jigawa 80.7%; Kano 76.8%; Katsina 63.6%; Sokoto 81.8%; Yobe 61.9%; and Zamfara 84.6%).

This connotes that, in most states in the northern region, the youth speak any other language (Hausa or Arabic) more than English. In addition, the calculated national youth literacy rate in English was 76.3%, while the national youth literacy rate in any language was 85.6%. This equally shows that the youth speak more of any other language than English in Nigeria.

**Table 5 summary of Adult Literacy Rates by State**

STATE	LITERACY IN ENGLISH	LITERACY IN ANY LANGUAGE
Abia	78.2	81.3
Adamawa	58.4	73.3
Akwa Ibom	75.1	79.6
Anambra	72.8	74.0
Bauchi	26.6	65.7
Bayelsa	77.3	77.7
Benue	69.8	73.3
Borno	38.1	58.6
Cross River	76.6	77.1
Delta	69.5	71.3
Ebonyi	69.8	70.0
Edo	63.5	64.0
Ekiti	62.9	72.2
Enugu	64.6	65.0
Gombe	34.5	63.9
Imo	80.8	82.4
Jigawa	26.1	74.1
Kaduna	53.5	72.4
Kano	27.8	74.1
Katsina	27.5	53.3
Kebbi	29.1	57.2
Kogi	67.7	72.5
Kwara	36.1	42.6
Lagos	80.5	87.7
Nasarawa	47.5	54.1
Niger	42.6	50.1
Ogun	66.2	77.7
Ondo	66.6	74.3
Osun	58.9	70.0
Oyo	62.6	71.3
Plateau	59.3	65.0
Rivers	75.2	81.9
Sokoto	22.1	77.4
Taraba	56.9	62.7
Yobe	24.2	48.9
Zamfara	26.2	82.5
FCT	58.1	61.0
Overall	57.9	71.6

The outcome of the adult literacy rate in the English language across the country is similar. This table reveals that adult literacy rate in English was very high in south-south, south-east, and south-west regions (between 62.9% and 80.5%). However, it was relatively low in states located in the core northern region (Bauchi 26.6%; Borno 38.1%; Gombe 34.5%; Jigawa 26.1%; Kano 27.8%; Kwara 36.1%; Niger, 42.6%; Sokoto 22.1%; Yobe 24.2; and Zamfara 26.2%. However, adult literacy rate in any other language was higher than that of English in these states (Bauchi 65.7%; Borno 58.6%; Gombe 63.9%; Jigawa 74.1%; Kano 74.1%; Katsina 53.3%; Sokoto 77.4%; Yobe 48.9%; and Zamfara 82.5%).

This connotes that, in most states in the northern region, adults speak any other language (Hausa or Arabic) more than English language. In addition, the national English literacy rate for adult was 57.9%; and the national adult literacy rate is 72%. This implies that adults speak more of any other language than English in Nigeria. In response to these variations in the linguistic profile of youth and adults, the NMEC has recognized multilingualism as a resource for promoting NFE and adult literacy. In this regard, the commission has laid emphasis on additive multilingualism sometimes called developmental bilingualism that is the primary language, while the second language was introduced as a subject of study. In other words, the use of the indigenous language, popularly termed mother tongue (MT,) or first language (L1) is highly encouraged as the language of instruction in literacy delivery in Nigeria, while English is taught as a subject.

This is because the mother tongues are the learners' natural instrument of thoughts and communication in the learning environment. Thus, literacy delivery in Nigeria is structured along mother tongue based multilingual education. It is widely believed that MTB-MLE is better than any other language. Mother tongue and the culturally based experiences, knowledge, and literacies that the mother tongue expresses as a foundation for learning with the introduction of second language (L2) often as a formal subject of study (Dutcher, 2003). Based on the adoption of additive multilingualism, the commission has developed primers in 22 indigenous Nigerian languages to promote multilingual adult and youth literacy and NFE in each geographical zone, as presented in Table 6 below.

**Table 6: National Commission for Mass Education (NMEC) 22 language primers**

S/N	Zones	States	Languages of instruction
1	North-Western zone	Kebbi Katsina Kaduna Kano Sokoto Zamfara Jigawa	Hausa
2	North Eastern zone	Borno Adamawa Yobe Taraba Gombe Bauchi	Kanuri & Hausa Hausa & Fulani  Hausa
3	North-Central zone	Niger FCT Kogi Nasarawa Kwara Benue Plateau	Nupe & Hausa Hausa & Gbagi Hausa & Igala Hausa Yoruba Idoma, Tiv Birom & Hausa
4	South-Western zone	Ogun Osun Ondo Ekiti Lagos Oyo	Yoruba
5	South-Eastern zone	Anambra Enugu Ebonyi Imo Abia	Igbo
6	Southern zone	Rivers Cross rivers Bayelsa Delta Edo Akwa Ibom	Khana Efik, Ejiagan, Bekwara Kolokuma Izon Esan, English Ibibio
7	Post-literacy in all states		English, Arabic, and French.

Source: NMEC (2012)

Similarly, the commission, with the assistance of UNICEF produced primers (textbooks) in English language, mathematics, health, basic and social science, citizenship study, business and vocational studies. These books are used by the facilitators through the Radio. In addition, a national blueprint which incorporates quranic studies was embedded in the adult and non formal education programmes in Nigeria.

Despite the recognition of multilingualism as resource for promoting adult, youth, and NFE as well as the efforts of the commission in promoting Mother Tongue Based-Multilingual Education in literacy delivery, there still exist some challenges that need to be addressed.

1. Indigenous languages is advantageous in the rural areas. The unavailability of orthographies in many of the indigenous languages in Nigeria can lead to marginalization or minoritization of youth and adult whose mother tongue(s) is/are not the language(s) in the literacy classes. This is because education is often perceived as a vehicle for retaining or revitalizing a language, especially in indigenous contexts (Ball and McIvor, 2012).
2. Even though additive multilingualism is adopted in literacy and NFE programmes in Nigeria, there are no guidelines specifying what kinds of literacy skills for example phonemic awareness, writing, and comprehending need to be developed.
3. There are no guidelines specifying the approaches that are feasible and effective to curriculum teaching in literacy centres for youth and adult learners with diverse mother tongues.
4. There are no guidelines specifying how literacy facilitators can be effectively prepared to introduce a foreign or official language as a subject of study, while adult learners are acquiring literacy in their mother tongue.
5. The linguistic profile of youth and adult learners was provided in the National Literacy Survey (2010). However, the linguistic profile of literacy facilitators was conspicuously absent in the survey. This is highly important in order to determine facilitators' capacities to teach the national language (English) as second/foreign language since it is not the mother tongue of Nigerians. Second language teaching methodologies use mother tongue or local/indigenous languages of literacy participants as the medium of instruction.
6. The developed primers are basically for basic literacy. There appears to be no follow-up reading materials for neo-literates in local languages because local authors are not

sufficiently motivated to write reading and writing materials for neo-literates in local or indigenous languages.

7. Guidelines for recruitment of facilitators for mother tongue based multilingual education are yet to be developed.
8. Indicators for assessing facilitators' language skill and competence have not been equally developed.
9. Indicators for assessing the quality and relevance of the primers produced in local or indigenous languages have not been put in place.
10. There is no concrete evidence to show that an evaluative study has been surveyed to determine the pedagogical competence of the facilitators in using the developed primers in indigenous languages.
11. There has been no evaluative study to show how the use of the indigenous languages has influenced methodologies for teaching second language as a subject of study.

### **2.1.30 Synergizing vision, policies and strategies and the EFA Literacy goal**

The working document prepared by "Association for the Development of Education in Africa" in 2006 was literacy failed in Africa because government has not endorsed lifelong learning for all.

The perspectives below was erred by Africa participants in the conference:

- 1) Literacy as a human right which influences the entire country;
- 2) ABET help to integrate literacy and practical skills; formal and non formal education. More than half of these targets are expected to be achieved by 2015;
- 3) the planning of lifelong learning should be enshrine when planning the national policies in African countries like Botswana, Namibia and South Africa. The government of these countries should show political commitment to these goals;
- 4) poor ICT knowledge has slow the pace of adult literacy in Africa;
- 5) eradicating illiteracy is a huge challenge despite the role of NGO to cube the menace. There is need for state government to coordinate these programmes if it is to be successful;
- 6) the quality of teachers and facilitators should be improve if the EFA goals is to be achieved;

- 7) the delivery of literacy programmes should be decentralized for easy access by people in all part of the country;
- 8) the planning of curriculum should be done by staff within the country who understands the norms and culture of the people. This should be done alongside partnership with foreign experts.

## 2.2 Theoretical framework

According to Stufflebeam (1966), there are four types of evaluation; context, input, process, and product. Each of these components can be used together or alone. This evaluation tool helps the facilitator to plan, collect, analyse, and present report. These are done by the environment (context), implementation (process), and result about input (product) (Stufflebeam and Shinkfield (1985).

These components are crucial for planning, implementing, and assessing of a project. The context evaluation reviews the preparedness of the project, check the goals to know if it meets the need of the learners and assess it sufficiency for the objectives of the programmes. The process evaluation assess the extent to which the project is been implemented. It is more concerned about the outcome of the project. It is believed that evaluation is a continuum and this brings about continous changes (Ornstein and Hunkins, 2004). Eevaluation helps to know what is needed for subsequent planning of goals. The tools for evaluation and it expected outcome are outline below:

- |                                    |   |                    |
|------------------------------------|---|--------------------|
| Planning decisions                 | - | Context Evaluation |
| Structuring decisions              | - | Input Evaluation   |
| Implementing decisions             | - | Process Evaluation |
| Recycling decisions to judge       |   |                    |
| And react to programme attainments | - | Product Evaluation |

**Context evaluation** is the assessment of the environment where innovation will be introduced. The goal is to define the relevant environment, desires and diagnose the reason for the

unmet needs. When the needs of the programmes are determined, it helps them to design appropriate approaches to achieve the goals. Context evaluation provided the basis for establishing the needed changes (Ornstein and Hunkins, 1998; Worthen, Sanders and Fitzpatrick, 1997; Stufflebeam and Shinkfeld, 1985). The context evaluation is a means to communicate, understand and share the strengths, weaknesses, needs, and opportunities. The funding agency most time direct the project to suit their vision, irrespective of the ideology of the countries where they are to be used (Gredler, 1996). The context evaluation is situational analyses pursue what they want instead of the desire of policy makers. This analysis continues and it is the baseline for assessing the system (Ornstein and Hunkins, 1998). This is called needs assessment; it is used for assessment.

Secondly, the input evaluation determines how resources should be deployed so as to meet the goals of the programmes. The schools capacity is evaluated, then the strategies are designed, necessary resources are deployed, the, funds, space, and equipments available for the project are examined. The major role of the evaluator is to identify barriers in the environment that influence the programmes. The various needs are examined and the appropriate one is selected for each programme (Stufflebeam, 1980; Stufflebeam and Shinkfeld, 1985).

Thirdly, the process evaluation is used to examine how a programme is developed, structures, and implemented for efficient and effecting usage by the learners. Data are collected, collated, reviewed, monitored to suit the guideline and meet the objectives of the programmes. The major goal of this evaluator is to provide feedback to the programme coordinator or facilitator. It also helps to know if the actual desire of the programme has been achieved or there need to correct certain step (Stufflebeam, 1980; Stufflebeam and Shinkfeld, 1985).

The process evaluation includes predicting defects in the implementation stage; providing information for making decisions; and to overcome difficulties in decision makings (Ornstein and Hunkins, 1988). This evaluation process provide audience for the learners; and interpret the outcomes of a programmes.



Fourthly, the product evaluation is targeted at the innovation programmes in order to measure the outcome. Its roles include to identify outcomes, evaluate a desired program, and conduct a cost benefit analysis. The product evaluation is used when making summative evaluation decisions. It is used to design, develop and process life projects. The objective of this evaluation is to measure, interpret, and judge the attainments of a program (Stufflebeam and Shinkfield, 1985).

The “learning by doing” concept was introduced by CIPP evaluation model. It is one of the best approaches for an unstable social context (Alkin, 2004). The tenet of the model is to improve and fast track decision making (Stufflebeam and Shinkfield, 2007). The model designs a curriculum that is appropriate for the facilitators, administrators, teachers, and stakeholders of an organization (Stufflebeam, 2005). The model serves as a comprehensive guide for a designing and implementation of the methodical steps in this process. The input, context, process, and product evaluation model helps beneficiaries to clarify their needs, get needed information and implement the goals. The model thus, provides the needed information for assessment at the right time, and for the right people.

### **2.3 Appraisal of the literature**

The study reviews literature which centres on contextualizing literacy in the right framework for the achievement of the EFA literacy goal. According to Lonsdale and McCurry (2004), literacy is a lifelong process which considers the knowledge, skills, and attitudes which influence the learners listening, speaking, reading, writing, numeracy, and critical thinking in the real life. This is in line with NMEC view of literacy.

Specifically, the review on policies, visions, approaches, capacity development of facilitators, and synergizing vision, policies and strategies for the Achievement of the Literacy Goal clearly portrays the fact that any institutional framework designed to assist in achieving the EFA literacy goal must subscribe to these various issues reviewed in this study. It is in this context that NMEC designed policies, approaches, personnel capacity development, and strategies, among others towards helping Nigeria to achieve 50% reduction in adult and youth literacy rate in line with the EFA literacy goal.

### **2.4 Empirical studies**

The each one teach one or fund the teaching of one in an adult class is used to establishment the functional literacy of the girl child; women; and those who are hard to reach, especially in suburb areas. According to the study conducted by Olaniran (2012), the literacy by radio programme promotes literacy development in Nigeria. The literacy by radio programme was loub in the country around the year 2002 after the literacy conference which was attended by the 36 states in the country. The Nigerian government wants to reduce the prevalence of poverty, ignorance, and illiteracy in the country.

In a study which was conducted by means of a survey research method. A structured questionnaire and oral interview were used to collect data among the 340 respondents selected from the six regions in the country. The outcome revealed that the literacy-by-radio programme has improved the literacy level of Nigerians.

## **2.5. Conceptual model of the study**

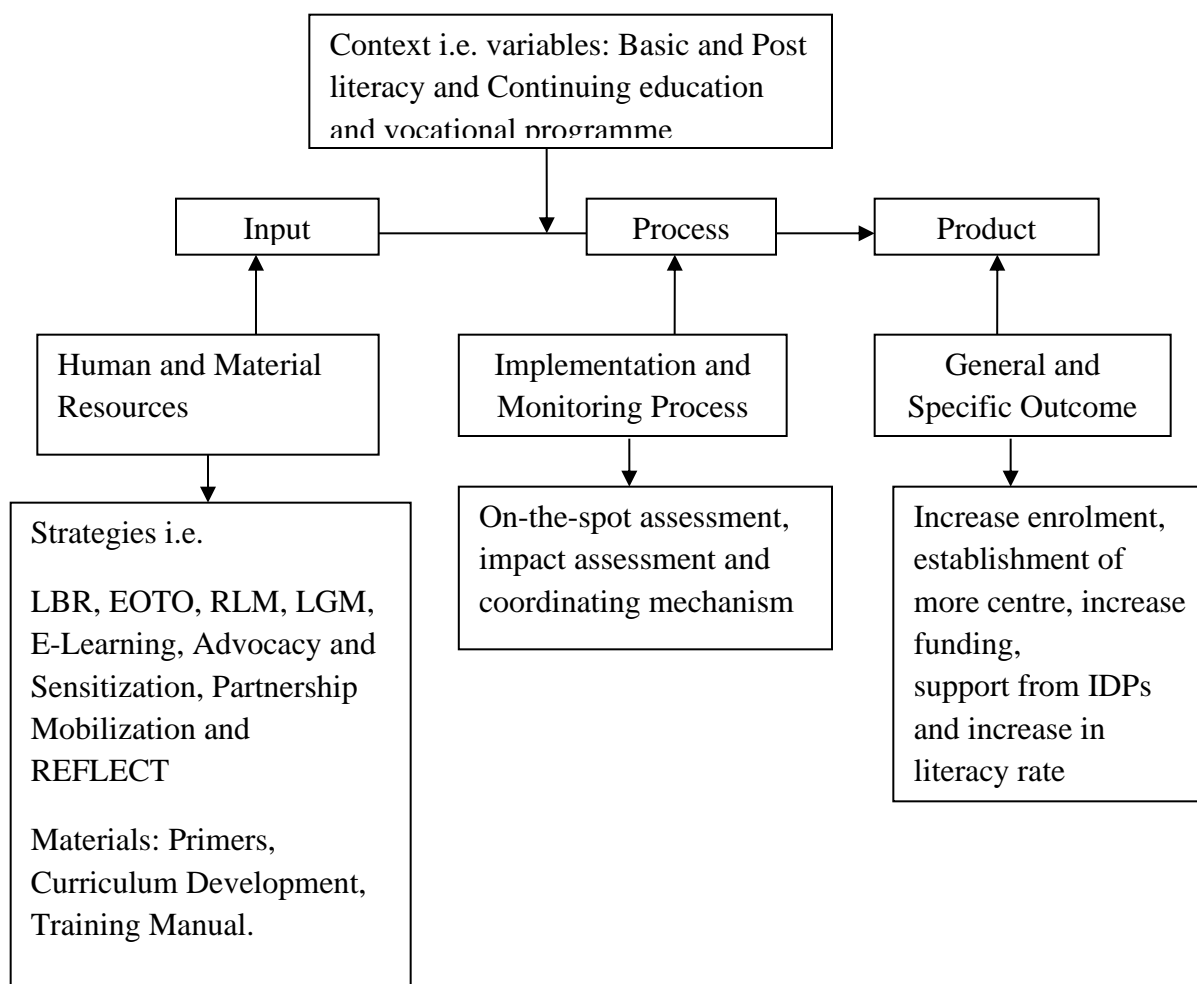
The valuation is the understanding of the value of an object in order to make inform decision that is progressive. This is needed for appropriate collation and analyses of date in (Rubin, 1995). The study review and evaluate the NMEC programmes on the EFA literacy goal. The success case method which defined the outcomes of the EFA goal (Brinkerhoff, 2003). The CIPP model which was established by Stufflebeam (1971) was used for this study. It is a simple model for programme evaluation with the following component: input, process, context, and output.

Context evaluation is a contextual approach which considers the need and goals of the programmes implementers. The input evaluation is the description of the programmes inputs and resources; the evaluation determines the alternatives to consider in planning; the process evaluation is the decision on how to audit the programmes and the legal implications of each. The evaluators are concerned about the feedback of each programme so as to make amendment. This help to make the right decisions; the product evaluation examined the the cost/benefit of each programmes. The CIPP evaluation model is useful because it help the research to focus on different types of evaluation.

The CIPP Model is relevant to this study. Its application to the study is in the area of evaluation model. Therefore, for this study, context represents the various variables (basic, post literacy, continuing education and vocational programmes) put in place by NMEC in planning to reduce illiteracy rate in Nigeria so as to achieve the EFA literacy goals. The input in the CIPP model represents the resources (human and material) NMEC has injected into achieving the EFA literacy goal. It also includes the strategies the commission has instituted towards achieving this goal. These resources and strategies include the following: development and supplies of primers and curriculum such as provision of audio-visual aid; while the strategies include Each-one-Teach-One (EOTO); Literacy by Radio (LBR); Regenerated Freirean Literacy through Empowering Community Techniques (REFLECT) - learners generated material (LGM), E-learning strategy, aggressive publicity on print and electronic media including advocacy and sensitization of policy makers, community leaders, traditional rulers, faith based organization, international development partners, basic education related parastatals, ministry, department and agencies, organized private sector, national and multinational companies at various levels.

The process in the CIPP model represents the implementation and monitoring pattern adopted by NMEC in achieving the EFA literacy goal. In essence, the process reveals the implementation decisions made by NMEC for achieving the EFA literacy goal. These implementation and monitoring strategies include: on-the-spot assessment to ascertain the functionality of the learning centres as well as collection of data on a quarterly basis; and impact assessment to measure learning achievement at the end of literacy class sessions. Most often, the information on all these are got through an official reporting channel from Area Mass Literacy Officer to Head of State Agency for Mass Education, then to NMEC Zonal Office and finally to the National Headquarters of NMEC.

The product in the CIPP model stands for the general and specific outcomes of the literacy programme. The essence of the product is to find out the merit and worth of the NMEC literacy programme in order to determine if the policies, approaches, methods, and strategies adopted by NMEC in implementing the country's literacy programme are adequate in helping to achieve the EFA literacy or they need some modifications. The outcome of the NMEC literacy programme represented by the Product include: increase in enrolment and establishment of additional adult learning centres in some states, adequate funding from state government, support from international development, partners such as UNICEF, UNESCO, and ACTIONAID and appreciable increase in literacy rate.



## **CHAPTER THREE**

### **METHODOLOGY**

This chapter contains the methodology used in this study. It covers research design, population of the study, sampling technique and sample instrumentation and methods of data analysis.

#### **3.1 Research Design**

The descriptive survey research method of the ex post facto type was applied in this study. This design was chosen because the independent variables explored in this study had already occurred and were not manipulated in any way. The essence of the study was to determine the impact level of the independent variables on the dependent variable (the achievement of EFA literacy goal four).

#### **3.2 Population of the study**

The population for this study comprised five categories of respondents. The first category consisted of NMEC personnel/staff in the departments critical to the achievement of EFA literacy goal four. These departments are literacy and development, networking, Partnership and mobilisation, monitoring and evaluation, planning, research and statistics and the literacy documentation centre. The second category comprised of personnel/staff of the state agencies in these critical departments. The third category consisted of development partners of NMEC in literacy promotion in Nigeria. The fourth category was made up of literacy facilitators who were inter-facing with the learners. The last category had literacy beneficiaries in literacy centres in each geo-political zone of the country.

#### **3.3 Sampling technique and sample**

The multi-stage sampling techniques were used in this study.

Stage 1: This stage comprised the selection of NMEC and SAMEs officials directly involved in literacy delivery process. Total enumeration sampling technique was adopted in picking these officials since they are few in number.

Stage 2: This stage involved the selection of the international development partners. The focused respondents were the education specialists of these international organisations. The total enumeration sampling technique was also adopted since the officials were not many.

Stage 3: At this stage, the selection of non-governmental organisations involved in literacy promotion in Nigeria known as Non-governmental Organisation for Literacy and Support Services (NOLGASS), was done. The prominent ones selected were the Nigerian Baptist Convention and Federation of Women Muslim Association of Nigeria (FOWMAN). Simple random sampling was employed in the selection of the respondents from these NGOs.

Stage 4: The selection of the literacy facilitators was done at this stage. The choice of these respondents was necessary since they were the ones interfacing with the learners. The states selected to represent each geopolitical zones were widely known to be the most vibrant states promoting literacy in each zones in terms of funding, enabling law, and massive literacy patronage. The selection of these facilitators was carried out from the six local government areas used by UNESCO and NMEC as the pilot LGAs for the Revitalization of Adult and Youth Literacy from 2012 to 2015 and beyond. In all, 40 facilitators were selected from each state, while 30 were selected from the Federal Capital Territory (FCT), through simple random sampling which amounted to 270 respondents. The total sample size for this study was 549, as shown in Table 7 below

**Table 3.1: The sample size for the study**

NMEC	Cadre12 &Above	Cadre 7-11	Sample Size
Literacy/Life Skills Dept.	8	12	20
Networking/coordination Dept.	6	8	14
Research/policy Dev. Dept.	12	15	27
Monitoring/Evaluation Dept.	11	16	27
Literacy Documentation Centre, Kano	3	5	08
SAME			
South-West	6	4	10
South-East	6	4	10
North-East	6	4	10
North-West	6	4	10
North-Central	6	4	10
FCT	2	3	5
IDPs (Education Specialists)			
UNESCO	5	5	10
UNICEF	5	5	10
Action-aid	5	5	10
Non Governmental Organisations for Literacy and Support Services (NOGALSS)			
FBOs	5		
CSOs	15		
NGOs	10		

Literacy Facilitators	
(Ondo rep South west)	40
(Anambra rep South east)	40
(Cross River rep South- South)	40
(Kano rep North-West)	40
(Bauchi rep North-East)	40
Kwara rep North Central	40
FCT	30
Literacy beneficiaries	
Ondo rep South-West	35
Anambra rep. South-East	35
Cross Rivers rep South-South	35
Kano rep North-West	35
Bauchi rep North-East	35
Kwara rep North-Central	35
FCT	20
TOTAL	711

### 3.4 Instrumentation

Data for the study were collected through the following questionnaires for different categories of respondents: NMEC Literacy Impact Assessment Questionnaire (NMECLIAQ), NMEC Institutional Assessment Scale and challenge confronting NMEC Attainment of the EFA Goal Questionnaire.

#### **NMEC Literacy Impact Assessment Scale:**

The NMEC Impact Assessment Scale was a self-structured questionnaire that measured the extent to which the commission attain the Education for All literacy goals. It was designed on the 4-point Likert scale format of Very True (4), True (3), True Sometimes (2) Not True (1.) The scale was subjected to the peer review procedure in order to ensure its validity. The validity of the instrument was ascertained through face and content validity. Experts in instrument design, literacy planning and implementation in the Institute of Education, University of Ibadan, Ibadan were consulted for their inputs and suggestions during and after the construction of the instruments.

The criticisms and suggestions made by the experts helped to ensure the validity of the instruments. Thereafter, a test-retest reliability test was used to ascertain the reliability of the instrument among selected personnel of NMEC, SAMEs, development partners, and literacy



facilitators who were not part of the respondents of the study. The instrument was administered for the first time. All the corrections suggested by the respondents in the pilot study were effected. Two weeks after, an improved version of the instrument was administered to the respondents to determine the re-test reliability measure. The results obtained from the two exercises were computed using the Pearson Product Moment Correlation Statistics. The alpha co-efficient for the scale was 0.88, which indicated high accuracy of the instrument.

### **NMEC Institutional Assessment Scale**

This research developed the instrument to collect information on the initiated programmes by NMEC towards the attainment of the EFA literacy goal. It was made up of six (6) items that were drawn on close ended questions.

The validity of the instrument was ascertained through face and content validity. Experts in instrument design literacy planning and implementation in the institute of Education, University of Ibadan, Ibadan were consulted for their inputs and suggestions during and after the construction of the instruments.

The criticisms and suggestions made by the experts assisted with the validity instruments. A test retest reliability test was then adopted to ascertain the reliability of the instruments using selected personnel of NMEC, SAMEs, development partners, and literacy facilitators who were not part of the respondents of the study. The instruments were pilot tested. All the corrections suggested by the respondents in the pilot study were effected. Two weeks after, an improved version of the instrument was administered to the respondents to determine the retest reliability measure. The results obtained from the two exercises were computed using the Pearson Product Moment Correlation Statistics .The alpha co-efficient for the scale was 0.79, which indicated high accuracy of the instrument.

### **Challenges Confronting NMEC and Attainment of the EFA Goal Questionnaire**

This instrument was developed by the researcher to collect information on the challenges confronting NMEC in the attainment of the EFA literacy goal 4. It was design with the use of four point likert rating scale with responses varying from Strongly Agree (SA), Agree (A),

Strongly Disagree (SD) to Disagree (D). It was made up of thirteen (13) items. The validity of the instrument was ascertained through face and content validity. Experts in instrument design, literacy planning and implementation in the Institute of Education, University of Ibadan, Ibadan for their inputs and suggestions during and after the construction of the instruments.

The criticisms and suggestions made by the experts helped to ensure the validity of the instrument. A test and retest reliability test was used to determine the reliability of the instrument. Selected personnel of NMEC, SAMEs, development partners, and literacy facilitators who were not part of the participants of the study were used for this purpose. The instrument was pilot-tested. All the corrections suggested by the respondents in the pilot study were effected. Two weeks after, an improved format of the instrument was administered to the respondents to determine the retest reliability measure. The results obtained from the two exercises were computed using the Pearson Product Moment Correlation Statistics. The alpha co-efficient for the scale was 0.72, indicating high accuracy of the instrument.

## **b) Qualitative instrument**

The study also utilized the qualitative method of the in-depth interviews (IDIs) and focus group discussion (FGD), to elicit information from respondents of the study.

### **3.4.1 Key Informant Interviews (KIIs)**

A total of seventeen (14) respondents, as shown in the table below, participated in the KII. The KII was made up of seven questions and was conducted with the NMEC Executive Secretary and state agencies directors. The interview date was scheduled about ten days in advance. Before starting each KII session, the study was explained to the participants. After confirming the willingness of the participants to take part, the KII process started. Selection of the location for the KII was based on privacy, quietness, and adequate lighting. Each session lasted between 45 and 120 minutes. All discussions were tape-recorded; the researcher also took notes. The in-depth interview also enabled the researcher to get different views. This helped the researcher to find out the participants' views on the contribution of NMEC towards the attainment of the EFA literacy goal in Nigeria. In all, seven sessions of KIIs were conducted.

**Table 3.2: Schedule of KII Sessions Conducted for the Study**

Agencies	Number of Participants	No of sessions	Date conducted
NMEC	1 (Executive Secretary)	3	August 10, 2016
SAME	6 (Directors)	2	August 22, 2016 August 30, 2016 October 5, 2016 October 12, 2016 October 18, 2016 October 26, 2016
IDPs	7 (Directors)	2	November 1, 2016 November 7, 2016 November 10, 2016 November 14, 2016 November 17, 2016

### 3.4.2 The focus group discussions

In order to get the true picture of the NMEC efforts in achieving EFA Literacy goal, focus group discussion sessions were held with these respondents in each state representing each geo-political zones, amounting to six sessions of FGD. Focus group discussion (FGD) was organised for the literacy beneficiaries from the states representing each geo-political.

**Table 3.3: Schedule of FGD Sessions Conducted for the Study**

Category	Number of Participants	No of sessions	Date
Literacy beneficiaries	Fifteen	3	August 15 and 16, 2016
Literacy Facilitators	Fifteen	3	August 18 and 19, 2016

### KII and FGD sub-themes

The following issues were covered:

- 1) Various programmes organised by NMEC towards the attainment of the EFA literacy goal
- 2) Coverage of NMEC programmes
- 3) Beneficiaries of NMEC programmes
- 4) Strategies and instituted programmes by NMEC for achieving the EFA literacy goal
- 5) Monitoring and evaluation approach adopted by NMEC for achieving the EFA literacy goal

- 6) NMEC adopted networking and synergy building with development partners
- 7) Major areas where NMEC has made significant impact
- 8) Challenges confronting NMEC towards achievement of EFA literacy goal

### **3.6 Methods of data analysis**

Data were collected with the use of the questionnaire and was frequency and simple percentages for the demographic data; while Pearson Product Moment correlation and t-test were used to test the postulated hypotheses. All were tested at 0.05 level of significance. The responses from FGD and KII were content analysed.

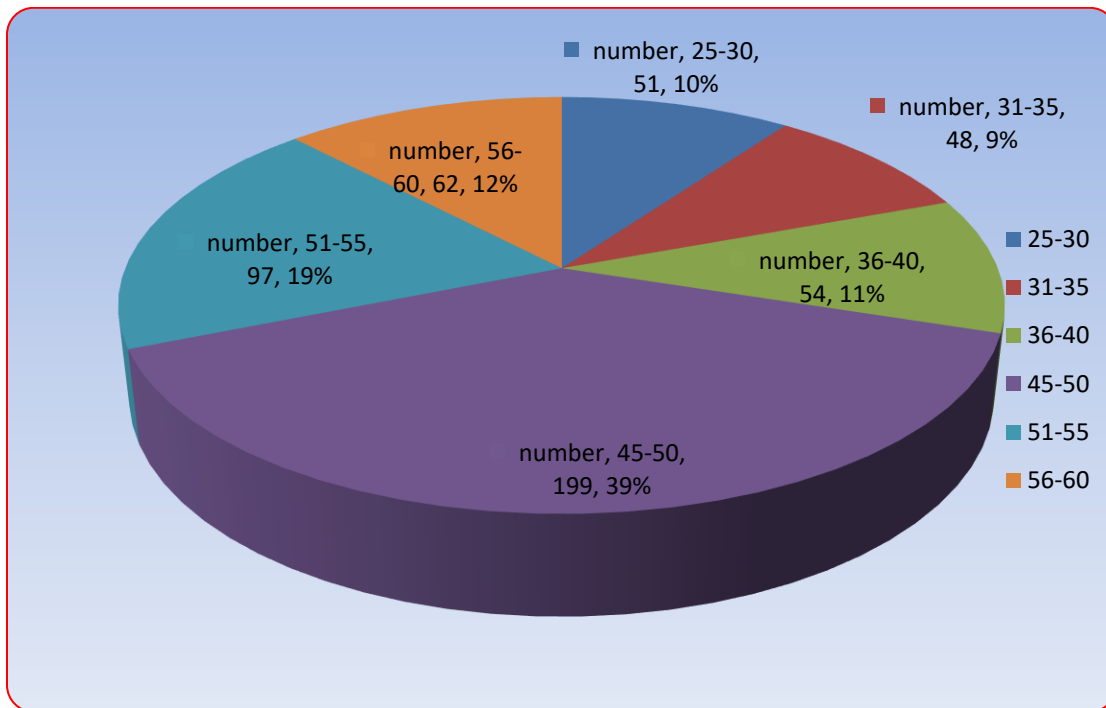
## CHAPTER FOUR

### RESULT AND DISCUSSION OF FINDINGS

The data collected from the survey were presented in tables and graph in this chapter. The section contains two parts. The first section, which is section A, focuses on the demographic characteristics of the respondents and Section B, dwells on the presentation of the research questions, hypotheses and other test at 0.5 level of significance.

#### Section A: Respondent's demographic Data

This section deals with demographic data of the respondents, which formed the first part of the research instrument used to obtain the information.

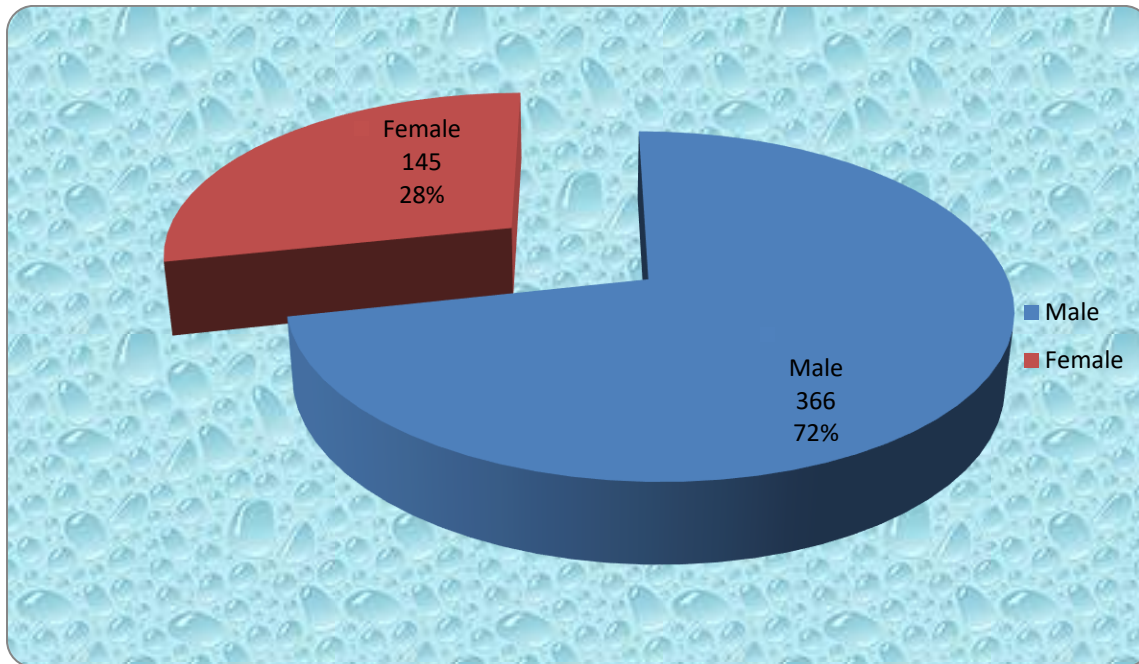


**Fig. 1: Distribution of the respondents by age**

*Source: Fieldwork 2016*

Figure 1 shows that 10.0% of the respondents were 25-30 years; 48 (9.0%) were aged 31-35 years; 54 (11%) were aged 36-40 years; 199 (39.0%) were aged 45-50 years; 97 (19.0%) were in

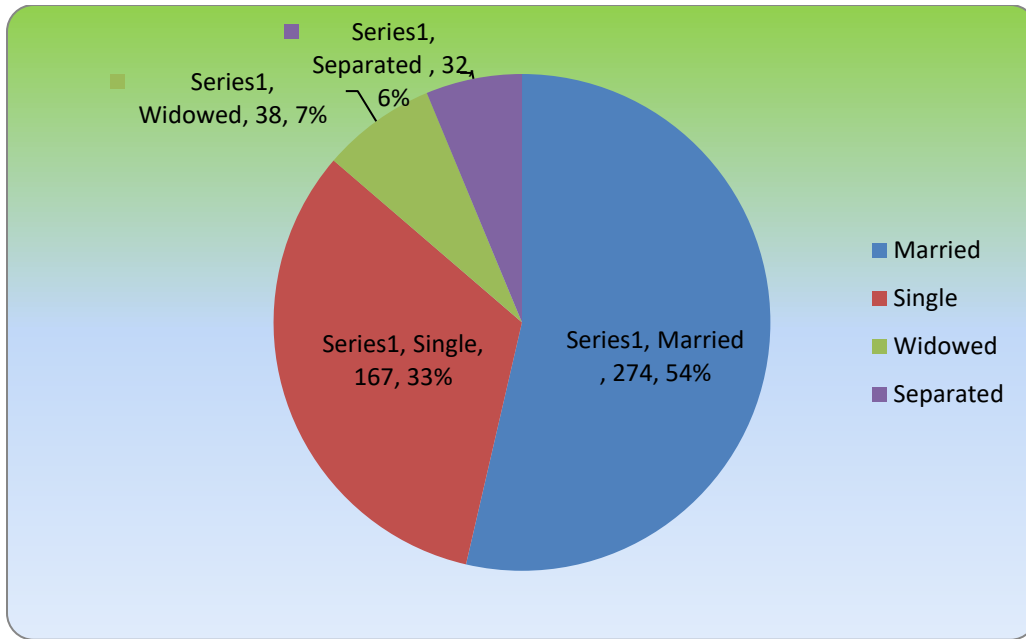
the age range of 51-55 years; while 62 (12.0%) were in the age range of 56-60 years. The result of the study implies that those in the age of 45 – 50 years participated most in the study.



**Fig. 2: Distribution of the respondents by sex**

*Source: Fieldwork, 2016*

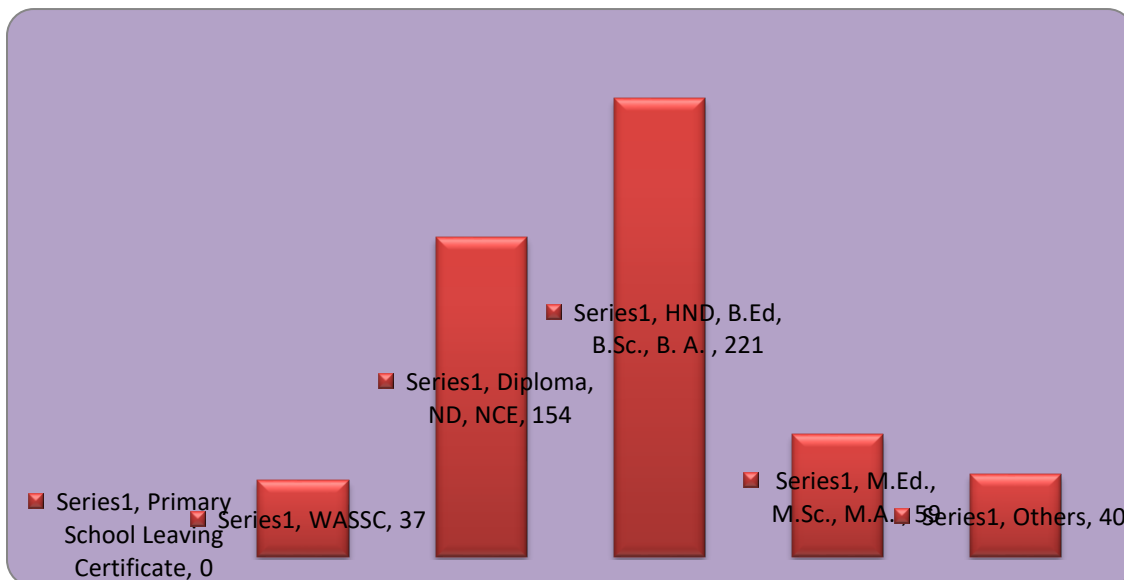
Figure 2 shows that 145 (28.0%) respondents were female, while 366 (72.0%) were male. This implies that males participated most than their female counterparts. In other words, the NMEC staff, state agencies, development partners, literacy facilitators and beneficiaries in literacy centres were mainly male.



**Fig. 3: Distribution of the respondents by marital status**

*Source: Fieldwork 2016*

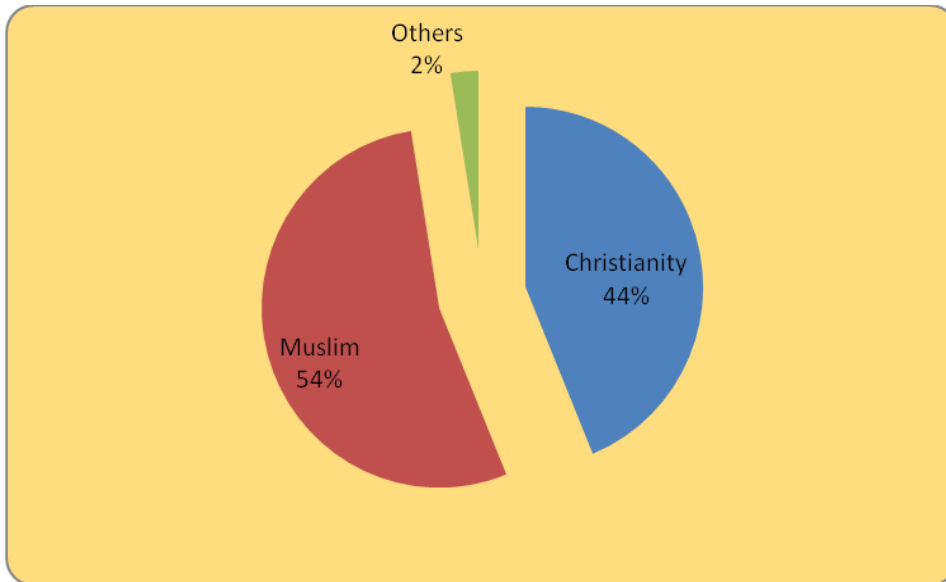
Figure 3 reveals that 274 (54.0%) respondents were married, 167(33.0%) were single, 38 (7.0%) were widowed, while 38 (7.0%) respondents were separated. This implies that the married people participated most in the study.



**Fig. 4: Distribution of the respondents by the level of education**

*Source: Fieldwork 2016*

Figure 4 indicates that 37 (7.0%) respondents had WASSC, 154 (30.0%) respondents had Diploma/ND/NCE, 221 (43.0%) had HND/B.Ed/B.Sc/B.A, 59(12.0%) had M.Ed/M.Sc/M.A, while 40 (8.0%) had other qualifications. This implies that most of the respondents were educated. Thus they had good understanding of the essence of achieving EFA Goal 4



**Fig. 5: Distribution of the respondents by religion**

*Source: Fieldwork 2016*

As captured in figure 5, 44.0% of the respondents were Christians ,54.0% respondents were Muslims and 2.0% practitioners of other religions. The result shows that most of the respondents were Muslims, though the two major religions were well represented, that is Christianity and Islam.



## Section B: Analysis of research questions

### Programmes Initiated by NMEC towards the attainment of the EFA literacy goal

To determine the various programmes initiated by NMEC towards the attainment of the EFA literacy goal as raised by Objective 1 and Research Question 1, frequency counts and percentages were used.

Research Question 1 What are the programmes initiated by NMEC towards the attainment of the EFA literacy goal in Nigeria? Table 4.1 captures the results.

**Table 4.1: Programmes Initiated by NMEC towards the attainment of the EFA literacy goal**

S/N	categories	Yes	No	Mean	SD
1	Basic literacy	58.0%	42.0%	3.29	.75
2.	Post Literacy	31.0%	69.0%	3.11	.74
3	Vocational Education	11.0%	83.0%	3.10	.71
4.	Extra-mural Continuing Education	9.0%	91.0%	2.98	.70
5	Functional literacy	7.0%	93.0%	1.89	.36
6	Liberal Education	5.0%	95.0%	1.21	.27

Source: *Fieldwork, 2016*

Table 4.1 shows the programmes initiated by NMEC towards the attainment of the EFA literacy goal from the respondents. A total of 58% of the respondents indicated that basic literacy, 31.0% indicated post-literacy; 11.0% of them indicated vocational education; 9.0% chose extramural continuing education; 7% and 5% respondents respectively were of the view that it was functional literacy and liberal education. This shows that NMEC has initiated six programmes out of which basic literacy was the most dominant programme activity of the commission (58.0%), followed by post-literacy (31.0%), and vocational education (11.0%).

The National mass literacy, adult and non-formal education commission make education available to those who were not able to attend the formal schooling, and to those graduate who still desire to continue to learn one form of skills or another, including those who make use of various skills in their work places. ESA (2003) viewed adult and non-formal education all forms of basic literacy, post-literacy, women education, functional literacy, continuing education, arabic education, literacy for the blind, workers' education, vocational education, literacy for the disabled and prison education.

The goal of the basic literacy is to equip people with the ability to communicate through numeracy, writing and reading skills using the indigenous language or official language of a country. This is an ideal solution to the psycho-linguistic challenges African education. This pattern helps the learner to learn faster because the means of transmitting the skills to him is with something he is familiar with. Despite the skills acquired in an educational environment, the facilitator still encourage the learners to acquire vocational skills. While the deficiency of learning are covered up by extra-mural education and many people who did not complete the formal education are the targets of these programmes. Without these programmes initiated by NMEC, it would be difficult to achieve the EFA literacy goal, as NMEC Act of 1990 empowers the commission to run programmes on continuing education, basic and post literacy; and extra mural studies.

According to NMEC (2008), the non-formal education programmes run by NMEC include: basic literacy, a programme organised for people that have never been to school before; post literacy, a programme organised for people that have acquired basic literacy and want to acquire more, which is, in most cases, an equivalent of First School Leaving Certificate; continuing education, which offers equivalents of junior secondary school education, senior secondary school education and vocational education, like fashion design, bread making, and carpentry. For non-formal education programmes to remain sustainably fit for its purpose, the quality of their services and products must be taken with a high degree of seriousness. NMEC set a national benchmark for non-formal education for the maintenance of high-quality non-formal education programmes. The objective of benchmarks is to assist a programme to establish baseline performance criteria for institutions (Nwabuko 2014). It is expected that, according to good practice, non-formal education programmes should have internal quality assurance processes to maintain universally acceptable education standards. Non-formal education programme organisers or developers can achieve this by the application of a quality assurance system in running their programmes.

The views of the KII participants corroborated the research findings. A literacy facilitator affirmed that NMEC has been involved in eradicating illiteracy through various programmes. He stated that:

From my view, the National Mass Education Commission is responsible for the implementation of Non-formal education. This is an aspect of the Universal Basic Education

Another respondent asserted that:

Amongst the programmes carried out by the commission in developing basic literacy programmes for young people and adults with special attention to the disadvantaged group like women, the disabled and rural settlers among others

The following quotes from some KII and FGD respondents show that NMEC has four major programmes initiated towards the attainment of the EFA literacy goal: a respondent argued thus:

NMEC and UNESCO aimed to reduce the high number of illiteracy in Nigeria through on programmes designed to reach out to the youth and adult population. Since the commencement of the revitalization programmes, basic and post literacy including vocational and continuing education has been the four major areas of focus.

Another respondent added that:

NMEC had four programmes designed to meet the learning needs of adult and youths who desired literacy across all local government areas. The programmes are Basic Literacy (equivalent to primary 1-3), Post Literacy (equivalent to primary 4-6), Continuing Education/Extramural Studies (equivalent to JSS 1-3) and Vocational Education, which goal was to accelerate and support the national efforts to achieve Education for All.

Similarly, a respondent said that:

The programmes would ultimately contribute to the achievement of national goals of empowering people, wealth creation and economic growth. The programme had contributed significantly to literacy programmes in 36 states and FCT, particularly in the area of enrolment and retention of adult learners

The Director of NMEC had this to say:

The programmes have been able to achieve 65 per cent of the five million people projected to be made literate. Enrolment had been increasing since 2012, 2013 and 2014 due to intervention of RAYL

in mass literacy and many enlightenment campaigns across the country.

To buttress this, a respondent asserted that:

NMEC provides functional literacy and continuing education for adults and youths who have never attended school or did not complete their primary education. The target groups specified in the policy include adult illiterates, out-of-school boys and girls, the nomads, migrant fishermen and indeed all hard to reach groups

NMEC (2017) submit that various programmes were initiated to encourage flexibility, inclusiveness and equity, greater problem solving-ability, self-reliance, and community participation basic literacy (equivalent of 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. Post-literacy usually lasts for 2-3 years; learner can proceed for further education either through the formal or open and distance learning system. Functional literacy mainly intended to promote literacy through the familiar objects and acts of the learners' professional or vocational calling. Continuing education 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.

**Table 4.1a: Effective NMEC programmes**

S/N	Statements	Yes	No
1	NMEC objectives clearly shows the purpose for its establishment	78.0%	22.9%
2	NMEC objectives are in line with attainment of Education for all goal	76.0%	24.0%
3	NMEC objectives clearly indicates strategies for attainment of Education for all goal	73.2 %	26.8%
4	NMEC objectives are tailored towards attainment of Education for all goal	67.9%	32.1%

Table 4.1a shows the responses on NMEC’s programmes (aims and purposes), using the Stake’s Countenance Model: 78% noted that the NMEC’s objectives clearly shows the purpose for its establishment; 76.0% NMEC objectives are in line with attainment of education for All goal; 73.2% agreed that NMEC’s objectives clearly indicate strategies for attainment of Education for All goal, and 67.9% indicated that NMEC’s objectives are tailored towards attainment of education for all goal. This shows that the majority of the respondents agreed that the objectives of NMEC were highly rated.

**Table 4.1b: Adequacy of NMEC’s programme for Attainment of Education for All**

S/N	Statements	Yes	No
1	The contents of NMEC’s various programmes are appropriate.	76 .0%	24.0%
2	The contents of NMEC’s programme meet needs of the clientele.	72.0%	28.0%
3	The contents of NMEC’s programmes are in line with the stated objectives of NMEC.	70.0 %	30.0%

Table 4.1b captures the responses on the adequacy of the content of the programme of NMEC for attainment of Education for All: 76.0% of the respondents indicated that the contents of NMEC’s various programmes are appropriate; 72.0% indicated that the contents of NMEC’s programmes meet the needs of the clientele; and 70% indicated that the contents of NMEC’s programmes are in line with the stated objectives of NMEC. This implies that the contents (76%) of the programmes were highly rated.

**Table 4.1c: NMEC’s mobilization of Resources and Major Areas of Inadequacy/Shortfall**

S/N	Statements	Yes	No
1	Human resources	71.0%	29.0%
2	instructional materials	76.0%	24.0%
3	Financial commitment	5.0%	95.0%

Table 4.1c reveals NMEC's mobilization of resources and major areas of inadequacy/shortfall; 5% of the respondents indicated financial problems; 71.0% indicated NMEC mobilized human resources; 76% indicated NMEC mobilized instructional materials, areas where NMEC mobilized resources. This shows that NMEC did not lack in any area towards the attainment of the Education for All goals, particularly in mobilization of resources needed for various programmes to meet the needs of the beneficiaries.

**Table 4.1d: publicity of NMEC's programme**

S/N	Statements	Response
1	NMEC create awareness /publicity through National Television Authority (NTA) on its programmes.	48.0%
2	NMEC publicity has increased participation of the private sector and further commitment to non formal education development in the country through television.	30.0%
3	NMEC publicity has assisted in the inclusion of literacy in the publicity of poverty reduction programme.	22.0%
	Total	100.0%

Table 4.1d shows that 48.0% of the respondents indicated that NMEC creates awareness /publicity through National Television Authority (NTA) on its programmes; 30.0% indicated that NMEC's publicity has increased participation of the private sector and further commitment to Non-formal Education development in the country through television; and 22.0% indicated that NMEC's publicity has assisted in the inclusion of literacy publicity of in the poverty reduction programme. This shows that the publicity of NMEC programmes (48%) was rated slightly below average.

## Research Question 2

Who are the beneficiaries (target audience) of NMEC programmes?

To determine the beneficiaries of NMEC programmes in the attainment of EFA literacy goal, as raised by Objective 2 and Research Question 2, frequency counts and percentages were used.

The result is presented in Table 4.2

**Table 4.2 Beneficiaries of NMEC Programmes**

S/N	Beneficiaries of NMEC	YES	NO
1	adult non-literates (peasant farmers, market women, nomads/migrants, and low-skilled workers)	53.0%	47.0%
2.	out-of-school street children and youths	38.0%	62.0%
3.	Quranic school children	9.0%	91.0%
4	The physically challenged children/youth and adults	3.0%	97.0%
5	Illiterate drivers; commercial motorcyclists ( <i>Achaba/Okada</i> ), Illiterate workers/semi-skilled workers (roadside mechanics, artisans)	4.5%	95.5%
6	Illiterate/semi-skilled junior workers in public and private sectors	1.5%	98.5

Source: Fieldwork (2016)

The table above reveals that there are many beneficiaries of the NMEC programmes. The majority (53%) of the respondents agreed that adult non-literates, such as peasant farmers, market women, nomads/migrants, and low-skilled workers were amongst the beneficiaries of NMEC programmes, 38% indicated that out-of-school street children and youths were amongst the beneficiaries; while 9% respondents indicated that Quranic school children were amongst the beneficiaries. The findings showed that the beneficiaries of the NMEC programmes were of different categories of clientele, which include mostly adult non-literates (peasant farmers, market women, nomads/migrants, and low-skilled workers), out-of-school street children and youths, and Quranic school children. Thus, the beneficiaries covered categories of clientele.

The Director of NMEC claimed that

The participants of NMEC programmes are many both male and female that fall within the group of people who cannot read or write

A respondent also noted that:

The target groups which is the people that have benefitted or just benefitting from the programme, are numerous which include adult illiterates, out-of-school boys and girls, the nomads, migrant fishermen and indeed all hard to reach groups that is the marginalized

### Research Question 3

To determine the coverage of NMEC programmes in the attainment of the EFA literacy goal as raised by Objective 3 and Research Question 3, frequency counts and percentages were used.

The result is presented in Table 4.3

What is the coverage of NMEC programmes?

**Table 4.3: Frequency Distribution of Respondents' Views on coverage of NMEC programmes**

S/N	Statements	Response
1	Basic literacy	58.0%
2	Post Literacy	10.7%
3	Vocational Education	9.5%
4	Extra-mural Continuing Education	8.0%
5	Functional literacy	7.5%
6	Liberal Education	6.3%
	Total	511

Table 4.3 contains respondents' view on coverage of NMEC programmes. A total of 58.0% of them agreed that NMEC programmes covers basic literacy, 10.7% indicated post-literacy programme; 9.5% indicated vocational education; 8.0% indicated extramural continuing education programme; 7.5% indicated functional literacy, while 6.3% mentioned education. This showed that the coverage of NMEC programmes was more on basic literacy.



The views of the KII participants corroborated the research findings. A literacy facilitator affirmed that National Mass Literacy, Adult and Non-Formal Education Commission (NMEC) had wide coverage.

Some of the programmes carried out by the commission is in all states in Nigeria where its covers more of literacy particularly basic literacy.

Another respondent stated that:

NMEC embarked on programmes to assist women to become liberate through the establishment of various literacy centres at various local government areas in each 36 states where basic literacy is organised to meet the local needs.

Another respondent in KII and FGD added that:

NMEC programmes even cover various programmes but basic literacy is more of the focus due to drop out rates where by basic literacy can cater for.

#### **Research Question 4**

To determine how NMEC mobilizes resources ( personnel,instructional materials and funding in the attainment of the EFA literacy goal as raised by Objective 4 and Research Question 4, frequency counts and percentages was used. The result captured in table 4.4a.

**Table 4.4a: Frequency Distribution of Respondents’ Views on Mobilization of Personnel by NMEC towards the Attainment of the EFA Literacy Goal**

S/N	Statements	No	Yes
1	NMEC, with the assistance of UNICEF, recruits new facilitators to replace those who left for literacy delivery.	13.1%	86.9%
2	NMEC, with the assistance of international development partners (IDPs) train facilitators	10.7%	89.3%
3	NMEC with the assistance of state government, trains facilitators	8.9%	91.1%
4	NMEC, with the assistance of NGOs and CBOs pays facilitators allowance.	5.8%	94.2%
5	NMEC, with the assistance of stakeholders, provides facilitators training manual and training handbook for non formal education facilitators in Nigeria	15.5%	84.5%

Table 4.4a shows that, 86.9% of the respondents agreed that NMEC, with the assistance of UNICEF recruit new facilitators to replace those who left for literacy delivery, while 13.1%

disagreed. Besides, 89.3% of them agreed that NMEC, with the assistance of international development partners trains facilitators, while 10.7% disagreed. Also, 91.1% of the respondents agreed that with the assistance of state government, NMEC train facilitators, while 8.9% disagreed. Similarly, 94.2% of them agreed that NMEC, with the assistance of NGOs and CBOs, pays facilitators allowance, while 5.8% disagreed. Also, 84.5% of them agreed that NMEC with the assistance of stakeholders provides facilitators training manual and training handbook for Non formal education facilitators in Nigeria, while 15.5% disagreed. This indicates that the commission was effective in mobilization of resources particularly personnel in states where literacy programmes were implemented. For attainment of Education for All for the target groups there is need for mobilization of personnel through collaboration and assistance of government, international agencies, multinational organisations, NGOs and CBOs as well as private partners for recruitment, training, payment of allowance and provision of training handbook for facilitators ( See Plate 3)

**Table 4.4b: Frequency Distribution of Respondents View on Mobilization of Instructional Materials by NMEC towards the Attainment of the EFA Literacy Goal**

S/N	Statements	No	Yes
1	NMEC, with the assistance of UNICEF, developed NFE curriculum for out-of-learners.	15.8%	84.2%
2	NMEC, with the assistance of IDPs, for example UNICEF, produced and disseminated NFE curriculum for out-of-learners	0.7%	99.3%
3	NMEC, with the assistance of all levels of government, prints and distributes instructional materials to state agency for mass education.	15.6%	84.4%
4	NMEC, with the assistance of UNICEF, reviews curriculum for basic and post-literacy education.	12.3%	87.7%
5	UNICEF assisted NMEC to produce primers and facilitators' guide in the various subjects.	22.0%	78.0%
6	Stakeholders assisted NMEC to produce new primers to replace the outdated one currently being used by facilitators.	9.3%	90.7%
7	NMEC, with the assistance of international agencies develops and produces Literacy by Radio Primers and Literacy by Radio Facilitator's Guide.	17.8%	82.2%

Table 4.4b indicates that, 84.2% of the respondents agreed that NMEC, with the assistance of UNICEF developed NFE curriculum for out-of-learners, while 15.8% disagreed; 99.3% of them

agreed that NMEC, with the assistance of international development partners, trains facilitators, while 0.7% disagreed. Also, 84.4% of the respondents agreed that NMEC, with the assistance of all levels of government, prints and distributes instructional materials to State Agency for Mass Education, while 15.6% disagreed. Moreover, 87.7% of them agreed that NMEC, with the assistance of UNICEF, reviews curriculum for basic and post-literacy education, while 12.3% disagreed. Also, 78.0% of them agreed that UNICEF assisted NMEC to produce primers and facilitator’s guide in the various subjects, while 22.0% disagreed.

In the same vein, 90.7% of them agreed that stakeholders assisted NMEC to produce new primers to replace the outdated one currently being used by facilitators, while 9.3% disagreed. Finally, 82.2% of them agreed that NMEC with the assistance of international agencies develops and produces Literacy by Radio Primers and Literacy by Radio Facilitator’s Guide, while 17.8% disagreed. This indicated that the commission was effective in mobilization of instructional materials in states where literacy programmes were implemented. This was because, for the attainment of Education for All for the targets groups, there is need provision of classroom-based materials like exercise books, chalkboards, pencils, pens/biros, erasers, primers, and curriculum for facilitators to teach the beneficiaries.

**Table 4.4c: Frequency Distribution of Respondents’ Views on Mobilization for Funding by NMEC towards the Attainment of EFA Literacy Goal**

S/N	Statements	No	Yes
1	NMEC solicits financial support from international/donor agencies.	7.4%	92.6%
2	NMEC solicits financial support from the private sector.	10.7%	89.3%
3	NMEC accesses the UBE funds.	45.6%	54.4%
4	NMEC solicit financial support from corporations.	32.3%	67.7%
5	NMEC, through selling programmes to beneficiaries, gets financial support.	18.3%	81.7%
6	NMEC receives a regular allocation from the Federal Ministry of Education and intervention fund from the Office of the Senior Special Assistant to the President (OSSAP) on the MDGs.	36.7%	63.3%

As seen in Table 4.4c, 92.6% of the respondents agreed that NMEC solicits financial support from international/donor agencies, while 7.4% disagreed. A total of 89.3% agreed that NMEC solicits financial support from the private sector, while 10.7% disagreed. Also, 54.4% of the respondents agreed that NMEC accesses the UBE funds, while 45.6% disagreed. Moreover, 67.7% of them agreed that NMEC solicits financial support from corporations, while 32.3% disagreed. Also 81.7% of them agreed that NMEC through selling programmes to beneficiaries, financial support, while 18.3% disagreed. Besides, 63.3% of them agreed that NMEC receives a regular allocation from the Federal Ministry of Education and intervention fund from the Office of the Senior Special Assistant to the President (OSSAP) on the MDGs while 36.7% disagreed. This indicated that the commission was effective in mobilization of financial support needed in literacy delivery in states where literacy programmes were implemented. This is necessary as the attainment of Education for All for the targets groups requires adequate funding.

This finding was corroborated by an FGD participant:

NMEC has been mobilizing resources for attainment of Education For All through various support from international development partners, especially UNICEF funding of literacy programme.

Another KII participant added that:

The commission, through collaboration, has assisted in provision of instructional method for literacy delivery.

### Research Question 5

To determine the monitoring and evaluation process adopted by NMEC in the attainment of EFA Goal 4 in Nigeria, as raised by Objective 4 and Research Question 4.

Frequency counts and percentages were adopted for analyses. This is captured in Table 4.4

**Table 4.5 Frequency Distribution of respondents View on Monitoring And Evaluation Process Adopted by NMEC in the attainment of EFA Goal 4 in Nigeria**

S/N	Items	VT	T	TS	NT	Mean	SD
1	NMEC goes to the various states (36) and the FCT annually for verification on learners enrollment.	111 21.7%	190 37.1%	67 13.1%	143 27.9%	6.77	3.54
2	NMEC goes to the various states (36) and the FCT, annually for verification on learners retention.	159 32.1%	122 23.8%	159 31.1%	71 13.8%	6.53	3.89
3	NMEC goes to the various states (36), and the FCT, annually for verification on	179 35.0%	154 30.1%	93 18.1%	85 16.6%	6.33	3.39

	completion rates						
4	NMEC goes to the various states (36) and the FCT annually for verification on number of centres.	197 38.5%	138 27.0%	82 16.0%	94 18.3%	5.89	3.04
5	NMEC goes to the various states (36) and the FCT annually for verification on number of facilitators' in the field.	169 33.0%	104 20.3%	96 18.7%	142 27.7%	5.77	2.89
6	NMEC goes to the various states (36) and the FCT annually for verification on, facilitators qualifications.	192 37.5%	144 28.1%	88 17.2%	87 17.0%	5.39	2.71
7	NMEC goes to the various states (36) and the FCT annually for verification on learning environment.	114 22.3%	246 48.1%	52 10.1%	99 19.3%	4.55	2.41
8	NMEC goes to the various states (36) and the FCT annually for verification on facilitators' capacity building.	113 22.1%	184 36.0%	117 22.8%	97 18.9%	4.42	1.95
9	NMEC goes to the various states (36) and the FCT annually for verification on learners achievement rate assessment.	118 23.0%	110 21.5%	196 38.3%	87 17.0%	3.48	1.71
10	NMEC goes to the various states (36) and the FCT annually for verification on gender parity assessment.	133 26.0%	171 33.4%	118 23.0%	89 17.4%	2.98	1.11

Responses on the monitoring and evaluation process adopted by NMEC for the purpose of realizing the EFA Goal 4 in Nigeria are as captured above in Table 4.5 shows the responses of the participants as follows; NMEC goes to the various states (36) and the FCT annually for verification on learners enrollment (mean =6.77) ranked highest by the mean score rating; followed by NMEC goes to the various states (36 ) and the FCT annually for verification on learners, retention (mean =6.53); NMEC goes to the various states (36) and the FCT annually for verification on completion rates (mean =6.33); NMEC goes to the various states (36) and the FCT annually for verification on number of centers (mean =5.89); NMEC goes to the various states (36) and the FCT annually for verification on number of facilitators in the field (mean =5.77); NMEC goes to the various states (36) and the FCT annually for verification on, facilitators qualifications, (mean =5.39); NMEC goes to the various states (36) and the FCT annually for verification on, learning environment (mean =4.55); NMEC goes to the various states (36), and the FCT annually for verification on, facilitators capacity building (mean =4.42); NMEC goes to the various states (36), and the FCT annually for verification on learners

achievement rate assessment mean =3.48), NMEC goes to the various states (36), and the FCT annually for verification on gender parity assessment (mean =2.98).

From the findings, it could be deduced that the monitoring and evaluation approach adopted by NMEC in the attainment of EFA Goal 4 in Nigeria are programme monitoring, facilitators' performance monitoring, distribution of learning material monitoring, centre supervisors monitoring, learners' enrolment monitoring, learners achievement progress monitoring, learners retention monitoring, facilitators capacity-building monitoring, learners achievement rate assessment, and gender parity assessment.

The study revealed that 27.1% of the respondents claimed that it is very true that NMEC goes to the various states (36) and the FCT annually for verification on learners' enrolment in the attainment of the EFA literacy goal in Nigeria 37.1% of the respondents claimed true, 13.1 % respondents said "sometimes" true, 27.9% respondents said "not true". This implies that NMEC has been monitoring and evaluating learners enrolment rates.

Similarly 32.1% of the respondents claimed that NMEC goes to the various states (36), and the FCT annually for verification on learners retention, choosing "very true"; 23.8% said "true", 31.1 % said "sometimes true", while 13.8% respondents chose "not true". This implies that NMEC has been monitoring and evaluating learners' retention in literacy centres.

A total of 35% of respondents claimed that it is "very true" that NMEC goes to the various states (36) and the FCT annually for verification on completion rates, 30.1% said "true", 8.1 % said "sometimes true", 16.6% chose "not true". This implies that NMEC has been monitoring and evaluating completion rates.

Similarly, 38.5% of the respondents said it was "very true" that NMEC goes to the various states (36) and the FCT annually for verification on number of centers for meeting the EFA literacy goal in Nigeria, 27.0% said "true", 16% said "sometimes true", while 18.3% said "not true". This makes NMEC has been monitoring and evaluating number of centers.

Besides, 33.0% of the respondents claimed that NMEC goes to the various states (36) and the FCT annually for verification on the number of facilitators in the field to get the EFA literacy goal in Nigeria, 20.3% choosing “very true”, while 18.7 % choose “sometimes true” 27.7% choose “not true”. From this, it is obvious that NMEC has been monitoring and evaluating the number of facilitators in the field

In addition, 37.5% of the respondents claimed that NMEC goes to the various states (36) and the FCT annually for verification on facilitators’ qualifications, selecting “very true” in the attainment of EFA literacy goal in Nigeria; 28.1% selected “true”, 17.2% choose “sometimes true”, 17.0% choose “not true”. From the foregoing, it can be deduced that monitoring and evaluating facilitators qualifications in various centres. The NCE should be the basic teaching qualification in Nigeria because this is in recognition of the National policy on education (NMEC, 2008a).

Also, 22.3% of the respondents claimed that learners retention monitoring was adopted by NMEC, which is highly capable of the attainment of EFA literacy goal in Nigeria; 48.1% agreed that learners’ retention monitoring was adopted by NMEC which is capable of the attainment of the EFA literacy goal in Nigeria; 10.1 % respondents agreed that retention monitoring was adopted by NMEC, which is less capable of the attainment of the EFA literacy goal in Nigeria; 19.3% of the respondents agreed that learners’ retention monitoring was adopted by NMEC, which is not capable of the attainment of the EFA literacy goal in Nigeria.

Besides, 22.0% of the respondents claimed that facilitators’ capacity building monitoring was adopted by NMEC, which is highly capable of the attainment of the EFA literacy goal in Nigeria; 36.0% agreed that facilitators’ capacity building monitoring was adopted by NMEC, which is capable of the attainment of the EFA literacy goal in Nigeria; 22.8% of them agreed that facilitators capacity building monitoring was adopted by NMEC which is less capable of the attainment of the EFA literacy goal in Nigeria; while 18.9% of the respondents agreed that facilitators capacity building monitoring is adopted by NMEC, which was not capable of the attainment of the EFA literacy goal in Nigeria.

Moreover, 23.0% of the respondents claimed that facilitators' capacity building monitoring was adopted by NMEC, which is highly capable of the attainment of EFA literacy goal in Nigeria; 21.5% agreed that facilitators capacity building monitoring is adopted by NMEC which is capable of the attainment of the EFA literacy goal in Nigeria, 38.3% of the respondents agreed that facilitators' capacity building monitoring was adopted by NMEC, which is less capable of the attainment of the EFA literacy goal in Nigeria; while 17% of the respondents agreed that facilitators capacity building monitoring was adopted by NMEC which is not capable of the attainment of the EFA literacy goal in Nigeria.

Furthermore, 23.0% of the respondents claimed that learners' achievement rate assessment was adopted by NMEC which is highly capable of the attainment of the EFA literacy goal in Nigeria; 21.5% agreed that learners' achievement rate assessment was adopted by NMEC, which is capable of the attainment of the EFA literacy goal in Nigeria; 38.3% of the respondents agreed that learners' achievement rate assessment was adopted by NMEC, which is less capable of the attainment of the EFA literacy goal, while in Nigeria; 17% of the respondents agreed that learners' achievement rate assessment was adopted by NMEC, which is not capable of the attainment of the EFA literacy goal in Nigeria.

Lastly, 26% of the respondents claimed that gender parity assessment was adopted by NMEC, which is highly capable of the attainment of the EFA literacy goal in Nigeria; 33.4% agreed that gender parity assessment was adopted by NMEC, which is capable of the attainment of the EFA literacy goal in Nigeria; 23% of the respondents agreed that gender parity assessment was adopted by NMEC which is less capable of the attainment of the EFA literacy goal in Nigeria; while 17.4% of the 17.4% respondents agreed that gender parity assessment was adopted by NMEC, which is not capable of the attainment of EFA literacy goal in Nigeria.

The NMEC is mandated to coordinate non-formal education programmes (National Commission for Mass Literacy Adult and Non-Formal Education Act, 1990). It operates at the national level and works hand in hand with the 36 state agencies. Each state are regulated by the laws within their state on non-formal education programmes. Each of these SAMEs set up learning centres



in every local government area of the state in which they are established and carry out all such activities as would ensure that the objectives of non-formal education are met.

Buttressing this fact, a participant noted that:

NMEC monitors education activities in order to ensure the rapid and successful eradication of illiteracy in Nigeria;

Another KII participant added that:

One of the approaches implemented by NMEC to eradicate illiteracy in the country is the collection and dissemination of information to the populace

Besides, a KII participant argued thus:

enhanced monitoring of literacy and non-formal education delivery activities was achieved through sustained quarterly monitoring in 36 States and FCT. Apart from that there was mid-year monitoring on data collection carried out in 146 Revitalizing Adult and Youth Literacy Focused local government areas and monitoring and sourcing of data from 112 local government areas to make up the 258 target local government areas out of the 774 LGAs across the country to meet the Non –Formal education - Management Information System baseline sample size.

## Research Question 6

### NMEC Networking/Partnership

To determine NMEC networking and partnership with development partners in attainment of EFA Goal 4 in Nigeria, as raised by objective 5, frequency counts and percentages were employed. Table 4.6 captures the result.

**Table 4.6 Frequency Distribution of Respondents View on NMEC Networking and Partnership with Development Partners in Achieving EFA Goal 4 in Nigeria**

S/N	Items	V T	T	T S	NT	Mean	S.D
1	NMEC collaborates with and partners other international development partners (UNICEF, UNESCO, World Bank, ACTION AID, USAID, UNDP)	204 39.9%	193 37.8%	42 8.2%	73 14.3%	3.57	.60
2	NMEC collaborates with and partners civil society organisations (such as NOGALSS, CSACEFA).	208 40.7%	189 36.9%	30 5.9%	84 16.4%	3.43	.61
3	NMEC collaborates and partners Federal Ministry of Education, National Orientation Agency, Federal Radio Corporation of Nigeria, Universal Basic Education Commission.	249 48.7%	176 34.4%	38 7.4%	48 9.4%	3.39	.61
4	NMEC collaborates and partners with UNESCO, Nigeria Office.	128 25.0%	176 34.4%	76 14.9%	131 25.6%	3.38	.62
5	NMEC collaborates with and partners Faith based organisations such as Catholic Church and Anglican Church.	156 30.5%	173 33.8%	91 17.8%	91 17.8%	3.36	.67

NMEC collaborates with international partners like UNICEF, UNESCO, World Bank, Action AID, USAID, UNDP) (mean =3.57) ranked highest by the mean score rating. It was followed by NMEC collaborates with and partners civil society organisations (such as NOGALSS, CSACEFA) mean =3.43; NMEC collaborates with and partners Federal Ministry of Education, National Orientation Agency, Federal Radio Corporation of Nigeria, Universal Basic Education Commission , (mean =3.39); NMEC collaborates with and partners UNESCO, Nigeria Office (mean =3.38); NMEC collaborates with and partners Faith Based organizations, including the Catholic Church and the Anglican Church (mean =3.36).

The findings showed that 39.9% of the respondents said it was “very true”; 37.8% stated that it was “true”; 8.2% noted it could be “sometimes true”, while 14.3% said it was “not true” that NMEC collaborates with UNICEF, UNESCO, World Bank, ACTION AID, USAID, and UNDP on attainment of EFA goal 4. This shows that NMEC collaborates with stakeholders such as international organisations on many areas towards attainment of literacy goals.

Also the study showed that 48.7% of the respondents said it was “very true”; 34.4% stated that it was “true”; 7.4% noted it could be “sometimes true”, while 9.4% said it was “not true” that NMEC collaborates and partners with Federal Ministry of Education, National Orientation Agency, Federal Radio Corporation of Nigeria, Universal Basic Education Commission on attainment of EFA Goal 4. This shows that NMEC is working with several government parastatals or agencies in effective planning and implementation of literacy programmes in the country.

Also, 25.0% of the respondents believed that NMEC collaborates with and partners UNESCO Nigeria Office, 34.4% was “true”, 14.9% were of the view that it is true sometimes and 25.6% respondents said not true. This implies that UNESCO, Nigeria Office collaborates with NMEC on attainment of the EFA literacy goal.

The findings also revealed that 30.5% of the respondents agreed that it was “very true”, 33.8% stated that it was “true”, 17.8% noted that it could be “sometimes true”, while 17.8% disagreed that NMEC collaborates with and partners with Faith based organisations such as the Catholic Church and the Anglican Church. These faith based organisations’ partnership will also promote literacy development in Nigeria; NMEC cannot achieve attainment of literacy goal without the partnership with these organizations.

In respect of networking and synergy-building through partnership with development partners, a KII participant said:

Proctor & Gamble has mobilized U\$1.6 million for complimentary literacy support of Revitalizing Adult and Youth Literacy (RAYL); Also, Samsung, produced 707 laptops and established a Digital Village at Oban in Akamkpa local government area of Cross Rivers State in support of RAYL Project; and

In respect of NGOs, FBOs, and CBOs, a participant remarked that:

HIKMAN Foundation registered 5,000 learners under the RAYL Project and operates a Model Learning Centre in the FCT; Noble Mission for Change organized a Strategic Round Table Discussion for the 2015 International Day for Literacy (IDL); and Global Varsity has registered 3,500 learners for literacy programmes.

Another participant from the KII said:

UNESCO's provides technical assistance to support education policy Nigeria. they also plan and develop workshops, conferences, and learning materials which are distributed to those in need of it.

The federal government of Nigeria has contributed massively to the acquisition of education in the country. This is reflected in the donor they have received from UNDP (\$ 8 million) to improve the literacy rates of the country from 50% to 80%; help 26 million adults functionally literate; and reduce the adult women literacy by 50%. Obasi (2004) supported the finding of NMEC's by UNDP. He claimed in his report that Abia, Anambra, Ebonyi, Enugu and Imo all benefitted from the fund. This finding is similar to the claim of the FGN (2010) that UNESCO massively supports the eradication of illiteracy in the country. This implies that these international agencies has actively supported the literacy programmes in Nigeria (United Nations, 1998).

One reason for achievement of EFA 4 goal by NMEC is because UNICEF had a good data on Qur'anic Schools and non formal education programmes in Nigeria.

In support of the foregoing, a respondent asserted that:

NMEC adopted networking with ACTION AID which has supported the use of REFLECT in community development. Some states like Nasarawa, Bauchi, Gombe and Niger States have started using this approach and the result is impressive. The entire country will adopt the approach

It could be inferred that NMEC collaborates with various developmental partners to achieve EFA goal 4. The commission, through close co-operation with various NGOs under an umbrella body called Non-Governmental Association for Literacy Support Services (NOGALSS), has assisted in eradication of illiteracy by providing literacy programmes that suit the economic, cultural, social and political needs of the illiterate youth and adults. However, the extent to which NMEC

collaborates with each developmental partner varies. This indicates that more efforts have to be put in place for more sectoral collaboration.

### **Establishment of NMEC and attainment of EFA Goal 4 in Nigeria**

To determine if establishment of NMEC has made impacts towards the attainment of EFA goal 4 in Nigeria, as raised by objective 6 and Research Question 6, Frequency counts and percentages were the result is presented in table 4.7

**Table 4.7: Establishment of NMEC and Attainment of EFA Goal 4 in Nigeria**

S/N	Statement	V T	T	T S	NT
1	NMEC's programmes implemented have positively contributed to equitable access to basic and continuing education for all adults.	73 14.3%	180 35.2%	88 17.2%	170 33.3%
2	NMEC's advocacy and strategies has positively contributed to the enrolment of women in literacy programme.	89 17.4%	131 25.6%	110 21.5%	181 35.4%
3	Various programmes of NMEC have positively contributed to 50% improvement in adult literacy for women	55 10.8%	155 30.3%	203 39.7%	98 19.2%
4.	The girls education project for the northern states has been established by NMEC for young girls who have dropped out of school.	129 25.2%	211 41.3%	81 15.9%	90 17.6%
5.	Through NMEC participation of more stakeholders has increased, especially the private sector that have established more literacy centres across the country and made provision for literacy delivery at the grassroots level thus increasing access to all adults.	155 30.3%	217 42.5%	77 15.0%	62 12.1%
6	Wider access and mainstreaming opportunities for the target groups have increased through NMEC.	109 21.3%	251 49.1%	79 15.4%	72 14.1%
7	Multi-functional Community Learning Centres (CLCs) for higher participation of all adults have expanded and been strengthened through the commission.	214 41.9%	121 23.7%	79 15.5%	97 18.9%

Table 4.7 shows that 14.3% of the respondent agreed that it was “very true”, 35.2% said it was “true”, 17.2% stated that it could be sometimes true and 33.3% regarded it as “not true” that

NMEC's programmes implemented have positively contributed to equitable access to basic and continuing education for all adults. This finding reveals that NMEC has helped to increase enrolment of adult learners through provision of equitable access for males and females. This was possible through advocacy and sensitization. The advocacy and mobilization drive of NMEC has led to the strengthening of political will, increase in the level of supports from relevant stakeholders and improved public attitude to adult and non-formal education.

In addition, 17.4% of the respondents agreed that it was "very true", 25.6% said it could be true, 21.5% said it could be "sometimes true" while 35.4% said it was "not true" that NMEC advocacy and strategies have positively contributed to the enrolment of women in literacy programme. This means that NMEC has helped in the enrollment of learners particularly women. This was achieved by the activities of NMEC and State Agencies for Mass Education to ensure equal access to adult and non-formal education with particular focus on gender equality and women empowerment, through increased awareness, community ownership and participation in projects, thus increasing literacy rates (See plate 1)

Furthermore, the table shows that 10.8% of the respondents stated that it was "very true", 30.3% observed that it could be true, 39.7% observed that it could be "sometimes true" while 19.2% said it "was not" true that various programmes of NMEC have positively contributed to 50% improvement in adult literacy for women. This shows that the commission has helped to improve the education of women through literacy education being offered, which gives opportunities to the target beneficiaries, who could not participate in formal school system due to poverty, cultural or other social barriers to become educated. This was also achieved through involvement and collaboration of many women organizations active in offering adult and non-formal educational opportunities to women (See Plate 2)

The table also reveals that 25.2% of the respondents believed that it was "very true", 41.3% said that it could be "true", 15.9% said it could be "sometimes true", while 17.6% stated that it was "not true" that Girls Education Project (GEP) for the northern states has been established by NMEC for young girls who have dropped out of school. The finding indicates that NMEC has helped in providing basic literacy to the girl child who dropped out of school because of early

marriage or unwanted pregnancies. This has enabled them mainstream into formal school system. This was achieved through the Girls Education Project (GEP) where dropout girls come for learning.

Also, the table indicates that 30.3% of the respondents said that it was “very true”, 42.5% said it could be “true”, 15.0% said it could be “sometimes true”, while 12.1% stated that it was “not true” that, through NMEC, participation of more stakeholders has increased, especially the private sector, who have established more literacy centres across the country and made provision for literacy delivery at the grassroots, level thus increasing access to all adults. This implies that the partnership with the private sector has made delivery of literacy at the grassroots possible. The essence of any of the NMEC programme is to attain education for all irrespective of age or gender.

Also, the table shows that 213% of the respondents said that it was “very true”, 49.1% said it could be “true”, 15.4% said it could be “sometimes true”, while 14.1% stated that, it was not true that through wider access and mainstreaming, opportunities for the target groups has increased through NMEC. Finally, multi-functional Community Learning Centres (CLCs) for higher participation of all adults have expanded and have been strengthened through the commission, according to 41.9% respondents that said “very true”, 23.7% respondents who said “true”, 15.5% respondents who said “sometimes true” and 18.9% respondents who said “not true”. This was achieved through the active support of NGOs and CBOs. This, community-based management committee have been established and have encouraged more communal commitment and participation in literacy delivery through provision of infrastructure and self-help projects.

Federal Ministry of Education (2010) states that NMEC with the assistance of UNICEF, developed, produced and disseminated NFE curriculum for out of-school boys, basically designed to address the problem of out-of-school youth, curricula also produced include: NFE curriculum for the girl child and the adolescent girl; NFE curriculum for qur’anic schools; benchmark for non-formal Education; communication Strategy

The instructional methods used around literacy centres in Nigeria are discussion, lecture, drama, and group work (NMEC/UNICEF, 2009); the literacy by radio programmes in 12 states in the country recorded 83% success (NMEC, 2009). This is currently been implemented in the entire

country. There is improvement in health, nutrition, entrepreneur skills, civil education, and knowledge about HIV.

KII participants mentioned specific areas where NMEC has made tremendous impact on the attainment of EFA literacy goal in Nigeria. One of this had this to say:

Sensitization and advocacies on the essence and value of scaling up Literacy and Non-formal Education (L&NFE) in Nigeria carried out on strategic target stakeholders across the country, such as State Governors and/or their spouses, State Commissioners for Education, Permanent Secretaries of State Ministries of Education, traditional rulers, religious leaders, and citizens across 292 communities.

Coordination synergy initiated for the establishment of 584 Centre-Based Management Committees (CBMCs) through existing and potentially functional L&NFE centres, active civil society groups (CSGs), LGA Adult Literacy Units, and State Agencies for Mass Education (SAME).

A CBMC Guide Book for Non-Formal Education Practitioners was also developed and produced.

Another participant averred that, on Non-Formal Education (NFE) Management Information System (MIS) Baseline Data, NMEC has achieved through

training of 68 participants from NMEC, SAME, NATCOM UNESCO, MDGs, UNESCO Nigeria, and NGOs in the use of the developed NFE-MIS software.

The position of a KII participant justifies the impact of NMEC on production and dissemination of the teaching and learning materials:

5000 copies of NFE Facilitator's Manuals; 2000 copies of NFE facilitator's Train the Trainers handbooks; 185,000 branded exercise books; 185,000 pieces of branded pencils; and 1000 copies of the literacy and non-formal education strategy manual

Several participants in the FGD revealed the impact of NMEC on capacity building of literacy and non-formal education personnel. One of them stated that:

Under the Revitalizing Adult And Youth Literacy Programme, NMEC has provided training in the use of the NMEC portal for data entries for the Non-formal Education (NFE) Management Information System (MIS) for 103 officials of NMEC, SAME and NGOs.



A KII participant said that, on NMEC impact on the creation of multilingual literate environments, it has made impacts in

the establishment and equipping of eight Model Community Centres located across the country; review of the “ Literacy by Radio” English primer; the scripting and zero recording of 39 “Literacy by Radio” Primers; installation of recorded literacy lessons on the 683 laptop computers distributed to NMEC, NCNE, SAMEs and NGOs; acquisition and distribution of 15 computers and flash drives of 32GBs which are fused with 50 literacy lessons, to SAMEs; and the printing and distribution of 10, 000 copies of “Literacy by Radio” primers and 2000 copies of “Facilitator’s Guide” to SAMEs.

A KII participant said that NMEC has facilitated literacy and Non-formal Education Delivery Equivalency System Developed through

Partnership initiated between UNESCO/NMEC and NTI and sensitization for boosting enrolment of students into majoring in NCE in Adult and Continuing Education;

NMEC has also enhanced monitoring of literacy and non-formal education delivery activities as a respondent noted:

NMEC sustained quarterly monitoring in 36 states and FCT; Mid-year monitoring on data collection carried out in 146 RAYL Focused LGAs; and monitoring and sourcing of data from 112 LGAs to make up the 258 target LGAs out of the 774 LGAs across the country to meet the NFE-MIS baseline sample size.

Another participant provided insight on NMEC impact on boosting literacy and non-formal education access and retention:

5, 101, 719 learners were enrolled in literacy programmes from 2013 to 2016; 4, 589, 637 adults and youths made literate in three years. An end of Project Result Enrolment of 4, 589, 637 learners towards the target of 5, 000, 000 target learners.

A participant listed the following:

Institutionalization of the culture of learners’ certification (1, 401, 602 in 2013, 1, 611,000 in 2014, and 1, 576, 700 in 2015); and laptops, printers, sewing machines, and ironing tables given as prizes for five best learners during essay competitions organized in target community learning centres; 8 model learning centres established in 8 States and equipped with 50 laptops each;15 mini-model centres established also in 15 States and

equipped with 15 laptops each;300 learners registered in apprenticeship schemes in 6 states in 6 geopolitical zones across the country.

The KII complemented the main instruments used for the study, helping to gather relevant information on the impact of NMEC's impact on attainment of the EFA literacy goal in Nigeria particularly on initiated partnerships with relevant stakeholders. One participant asserted that:

Most of the policy documents and curriculums were developed by UNICEF and UNESCO. This help to assimilate expert advice and technical support

A director from SAME used in the KII in Osogbo, South-west, Nigeria asserted that NMEC has various activities for attainment of Education for All. In fact, he said:

National Mass Education Commission (NMEC) in eradicating illiteracy has various activities lined up to eradicate illiteracy compilation of data on literacy/illiteracy level in each states is one of them. Specifically, they also provide relevant primers in all aspect of literacy programs.

Another Director submitted that:

National Mass Education Commission (NMEC) is involved in eradicating illiteracy through various activities lined up to eradicate illiteracy in which advocacy is one of them to promote and foster literacy education. This advocacy is done at different levels to traditional rulers, religious leaders, civil society organization andtop government functionaries.

One director equally submitted that:

National Mass Education Commission (NMEC) is involved in eradicating illiteracy through various activities lined up to eradicate illiteracy in which setting up benchmark for the recruitment of facilitators to promote and foster literacy education. They also provides and support the payment of recruited facilitators

In addition, a director averred that:

National Mass Education Commission (NMEC) is involved in eradicating illiteracy through assistance which was mainly in the areas of capacity building (training) of facilitators to skills upgrading programmes. Senior officers are trained in androgogical and pedagogical skills as well as total quality management and delivery services.

This was also noted by a director:

NMEC began to receive the support of International Development

Partners (IDPs). Their assistance came in the wake of May 5th 1991, on the day of the inauguration of NMEC, via goodwill messages among the IDPs that were present. These IDPs were: British Council through her Department for International Development (DFID), United National Education and Scientific and Cultural Organisation (UNESCO), United National Children's Fund (UNICEF), United Nations Development Project (UNDP) and the Israeli Embassy. Since after their pronouncement to assist NMEC in 1991, these Organisations have lived up to their words. In addition to the support of IDPs, national non-governmental organisations like Non-Governmental Association for Literacy Support Services (NOGALSS), University Village Association and others engaged different strategies to promote literacy.

The following was added by another director:

National Mass Education Commission (NMEC) is involved in eradicating illiteracy through various activities lined up to eradicate illiteracy such as establishment of community learning centres and provision vocational and skills acquisition equipment to promote and foster literacy education

Lastly, another director asserted that:

National Mass Education Commission (NMEC) is involved in eradicating illiteracy through provision of instructional materials and monitoring of literacy centres.

Most of the participants agreed that advocacy at the community level involving religious and traditional leaders, development associations, trade union associations, and eminent persons would generate interest for literacy at the grassroots.

This study confirmed the impact of NMEC through considerable and positive short-term and long-term results and impact through capacity building in such key areas as policy formulation, programme design, and partnership building. It also has long-term institutionalized strategic and innovative approaches to literacy that focuses on country-wide mobilization and effective deployment of human and educational resources in the country in support of literacy. Most importantly, these interventions will lead to the empowerment of millions of young people and adults who have suffered decades of marginalization, discrimination, and exclusion, which have considerably contributed to the achievement of EFA goals.

**Table 4.7a: Reasons for NMEC’s attainment of the ALL literacy Goal**

S/N	Statements	No	Yes
1	Continuous monitoring and evaluation of programmes	16.7%	83.3%
2	The progressive recruitment and training of adult literacy instructors	9.4%	90.6%
3	Adequacy of instruction materials	28.0%	72.0%
4	The renovation of existing facilities and construction of additional training centres for the delivery of adult literacy classes and centres for nomadic education;	11.1%	88.9%
5	The main-streaming of alternative participatory approaches to adult literacy	13.9	86.1%
6	The development of access to programmes for all out-of-school youths, including pregnant girls and young mothers,	20.0%	80.0%
7	The reduction by half of the current number of illiterates in Nigeria,	31.0%	69.0%

Table 4.7a above captures the reasons for the attainment of education for all by NMEC from the respondents. A total of 83.3% indicated that continuous monitoring and evaluation of programmes; 90.6% indicated progressive recruitment and training of adult literacy instructors; 72.% indicated adequacy of instruction materials; 88.9% indicated renovation of existing facilities and construction of additional training centres for the delivery of adult literacy classes and centres for nomadic education; and 86.1% indicated mainstreaming of alternative participatory approaches to adult literacy. Similarly, 80.8% indicated development of access to programmes for all out-of-school youths, including pregnant girls and young mothers and 69.0% indicated reduction by half of the current number of illiterates in Nigeria. This means that the majority of the respondents agreed that commission has achieved a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults, in line with EFA Goal 4,

The general perception of the respondents about the commission’s capability towards attainment of Education for All can be traced to the various activities and mobilization strategies of the Commission through advocacy visits made to lawmakers at the national, state and local

government levels to drum up support for adult and non-formal education by making NFE-friendly laws. Also, sensitization meetings were held with stakeholders, such as traditional leaders (village heads, clan heads, chiefs and paramount rulers); religious leaders (mallams, imams, “khadis”, priests, heads of worship centres); opinion leaders (women leaders, market leaders, age-grade/age group leaders, community spokespersons); on literacy awareness at town halls, village squares, marketplaces and community recreation grounds among others. Also, there were development and production of media messages, such as posters, handbills, billboards, radio primers, jingles, drama sketches, literacy talk shows, and mounting on air (that is, broadcast) of pro-literacy programmes and activities.

### **Challenges to NMEC’s literacy programme**

To determine the challenges to NMEC’s literacy programme, as raised by Objective 7 and Research Question 7. Frequency counts and percentages was used. The result is presented in Table 4.7.

**Table 4.8: Frequency Distribution of Respondents' Views on the challenges to NMEC's Literacy Programme**

S/N	Items	SA	A	SD	D	Mean	S.D
1.	Inadequate funding of the NFE sector by all levels of government	129 25.2%	190 27.3%	127 24.8%	65 12.7%	3.12	.92
2.	Difficulty in accessing counter-funding from UBEC	141 27.5%	238 46.5%	45 8.8%	87 17.0%	2.97	.92
3	Recruitment of non-professional facilitators	170 33.3%	174 34.0%	66 12.9%	101 19.8%	2.95	.92
4.	Delayed payment or under-payment of approved allowances of facilitators by agencies	133 26.0%	223 43.6%	59 11.5%	96 18.7%	2.92	.93
5.	Variation in the types and number of programmes offered or available across the states	199 38.9%	217 42.5%	32 6.3%	63 12.3%	2.91	.86
6.	Inadequate and old instructional materials	195 38.1%	110 21.6%	86 16.9%	120 23.4%	2.90	.84
7.	Poor condition of service of the facilitators leading to lackadaisical attitudes to work	111 21.7%	162 31.7%	105 20.5%	133 26.0%	2.88	.90
8	Problem of motivating and sustaining learners' interest in learning	178 34.8%	177 34.6%	58 11.3%	98 19.1%	2.85	.86
9	Security challenge limiting access to some parts of the country with the greatest need.	144 28.2%	166 32.5%	110 21.5%	91 17.8%	2.83	.86
10	dearth of skilled manpower in the area of monitoring and evaluation of literacy	193 37.7%	130 25.4%	89 17.4%	99 19.3%	2.80	.90
11	lack of synergy of efforts and resources among literacy-related agencies	191 37.3%	122 23.8%	109 21.3%	89 17.4%	2.78	.69
12	inadequate data to aid planning and monitoring of literacy delivery and participation	161 31.5%	182 35.6%	89 17.4%	79 15.4%	2.76	.93
13	issue of the language in which the instrument is to be developed	178 34.8%	123 24.0%	100 19.6%	110 21.5%	2.73	.73
13	problem of co-ordination and harmonization of data at the various levels of data generation and collection	143 27.9%	167 32.7%	111 21.7%	90 17.6%	2.70	.69

Source: Fieldwork 2016

Table 4.8 shows the views of the respondents on major challenges to NMEC's literacy goal programmes. The rating is as follows:

Inadequate funding of the NFE sector by all levels of Government (Mean =3.12) difficulty in accessing counter funding from UBEC (Mean = 2.97), recruitment of non-professional facilitators(Mean = 2.95), delayed payment/under-payment of approved allowances of facilitators by state agencies (Mean = 2.92), variation in the types and number of programmes offered or available across the states (Mean 2.91), inadequate and old instructional materials(Mean = 2.90), poor condition of service of the facilitators leading to lackadaisical attitudes to work (Mean = 2.88), problem of motivating and sustaining learners interest in learning (Mean = 2.85), security challenge limiting access to some parts of the country with the greatest need (Mean = 2.83), dearth of skilled manpower in the area of monitoring and evaluation of literacy (Mean = 2.80), lack of synergy of efforts and resources among literacy related agencies (Mean = 2.78), inadequate data to aid planning and monitoring of literacy delivery and participation, (Mean = 2.76), issue of the language in which the instrument is to be developed (Mean = 2.73), problem co-ordination and harmonization of data the various levels of data generation and collection (Mean = 2.70).

The challenges to NMEC's literacy programme were inadequate funding of the NFE sector by all levels of government, difficulty in accessing counter-funding from UBEC, recruitment of non-professional facilitators, delayed payment/under-payment of approved allowances of facilitators by state agencies, variation in the types and number of programmes offered or available across the states, inadequate instructional materials, poor condition of service of the facilitators leading to lackadaisical attitudes to work, problem of motivating and sustaining learners' interest in learning, security challenge limiting access to some parts of the country with the greatest need, dearth of skilled manpower in the area of monitoring and evaluation of literacy , lack of synergy of efforts and resources among literacy related agencies, inadequate data to aid planning and monitoring of literacy delivery and participation, issue of the language in which the instrument is to be developed, and problem of co-ordination and harmonization of data at the various levels of data generation and collection.

However, the major challenges to NMEC literacy programme were inadequate funding of the NFE sector by all levels of Government, difficulty of accessing counter-funding from UBEC,

recruitment of non-professional facilitators, delayed payment /under payment of approved allowances of facilitators by state agencies.

The results showed that 25.2% of the respondents strongly agreed that inadequate funding of the NFE sector by all levels of government is a challenge to NMEC's literacy programme, 27.3% respondents agreed, 24.8% respondents strongly disagreed, while 12.7% disagreed. Also, 27.5% of the respondents strongly agreed that difficulty in accessing counter funding from UBEC is a challenge to NMEC's literacy programme. In addition, 33.3% respondents strongly agreed that recruitment of non-professional facilitators is a challenge to NMEC's literacy programme, 34.0% agreed, 12.9% strongly disagreed, while 19.8% disagreed. Besides, 46.5% agreed, 8.8% strongly disagreed, 17.0% disagreed, while 26% strongly agreed that delayed payment or under-payment of approved allowances of facilitators by state agencies is a challenge to NMEC's literacy programme. Moreover, 43.6% respondents agreed, 11.5% respondents strongly disagreed, 18.7% disagreed. Also, 38.9% respondents strongly agreed that the variation in the types and number of programmes offered or available across the states is a challenge to NMEC's literacy programme. 42.5% of them agreed, 6.3% strongly disagreed, while 12.3% respondents disagreed. In addition, 38.1% respondents agreed that Inadequate and old instructional materials is a challenge to NMEC's literacy programme. Furthermore, 21.6% of them agreed, 11.9% respondents strongly disagreed while 23.4% respondents disagreed, 21.7% of them agreed that poor condition of service of the facilitators leading to lackadaisical attitudes to work is a challenge to NMEC's literacy programme.

In addition, 31.7% respondents agreed, 20.5% strongly disagreed, while 26% disagreed, 34.8% of them strongly agreed that the problem of motivating and sustaining learners interest in learning is a challenge to NMEC's literacy programme, 34.8% respondents agreed, 11.3% strongly disagreed, while 19.1% disagreed, 28.2% of them strongly agreed that security challenge limiting access to some parts of the country with the greatest need is a challenge to NMEC's literacy programme, 32.5% agreed, 21.5% strongly disagreed, while 17.8% disagreed, 37.7% agreed that the dearth of skilled manpower in the area of monitoring and evaluation of literacy is a challenge to NMEC's literacy programme, 25.4% of them agreed, 17.4% strongly disagreed, while 19.3% disagreed, 37.3% agreed that lack of synergy of efforts and resources



among literacy related agencies is a challenge to NMEC's literacy programme, 23.8% respondents agreed, 21.3% strongly disagreed, while 17.4% of them disagreed, 31.5% agreed that inadequate data to aid planning and monitoring of is a challenge to NMEC's literacy programme, 35.6% respondents agreed, 17.4% respondents strongly disagreed, while 15.4% respondents disagreed, 34.8% strongly agreed that issue of the language in which the instrument is to be developed is a challenge to NMEC's literacy programme, 24.0% respondents agreed, 19.6% respondents strongly disagreed while 21.5% respondents disagreed. Lastly 27.9% respondents strongly agreed that problem of co-ordination and harmonization of data at all levels at the various levels of data generation and collection is a challenge to NMEC's literacy programme.

The majority of the respondents corroborated the foregoing findings. One of them noted thus:

Poor funding is a bane to the laxity of education in the country, especially due to low budgetary allocations to the education sector; and the poor implementation of policies in the state level hampers the progress of NMEC. The major problem lies with the state government that pays little or no attention to education for adult at the state level. The budget for literacy provision is usually meagre compared to the formal sector. By the National Policy on Education and the UBE law, NFE is inclusive in basic education but with regard to funding, nothing has been accessed by this sector from the 2% consolidated fund meant for basic education.

One KII participants had the following to say:

The states and LGAs do not pay the N7,500.00 stipulated in the benchmark. In some cases, even the paltry sum being paid is owed for months on end. This situation is a big threat to the success of literacy programmes as the instructors/facilitators are the frontline implementers of the programme.

Another KII participant added this;

Ineffective management of adult and non-formal education particularly state Agencies for Adult Education (SAMEs) and their respective Local Government level Organs.

Another KII participant identify the following:

Unqualified and ill-trained calibre of literacy facilitators recruited for mass literacy work and also poor and irregular payment of adult literacy facilitators, resulting in their lack of motivation

In the view of a participant, the following were the challenge:

Inadequate qualified personnel at policy making and implementation levels of Literacy and Non-Formal Education (L&NFE) official hierarchies. Inefficient and inadequate monitoring and evaluation of literacy, adult and non-formal education programmes at National, States and Local Government levels

Another KII participant added that:

The number of programmes offered or available varies from state to state which thus, create clogs in the wheel of effective monitoring and evaluation. For example, some states run only three programmes, namely: basic literacy, post literacy and continuing education ,while some others run four, five or more, with some of the following additions, namely: vocational literacy, women's education, girl-child education, nomadic education, ajami education, fuctional literacy, prison educations or workers education.

The findings are in agreement with the observation of the EFA 2015 National Review that the challenges confronting NMEC include lack of political will the the government at all levels in Nigeria. Most projects die after the pilot stage and they do not get to the grassroots. Therefore, IDPs support NFE by driving the civil society and faith-based organizations to support them. Facilitators are also under paid, while some do not receive any stipend and this discourages them from continuing to teach useful skill to learners. Many centres too do not survive the test of time due to lack of fund; negative cultural perception and attitudes hinders the full participation of girls' in education programmes, especially, in the northern region.

### **Hypotheses Testing**

**H0<sub>1</sub>:** There will be no significant relationship between NMEC literacy programmes and attainment of literacy goal 4.

**Table 4.9 Pearson Product Moment Correlation Coefficient on Relationship between Activities of NMEC and Attainment of literacy goal 4**

Variables	N	Mean	SD	1	2	3	4	5	6	7
Attainment of Literacy goal 4	511	44.67	22.5	1.000						
Inauguration of state agencies promoting literacy activities	511	8.56	3.51	0.708	1.000					
networking with development partners	511	9.83	2.50	0.461	0.181	1.000				
establishment and monitoring of literacy centres	511	10.37	2.99	0.392	0.042	0.141	1.000			
provision of instructional materials	511	8.65	2.15	0.264	0.356	0.206	0.403	1.000		
advocacy	511	11.07	3.22	0.240	0.218	1.980	0.720	0.281	1.000	
Facilitators' recruitment	511	8.41	3.66	0.211	0.461	0.701	0.421	0.078	0.236	1.000

Correlation is significant at the 0.05 level (2 tailed)

Source: Fieldwork (2016)

The table contains the descriptive statistics and inter-correlations among the study variables. As shown in the table, NMEC literacy programme had positive relationships with inauguration of state agencies promoting literacy activities ( $r=.70$ :  $p < 0.05$ ), networking with development partners ( $r=.46$ :  $p < 0.05$ ), establishment and monitoring of literacy centres ( $r=.39$ :  $p < 0.05$ ), provision of instructional materials ( $r=.26$ :  $p < 0.05$ ), advocacy ( $r=.24$ :  $p < 0.05$ ) facilitators' recruitment ( $r=.21$ :  $p < 0.05$ ) NMEC is an institution established by the Federal Government of Nigeria with the responsibility of implementing the national policies in such a manner that goals are attained within established milestones and overall timeframe. NMEC was established under Decree No. 17 of June, 1990: The Commission is charged with the responsibility of:

Educating all those who did not attend the formal school system. These include out-of-school youths, children in the street, women in purdah,

victims of teenage motherhood (VVF), nomadic illiterate people, almajiris and migrant fishing folk (NMEC; 2010; 2).

The various activities carried out by NMEC are capable of achieving the EFA goal. This could be attributed to the fact that it undertakes continuous advocacy and national sensitization visits to states, agencies, stakeholders, lawmakers and opinion leaders to create awareness and mobilize support towards the delivery of non-formal education programmes. Thus, it encourages government agencies, corporate organizations, the civil societies, faith-based organizations and individuals to integrate literacy into their work plan.

FME (2013) asserts that the advocacy visits to some states and government agencies achieved some level of successes. The achievements include recruitment of additional facilitators, increment of allowances of the facilitators, provision of additional learning materials, increase in the number of NFE centres, increased awareness in the provision of NFE facilities, increased participation of the private sector in the provision of NFE programmes and facilities.

The NMEC maintained close working relationship with SAMEs in the implementation of literacy programmes. It continuously engaged in advocacy and sensitization campaign to mobilize technical and financial support the delivery of its programmes. Notably, the memorandum of understanding signed between NMEC and the National Youths Service Corps (NYSC) in August 1997, to involve the corps members in mass education campaigns in their respective areas of primary assignment is being sustained because of its numerous benefits to non-formal education.

H0<sub>2</sub>: There is no significant difference in the perception of IDPs and NGOs on adopted strategies by NMEC capable of achieving EFA Literacy Goal 4 in Nigeria.

**Difference in the perception of IDPs and NGOs on adopted strategies by NMEC capable of achieving EFA literacy goal 4 in Nigeria**

To determine the difference between difference in the perception of IDPs and NGOs on adopted strategies by NMEC capable of achieving EFA Literacy Goal 4 in Nigeria, as raised by H0<sub>2</sub>, T Test analysis was used. Table 4.9 captures the result.

**Table 4.10: T Test Table Showing the Difference in the Perception of IDPs and NGOs of the Adopted Strategies by NMEC Capable of Achieving EFA Literacy Goal 4 in Nigeria**

Groups	N	Mean	Std. Dev.	Crit-t	Cal-t.	DF	P
IDPs	28	23.1818	15.3627	1.96	1.079	58	.281
NGOs	27	24.2023	15.6265				

Source: Fieldwork (2016)

The above table shows that there was no significant difference in the perception of IDPs and NGOs of the adopted strategies capable of achieving EFA Literacy Goal 4 in Nigeria (Crit-t = 1.96, Cal.t = 1.079, df = 1120, P > .05 level of significance). The null hypothesis was, therefore, accepted. This implies that the perception of IDPs of adopted strategies by NMEC capable of achieving EFA Literacy Goal 4 in Nigeria is similar to that of NGOs. The two categories are relevant stakeholders in jointly implementing NFE programmes with NMEC. There seems to be no difference in the perception of IDPs and NGOs on the adopted strategies capable of achieving EFA Literacy Goal 4 in Nigeria. This is because in year 2012, the FGN developed the Public–Private Partnerships Framework for Literacy in collaboration with UNESCO, and other stakeholders, to mobilize resources, particularly for NFE. They are developing the capacity of adult and non-formal education personnel and strengthening institutions. They also assist with logistics and funds for programmes. The NMEC ensures co-operation, co-ordination and

collaboration amongst stakeholders, links states, local government areas (LGAs) and NGO with international development partners.

Some respondents from the FGD also indicated their perception of adopted strategies by NMEC capable of achieving EFA Literacy Goal 4 in Nigeria. One of them averred that:

The literacy by radio programmes was launched with the combined effort by NMEC, UNESCO, and UNICEF to increase access for adult and non-formal education. It provided opportunity for the delivery of basic literacy to a large number of learners across the nation through the mass media. Everyone across the country was endeared to read, and write irrespective of location, age, gender, socio-cultural, and economic circumstances.

Another respondent said:

The commission is also working in close co-operation with various Non-Governmental Organizations (NGOs) which have been brought together under an umbrella body called Non-Governmental Association for Literacy and Support Services (NOGALSS). It helps to deliver literacy; advocacy through rights-based approach among ministries, departments and agencies as well as national and state assemblies; mobilise members for campaigns; training/capacity building of its members; information-sharing through its periodic publications and also the production of its newsletter, which enjoys wide distribution among its membership and other partners all over the country

H0<sub>3</sub>: There is no significant difference in the perception of NMEC, SAME and IDPs and literacy facilitators and beneficiaries on adopted monitoring and evaluation approach by NMEC capable of achieving EFA Literacy Goal 4 in Nigeria

**Difference in the perception of NMEC, SAME and IDPs and Literacy Facilitators and beneficiaries on the Adopted Monitoring and Evaluation Approach by NMEC Capable of Achieving EFA Literacy Goal 4 in Nigeria**

To determine the difference among the perception of NMEC, SAME and IDPs and literacy facilitators and beneficiaries on adopted monitoring and evaluation approach by NMEC capable of achieving EFA Literacy Goal 4 in Nigeria raised by H0<sub>3</sub>, T Test analysis was used. Table 4.10 captures the result.

**Table 4.11 T Test Table Showing the Difference in Perception of NMEC, SAME and IDPs and Literacy Facilitators and Beneficiaries on the Adopted Monitoring and Evaluation Approach by NMEC Capable of Achieving EFA Literacy Goal 4 in Nigeria**

Groups	N	Mean	Std. Dev.	Crit-t	Cal-t.	DF	P
NMEC,SAME and IDPs	201	43.1342	17.4571	1.357	1.89	509	.256
literacy facilitators /literacy beneficiaries	310	35.3182	14.5682				

*Source: Fieldwork (2016)*

The above table reveals that there was no significant difference in the perception of NMEC, SAME and IDPs and literacy facilitators and beneficiaries on the adopted strategies capable of achieving EFA Literacy Goal 4 in Nigeria (Crit-t = 1.357, Cal.t = 1.89, df = 1120, P > .05 level). The null hypothesis was, therefore, rejected. This implies that the perceptions of NMEC, SAME and IDPs and literacy facilitators and beneficiaries on adopted monitoring and evaluation approach capable of achieving EFA Literacy Goal 4 in Nigeria is not similar. The two categories are not the same. NMEC, SAME and IDPs are all relevant stakeholders involved in monitoring and evaluation approach on NFE programmes; while literacy facilitators and beneficiaries are not involved.

There seems to be a difference in the perception of NMEC, SAME and IDPs and literacy facilitators to adopt the evaluation approach in order to achieve EFA literacy goal 4. This could be attributed to the fact that literacy programmes evaluation in Nigeria is generally carried out by NMEC and the NCNC in collaboration with UNICEF, UNESCO, DFID, and World Bank. The monitoring of the implementation of Mass Literacy, Adult and Non-formal Education National Action Plan is a core mandate of NMEC. It monitor and report literacy projects in the 36 state; the follow-up monitoring of activities of the zonal offices-including the HIV/AIDS and Community Literacy Projects Desks.

In evaluating adult literacy programmes, the objectives, structures process and methods of delivery of the programmes in terms of language, programme contents, competencies,

instructional materials, learning support systems, ICTs, teacher qualification and effectiveness, quality assurance/control mechanisms; learning environment and the impact of the programmes on the target groups are always put into consideration by stakeholders.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Summary

This study examined the impact assessment of National Mass Education Commission's programme implementation towards the attainment of the EFA literacy goal in Nigeria. The study was carried out among NMEC personnel/staff in the departments critical to the achievement of EFA Literacy Goal 4. The study was presented in five chapters, using the university format. This started with the first chapter, which is the introduction and ended with the fifth chapter. The first chapter dealt with the background to the study, statement of the problem, objectives of the study, scope of the study, research questions, research hypotheses, significance of the study and operational definitions of some terms. This was to give a better understanding of the variables as well as the concepts used in the research.

The study did a comprehensive review of past related studies on the independent and dependent variables used in the study. This was to establish a link between the present study and the past studies in order to show the gap that the present study filled. In addition, a CIPP model developed by Daniel Stufflebeam was considered relevant for the study and a conceptual framework was also developed for the study.

The study adopted the descriptive survey research method of the ex-post facto type involving a sample size of five hundred and eleven (511) of officials of NMEC zonal offices and SAME, IDPs, NGOs, literacy facilitators and literacy beneficiaries. The main instruments used for the data collection was a self-structured questionnaire tagged NMEC Literacy Impact Assessment Questionnaire (NMECLIAQ) and NMEC Institutional Assessment Scale. These were complemented by six sessions of focus group discussion (FGD) and seven sessions of Key Informant Interview (KII). The validity and reliability of the instruments used were clearly discussed. The data collected from the study were analysed using descriptive statistics of simple frequency counts, simple percentages, t-test and Pearson Product Moment correlation coefficient. The study established the following findings:

- The programmes initiated by NMEC are basic literacy, post literacy, functional literacy, extra-mural continuing education, vocational education and literacy education while basic literacy programme was the most dominant
- The beneficiaries of the programmes are adults non-literates ( peasant farmers,market women, nomads/migrants and low-skilled workers), out-of school street children and youths, and Quranic school children.
- Basic literacy is the most dominant and covered programme of NMEC.
- The objectives and content of the programme were rated high by the respondents.
- The NMEC literacy programme had positive relationships with inauguration of state agencies promoting literacy activities ( $r=.70$ :  $p < 0.05$ ), networking with development partners ( $r=.46$ :  $p < 0.05$ ), establishment and monitoring of literacy centres ( $r=.39$ :  $p < 0.05$ ), provision of instructional materials ( $r=.26$ :  $p < 0.05$ ), advocacy ( $r=.24$ :  $p < 0.05$ ) facilitators' recruitment ( $r=.21$ :  $p < 0.05$ )
- The NMEC mobilized personnel resources through collaboration and assistance of government ,international agencies ,multinational organisations, NGOs and CBOs as well as private partners for recruitment ,training ,payment of allowance and provision of training handbook for facilitators
- The NMEC mobilized instructional materials through provision of classroom-based materials like, exercise books, chalkboards, pencils, pens/biros, erasers, primers and curriculum for facilitators to teach the beneficiaries. It mobilized financial resources through soliciting financial support from international/donor agencies, the private sectors, accessing the UBE funds, corporations, selling programmes to beneficiaries to get financial support, receiving a regular allocation from the Federal Ministry of Education and intervention fund from the Office of the Senior Special Assistant to the President (OSSAP) on the MDGs
- The NMEC collaborates with and partners other international development partners (UNICEF, UNESCO, World Bank,ACTION AID, USAID, and UNDP), civil society organisations (such as NOGALSS, and CSACEFA), Federal Ministry of Education, National Orientation Agency, Federal Radio Corporation of Nigeria, Universal Basic

Education Commission, UNESCO, Nigeria office MDAs of government and Faith-Based organizations, such as the Catholic Church and the Anglican Church ,

- The NMEC has made impact on attainment of Education for All literacy Goal through programmes implemented: it has positively contributed to equitable access to basic and continuing education for all adults; its advocacy and strategies have positively contributed to the enrolment of women in literacy programmes; its programmes have positively contributed to 50% improvement in adult literacy for women; Girls education project (GEP) for the northern states has been established by NMEC for young girls who have dropped out of school; it has established more literacy centres across the country and made provision for literacy delivery at the grassroots level; and it has increased access to adults literacy .
- The major challenges to NMEC's literacy programmes were inadequate funding of the NFE sector by all levels of government which was ranked highest by the mean score rating , difficulty of accessing counter funding from UBEC, recruitment of non-professional facilitators and delayed-payment /under payment of approved allowances of facilitators by state agencies .

## **5.2 Conclusion**

This study evaluated the implementation of literacy programmes of NMEC in Nigeria. Generally, the results indicated that NMEC played a great role in the attainment of EFA Literacy Goal 4 through its various programmes, such as basic literacy, post-literacy, continuing education, women education, education for different categories of the clientele. Through these programmes, human capacity will be strengthened towards the attainment of sustainable livelihoods.

The NMEC aims at promoting social development through adult literacy and adult basic education; combating illiteracy among rural women in order to enhance their skills; generating income to alleviate poverty; empowering women and girls to be active agents of community development; improving public awareness of fundamental and constitutionally guaranteed human rights, including access to basic health and education services; increasing the capacity of individuals to

fund for their families and thus to improve their standards of life; and increasing public awareness about healthy living, including nutrition and HIV/AIDS prevention (UNESCO, 2011).

However, there are challenges that distort NMEC from achieving its goals. Fund is a major problem that needs urgent attention. Regardless of this, the literacy programme of the NMEC has impacted positively on the attainment of the national literacy goal.

### **5.3 Recommendations**

Based on the findings of this study, the following recommendations are imperative.

- The government should provide adequate funding for NMEC to deliver its statutory mandate;
- The government needs to utilize NMEC programmes for human capacity development by providing adequate support, funds and finances in all areas for its programmes and operations throughout the country;
- NMEC programmes should be expanded to have a wider scope and coverage like the formal education system in the country. This will help NMEC become relevant in the country on literacy goal;
- Payment of facilitators should be prompt and only qualified and professional facilitators should be recruited to improve the commission's capacity to implement the EFA literacy goal;
- There should be continuous advocacy and sensitization of NFE project for individual and national development. This could be achieved by increased political will and fund by the national government;
- There should be regular dialogue and networking among literacy agencies to share information for more integrated delivery of NFE programmes.

#### **5.4 Contributions to knowledge**

The major purpose of any research is to contribute to and improve existing knowledge. This study has contributed to knowledge in the following areas:

- It has shown that the literacy programme of the NMEC was important to the attainment of Education for All
- It revealed to NMEC mobilization of personnel, instructional and financial resources through collaboration and assistance of government, international agencies, multinational organisations, NGOs and CBOs and private partners were of importance in attainment of Education for All.
- The NMEC adopted networking and synergy building with development partners contributed to the achievement of EFA Literacy Goal 4.

#### **5.5 Limitations to the study**

In this study, there were some limitations. There was the challenge of getting the respondents to fill the questionnaire. The interactive sessions that brought all the stakeholders together were difficult because of their tight schedules and getting them at their respective offices. The facilitators and learners too were not willing to let a second go because of teaching and learning activities. With this, some respondents did not cooperate with the researcher in the administration of the research instruments. For the quantitative and qualitative data to be gathered, the researcher paid several visits to the six states. This constituted a major delay in the fieldwork stage. However, these challenges were overcome through patience, persistence and resilience on the part of the researcher.

## **5.6 Suggestions for further studies**

From the results of this study, it is evident that further studies are necessary. Some areas are suggested below:

- As the current research is restricted only to National Commission for Mass Literacy, Adult and Non-formal Education, future research could consider assessing the various programmes under NMEC
- A longitudinal study can also be carried out on NMEC activities from 2010 to 2016.

## References

- Abadzi, H. 2005. *Strategies and policies for literacy*. Washington DC: World Bank.
- Aboguririn, S.O. 1995. "Ministering beyond mediocrity: A matriculation address at the 1<sup>st</sup> Matriculation ceremony of the Amazing Grace Bible College. Ibadan.
- Aderinoye, R. 2002. *Literacy Assessment Practices (LAP) in selected developing countries: Nigeria case study*. [Online] [http://www.literacy.org/products/ili/pdf/LAPNigeriaCase\\_total.pdf](http://www.literacy.org/products/ili/pdf/LAPNigeriaCase_total.pdf) [Accessed August 20, 2005].
- Aderinoye, R. 2007. Nigeria Non-formal Education. Education For All Global Monitoring Report 2008: UNESCO.
- Adewole, 1990. Challenges of the international literacy year. J.L. Dagon. *Method of teaching and organization in adult literacy classes: Proceedings of a two- week refresher course for scheme organizers of adult education in Plateau State* p5-8. Held in Jos, 16-27 July.
- Adult, Performance Level Project Staff, 1975. Adult functional competency: a summary." Austin, TX: University of Texas (ERDS No. ED 114609).
- Ahmed, A. I. 1992. Mass literacy: policy and delivery in Nigeria: being a paper presented at the international conference on literacy at the United Nations headquarters in New York from August 3-6.
- Akpa, G.O. 2000. A critical appraisal of adult education delivery in Nigeria. *International Journal of continuing education* 2 (1), 1-17. AKubue, A. U. (1991). *Classroom organization*
- Ansprenger, F. 2003. Hoping for the New Partnership in Africa's Development (NEPAD)? The long history of reform concept for Africa, *Development and Cooperation*, 30, 364-367.
- Asmal, Kader, 1999. *Illiteracy is Hindering African Renaissance*, Keynote Address, Pan-African Conference on Children's Reading, HSRC, Pretoria.
- Auerbach, E. (in press). "Making meaning, making change: A guide to participatory curriculum development for adult ESL and family literacy." Englewood Cliffs. NJ; Prentice Hall Regents/Centre for Applied Linguistics.
- Ball, J., and McIvor, O. 2012. Canada's big chill: Indigenous languages in education. In C.Benson and K. Kosonen (Eds.). *Language issues in comparative education: Inclusive teaching and learning in non-dominant languages and cultures* (pp. 19-38). Boston: Sense Publishers.
- Barton, D and Hamilton, M. 1980. Local literacies: Reading and writing in one community. London: Routledge Publishers.
- Bataille, L. (Ed.). 1976. A turning point for literacy. Oxford: Pergamon Press.

- Bean, R.M., Partanen, J., Writing. F. and Aaronson, J. 1989. "Attrition in urban basic literacy programs and strategies to increase retention." Pittsburgh, PA: University of Pittsburgh, Institute for Practice and Research in Education.
- Beder H. W., *and* Darkenwald, G. G. 1982. "Differences between Teaching Adults and Pre-Adults: some propositions and findings. 32, no. 2, 142-155.
- Beder, H. 1991. *Adult literacy: Issues for policy and practice*. Malabar, FL: Kreiger Publishers.
- Bello, P. 1998. 'Learning theories and implications for adult learning'. L. Oyedeji Ed. *Coping with learning in adult years*. Lagos: Joja Educational Research and Publications. 86-108
- Bhola, H. 1984. *Campaigning for Literacy: A critical analysis of some selected literacy campaigns of the 20<sup>th</sup> century, with a memorandum to decision-makers*. Paris: UNESCO/ICAE.
- Bhola, H.S. 1995. *The national literacy programme of Namibia (NLPN): a policy analysis and programme evaluation: Ministry of Education and Culture. Government of the Republic of Namibia*
- Biao, I. 2005. *Pedagogical and andragogical welfare and the psycho-sociology of Andragogizing in Nigeria*. A paper delivered at the Special Lecture Series of the Department of Adult Education, University of Lagos, Nigeria. 22pages.
- Bodman, J., and Lanzano, S.C. 1998. "What ESL students want: A report of their opinions on coping skills in the classroom." Jersey State College, NJ: Adult education Resource Center (EDRS No. Ed 180 209).
- Bredeson, P. V. 2003. *Designs for learning: A new architecture for professional development*. Thousand Oaks, CA: Corwin.Daubon,
- Brinkerhoff, R. O. 2003. *The success case method: Find out quickly what's working and what's not*. San Francisco: Berrett-Koehler.
- Brod. S. 1990. "Recruiting and retaining language minority students in adult literacy programs." Washington, DC: National Clearinghouse on Literacy Education, (EDRS ED 321 621).
- Brookfield, S.D. 1986. *Understanding and facilitating adult learning*. San Francisco: Jossey-Bass.
- Chisholm, L. 2008. Re-contextualizing learning in second modernity, *Research in Post-Compulsory Education*. vol. 13, no. 2, 139-147.
- Collay, M., Dunlap, D., Enloe, W., and Gagnon, G. W. 1998. *Learning circles: creating conditions for professional development*. Thousand Oaks, CA: Corwin
- Colley, H., P. Hodkinson and J. Malcolm. 2004. *Informality and Formality in Learning*. London: Learning and Skills Research Centre.



- Commission for Mass Literacy, Adult and Non-Formal Education 2008c Literacy by Radio-Facilitator's Guide. OSSAP-MDG/UNESC
- Costley, T. 2005. Report on Uppingham Seminar, March 2005: ethnographic approaches to measuring literacy", Uppingham Seminars (for more information see [www.uppinghamseminar.com/index.htm](http://www.uppinghamseminar.com/index.htm)).
- Dagun, J. L. 1990. Towards an effective mass literacy campaign in Plateau State. J. Kumbim Ed. *Field personnel and training needs for mass literacy campaign in Plateau State*. Proceedings of a one week mass literacy campaign seminar for adult education staff. Held in Jos, Plateau State, August 4-8. 12-18
- Dammar, D.N. 2003. Evaluation of the implementation of mass literacy programmes in Nassarawa, Plateau and Bauchi States UNN (Ph.D. unpublished thesis).
- Day, C. and Baskett, H. K. 1982. Discrepancies between intentions and Practice: Reexamining some basic assumptions about adult and continuing professional education. *International Journal of lifelong education*. 1(2), 143-155
- Dike, V. 2001. *Democracy and political life in Nigeria*. Zaria: Ahmadu Bello University Press.
- Du Bois-Reymond, M. 2005. What does learning mean in the 'learning society'? L. Chisholm, B. Hoskins and C. Glahn. Eds. *Trading up: potential and performance in non-formal learning*, Strasbourg: Council of Europe Publications, 15-24.
- Dutcher, N. 2003. Promise and perils of mother tongue education. [www.silinternational.org/asia/ldc/plenary\\_papers/nadine\\_dutcher.pdf](http://www.silinternational.org/asia/ldc/plenary_papers/nadine_dutcher.pdf).
- Edwards, R. 1997. *Changing places? flexibility, lifelong learning and learning society*. London: Routledge.
- Eller, J. 2004. *Effective group facilitation in education: How to energize meetings and manage difficult groups*. Thousand Oaks, CA: Corwin.
- Eraut, M. 1994. *Developing professional knowledge and competence*. London: Falmer.
- Fafunwa, B. A. 1974. *History of education in Nigeria*. London: George Allen and Unwin.
- Fasokun, T.O. 1981. The techniques of literacy teaching: *Adult Education in Nigeria*. Vol. 5; 55-67.
- Fasokun, T.O. 1998. 'Adult education strategies for promoting indigenous knowledge and skills'. In *Retrospect and renewal: The state of adult educational research in Africa*, eds. M. Omolewa, E. Osuji and A. Oduaran. Ed. Dakar: UNESCO. 287-293.
- Federal Ministry of Education, Nigeria 2012. Country report on Education for All (EFA).
- Federal Republic of Nigeria 2010. National Literacy Survey Report. National Bureau of Statistics/NMEC, Abuja.

- Feuer, D., and Gebr, B. 1988. "Second thoughts about Adult Learning Theory." 25, No. 12:31-39. (ERIC NO. EJ 381 416).
- FME/UNESCO, 2003. Education Sector Status Report. EFA Global Monitoring Report (2002) Paris: UNESCO Publishing.
- Freire, P. 1972. *Pedagogy of the oppressed*. Hammondsworth: Penguin Books.
- Freire, P. 1973. *Education for critical consciousness*. New York: Seabury Press.
- Garforth, F. W. 1980. *Educative democracy: John Stuart Mill on education in society*. Oxford: Oxford University Press.
- Gee, J. P. 1996. Social inequalities and literacies: Ideology in discourse. 2<sup>nd</sup> ed. London: Falmer Press.
- Giroux, H. 1995. The politics of insurgent multiculturalism in the era of Los Angeles uprisings. In B. Kanpol & P. McLaren, Cultural multiculturalism: Uncommon voices in a common struggle. London: Bergin and Garvey. 107-124.
- Glanz, C. 2013. Why and how to invest in African languages, multilingual and multicultural education in Africa. McIlwraith H. (Ed.) Multilingual education in Africa: lessons from the Juba Language-in-Education Conference. London: British Council. Pp. 57-68.
- Global Campaign for Education 2005. Writing the wrongs: International benchmarks on Adult Literacy. London, Johannesburg: *Global campaign for Education and Action-Aid International*.
- Gottlieb, E. and Ross, J.A. 1997. Made Not Born: HBS Courses and Entrepreneurial Management. *Harvard Business School Bulletin*, 73, 41-45.
- Graff, H. 2008. Literacy Myths. In: Encyclopaedia of Language and Education, ed. by B. Street and N. Hornberger, (Vol. 2) 41-52. New York: Springer.
- Graff, H. J. 1987. The Legacies of Literacy: Continuities and Contradictions in Western Culture and Society. Bloomington and Indianapolis: Indiana University Press.
- Graham, J.R. 1980. "Bilingual adult basic education project. Final report." Pittsburgh, PA: Bilingual Adult Basic Education Project. (EDRS No. ED 195 725).
- Heineke. N. 2004. Ensuring the success of technical solutions in the workplace; a look at training methods and adult learners WHP037-A (White Paper).
- Helmich J. 1994. Making Connections Teaching and the Human Brain Renate M. &Caine G. Addison Wesley Publishing Company.
- <http://www.tradingeconomics.com/kenya/literacy-rate-youth-male-percent-of-males-ages-15-24-wb-data.html>.
- [http://www.unesco.org/education/efa/wef/\\_2000/regional\\_framework/frame\\_africa.shtml](http://www.unesco.org/education/efa/wef/_2000/regional_framework/frame_africa.shtml)
- Hussain M S and Haladu N 2013. Adult and Non-formal Education in the Global Context. Journal of Education and Practice [www.iiste.org](http://www.iiste.org). Vol.4, No.14, 2013

- Independent Commission on Population and Quality of Life 1996. *Caring for the Future: making the next decades provide a life worth living*. Oxford: Oxford University Press.
- Infed. 2011. Andragogy. <http://www.infed.org/lifelonglearning/b-andra.thm> date retrieved 16th April, 2011.
- Iroegbu, T.O. 2002. Language proficiency, level; of commitment and class size as determinants of science achievement at the secondary school level. Development at the turn of the century. The Nigerian Experience. Teacher Education Dept, U.I.
- Jibril, M. 2003. Nigeria. D. Teferra and P. Altbach Eds., *African higher education: An International Reference Handbook*. Indianapolis. Indiana University Press. 492-499.
- Kebathi, J.N. 2008. "Measuring literacy: The Kenya National Adult Literacy Survey: *Adult Education and Development*. No 71, Bonn: dvv-international.
- Keogh, H. 2009. The State and Development of Adult Learning and Education in Europe, North America and Israel: Regional Synthesis Report, Hamburg: UNESCO Institute for Lifelong Learning.
- Kester, K.O. and Okemakinde, S.O. 2008. Effects of Personalized system of instruction on performance of instructors in literacy centres in Oyo State, Nigeria. Ibadan Journal of Education Studies. Vol. 2.
- Knowles, M. 1984. *Andragogy in Action: Applying Modern Principles of Adult Learning*, San Francisco: Jossey-Bass.
- Knox, B.A. 1977. *Adult development learning*. San Francisco: Jessey-Bass.
- Laird, D. 1985. *Approaches to training and development*, Reading, Mass: Addison-Wesley.
- Laniran S O 2012 Towards Meeting EFA Goals by 2015: An Assessment of the Literacy-by-Radio Programme in Nigeria The International Journal of Literacies, Volume 19, Issue 3, pp.169-179
- Lawson, K. 1998. *The Trainer's Handbook*. San Francisco, CA: Jossey-Bass
- Lind, A. and Johnston, A. 1996. Adult literacy programs: Design, implementation and evaluation. A. Jutman, (Ed.), *International encyclopedia of adult education and training* . London: Pergamon Press. 1-15
- Lind, A. 1996. *Free to speak up. Overall evaluation of the national literacy programme in Namibia*. Namibia: Directorate of Adult Basic Education, Ministry of Basic Education and Culture.
- Lind, A. 2008. *Literacy for all: making a difference*. UNESCO/ IIEP, Fundamentals of Educational Planning, Paris

- Lytle, S. L., and Wolfe, M. 1989. "Adult literacy education: Program evaluation and learners assessment, Columbus, OH: ERIC Clearing house on Adult, Career and Vocational Education. (EDRS No. ED 315 665).
- McCaffery, J., Merrifield, J., and Millican, J. 2007. *Developing Adult Literacy: Approaches to Planning, Implementing, and Delivering Literacy Initiatives*, Oxfam: Oxford
- McKenzie. M, 1990. "Idea book for teachers of English as a second language in adult basic education," Albuquerque, NM: Author. (EDRS No JED 316 027).
- Merriam, S.B. and Caffarella, R.S. 1999. *Learning in adulthood: A comprehensive guide*, 2nd ed. San Francisco: Jossey-Bass.
- Meyer, J. 1992. The Social Construction of Motives for Educational Expansion. In B. Fuller and R. Rubinson (Eds.). *The political Construction of Education: The State, School Expansion and Economic Change*, New York: Praeger. 225-238
- Moyosore, B.M. 2003. The Study of an investigation into the causes of students poor performances in English Language in some selected senior secondary schools in Ibadan North East Local Government Area, Oyo State.
- National Bureau of Statistics 2009. Gender and poverty monitoring, NBS, Abuja.
- National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) 2008. National Report of Nigeria submitted for the 6th International Conference on Adult Education (CONFINTEA VI) to be hosted by Brazil in April 2009.
- National Commission for Mass Literacy, Adult and Non-Formal Education 2008a. Action Plans for Meeting Some of the Immediate Challenges. Abuja: NMEC
- National Commission for Mass Literacy, Adult & Non-Formal Education 2008b. Literacy Initiative for Empowerment (LIFE) of Women/Youths in the Rural Areas in Nigeria.
- Nigeria EFA Review Report 2000-2014: *Strides and Milestones*. Nigeria Federal Ministry of Education. P. 158.
- Obasi S.N 2004. Assessment of United Nations Development Programme (UNDP) Activities in Adult Education in the South-East Geo-Political Zone of Nigeria. An Unpublished Ph.D Thesis, University of Nigeria Nsukka
- OECD 2000. *Literacy in the Information Age. Final Report of the International Adult Literacy Survey*. Paris, OECD.
- Ogunnaike, O.E. 1998. Socio-Economic of parents and students academic performance in Mainland Local Government Area of Lagos State.
- Ojokheta, K.O 2010. Empirical validity of pedagogical and andragogical epistemological Principles in University Distance Learning Programmes in Nigeria. *African Journal of Studies in Education*. Vol. 6 No. 1&2 Pp. 65-179

- Okoli, N. J. 1990. An evaluation of the implementation of the National mass literacy campaign programmes in Oyo, Anambra and Kano States UNN. *Unpublished Ph.D Thesis*.
- Okonkwo U. M. 2002. Learner - generated distractions: A viable method of constructing multiple - choice reading proficiency tests, *Ibadan Journal of Educational Studies*, Vol. 2 No 2. July - Dec. 2002, (p 541-550).
- Olayode, T. 2007. Evaluation of EFA Coordinating Mechanisms, Country Case Study: Nigeria, Final Report, UNESCO, BREDA.
- Olsson, D.R.; and Torrance, N. 2001. *The making of literate societies*. Massachusetts and Oxford: Blackwell Publishers.
- Oludipe, B.D. 2002. Effects of class size and teacher classroom behaviour on secondary school students' achievement in physics, *Ibadan Journal of Educational Studies*, Vol. 2 No 2 July-Dec. 2002, (pp627-635),
- Omolewa M. A. 1988. *Adult education and rural transformation: A blue print for action*. Report of the 1987 annual conference of the Nigeria National Council for Adult Education (NNCAE), Kaduna, 17-21 August.
- Omolewa, M. 1981. *The practice of adult education in Nigeria*, Ibadan: Evans Brothers.
- Omolewa, M. 1984. "The first year of Nigeria's mass literacy campaign and new prospects for the future" *Convergence*, Vol. XVII no 1.
- Omolewa, M. 2000. 'The language of literacy'. *Adult Education and Development*, No 55; C.medel-anonueo. Ed. pp. 221-228.
- Omolewa, M. 2002. 'The practice of lifelong learning in indigenous Africa'. In *Integrating lifelong learning perspectives*, Ed. Hamburg: UNESCO Institute for Education. 13-17.
- Omolewa, M. A. 2000. Setting the Tone of Adult and Continuing Education in Africa. In S. Ndabawa, A. Oduaran, T. Afrik and S. Walters (Eds.), *The State of Adult and Continuing Education in Africa*, 11-16, Windhoek: Department of Adult and Nonformal Education, University of Namibia.
- Omolewa, M., Adeola, O.A., Adekanmbi, G., Avoeh, M. and Braimoh, D. 1998. *Literacy, tradition and progress: Enrolment and retention in an African rural literacy programme*. Hamburg: UNESCO Institute for Education.
- Organisation for Economic Co-operation and Development, 2003. *Beyond Rhetoric: Adult Learning Policies and Practices: Highlights*. [Online]. <http://www.oecd.org/dataoecd/18/57/18466358.pdf> [Accessed August 20, 2005].
- Ornstein, A. and Hunskins, F. 2004. *Curriculum: Foundations, Principles and Issues*. New York: Pearson.
- Osiname, E.F. 2005. Environment factors as determinant, of learners perceived effectiveness in Ibadan metropolis,

- Ouane, Adama (ed.) 2003. *Towards a Multilingual Culture of Education*. Hamburg: UNESCO Institute of Education.
- Ozoemena, P.O 2013. Manpower development and utilization in adult literacy education in Nigeria. *African Educational Research Journal* Vol. 1(2), pp. 102-112, August 2013
- Pattanayak, D.H.O. 1981. cited in Reddy, M.C.R, 1992. "Use of language in literacy instruction" *Adult Education and Development*. No 38 March,
- Pattison, R. 1982. *On Literacy. The Politics of the Word from Homer to the Age of Rock*. Oxford, New York, Toronto and Melbourne: Oxford University Press.
- Patton, M. 1990. *Qualitative evaluation and research methods* (2nd edition) London: Sage Publications.
- Peyton, J.K., and Staton, J. 1991. "Writing our lives: Reflections on dialogue journal writing with adults learning English," Englewood Cliffs, NJ: Prentice Hall Regents/Centre for Applied Linguistics.
- Ramon. 2005. A primer for promoting deliberative democracy and the dynamics of development at the grassroots, *Journal of Public Deliberation*, Vol. 1 (1) Article 4. [accessed 8 April 2005] <http://services.bepress.com/jpd/vol1/iss1/art4>
- Rassool, Naz. 1999. *Literacy for sustainable development in an information age*. Philadelphia: Multicultural matters.
- Reischmann, J. (2004). Andragogy, history, meaning, Context, Function. <http://www.uni-bamberg.de/fileadmin/andragogik/08/andragogik/andra> date retrieved 02/04/2011. Rhonda, W.
- Robinson-Pant, A 2004. *Women, Literacy and Development, Alternative Perspectives*, Routledge, London and New York.
- Rogers, A. 1986. *Teaching adults*. Milton Keynes: The Open University Press.
- Rogers, J. 1982. *Adults learning*. Milton Keynes: The Open University Press.
- Rubin, F. 1995. *A basic guide to evaluation for development workers*. Oxford: Oxfam Publications
- Salau, M.O. 1996. The effect of class size on the achievement of different ability groups in Mathematics *Journal of the Science Teachers Association of Nigeria* 31 (1 & 2) 55-61.
- Sen, Amartya. 1999. *Development as freedom*. New York: Anchor Books.
- Street, B. 2004. *Understanding and defining literacy*. Background paper for *EFA Global Monitoring Report 2006*. Paris, UNESCO.

- Street, Brian V. 1984. *Literacy in Theory and Practice*. Cambridge, New York, New Rochelle, Melbourne and Sydney: Cambridge University Press.
- Street, Brian. 1995. *Social literacies*. London; Longman.
- Talabi, U.K., 1988. Effect of class size on students<sup>5</sup> achievement in Geography, Nigeria Educational Forum, 11(2): 273-277.
- Taylor, K. Marienau, C. and Fiddler, M. 2000. *Developing adult learners*: Jossey-Bass.
- Torres, A. 1998. *Democracy, education and multiculturalism: Dilemmas of citizenship in a global world*. Boulder, CO: Rowman and Littlefield.
- Torres, Rosa-Maria. 2000. Lifelong Learning in the North, Education for All in the South. In: *Integrating Lifelong Learning Perspectives*, ed. by Carolyn Medel-Anonuevo. Hamburg: UNESCO Institute for Education: 3-12.
- Torres, Rosa-Maria. 2000. *Literacy for All. A United Nations Literacy Decade (2003-2012)*. Base document prepared for UNESCO.  
[http://www.fronesis.org/immagen/rmt/documentosrmt/UN\\_Literacy\\_Decade.pdf](http://www.fronesis.org/immagen/rmt/documentosrmt/UN_Literacy_Decade.pdf).
- Torres, Rosa-Maria. 2003. *Lifelong learning in the south: Critical issues and opportunities for adult education*, Stockholm: Swedish International Development Cooperation Agency.
- Torres, Rosa-Maria. 2006. "Literacy and Lifelong Learning: The Linkages", paper presented at ADEA Biennale on Education in Africa. Libreville, March 27-31, 2006.
- UIL 2008. *International Review of Education, Special Issue: Literacy Education for All: Challenges and Prospects*, Vol.54, Nos.5-6, November 2008
- Ulrike, J. 2008. *Multicompetence Approaches to Language Proficiency Development in Multilingual education*. In Jim Cummins (ed.), *Encyclopedia of Language and education*. Vol. 5: *Bilingual Education*. New York: Springer Science+ Business media LLC. Pp. 91-103.
- UNESCO Education Sector Position Paper. UNESCO, Paris.
- UNESCO 1978. *Recommendation concerning the International Standardization of Educational Statistics*. Adopted by the General Conference at its 20<sup>th</sup> session, Paris, 27 November 1978. Paris: UNESCO.
- UNESCO 1993. *Education for All Summit of Nine High-population countries: Final Report*. Paris. UNESCO,
- UNESCO 1994. *Culture of Peace: Declaration of the 44th Session of the International Conference on Education*. Paris: UNESCO.
- UNESCO 1994. *Status and trends: Education for All*, Paris: UNESCO, UNESCO 1991. *World Education Report*. Paris, UNESCO.

- UNESCO 1997. Final Report: The fifth international conference on adult education, Hamburg: Germany, 14-18 July, 1997.
- UNESCO 2000. The Dakar framework for action. Education for All: Meeting our collective commitments, adopted by the World Education Forum Dakar. Paris: UNESCO.
- UNESCO 2003. Aspects of literacy assessment: Topics and Issues from the UNESCO Expert meeting, 10-12 June 2003. Paris: UNESCO.
- UNESCO 2004. Education. Montreal: Institute for Statistics. UNESCO.
- UNESCO 2004. The Plurality of Literacy and its Implications for Policies and Programmes.
- UNESCO 2005. Aspects of literacy assessment. Topics and issues from the UNESCO expert meeting. Paris, 10–12 June 2003. UNESCO, Paris.
- UNESCO 2005. EFA Global Monitoring Report 2006: Literacy for Life. Paris, UNESCO.
- UNESCO 2009 CONFINTEA VI: “Harnessing the power and potential of adult learning and education for a viable future. Belém Framework for Action”.
- UNESCO, 2006. Global Monitoring Report, 2006. Paris: UNESCO.
- UNESCO, 2013. Revitalizing Adult and Youth Literacy in Nigeria. National Strategic Framework (2012-2015 and beyond). Abuja, Nigeria.
- UNESCO. 1995. Audience Africa: Social Development Africa's priorities, Paris: UNESCO. 6-10 February.
- UNESCO. 2000a. World Education Forum; regional frameworks for action, Sub-Saharan Africa. [accessed 12<sup>th</sup> December, 2005]. UNESCO; (2000). Population Bulletin. Paris, UNESCO.
- UNESCO. 2000b. Dakar framework for action, education for all: Meeting our collective commitments, World Education Forum. (Dakar, Senegal, 26-28 April) Paris: UNESCO.
- UNESCO/UNDP 1976. The Experimental World Literacy Programme: A critical assessment. Paris: UNESCO/UNDP.
- UNESCO: Institute for Lifelong Learning, 2013. Literacy and Women’s Empowerment Stories of Success and Inspiration. Hamburg, Germany.
- UNESCO-BREDA, 2005. EFA in Africa: Paving the way for action: executive summary. Paris:
- UNESCO-BREDA. 1998. Report of the African regional forum on education. Held in Dakar, Senegal, 16-20<sup>th</sup> March.
- UNESCO-UIS 2009. The next Generation of Literacy Statistics. Implementing the Literacy Assessment and Monitoring Programme (LAMP). Quebec, UNESCO.



- United Nations 2002. Resolution on the UN Literacy Decade 2003-2012, 56/116.
- United Nations Development Programme 2004a. *Human Development Report*. New York: UNDP.
- United Nations Development Programme 2004b. *Nigeria Development Profile March 2004* [Online]. <http://www.undp.org.ng/abngal.htm> [Accessed August 20, 2005].
- VClardy, A. 2006. Andragogy: Adult Learning and Education at its Best: A Working Paper 06-clardy-01 submitted for Towson University Human Resources Development Program. 44pages.
- Wagner, D 2008. "Adult Literacy: Monitoring and Evaluation for Practice and Policy" in *International Review of Education*. Vol 54. No 5-6.
- Wagner, D. 1999. (Ed.), *The future of literacy in a changing world* (2<sup>nd</sup> ed.). Cresskill, NJ: Hampton Press.
- Walberg, H. J. 1983. Teaching, learning and the management of instruction. In D.O, Smith (Ed), *Essential knowledge for beginning educators*. Washington, D.C: American Association of colleges for teacher education and ERIC Clearinghouse on Teacher Education.
- WCEFA 1990. *World declaration on Education for All and Framework for Action to meet basic learning needs*. World conference on Education for All, Jomtien, Thailand, 5-9 March 1990. New York/Paris: WCEFA.
- Weber, Rose-Marie. 1999. Adult education and literacy. In Daniel. Wagner, Richard. Venezky, & Brian. Street (Eds.), *Literacy: An international handbook*. Boulder, CO: West Press. 173-178.
- World Bank 2001. *A Chance to Learn: Knowledge and Finance for Education in Sub-Saharan Africa*. Washington, D.C., World Bank.
- York-Barr, J., Sommers, W. A., Ghere, G. S., and Montie, J. 2001. *Reflective practice to improve schools: An action guide for educators*. Thousand Oaks, CA: Corwin.
- Yusuf, M.A, Ladan, B. Idris, U.A, and Halilu, A. 2013. Comparative Study of the State of Literacy in Nigeria and Cuba. *European Scientific Journal*, Vol. 9:19
- Stufflebeam D (1967). The Use and Abuse of Evaluation in Title III. *Theory Pract* . 6(3): 126 - 133.
- Stufflebeam D (1971). The Use of Experimental Design in Educational Evaluation. *J . Educ . Meas .* 8(4): 267 - 274.
- Stufflebeam D (1980). An EEPA Interview with Daniel L. Stufflebeam. *Educ . E v al. Policy Anal.* 2 (4): 85 - 90.
- Stufflebeam D (2003). The CIPP Model for Evaluation. In : T. Kellaghan, D.L. Stufflebeam ( Eds.), *International Handbook of Educational Evaluation*. Dordrecht: Kluwer Academic Publishers pp. 31 - 62.

- Stufflebeam D (2005). The CIPP Model. In : S. Mathison (Ed.), Encyclopedia of Evaluation. California: Sage Publications pp. 60 - 65.
- O'Brien, E., and Rollefson, M. (1995). Extracurricular participation and student engagement. Education policy issues: Statistical perspectives. Washington, DC: National Center for Education Statistics.
- Olivia, F. P. (2001). Developing the curriculum . New York: Longman.
- Ornstein, Allan C., and Hunkins Francis P. (2004). Curriculum: Foundations, principles and issues. Englawood Cliffs, NJ, Prentice Hall.

**APPENDIX**  
**Organizational Literacy impact Assessment Questionnaire (OLIAQ) for NMEC and SAMEs Officials**

Dear respondents

This questionnaire is designed to obtain information on a study being carried titled: **IMPACT ASSESSMENT OF NATIONAL MASS EDUCATION COMMISSION’S PROGRAMME IMPLEMENTATION TOWARDS THE ATTAINMENT OF EFA LITERACY GOAL IN NIGERIA**. The purpose of the questionnaire is to ascertain the impact of the Commission towards the attainment of EFA Literacy goal. Your candid opinion and response to the questions will tremendously help the researcher to complete the study. Your responses will be treated highly confidential and purely for research purpose and nothing else.

Thank you

John Edeh Onimisi

**Section A: Demographic information of the respondents**

**1. Age**

25-30 { }    31-35 { }    36-40 { }    45-50 { }  
51-55 { }    56-60 { }

**2. Sex**

Male { }    Female { }

**3. Marital Status**

Married { }    Single { }

**4. Educational Background**

WASSC                    { }    Diploma                    { }    NCE                    { }  
B.Ed, B.Sc, B.A        { }    M.Ed, M.Sc, M.A        { }    Ph.D                    { }

**5. When did you join the Commission**

-----

**6. The Department/Unit where you work in the Commission**

i. Planning, research and statistics { }

- ii. Literacy { }
- iii. Monitoring, Evaluation and accreditation { }
- iv. Network, partnership and mobilization { }

**7. You are staff at**

**NMEC National headquarters** { }

**State Agency** { }

**8. Why was NMEC established? Pls tick the most appropriate option.**

- i. To help reduce illiteracy in Nigeria { }
- ii. To increase equitable access of people to literacy programmes in Nigeria { }
- iii. To reduce gender inequality in literacy delivery { }
- iv. To mobilise resources for literacy promotion in Nigeria{ }
- v. To coordinate the activities of stakeholders involved in literacy promotion { }

**9. Education for all (EFA) literacy goal is aimed at:**

- i. Achieving 50% improvement in adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
- ii. Achieving 100% improvement in adult literacy by 2015.
- iii. Achieving 75% improvement in adult literacy by 2015.
- iv. Achieving gender parity in adult literacy by 2015.

**Section B: NMEC Initiative Programmes for the attainment of EFA Literacy goal**

**10. The initiated programmes for the attainment of EFA literacy goal include (You can tick more than one option).**

- i. Establishment of basic literacy centres { }
- ii. Establishment of post literacy centres { }
- iii. Establishment extra-mural continuing education centres { }
- iv. Establishment of vocational education centres { }

**11. Which of these centres does NMEC give utmost attention as regards EFA literacy goal?**

- i. Basic literacy centres
- ii. Post-literacy centres

- iii. Extra-mural continuing education centres
- iv. Vocational education centres
- v Functional Literacy
- vi liberal Education

12. Are you aware of the international benchmarks that should be instituted for EFA literacy goal

- 1) I am adequately aware {  }
- 2) I am a bit aware {  }
- 3) I am not sufficiently aware {  }
- 4) I am not aware at all {  }

**13. If you are adequately aware, can you say NMEC instituted programmes have met the international benchmark towards the attainment of EFA goal 4 in Nigeria?**

**14. Various Activities Engaged in by NMEC capable of achieving EFA Literacy goal in Nigeria?**

- 1) Advocacy{  }
- 2) Capacity building
- 3) Provision of instructional learning materials{  }
- 4) Networking with developmental partners {  }
- 5) Establishment of literacy centres{  }
- 6) Recruitment of facilitators {  }
- 7) Monitoring of literacy centres{  }
- 8) Compilation of data on literacy/illiteracy {  }

**15. What is the coverage of NMEC programmem in achieving EFA Literacy goal in Nigeria?-----**

**Beneficiaries of NMEC Scale**

S/N	Beneficiaries of NMEC	YES	NO
1	adult non-literates (peasant farmers, market women, nomads/migrants, and low-skilled workers)		
2.	out-of-school street children and youths		
3.	Quranic school children		
4	The physically challenged children/youth and adults		

5	Illiterate drivers; Commercial Motorcyclists (Achaba/Okada), Illiterate workers/semi-skilled workers (roadside mechanics, artisans,)		
6	Illiterate/semi-skilled junior workers in public and private sectors		

**How effective is NMEC programmes (aims and purposes**

S/N	Statements	Yes	No
1	NMEC objectives clearly shows the purpose for its establishment		
2	NMEC objectives are in line with attainment of the Education for All goal		
3	NMEC objectives clearly indicates strategies for attainment of Education for all goal		
4	NMEC objectives are tailored towards attainment of the Education for all goal		

**Is the content of programme of NMEC adequate for attainment of Education for all ?**

S/N	Statements	Yes	No
1	The content of NMEC various programmes are appropriate		
2	The contents of NMEC programme meet needs of the clientele		
3	The content of NMEC programmes are in line with stated objectives of NMEC		

**NMEC mobilization of resources and major area of inadequacy/shortfall**

S/N	Statements	Yes	No
1	Human resources		
2	instructional materials		
3	Financial		

### NMEC Programme Publicity

S/N	Statements	Response
1	NMEC creates awareness /publicity through National Television Authority (NTA) on its programmes	
2	NMEC's publicity has increased participation of private sectors and further commitment to Non-Formal Education development in the country through television	
3	NMEC's publicity has assisted in the inclusion of literacy in the Poverty Reduction Programme Publicity	

### NMEC Mobilization Scale

S/N	Mobilization of Personnel		
1	NMEC, with the assistance of UNICEF, recruit new facilitators to replace those who left for literacy delivery		
2	NMEC, with the assistance of International Development Partners (IDPs) train facilitators		
3	NMEC, with the assistance of state government train facilitators		
4	NMEC, with the assistance of NGOS and CBOs, pay facilitators allowance		
5	NMEC, with the assistance of stakeholders, provides facilitators training manual and training handbook for non formal education facilitators. in Nigeria		
S/N	Mobilization of Instructional material		
1	NMEC, with the assistance of UNICEF, developed NFE curriculum for out of-learners		
2	NMEC, with the assistance of IDPs for example UNICEF produced and disseminated NFE curriculum for out of-learners		
3	NMEC, with the assistance of all levels of government, prints and distributes instructional materials to state agency		

	for mass education		
4	NMEC, with the assistance of, review curriculum for basic and post literacy education		
5	UNICEF assisted NMEC to produce primers and facilitators' guide in the various subjects		
6	Stakeholders assisted NMEC to produce new primers to replace the outdated one currently being used by facilitators		
7	NMEC, with the assistance of international agencies, develops and produces Literacy by Radio Primers and Literacy by Radio Facilitator's Guide		
S/N	<b>Mobilization of Funding</b>		
1	NMEC solicits financial support from international/donor agencies		
2	NMEC solicits financial support from private sectors		
3	NMEC accesses the UBE funds		
4	NMEC solicit financial support from corporations		
5	NMEC, through selling programmes to beneficiaries, gets financial support		
6	NMEC receives a regular allocation from the Federal Ministry of Education and intervention fund from the Office of the Senior Special Assistant to the President (OSSAP) on the MDGs		

### KEY

**VERY TRUE (VT) ,TRUE (T) ,SOMETIMES TRUE( ST ),NOT TRUE (NT)**

### NMEC Networking and Partnership Scale

S/N	Items	VT	T	ST	NT
1	NMEC collaborates with and partners other International development partners(UNICEF, UNESCO, World Bank,ACTION AID, USAID, UNDP)				
2	NMEC collaborates with and partners civil society organisations (such as NOGALSS, CSACEFA)				
3	NMEC collaborates with and partners				



	Federal Ministry of Education, National Orientation Agency, Federal Radio Corporation of Nigeria, Universal Basic Education Commission				
4	NMEC collaborates with and partners UNESCO ,Nigeria office				
5	NMEC collaborates with and partners faith-based organisations such as Catholic Church and the Anglican Church.				

### NMEC Impact and Attainment of EFA Goal 4 In Nigeria

S/N	Statement	VT	T	ST	NT
1	NMEC's programmes implemented have positively contributed to equitable access to basic and continuing education for all adults .				
2	NMEC's advocacy and strategies have positively contributed to the enrolment of women in literacy programme				
3	Various programmes of NMEC have positively contributed to 50% improvement in adult literacy for women				
4.	Girls Education Project (GEP) for the northern States has been established by NMEC for young girls who have dropped out of school				
5.	Through NMEC, participation of more stakeholders, has increased, especially the private sector, who have established more literacy centres across the country and made provision for literacy delivery at the grassroots level thus increasing access to all adults				
6	Wider access and mainstreaming opportunities for the target groups has increased through NMEC .				
7.	Multi-functional Community Learning Centres (CLCs) for higher participation of all adults has expanded and				

strengthened through the commission				
-------------------------------------	--	--	--	--

**Reasons for NMEC attainment of Education for ALL literacy Goal**

S/N	Statements	No	Yes
1	Continuous Monitoring and Evaluation of Programmes		
2	Progressive recruitment and training of adult literacy instructors		
3	Adequacy of instruction materials		
4	renovation of existing facilities and construction of additional training centres for the delivery of adult literacy classes and centres for nomadic education;		
5	Mainstreaming of alternative participatory approaches to adult literacy		
6	Development of access to programmes for all out-of-school youths including pregnant girls and young mothers,		
7	Reduction by half of the current number of illiterates in Nigeria,		

**Monitoring And Evaluation Process Scale**

S/N	Items	VT	T	ST	NT
1	NMEC goes to the various states (36) and the FCT annually for verification on learners enrollment,				
2	NMEC goes to the various states (36) and the FCT annually for verification on learners, retention				
3	NMEC goes to the various states (36) and the FCT annually for verification on completion rates,				
4	NMEC goes to the various states (36) and the FCT annually for verification on number of centers,				
5	NMEC goes to the various states (36), and the FCT annually for verification on number of facilitators in the field,				
6	NMEC goes to the various states (36) and the FCT annually for verification on, facilitators qualifications,				
7	NMEC goes to the various states (36) and the FCT annually for verification on, learning environment,				
8	NMEC goes to the various states (36) and the FCT annually for verification on, facilitators,				

	capacity building				
9	NMEC goes to the various states (36) and the FCT annually for verification on learners achievement rate assessment				
10	NMEC goes to the various states (36) and the FCT annually for verification on gender parity assessment				

**KEY**

**STRONGLY AGREE (SA) AGREE (A) ,STRONGLY DISAGREE (SD) , DISAGREE (D)**

**Challenges to NMEC's Literacy Programme**

S/N	Items	SA	A	SD	D
1.	Problem of motivating and sustaining learners interest in learning				
2.	dearth of skilled manpower in the area of monitoring and evaluation of literacy				
3.	Inadequate and old instructional materials				
4.	Variation in the types and number of programmes offered or available across the states				
5.	Delayed payment or under payment of approved allowances of facilitators by state agencies				
6.	Poor condition of service of the facilitators leading to lackadaisical attitudes to work				
7.	Inadequate funding of the NFE sector by all levels of Government				
8	Security challenge limiting access to some parts of the country with the greatest need.				
9	Difficulty in accessing counter funding from UBEC				
10	lack of synergy of efforts and resources among literacy related agencies				
11.	inadequate data to aid planning and monitoring of literacy delivery and participation,				
12	issue of the language in which the instrument is to be developed				
13	Problem of co-ordination and harmonization of data at all levels at the various levels of data generation and collection				
14	Recruitment of non-professional facilitators				



*Facilitators in Ondo State*



*A Veteran Facilitator*



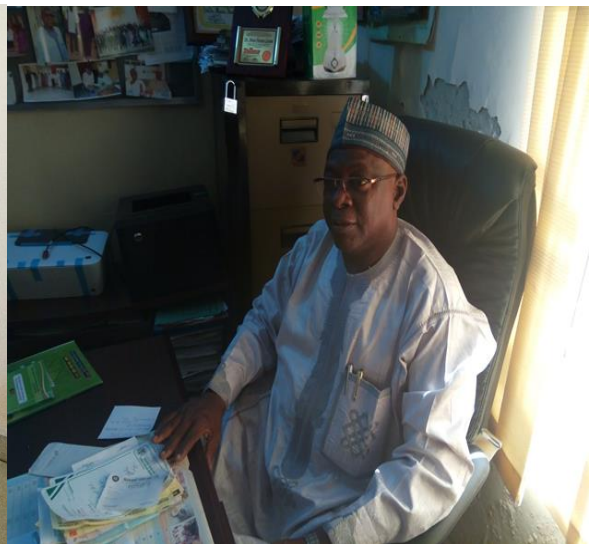
*Focused Group Discussion*



*Principal Staff of National Mass Education Commission*



***Mrs Fehintola Aguda Director, Network Mobilization and Partnership Department***



***Alhaji A Ahmed Director, Administration and Supplies Department***

***Dr. Musa Gusau Director, Literacy and Development Department***



*Romanus Odoh, UNICEF*



*Bala Tatata : UNESCO*



*UNESCO Institute of Lifelong Learning*





*Dr. Matthew Onu, Director, Planning and Statistics Department*

## ENROLLMENT

Benue State Agency for Mass Education (SAME,2011)

S/No	Programmes	Projects	Enrollment		Challenges
			Male	Female	
1	Basic Literacy	Various reflect project in ten communities ranging from bore hole, class room, and hospitals.	3,935	11,341	Reflect project stalled for lack of financial support and monitoring also shortage of instructors
2	Post Literacy	-	1,705	3,612	Shortage of manpower and instructional materials.
3	Women Education	Skills acquisition centre construction	123	781	Shortage of staff and instructional materials.
4	Continuing Education	-	1,705	3612	Lack of funds to roof hall
5	Extra-moral studies	-	111	160	Anfea does not have adequate computers

**Federal Capital Territory Department for Mass Education (2011)**

S/No	Programmes	Projects	Enrollment		Challenges
			Male	Female	
1	Basic Literacy	Fish Farming	2102	4032	<p>I. Inadequate infrastructure (staff room, class rooms, and toilets) especially at the zones.</p> <p>II. Inadequate instructional materials for the various programme,</p> <p>III. Inadequate transportations facilities for effective monitoring and evaluation,</p> <p>IV. Staff capacity building is inadequate.</p> <p>V. Inadequate finance</p> <p>Vi. Lack of reliable data for enrolment.</p> <p>Vii. Inappropriate timing of our programmes which drastically affect enrolments.</p> <p>Viii. Inadequate publicity about AM programmes.</p> <p>Xi. Inadequate qualified instructors in our V.T.C.s</p>
2	Post literacy		1487	2240	
3	Integrated Education	Qur'an	197	891	
4	Girls Education	Child	-	122	
5	Literacy for Prison Inmates		63	-	
6	Nomadic Literacy	Adult	286	262	
7	Women Education		4	665	
8	Literacy By Radio		365	456	
9	Continuing Education		262	477	
10	Vocational		910	372	

11	Education			
	Additional Programmes	Reflect	371	501

#### KogiState Agency for Mass Education (SAME,2011)

S/No	Programmes	Projects	Enrollment		Challenges
			Male	Female	
1	Basic Literacy		372	1019	Lack of monitoring vehicles
2	Post Literacy		114	335	Inadequate learning materials
3	Cont. Education		389	1104	Low honoraria
4	Voc. Education		69	290	Lack of feeding for IQs pupils
5	IQE		2470	2800	Inadequate office accommodation etc.

#### Kwara State Agency for Mass Education (SAME,2011)

S/No	Programmes	Projects	Enrollment		Challenges
			Male	Female	
1	Basic Literacy	(1) Literacy By Radio	313	198	(1) Irregular Payment Of Facilitators
		(2) Traditional Literacy	2591	3054	
		(3) Prison Literacy	82	-	(2) In-Adequate Vehicle For Monitoring
		(4) Civil Servant Literacy	-	5	
		(5) Iqe	2000	700	
		(6) Girl Child	-	140	(3) In-Adequate Writing Materials
2	Post Literacy	(1) Traditional Literacy	927	1261	Irregular Payment Of Facilitators
		(2) Civil Servant Development	8	6	
3	Vocational Skills Development	(1) Tailoring	11	109	(1) In-Adequate Fund
		(2) Machine Knitting	-	45	
		(3) Cloth Weaving	-	5	No Vehicles For Monitoring
		(4) Carpentry/Furniture			
			24	1	
		(5) Soap Making	-	11	
(6) I.C.T.	6	19			

	(7) Photography	2	-
--	-----------------	---	---

**Nassarawa State Agency for Mass Education (SAME,2011)**

S/No	Programmes	Projects	Enrollment		Challenges
			Male	Female	
1.	Basic Literacy	Literacy	7,625	10,271	Funding, Inadequate Manpower.
2.	Post Literacy	Literacy	4,161	4,259	More Qualified Staff needed, provision of Vehicles for Monitoring.
3.	Vocational Educational	Skill/Acquisition	6,268	1,957	Inadequate staff in the Area of Evaluation and Accreditation
4.	Women Education	Skill/Acquisition	0	1,200	Need For More Personnel, Inadequate Office Space.
5.	Literacy by Radio	Literacy	2,240	1,002	Lack of incentives for Facilitators.
6.	Integrated Qur'anic Education	Literacy	4,638	2,048	Suspicion and skepticism of Mallams.
7.	Girl child Education	Literacy	0	3,829	Inappropriate Learning Centres.
8.	Computer Education	Literacy	3,431	3,574	Refusal to Register and Renewal of Registration with the Agency.
9.	Home Craft	Skill/Acquisition	0	1,506	Inadequate Learning/ Working Materials
10.	Reflect Programs	Skill/Literacy	237	308	Negative Attitude of some Communities.

**NigerState Agency for Mass Education (SAME,2011)**

S/No	Programmes	Projects	Enrollment		Challenges
			Male	Female	
1.	Basic Literacy		8,162	7,115	i. Inadequate learning and instructional materials. ii. Lack of vehicles for monitoring. iii. Low morale on the part of the part-time facilitators as only 3,000 naira is paid per month. iv. Inadequate learning materials. v. Paucity of funds.

2.	Post Literacy	0	69
3.	Star-Stepping Stone	130	150
4.	Integrated Quranic Education	3,030	2,252
5.	Vocational Education	230	1,093
6.	Literacy by Radio	30	45

**NigerState Agency for Mass Education (SAME, 2011)**

S/N	Programmes	Projects	Enrollment		Challenges
			Male	Female	
1.	Basic Literacy	Rehabilitation and Reconstruction of 3 classrooms, Principals office, Toilets and a store at the Adult Education Resource Centre (AERC)	-	-	Serious shortage of staff to manage the headquarter offices; Inadequate man power, monitoring and Supervision of Adult Education Programmes became very difficult and ineffective.
2.	Post Literacy		1,954	2,611	
3.	Vocational Educational		1,344	1,892	
4.	Home Craft (Adult Women education)		-	-	
5.	Continuing Education		2,316	2,128	
6.	Literacy by Radio		-	-	
7.	Holiday/Summer Classes		-	-	
8.	Adult Education Resource Centre		-	-	
9.	Girl-Child Education Centres		11	618	
10.	Quranic/Tsangaya		11,044	8,369	

## Summary of Enrollment

State	Programmes	Enrollment		Total
		Male	Female	
Benue	Basic Literacy	3,935	11,341	15276
	Post Literacy	1,705	3,612	5,317
	Women Education	123	781	904
	Continuing Education	1,705	3,612	5,317
	Extra-Moral Studies	111	160	271
Grand Total		7,579	19,506	27085
Kogi	Basic Literacy	372	1,019	1391
	Post Literacy	114	335	449
	Continuing Education	389	1,104	1,493
	Voc. Education	69	290	359
	Iqe	2,470	2,800	5,270
Grand Total		3,414	5,548	8,962
Niger	Basic Literacy	8,162	7,115	15,277
	Post Literacy	-	69	69
	Star –Stepping Store	130	150	280
	Int. Quaranic Centre	3,030	2,252	5,282
	Voc. Education	230	1,093	1,323
	Literacy By Radio	30	45	75
Grand Total		11582	10,724	22,306
Plateau	Basic Literacy	0	0	0
	Literacy By Radio	0	0	0
	Home Craft	0	0	0
	Girl-Child Education	11	618	629
	Post Literacy	1,954	2,611	4,565
	Continuing Education	2,316	2,128	4,444
	Voc. Education	1,344	1,892	3,236
	Quaraic/Tsangaya Education	11,044	8,369	19,413
Grand Total		16,658	15,618	32,287
F.C.T	Basic Literacy	2,102	4,032	6,134

Grand Total Kwara	Post Literacy	1,487	2,240	3,727
	Int. Quaranic Edu.	197	891	1,088
	Girl-Child Education	0	122	122
	Literacy For Prison Inmates			
	Nomadic Adult Education	63	0	63
	Women Education	286	262	548
	Literacy By Radio	4	665	669
	Continuing Education	365	456	821
	Voc. Education	262	477	739
	Additional Reflect Prog.	910	372	1,282
	371	501	872	
Grand Total	6,047	10,018	16,065	
Grand Total Nassarawa	Basic Literacy			
	Literacy By Radio	313	198	511
	Traditional Literacy	2,591	3,054	5,645
	Prison Literacy	82	-	82
	Civil Servant Literacy	-	5	5
	I Q E	2000	700	2700
	Girl Child	-	140	140
	Post Literacy			
	Traditional Literacy	927	1261	2188
	Civil Servant Development	8	6	14
	Vocational Skills Development			
	Tailoring	11	109	120
	Machine Knitting	-	45	45
	Cloth Weaving	-	5	5
	Carpentry/Furniture	24	-	24
	Soap Making	-	11	11
	I.C.T.	6	19	25
	Photography	2	-	2
	Grand Total	5,964	5,553	11,517
	Grand Total Nassarawa	Basic Literacy	7,625	10,271
Post Literacy		4,161	4,259	8,420
Vocational Education		6,268	1,957	8,225
Women Education		0	1,200	1,200
Literacy By Radio		2,240	1,002	3,242
Integrated Qur'anic Education		4,638	2,048	6,686



Grand Total	Girl Child Education	0	3,829	3,829
	Computer Education	3,431	3,574	7,005
	Home Craft	0	1,506	1,506
	Reflect Programs	237	308	545
		28,600	29,954	58,554

Plate 1

### Learners Enrolment in the North-West Zone by Programmes

Basic Literacy					
S/N	State	Male	Female	Total	Remarks
1.	Sokoto	19,577	3,093	22,670	
2.	Kebbi	-	-	-	
3.	Kaduna	2,699	5,271	7,970	
4.	Zamfara	19,632	3,580	23,212	
5.	Katsina	4,447	3,566	8,013	
6.	Kano	-	1,902	1,902	
7.	Jigawa	-	-	-	
1.	Sokoto	4,706	1,315	6,021	
2.	Kebbi	1,410	190	1,600	
3.	Kaduna	-	343	343	
4.	Zamfara	19,632	1,381	11,013	
5.	Katsina	1,300	180	1,480	
6.	Kano	-	1,476	1,476	
7.	Jigawa	-	-	-	
1.	Sokoto	-	5,159	1,159	
2.	Kebbi	-	500	500	
3.	Kaduna	-	5,159	5,159	
4.	Zamfara	-	3,387	3,387	
5.	Katsina	-	520	520	
6.	Kano	-	-	-	
7.	Jigawa	-	-	-	
1.	Sokoto	1,872	612	2,484	
2.	Kebbi	-	-	-	
3.	Kaduna	-	-	-	
4.	Zamfara	-	-	-	
5.	Katsina	118	101	219	
6.	Kano	-	1,695	1,695	

7.	Jigawa	-	-	-
1.	Sokoto	-	4,728	4,728
2.	Kebbi	-	500	500
3.	Kaduna	-	-	-
4.	Zamfara	-	-	-
5.	Katsina	-	-	-
6.	Kano	-	-	-
7.	Jigawa	-	-	-
1.	Sokoto	27,142	60,196	117,338
2.	Kebbi	8,420	2,342	10,762
3.	Kaduna	350	80	430
4.	Zamfara	11,859	10,639	22,498
5.	Katsina	13,459	702	14,159
6.	Kano	-	-	-
7.	Jigawa	-	-	-
1.	Sokoto	-	953	953
2.	Kebbi	-	995	995
3.	Kaduna	-	457	457
4.	Zamfara	-	-	-
5.	Katsina	-	-	-
6.	Kano	-	-	-
7.	Jigawa	-	-	-
1.	Sokoto	1,053	397	1,450
2.	Kebbi	-	-	-
3.	Kaduna	-	-	-
4.	Zamfara	-	-	-
5.	Katsina	-	-	-
6.	Kano	-	-	-
7.	Jigawa	-	-	-
1.	Sokoto	164	22	186
2.	Kebbi	-	-	-
3.	Kaduna	-	-	-
4.	Zamfara	-	-	-
5.	Katsina	-	-	-
6.	Kano	-	-	-
7.	Jigawa	-	-	-
1.	Sokoto	73	15	88

2.	Kebbi	430	120	550	
3.	Kaduna	-	-	-	
4.	Zamfara	-	-	-	
5.	Katsina	-	-	-	
6.	Kano	-	-	-	
7.	Jigawa	-	-	-	
<b>1.</b>					
1.	Sokoto	197	59	256	
2.	Kebbi	-	-	-	
3.	Kaduna	-	-	-	
4.	Zamfara	-	-	-	
5.	Katsina	-	-	-	
6.	Kano	-	-	-	
7.	Jigawa	-	-	-	
<b>1.</b>					
1.	Sokoto	-	-	-	
2.	Kebbi	655	455	1,110	
3.	Kaduna	-	-	-	
4.	Zamfara	-	-	-	
5.	Katsina	2,529	2,911	5,440	
6.	Kano	-	-	-	
7.	Jigawa	-	-	-	
<b>1.</b>					
1.	Sokoto	-	-	-	
2.	Kebbi	-	400	400	
3.	Kaduna	-	-	-	
4.	Zamfara	-	-	-	
5.	Katsina	-	-	-	
6.	Kano	-	-	-	
7.	Jigawa	-	-	-	
<b>NGO (VOLUNTEERS)</b>					
1.	Sokoto	-	-	-	
2.	Kebbi	642	160	802	
3.	Kaduna	-	-	-	
4.	Zamfara	-	-	-	
5.	Katsina	-	-	-	
6.	Kano	-	-	-	
7.	Jigawa	-	-	-	
<b>OUT REACH</b>					
1.	Kano	708	530	1,238	Only Kano State run this programme

Plate 2



UNESCO training of Non-Formal Education facilitators in Bayelsa State



Hikmah Foundation Literacy Centre Garki II

Plate 3