



**Follow-up of CONFINTEA VI:**

**Reporting template for National progress reports in preparation of the  
Global Report on Adult Learning and Education (GRALE)  
and the end of the  
United Nations Literacy Decade (UNLD)**

**National progress report submitted by  
the Government of NIGERIA**

This report is submitted on behalf of the Government of Nigeria in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)<sup>1</sup> as laid down in the *Belém Framework for Action*<sup>2</sup>, specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes<sup>3</sup>, which are meant to provide further clarification.

Institution responsible for submitting this report	FEDERAL MINISTRY OF EDUCATION
Submission date	21 <sup>st</sup> FEBRUARY 2012

<sup>1</sup> For more information about CONFINTEA VI see: <http://www.unesco.org/en/confinteavi/>

<sup>2</sup> Available in nine languages at <http://www.unesco.org/en/confinteavi/belem-framework-for-action/>

<sup>3</sup> The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

## Report elaboration process

Which institutions and stakeholders provided input to this report?	Mark all that apply
Government Ministries	
Agriculture	<input checked="" type="checkbox"/>
Defence	<input type="checkbox"/>
Education	<input checked="" type="checkbox"/>
Foreign Affairs	<input type="checkbox"/>
Health	<input checked="" type="checkbox"/>
Interior/Home affairs	<input checked="" type="checkbox"/>
Labour	<input checked="" type="checkbox"/>
Others (please mark and specify below)	<input type="checkbox"/>
Civil society organisations	<input checked="" type="checkbox"/>
National non-governmental organisations	<input checked="" type="checkbox"/>
International non-governmental organisations	<input type="checkbox"/>
Educational or research institutions/Universities	<input checked="" type="checkbox"/>
Private sector companies	<input checked="" type="checkbox"/>
United Nations agencies	<input checked="" type="checkbox"/>
Non-UN bilateral or multilateral organisations	<input type="checkbox"/>
Others (please mark and specify below)	<input type="checkbox"/>

*Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.*

The template was disseminated by the Nigerian National Commission for UNESCO to all stakeholders drawn from the sectors indicated above, including the State Agencies for Mass Education, which in turn reached out to the stakeholders at the State and Local Government levels. Their responses were sent to the National Commission. The Commission then called representatives of the various sectors to a national validation meeting to examine the responses and come up with Nigeria's position, which is hereby presented.

1. Definitions and data collection on adult learning and education		
	Yes	No
<p>1.1 Does your country have an official definition of <b>adult education</b>?  <i>If Yes, please provide it in the space below:</i>            Adult Education is any organized learning activity for people considered to be adults by the society. The criterion/criteria for the determination of the adulthood may be the consitution, social responsibility, physical maturity, economic/social status or any other one.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.1.1 Are other definitions used in practice?  <i>If Yes, please provide them in the space below:</i>            a) Adult education is the teaching and learning by adults and youths who are illiterate to read, write and count.            b) Organized teaching and learning of vocational and life skills outside the formal school system.            c) The ability to read, write and calculate in any language of the immediate enviroment .</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.2 Has your country adopted or developed an official definition of <b>literacy</b>?  <i>If Yes, please provide it in the space below:</i>            Ability to read, write and numerate with understanding and being able to use the skill in one's daily socio-economic activities.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.2.1 Are other definitions used in practice?  <i>If Yes, please provide them in the space below:</i>            Ability to read and write in any language of immediate community.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.3 How is literacy data obtained in your country?  <i>Please select the option(s) below</i>            National census            School administrative data (years of schooling completed/primary certificate)            Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP)            Household surveys            Other methodology (<i>please describe below</i>):</p>		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
<p>1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?  <i>If Yes, please select the option(s) below that best describe the change(s)</i>            New conceptual definition on literacy in place (for policy)            New conceptual definition on literacy in place (for data collection only)            New assessment of youth and/or adults' literacy skills            Increase in the periodicity without significant conceptual changes            Other changes (<i>please provide details below</i>):</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>1.5 Has your country faced challenges in collecting literacy data?  <i>If Yes, please describe them briefly in the space below:</i>            a) High level of illiteracyand cultural barriers            b) Inadequate funding            c) Difficult terrain in some areas.            d) Lack of education management information system and lack of qualified</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

educational statisticians.

e) Reluctance to supply accurate and authentic information hence data could not be backed up by empirical evidence.

1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

- Need to conduct a national survey that will actually test the level of literacy of the Nigerian population.
- Need to develop baseline data to efficiently clarify information provided.

## 2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

	Yes	No	<i>If Yes: name of legal/policy instrument and references (add as many lines as needed)</i>	Year
Lifelong learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UBEC Act 2004	1991
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	NMEC Law 1991 Decree 17 National Policy on Education	2004
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviewed National Benchmark for Non-Formal Education, The Constitution	2008 1999

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

	<i>Specific target groups, including age range (add as many lines as needed)</i>	<i>Total number of individuals in the group</i>
Adult education Adult literacy	Out of school youth, street children, illiterate adults, Nomads and migrant fishermen	

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.

	Yes	No	<i>Specify goal</i>	<i>Specify timeframe</i>
Adult education	<input type="checkbox"/>	<input type="checkbox"/>	Adult education is continuous, no set target	-
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reduction of illiteracy rate by 50%	2015

2.4 Does your country have a policy on the language of instruction in adult education?

	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*If Yes, please provide a brief explanation and references in the space below including when it was put in place:*

Ref. The National Policy on Education

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:</i></p>		

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	Yes	No
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i>  The programme "Revitalizing adult and youth literacy programme in Nigeria" which is a 4 year programme (2011-2015) aimed at reducing literacy level in Nigeria was launched in 2010.</p>		
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i>  "Revitalizing adult and youth literacy programme in Nigeria" which is a 4 year programme (2011-2015) aimed at reducing literacy level in Nigeria.</p>		

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
<b>Adult education:</b>	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input checked="" type="checkbox"/>	2020	Nigeria's Vision 2020 document
Poverty Reduction Strategy Paper	<input checked="" type="checkbox"/>	2009-2012	NEEDS II
Education strategy	<input checked="" type="checkbox"/>	2015	4 year Education Plan
Skills development (including vocational education and training) strategy	<input checked="" type="checkbox"/>		National Programme on Poverty Reduction
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input checked="" type="checkbox"/>	2015	EFA document
Sustainable development strategy	<input checked="" type="checkbox"/>	2016	"SURE" document
<i>Other (specify in the space below)</i>	<input checked="" type="checkbox"/>		
(Federal Government has harmonized the NEEDS II with the 7-Point Agenda to form the National Development Plan).			
<b>Adult literacy:</b>	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input checked="" type="checkbox"/>	2020	Nigeria's Vision 2020 document
Poverty Reduction Strategy Paper	<input checked="" type="checkbox"/>	2009-2012	NEEDS II
Education strategy	<input checked="" type="checkbox"/>	2015	4 year Education Plan,

Skills development (including vocational education and training) strategy	<input checked="" type="checkbox"/>		National Programme on Poverty Reduction
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input checked="" type="checkbox"/>	2015	EFA document
Sustainable development strategy	<input checked="" type="checkbox"/>	2016	SURE document
<i>Other (specify in the space below)</i>	<input type="checkbox"/>		
(Federal Government has harmonized the NEEDS II with the 7-Point Agenda to form the National Development Plan).			

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?				
	Yes	No	<i>Specify policy/plan (add as many lines as needed)</i>	<i>References</i>
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
<i>If Yes, please elaborate how they have been involved.</i>				
Learners are involved in planning programmes and development of curricula materials and language primers but not in policy formulation.				

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.	
Education in Nigeria is on the concurrent list. Thus the Federal, the 36 States, the FCT and local government are expected to implement adult literacy programmes. However, there is insufficient political will and commitment to support adult literacy programmes.	

### 3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

#### Governmental:

<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	<b>National</b>	<b>Sub-national</b>	<b>On adult education</b>	<b>On adult literacy</b>
Federal Ministry of Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
State & FCT Agencies for Mass Education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Research Institutions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
National Mass Education Commission	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Universal Basic Education Commission	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
National Commission for Nomadic Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
National Board for Technical Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
National Commission for Colleges of Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
State Universal Education Boards/UBEB	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Universities/Tertiary Institutions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
National Business and Technical Examination Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

#### Non-Governmental:

<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	<b>National</b>	<b>Sub-national</b>	<b>On adult education</b>	<b>On adult literacy</b>
Nigerian National Council for Adult Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Non-Governmental Associations for Literacy Support Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Federation of Muslim Women Societies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Action-AID (Nigeria)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Civil Societies Action Coalition on EFA (CSACEFA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Faith Based Organizations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Civil Society Organizations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Services Providers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?	Yes	No
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide name and contact details:</i> National Mass Education Commission (NMEC)		
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide name and contact details:</i> National Mass Education Commission (NMEC)		

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	Yes	No
<b>...adult education?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p> <ul style="list-style-type: none"> <li>- National stakeholders meeting (twice yearly)</li> <li>- Joint monitoring exercise by stakeholders</li> <li>- Collaboration with IDPs in literacy delivery through training, Research, Study tours, supply of instructional materials and production of educational publications.</li> </ul>		
<b>...adult literacy?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p> <p>National stakeholders meeting (twice yearly)</p> <ul style="list-style-type: none"> <li>- Joint monitoring exercise by stakeholders</li> <li>- Collaboration with IDPs in literacy delivery through training, Research, Study tours, supply of instructional materials and production of educational publications.</li> </ul>		

3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in...	Yes	No
<b>...adult education?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> <ul style="list-style-type: none"> <li>- National stakeholders meeting (annual),</li> <li>- Organization of seminars.</li> <li>- Annual observance of Literacy Day Celebration (8<sup>th</sup> September)</li> <li>- Stakeholders participation at national policy making forum (Joint Consultation Committee on Education and the National Council on Education).</li> </ul>		
<b>...adult literacy?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> <p>National stakeholders meeting (annual),</p> <ul style="list-style-type: none"> <li>- Organization of seminars.</li> <li>- Annual observance of literacy day (8th September)</li> <li>- Stakeholders participation at national policy making forum (Joint Consultation Committee on Education and the National Council on Education).</li> </ul>		

3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	Yes	No
<b>...adult education?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>...adult literacy?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
- Established Centre Based committees and programme based management committees all play roles in

the planning, implementation and evaluation of programmes in adult education and adult literacy.

- Federal Government of Nigeria needs to pay more attention to adult/ literacy education as it does for basic education.
- Recognition of Centre based management committees for improving governance and administration of adult education and adult literacy.

#### 4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.

Please indicate which data are reported:

<i>Actual expenditure</i> <input type="checkbox"/>	<i>Budget allocation</i> <input checked="" type="checkbox"/>
-------------------------------------------------------	-----------------------------------------------------------------

4.2 Please indicate the name of the currency used for reporting:

Naira

4.3 Please indicate the monetary unit used in the following tables:

<i>Units</i>	<i>Hundreds</i> <input type="checkbox"/>	<i>Thousands</i> <input type="checkbox"/>	<i>Millions</i> <input checked="" type="checkbox"/>
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4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?<sup>4</sup>

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>	102,132,773	106,852,352	Govt, Capital Budget
<i>Sub-national governments</i> <sup>5</sup>			
<i>Total</i>			

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>	102,132,773	106,852,352	<input type="checkbox"/>
<i>Sub-national governments</i> <sup>5</sup>			<input type="checkbox"/>
<i>Civil society organisations</i>			<input type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input type="checkbox"/>
<i>Private companies</i>			<input type="checkbox"/>
<i>Learners/households</i>			<input type="checkbox"/>

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>	102,132,773	106,852,352	<input type="checkbox"/>
<i>Sub-national governments</i> <sup>5</sup>			<input type="checkbox"/>
<i>Civil society organisations</i>			<input type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input type="checkbox"/>
<i>Private companies</i>			<input type="checkbox"/>
<i>Learners/households</i>			<input type="checkbox"/>

<sup>4</sup> Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

<sup>5</sup> Control for the potential double-counting effect of transfers across different government levels.

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	Yes	No
<i>If Yes, please provide a brief description:</i> MDGs fund to the sum of N1billion released for the implementation of the National programme on Revitalizing Adult and Youth Literacy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
<ul style="list-style-type: none"> <li>- Poor funding</li> <li>- Need to build capacity in resource mobilization.</li> <li>- Nigeria needs support from UIL and IDPs for developing and tracking expenditure in adult education.</li> </ul>

## 5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

Public sector organisations	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	Youth, Women & Adults	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	Youth, Women & Adults	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	Youth, Women & Adultst	<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	Youth, Women & Adults	<input type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	Youth, Women & Adultst	<input type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	Youth, Women & Adultst in States that share borders with francophone countries	<input type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	Youth, Women & Adults	<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	Youth, Women & Adults	<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

Private companies	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	Youth, Women & Adults	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	Youth, Women & Adults	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	Youth, Women & Adults	<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	Youth, Women & Adults	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	Youth, Women & Adults	<input type="checkbox"/>
<i>Foreign languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	Youth, Women & Adults	<input checked="" type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	Youth, Women & Adults	<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

Civil society or non-governmental organisations	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	Youth, Women & Adults	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	Youth, Women & Adults	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	Youth, Women & Adults	<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	Youth, Women & Adults	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	Youth, Women & Adults	<input type="checkbox"/>

<i>Foreign languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	Youth, Women & Adults	<input checked="" type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	Youth, Women & Adults	<input type="checkbox"/>
<i>Other</i> <i>(please provide a brief description below:)</i> <i>(ICTs used more in urban than in the rural areas)</i>	<input type="checkbox"/>		<input type="checkbox"/>

5.2 Are there surveys on provision and demand?		
	Provision	Demand
<b>On adult education</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>On adult literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).</i> NMEC document on survey.		

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language. <i>(add as many lines as needed)</i>		<i>Mark if language of learning materials</i>
English language and 22 indigeinous language		<input checked="" type="checkbox"/>
Hausa		<input checked="" type="checkbox"/>
Igbo		<input checked="" type="checkbox"/>
Yoruba		<input checked="" type="checkbox"/>
Fulfulde etc.		<input checked="" type="checkbox"/>
		<input type="checkbox"/>

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).
<ul style="list-style-type: none"> <li>- Inadequate trained teachers</li> <li>- Lack of learning materials</li> <li>- Lack of orthography in some local languages</li> <li>- inadequate Commissioned writers in selected local languages.</li> </ul>

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide a brief description and references:</i> Increase in the use of local languages in adult literacy programmes from 7 in 2006 to 22 in 2012.		

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?			
	<i>Mark all that apply</i>	<i>Are local communities involved?</i>	
		Yes	No
<i>National leve</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>/</i> <i>Sub-national level</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Please provide references or attach documents on local community participation:*

5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.

Nigerian Educational Research and Development Council has developed orthography for 44 local languages. Efforts are being made to developed more orthography and primers to promote the participation of maginalized group in literacy programmes.

5.8 Does the government collect information on the following items...?	Mark all that apply
Enrolment in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Attendance in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Completion of adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Enrolment in literacy programmes	<input checked="" type="checkbox"/>
Attendance in literacy programmes	<input checked="" type="checkbox"/>
Completion of literacy programmes	<input checked="" type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>	
Information is not yet available because collation is in progress.	

5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply)				
	Only by teachers/facilitators	Standardised tests for statistical purposes	Standardised tests for certification purposes	Other
<b>Adult education</b> programmes (other than literacy)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Adult literacy</b> programmes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>				
National framework developed and implementation is to comence soon. Trade tests for certification by different relevant government agencies (eg. National Business and Technical Examination Board NABTEB).				

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	Mark all that apply	
	Yes	No
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes: Who participates more?</i>		
Women	<input type="checkbox"/>	<input type="checkbox"/>
Men	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<p><i>If there are differences:</i> Have measures have been undertaken to address these differences in adult education/adult literacy programmes?</p> <p><b>Adult education</b> <b>Adult literacy</b></p>	<p>Yes</p> <p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p>	<p>No</p> <p><input type="checkbox"/> <input type="checkbox"/></p>
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*If measures have been undertaken please provide a brief description and references:*

- Establishment of special women empowerment programmes in the rural areas.
- Adult literacy Centres established in Girls education Project (GEP) schools to encourage women to attend classes.
- ECCE Centres also attached to established adult literacy Centres.

5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

- As regards 5.8, adult literacy in an intergral part of adult education.
- The percentage of the participation of men/ women varies from region to region. In the South-South and South East more women attend literacy classes than the men.
- More women especially, widows and unmarried ones are interested in enrolment in adult literacy classes but they face constraints of poverty.
- Some of the established adult literacy Centres lack sufficient learning and skill acquisition materials.
- The difficult terrain in some riverine Local Governments Areas especially, during the raining season is a major constraint.

## 6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

### Adult education

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input checked="" type="checkbox"/>	2005	
Learning materials	<input checked="" type="checkbox"/>	2005	
Facilitators' training	<input checked="" type="checkbox"/>	2006	
Teaching/ learning methods	<input checked="" type="checkbox"/>	2005	
Assessment of learning outcomes	<input checked="" type="checkbox"/>	2005	

### Adult literacy

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input checked="" type="checkbox"/>	2005	
Learning materials	<input checked="" type="checkbox"/>	2005	
Facilitators' training	<input checked="" type="checkbox"/>	2006	
Teaching/ learning methods	<input checked="" type="checkbox"/>	2005	
Assessment of learning outcomes	<input checked="" type="checkbox"/>	2005	

6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.

<b>Adult education</b>				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input checked="" type="checkbox"/>	12-24 months	<input type="checkbox"/>	2weeks - 3months
University	<input checked="" type="checkbox"/>		<input type="checkbox"/>	
Private company	<input checked="" type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input checked="" type="checkbox"/>		<input type="checkbox"/>	

  

<b>Adult literacy</b>				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input checked="" type="checkbox"/>	12 - 24 months	<input type="checkbox"/>	2weeks - 3months
University	<input checked="" type="checkbox"/>		<input type="checkbox"/>	
Private company	<input checked="" type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input checked="" type="checkbox"/>		<input type="checkbox"/>	

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? (*academic year ending in 2010*)

Programme	Monthly average remuneration if available	Remarks/source
<b>Adult education</b> (excluding literacy programmes)	Paid according to public service scheme.	Varies from State to State and qualifications.
<b>Adult literacy</b>		

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.

	Mark all that apply
<b>Adult education</b>	<input checked="" type="checkbox"/>
<b>Adult literacy</b>	<input checked="" type="checkbox"/>

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? (*If yes, mark all that apply*)

	Monitoring	Evaluation
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

*Please provide a brief description and references:*

The National Mass Education Commission (NMEC) conducts routine monitoring and evaluation exercises in collaboration with the Federal Ministry of Education (FME) and relevant agencies.

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?

<b>Lifelong learning</b> <b>Adult education</b> <b>Adult literacy</b>	<i>Mark all that apply</i>
	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>
<p><i>If one or more of the boxes is marked, please provide a brief description and references:</i></p> <p>The outcome of the self-evaluation of implementation of non-formal education by NMEC and State agencies is being awaited.</p>	

6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

Full time educators are few and play an advisory role. Facilitators are on part-time bases and are paid the approved remuneration benchmark of N7,500. However, some States/NGOs pay less or higher than the approved benchmark.

**7. CONFINTEA VI follow-up: additional activities**

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action*.

	<i>Mark if taken place</i>
Advocacy events (conference, forum, etc.)	<input checked="" type="checkbox"/>
Media campaigns	<input checked="" type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input checked="" type="checkbox"/>
Creation of committees to streamline adult education and adult literacy	<input checked="" type="checkbox"/>
Adult Learners Week/Learning festivals	<input checked="" type="checkbox"/>
Creation of learners' networks and/or fora	<input checked="" type="checkbox"/>
Translation of the <i>Belém Framework for Action</i> into the national language	<input type="checkbox"/>
Presenting the <i>Belém Framework for Action</i> to parliament	<input type="checkbox"/>
Elaboration of a funding plan	<input type="checkbox"/>
Development of a national roadmap for the implementation of the <i>Belém Framework for Action</i>	<input type="checkbox"/>
Other ( <i>please specify below</i> )	<input type="checkbox"/>

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

- Community participation in the design and establishment of literacy centres for ownership and sustainability.
- Intergration of ECCE to literacy Centres for women participation.
- Incorporation of skill acquisition programmes into activities of Education Resources Centres.

7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

**8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006**

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Media campaigns	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.2 Have there been specific initiatives/ activities in support of...?

	<input type="checkbox"/>	<input type="checkbox"/>
... women and girls?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please provide a brief description and references:</i></p> <ul style="list-style-type: none"> <li>- Organized Conferences on the vulnerable groups.</li> <li>- Implementation of the Girls Education Project.</li> <li>- Establishment of NFE classes for girls.</li> <li>- Some States have created a full Ministry for Adult Education and Vocational/Technical Education.</li> </ul>		
... other excluded/ under-represented/underprivileged groups?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please provide a brief description and reference:</i></p> <ul style="list-style-type: none"> <li>- Intergration of Koranic education programme,</li> <li>- Organization of vocational programmes for militants in the Niger Delta.</li> <li>- Design and implementation of prison education programmes.</li> </ul>		

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?

It has been extremely helpful <input type="checkbox"/>	It has helped a lot <input checked="" type="checkbox"/>	It has helped a little <input type="checkbox"/>	It has not helped <input type="checkbox"/>
<p><i>If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:</i></p> <ul style="list-style-type: none"> <li>- Development of a policy document, blue print and benchmark for the establishment of Literacy Centres.</li> <li>- Development of curriculum, initiation of "Each - one - Teach -one" or "Fund the teaching of One".</li> <li>- Increased awareness on literacy for skills acquisition/ empowerment.</li> </ul>			

8.4 Have literacy policies changed in your country in the last five years?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please specify how they have changed below and provide evidence.</i></p> <p>Better direction.  Greater awareness on Non-Formal education which has informed intergrating skills acquisition into literacy programmes.  Blueprint and Benchmarks attached, please.</p>		

8.5 Have your literacy targets changed over the last five years?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please provide below a brief explanation:</i></p> <p>The targets now include the youths, out of school children and the "almajiris".</p>		

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?
<ul style="list-style-type: none"> <li>- Training and re-training of Adult Educators especially on new initiatives.</li> <li>- Training in the development of Primers.</li> <li>- There are very few literacy centres established by NGOs,</li> <li>- Most State literacy centres are poorly funded.</li> </ul>

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?
<ul style="list-style-type: none"> <li>- Poor funding of literacy progammes by Government</li> <li>- Inadequate trained personnel.</li> <li>- Non-availability of standardized monitoring tools.</li> <li>- Inadequate teaching/learning materials,</li> <li>- Lack of sustained interest of learners.</li> <li>- High drop-out rate.</li> <li>- Political interference and persistant crises,</li> <li>-Weak political will.</li> </ul>

8.8 Are there other obstacles or major challenges in increasing efforts in literacy?  
Which of these areas, or other areas, requires further research?

- Development of 'Quick -reads" and further reading materials to sustain literacy levels and avoid relapse.
- Current primers are not meeting the needs of some localities
- Primers yet to be developed in all indigenous languages.
- Poor remuneration of part-time facilitators.
- Absence of full-time facilitators is a major challenge for further research.
- Logistics problems.

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?

- Increase in funding.
- Capacity building for facilitators.
- Implementation of "Revitalizing Adult and Youth Literacy Programme" for which funds have been released by the MDGs Office as Fund-in-Trust with UNESCO.
- More sensitization and advocacy at the grassroot level.