

# NATIONAL COMMISSION FOR MASS LITERACY, ADULT AND NON-FORMAL EDUCATION, NIGERIA

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Nigeria Presentation at the Annual General  
Meeting Global Alliance for Literacy within  
the Framework of Lifelong Learning (GAL)

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# Vision and mission

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- ❖ The National Commission for Mass Literacy Adult and Non-Formal Education was established by Decree 17 of June 1990 (Now Act No 18, 2004) with the mandates of eradication of Illiteracy in the Country within the shortest possible time.
- ❖ Indeed the vision is to eradicate illiteracy and provide Non-Formal and Continuing Education within the context of Lifelong Learning for Sustainable Development while the Mission is to develop and sustain mass education for an enduring learning society as a critical leaver for self-reliance and national development.

# Policy Strategic Objectives

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

- ❖ ensure mass education for the Nigerian people to significantly increase literacies in all its forms,
- ❖ ensure proportionate distribution of adult and non-formal educational opportunities and resources across the country,
- ❖ ensure flexible development and delivery of curriculum modules and programmes to serve specific populations such as street people, nomads, vulnerable children and adolescents, prison inmates and people with special needs, so that adults and out-of-school youth learners can meet their goals, for vocational skills training, apprenticeship, wage employment or self-employment,
- ❖ provide opportunities for early school leavers to return to formal schooling, etc.

# Categories To Be Served

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- ❖ adults and adolescents who have never been to school and cannot read or write and for whom basic literacy and numeracy skills can open a gate to lifelong learning,
- ❖ adults and adolescents who are above school-going age but have not achieved reading, writing and numeracy competencies,
- ❖ young adults who left school before acquiring basic education due to factors such as conflict, pregnancy, ill-health or death of parent, etc.
- ❖ early school leavers who could not stay on to achieve permanent literacy for effective work, etc.

# Programme Component of the Adult and Non-Formal Education

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The programme components of the Commission enable adults and youth to acquire skills and knowledge, in the spirit of lifelong learning and with the possibilities for mainstreaming into the formal sector. The programme encourage flexibility, inclusiveness and equity, greater problem solving ability, self-reliance, and community participation:

Some of the programmes includes

- ❖ Basic Literacy (Equivalent of primary 1-3 of the formal system)
- ❖ Post Literacy (Equivalent of primary 4-6 of the formal system).
- ❖ 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.
- ❖ Vocational Education/Work-related Skills. This is a non-formal education programme designed to equip the learners with vocational or work-related skills such as livelihood, computational skills, work readiness, entrepreneurial and small business management. The duration, depending on the trade or craft, may be jointly agreed upon between the organizers and the learners

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

# Genesis of the use of ICT for Literacy Delivery in Nigeria

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The use of I.C.T. in literacy delivery started in 2005 after a research study conducted by the Commission (NMEC). Then the Commission was in search of a means of getting the teeming population of Nigerian illiterate persons' literate at a faster rate and in their numbers.

Research was carried out to among others, determine the most appropriate I.C.T commonly used by the target illiterate Nigerians.

Cuban method was found to be the most appropriate tested and trusted .Through study tours and consultancy services, the Literacy by Radio programme after the Cuban model was pilot tested in 2005 in 12 states after training of participants from each of the pilot states for 2 weeks.

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The training lasted 2 weeks as it involved the development of the prototype learners Primer in English language, scripting and recording of radio lessons of the primer.

This was followed by trainings in the participating states to develop the language primer of choice for the state, training of the state technical committees on how to manage, support and sustain the programme in the state.

Pilot was evaluated by the Cuban Consultant after six months and marked successful.

Language primers for literacy by radio were developed in Hausa, Igbo, Yoruba, Kanuri, Nupe, Kolokuma and Fulfulde.

Years later the programme was scaled up to cover all the states and FCT. Trainings similar to that of the pilot were conducted in all states and new language primers relevant to the other states bringing the number of literacies by radio language primer to 27.

President Obasanjo declared the Literacy by Radio the Flagship programme for literacy delivery in Nigeria



# Sustainability

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In her effort to sustain the programme, NMEC engaged a team of experts in the programme to review the English Primer and subsequently re-programme the lessons.

The plans for the sustainability of the Literacy by Radio to the next steps is by producing post-literacy programmes component in Literacy by Radio which have not been accomplished. This would have increased learning opportunities for our graduands of basic education learners.

None of the language primers including the basic English language primer have been reviewed since the first productions.

# Present Status of LBR in Nigeria

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- ❖ Another Phase of LBR in English ended in December of 2021 after three months of Teaching and Learning through Radio.
- ❖ The Commission supported seven (7) states in Nigeria in which six (6) centers i.e., two centers in each senatorial district were selected. These states include: Ogun, Ondo, Jigawa, Yobe, Rivers, Abia and Kogi states. In all 42 communities participated in the LBR in English.
- ❖ All the resources required for the success of the LBR in English were provided by the NMEC . The resources includes payment for the cost of airtime, facilitators stipends for the three months duration of the programm on air, provision of Radio including pre-recorded memory card for each of the 3,000 learners.
- ❖ The experience of the literacy by radio initiative across all seven states was considered highly successful with high enrolment, retention and completion rates and there was increased learning outcome.
- ❖ In all the participating states, 100% retention and completion rates were recorded. The high retention rate was attributed to the incentives in the way of radios which were provided by NMEC.
- ❖ The response to LBR with regards to acceptability was considered to be very good.

# Existing opportunities for Professional Development of Literacy Educators in Nigeria

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- ❖ Availability of structures and manpower at all levels (Federal ,State and Local Levels
- ❖ Strong legal backing at all levels on minimum qualification required for literacy educators which is National Certificate on Education (NCE).
- ❖ Most of the Literacy Educators are literate in the use of ICT, especially on basic operation of android phone and on computer
- ❖ Most of the Literacy Educators are certified teachers
- ❖ Many are fully engaged while some are volunteers or retired teachers.
- ❖ The professional conduct of literacy educators are regulated by the appropriate Government Agency

# Concrete Plans for Contextualization and Implementation of the GEC-GAL Training on the Digital Competencies of Literacy Educators

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- ❖ The Commission fully acknowledges the roles of Community Based Organization (CBOs), Faith Based Organization (FBOs), Civil Society Organization (CSOs) and Non-Governmental Organizations (NGOs) in the promotion of Literacy in Nigeria, especially (Non-Governmental Association for Literacy and Support Service (NOGALSS) Thus, the Commission is working assiduously with NOGALSS in the Contextualization and Implementation of the GEC-GAL Training on the Digital competencies of Literacy Educators and Institution of higher learning.
- ❖ Indeed, joint inception meeting has been held while tasks /roles towards the contextualization have been shared
- ❖ Plan is ongoing to seek for the buy-in of GAL/GEC Literacy initiatives by the Honorable Minister of Education
- ❖ The process for the Contextualization of the module developed by UIL has started and this process include Individual review work that is currently ongoing
- ❖ Joint analysis meeting on the reviewed module and validation by national stakeholders which is expected to be finalized by end of this month.
- ❖ Training/capacity building of 10,000 facilitators on Digital competencies will be carry out afterwards.
- ❖ While process for the scale-up will be put in place.

Thank you for your time...

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