



# Revitalizing Adult and Youth Literacy in Nigeria

## Programme Document



**UNESCO Office in Abuja**

**PROGRAMME**  
**Revitalizing Adult and Youth Literacy in Nigeria**

**Table of Contents**

Project summary.....	3
Abbreviations and acronyms .....	4
Context and rationale.....	5
Priority groups.....	7
Development objective.....	7
Immediate objectives.....	7
Role of UNESCO.....	8
Inputs by government.....	9
Expected results.....	10
Programme components and activities.....	12
Partnership and resource mobilization.....	14
Programme implementation and coordination arrangements.....	15
Programme review, reporting and evaluation.....	16
Impact.....	16
External factors.....	16
Exit strategy.....	17
Work plan.....	18
Programme budget.....	21

## Revitalizing Adult and Youth Literacy in Nigeria

### Programme Summary

<b>Project title</b>	<b>Revitalizing Adult and Youth Literacy in Nigeria</b>
<b>Beneficiary Country</b>	Nigeria
<b>Duration</b>	42 Months
<b>Programme budget</b>	\$6,468,233
<b>Executing agency</b>	UNESCO ABUJA in collaboration with ED/BAS/BLE UIS, UIL, BREDA, and UNICEF Nigeria.
<b>Implementing partners</b>	Federal Ministry of Education, National Mass Education Commission (NMEC), National Commission for Nomadic Education (NCNE), State Agencies for Mass Education (SAMEs), National Teachers' Institute (NTI), National Open University of Nigeria (NOUN), National Bureau of Statistics (NBS), National Planning Commission (NPC), Nigerian national Council on Adult Education (NNCAE), Civil Society Action Coalition on Education for All (CSACEFA), Non-governmental Association for Literacy Support Services (NOGALSS), Reading Association of Nigeria (RAN), UNESCO Institute for Statistics (UIS), and Action Aid, and UNICEF (Nigeria).
<b>Executive Summary</b>	The developmental goal of the project is to accelerate and underpin the national efforts to achieve EFA goals, in particular goals 3, 4 and 5 and ultimately contribute to the achievement of the national development goals of empowerment of people, wealth creation and economic growth. The main objective is to strengthen the national capacity for designing, delivering, and evaluating and monitoring quality literacy programmes by focusing on the following strategic areas of action: policy review and analysis, advocacy and communication, addressing the persistent gaps in capacity, innovations and good practices, and effective partnerships in support of literacy. UNESCO will mobilize and effectively deploy the wide range of expertise, knowledge and experiences available in its different units (HQs, institutes, Regional Bureaux, and Field Offices) and link with key international and national EFA partners to ensure the successful and timely implementation of the project

### Abbreviations and Acronyms

ADB	African Development Bank
AIDS	Acquired Immune Deficiency Syndrome
BCA	Bamako Call to Action
CCA	Common Country Assessment
CEP	Committee of Eminent Persons
CSACEFA	Civil Society Action Coalition on Education for All
CSO	Civil Society Organization
ECOWAS	Economic Community of West African States
EFA	Education For All
ETF	Education Trust Fund
EMIS	Education Management Information System
FAO	Food and Agriculture Organization
FME	Federal Ministry of Education
GMR	Global Monitoring Report
HIV	Human Immuno-deficiency Virus
IDPs	International Development Partners
ILD	International Literacy Day
LAMP	Literacy Assessment and Monitoring Programme
LGM	Learner Generated Material
LIFE	Literacy Initiative for Empowerment
MDGs	Millennium Development Goals
NAP	National Action Plan
NCML	National Coordination Mechanism for Literacy
NCNE	National Commission for Nomadic Education
NEEDS	National Economic Empowerment and Development Strategy
NFE	Non-formal Education
NFE-MIS	Non-formal Education Management Information System
NGO	Non-governmental Organization
NMEC	National Mass Education Commission
NNCAE	Nigerian national Council on Adult Education
NPC	National Planning Commission
NSFL	National Strategic Framework for Literacy
NTI	National Teachers' Institute
NOGALSS	Non-governmental Association for Literacy Support Services
OSSAP-MDGs	Office of the Senior Special Assistant to the President on MDGs
RAN	Reading Association of Nigeria
SAME	State Agency for Mass Education
SSA	Sub-Saharan Africa
SSC	South-South Cooperation
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
UIL	UNESCO Institute for Lifelong Learning
UIS	UNESCO Institute for Statistics
UNCT	United Nations Country Team
UNDP	United Nations Development Programme
UNDAF	United Nations Development Assistance Framework
UNIVA	University Village Association
UNLD	United Nations Literacy Decade

## 1. Context and Rationale

Nigeria is the only E-9 country in sub-Saharan Africa with a population estimated at 150 million 77 million of whom are female<sup>1</sup>. The population is characterized by enormous diversity in terms of ethnicity, religion, and language. More than 400 languages and dialects are spoken in the country with the majority of the population communicating in the three dominant languages: Hausa, Igbo and Yoruba. English is widely spoken and is the official language. The bulk of the population lives in rural areas, although current estimates vary greatly, ranging from 60 to over 70 percent. Poverty is endemic and as in many other countries it is concentrated in rural areas and urban slums.

Nigeria's Constitution, the Vision 20-2020, and the National Economic Empowerment and Development Strategy (NEEDS) underline the importance of education as a vehicle of both individual empowerment and national development. In the United Nations Development Assistance Framework (UNDAF) 2009-2012, education is a critical component of the Social Service Delivery priority area with two main expected outcomes: 1) *Policies, investments and institutional changes enable access to quality social services to achieve national development targets, including progressive realization of MDGs*, and 2) *Changes in individual/household behaviour reflect growing public engagement –especially of the poor and disadvantaged- in the achievement of better social outcomes*<sup>2</sup>. This is further elaborated and made more focused in the National Policy on Education (NPE), cementing the country's commitment to EFA and education-related MDGs through the provision of free and compulsory 9-year basic education programme, comprising 6 years of primary education and 3 years of junior secondary education

The NPE underlines the provision of *functional literacy and continuing education for adults and youth who have never attended school or have not completed the primary cycle and remedial education for young people who did not complete secondary education* as the principal goals of mass literacy and non-formal education<sup>3</sup>. The Federal Ministry of Education (FME) is in charge of policy formulation and facilitation and coordination of international assistance for adult literacy and NFE. The responsibility for the coordination of programme implementation, monitoring, and evaluation lies with the National Commission for Mass Education (NMEC), in close collaboration with the State Agencies for Mass Education (SAMEs).

Nigeria has made considerable progress in delivering on the EFA promise. However, serious challenges remain, with the possibility that the country will miss the 2015 target date if current trends continue. According to the *Roadmap for the Nigeria Education Sector* published by the Federal Ministry of Education in April 2009, 38.5 million children (22 million at ECCE level, 10.5 at primary level and 6 million at junior secondary) who should be in school are not in any form of schooling.

The challenge in adult literacy and NFE is even greater. In reality no one knows for sure exactly how many adult illiterates are in Nigeria. Estimates range from 23

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<sup>1</sup> National Population Commission and ICF Macro 2009. *Nigeria Demographic and Health Survey 2008*. Abuja. National Population Commission.

<sup>2</sup> United Nations (Nigeria). 2008. *Nigeria – UNDAF II*. Abuja. 2008.

<sup>3</sup> Federal Republic of Nigeria. 2004. *National Policy on Education*. Lagos. 2004.

million reported in the latest EFA Global Monitoring Report 2010 *Reaching the Marginalized*<sup>4</sup> to 40 million according to the Federal Ministry of Education<sup>5</sup>. Because literacy assessment in Nigeria is based on the conventional, self-reporting method; many believe that the actual number of adult illiterates is much higher with a conservative estimate of over 50 million.

A recent *National Literacy Survey* (2010) conducted by the National Bureau of Statistics in Nigeria estimates the adult literacy rate as 56.9 percent, with huge variations between states (Lagos 88.3 % and Yobe only 14.4%), regions (urban 74.6 % and rural 48.7%,) and sex (male 65.1% and female 48.6%)<sup>6</sup>. More importantly, statistics from the Federal Ministry of Education indicate that only 500,000 of the 40 million adult illiterates are enrolled in adult learning classes. There are also 3.5 million nomadic school-aged children with only 450,000 of them accessing any form of schooling<sup>7</sup>. Nigeria is further saddled with the largest number of out-of-school-children in any single country estimated at over 7 million (10 percent of the global total), and, more importantly, widespread poverty affecting over 75 percent of the population<sup>8</sup>. It is important to note that the geographies of poverty and illiteracy often converge.

The importance and enormous benefits of literacy both for individual empowerment and national development are well known and documented in detail globally and in the context of specific countries. It is generally recognized that a literacy rate of 70 percent is essential for a developing country to make a sustainable economic take-off. The 2006 EFA Global Monitoring Report *Literacy for Life* documents in detail the proven benefits of literacy, particularly the correlation between literacy, empowerment and national development<sup>9</sup>. These include: **human benefits** (fulfilment of human rights, self-esteem, empowerment, social well being, leadership, and critical spirit); **political benefits** (increased political participation, embracing of democratic values, good governance, conflict resolution, peace and reconciliation); **cultural benefits** (cultural transformation and innovation, promotion and preservation of cultural diversity); **social benefits** (maintaining good health, increased family stability, improvements in education, gender equality, social cohesion, inclusion and empowerment); and **economic benefits** (wealth creation, economic growth, increased individual income, sustainable development). More recently, it has been established that there is a positive correlation between increased levels of literacy and HIV prevention<sup>10</sup>. It is reported that Nigeria has the ‘*second largest HIV/AIDS epidemic in the world...with highest prevalence rate found amongst women and girls*’.<sup>11</sup>

Nigeria has committed itself to an ambitious national development agenda as outlined in the *7-Point Agenda, Vision 2020, the National Development Plan (NDP)* and the

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<sup>4</sup> UNESCO. 2010. EFA Global Monitoring Report 2010: *Reaching the Marginalized*. Paris, UNESCO

<sup>5</sup> Federal Ministry of Education. 2009. *The Roadmap for Nigerian Education Sector*. Abuja. 2009.

<sup>6</sup> National Bureau of Statistics. 2010. *National Literacy Survey: Summary Report*. Abuja. 2010

<sup>7</sup> Federal Minister of Education in Nigeria, 2009, *Roadmap for the Nigerian Education Sector*. Abuja. 2009.

<sup>8</sup> UNESCO. 2010. EFA Global Monitoring Report 2010: *Reaching the Marginalized*. Paris, UNESCO

<sup>9</sup> UNESCO. 2006. EFA Global Monitoring Report 2010: *Literacy for Life*. Paris, UNESCO, pp. 135-145.

<sup>10</sup> UNESCO/UIIL. 2007. *Making the Connection: Why Literacy Matters for HIV Prevention*. Hamburg. UIIL.

<sup>11</sup> United Nations (Nigeria). 2008. *Nigeria – UNDAF II*. Abuja. UN. P. 7.

United Nations Development Assistance Framework (UNDAF). The principal stated goal is to catapult Nigeria into the 20 most developed economies in the world within the coming ten years.

The timely achievement of these ambitious goals will be immensely difficult with the education and economic indicators currently prevailing in Nigeria. The burden of nearly 50 million illiterates and 76 million people living in poverty will most certainly undermine the country's efforts to rapidly join the ranks of the 20 most developed economies in the world.

Delivering on the promise of quality literacy for all Nigerians will, on the other hand, underpin on-going national development efforts, particularly in the areas of economic growth and poverty reduction. The effective and timely provision of quality literacy to nearly 50 million Nigerians will greatly improve the lives and livelihoods of nearly half of the population. And this level of inclusion and empowerment will no doubt have a great and sustainable social and economic impact. Investing in quality literacy represents Nigeria's best and most realistic hope for achieving all the MDGs and EFA Goals.

## **2. Priority Groups**

The ultimate beneficiaries will be those who have not been reached, or marginalized and/or excluded by the education system, mainly young girls and women, youth and out-of-school children, and vulnerable populations and groups who have suffered from decades of prejudice, marginalization, discrimination and even exclusion, particularly in urban slums and rural areas. A comprehensive literacy assessment will be conducted with a view to identifying where the illiterate population, particularly the hard-to-reach, is concentrated. The bulk of the activities and interventions of the programme will contribute to the empowerment of these groups.

The most immediate beneficiaries will be the policy makers, adult literacy planners, programme managers, curriculum developers, facilitators and those responsible for quality assurance at federal and state levels. Their skills and capabilities will be enhanced through a wide range of capacity development interventions in the areas of policy formulation, programme design, management and delivery, quality assurance, resource mobilisation, and building partnerships.

## **3. Development objectives**

The developmental goal is to accelerate national efforts to achieve EFA goals 3 and 4 with emphasis on skills development for empowerment and poverty reduction as envisaged in MDG goals 1 and 3.

## **4. Immediate objectives**

The immediate objectives include the following:

- Mobilize and underpin stronger and sustainable political commitment to literacy and Non-formal Education (NFE).
- Promote an inclusive multi-lingual literacy policy.

- Establish/implement nationally agreed benchmarks for adult literacy.
- Develop and launch a comprehensive National Strategic Framework for Adult Literacy.
- Establish a national coordination mechanism for adult literacy.
- Strengthen the national capacity for quality literacy programme design and delivery.
- Create effective and sustainable literate environments.
- Build stronger and enduring partnerships in support of literacy and NFE.

## 5. Role of UNESCO

As the UN's specialized agency for education and the global coordinator of EFA and the United Nations Literacy Decade (UNLD 2003-2012), UNESCO has been in the forefront of international and national efforts aimed at achieving the goals and targets outlined in the Dakar Framework for Action, the MDGs, and the UNLD. This has enabled UNESCO to accumulate a huge reservoir of expertise, knowledge, experiences and practices over the decades. UNESCO will, therefore, mobilize and effectively deploy its invaluable expertise to support Nigeria's renewed efforts in and commitment to literacy.

More specifically, UNESCO will provide support in the following areas within the framework of UNLD and LIFE and in line with Nigeria's national development priorities:

- Mobilization of stronger and sustainable support to literacy through an effective advocacy and communication strategy.
- Development of Strategic Framework for Literacy and NFE.
- Technical support for identifying and addressing the capacity gaps in a) policy, planning and management, b) programme design and delivery, c) human resource development, d) data and information management system, and e) quality assurance through effective assessment, monitoring and evaluation, and f) promotion of multilingual literacy.
- Building effective and sustainable partnerships for literacy and NFE.
- Identification of innovations and best practices in literacy and NFE for possible scaling-up in Nigeria.
- Development of a comprehensive literacy programme for Nigeria.

UNESCO will make optimum use of the expertise and knowledge available in its different units, notably the Basic Education Section in the HQs, the UNESCO Institute for Lifelong Learning (UIL), the UNESCO Institute for Statistics (UIS), and the UNESCO Regional Bureau for Education in Africa (BREDA). **The UNESCO Office in Abuja will serve as the central unit, strategically indentifying and coordinating relevant inputs for optimum impact.**

The proposed programme will be implemented within the framework of the priorities of UNESCO's Medium-Term Strategy, i.e. Africa and gender as well as its overarching and strategic programme objectives in the field of education. It will also be aligned with the biennial strategic priority 1 of Major Programme I of the 35 C5, and will be implemented within the context of the MLA 1 *Building blocks for EFA: literacy, teachers and skills* linked to expected result 1 *Within the framework of the*



*UNLD, national capacities strengthened to plan, implement and manage quality literacy programmes, particularly through LIFE, building on an enhanced international coordination role of UNESCO for the UNLD. Moreover, the programme will support and underpin the priorities and strategies identified in the UNESCO National Education Support Strategy (UNESS) and the Roadmap for the Nigerian Education Sector.*

## **6. Inputs by the Government**

The Federal and State governments will be responsible for the following inputs:

### **Federal Government**

- Funding by the Federal Government for the implementation of the programme by UNESCO in the form of self-benefitting Fund-in-Trust in the amount of **USD 6,468,233**.
- Facilitate the establishment and operationalization of the Ambassadors for Adult Literacy and NFE to be chaired by a high-level national leader.
- Facilitate and coordinate the active participation of state and local governments.
- Enhancing the professional capacity of NMEC through secondment of qualified and experienced staff from universities and other relevant institutions for the duration of the programme.
- Mobilization of the National Teachers' Institute (NTI) for training literacy teachers and National Bureau of Statistics (NBS) for data collection and management.

### **State Governments**

- Establishment/rehabilitation and operationalization of State Resource Centres (SRC) for Adult Literacy and Lifelong Learning, at least one in each State.
- Enhancing the professional capacity of State Agencies for Mass Education (SAME) through secondment of qualified and experienced staff from universities and other relevant institutions for the duration of the programme.
- Recruitment and adequate remuneration of literacy teachers.
- Mobilization of public education facilities/resources and information and media outlets in support of advocacy and programme implementation.

## 7. Expected Results and Performance Indicators

Expected Results	Indicators
National commitment to literacy and NFE considerably strengthened.	<ul style="list-style-type: none"> <li>• Number of advocacy and coordination meetings and press conferences organized.</li> <li>• Number of information and advocacy kits, CDs, videos, and case studies produced and disseminated.</li> <li>• Number of seminars, conferences, roundtables and workshops organized to promote literacy and publicize its benefits.</li> <li>• Percentage of the federal education budget allocated to literacy and NFE.</li> <li>• Percentage of the State education budget allocated to literacy and NFE.</li> <li>• Percentage of the UBEC consolidated fund allocated to literacy and NFE.</li> <li>• Level of integration of literacy into national development frameworks and plans.</li> </ul>
An inclusive multi-lingual literacy policy formulated and adopted by Federal and State education authorities.	<ul style="list-style-type: none"> <li>• Number of policy makers trained in policy formulation in multilingual contexts.</li> <li>• Number of policy advocacy workshops and roundtables on literacy in multilingual contexts organized.</li> <li>• Number of languages used in initial literacy.</li> <li>• Number of learners using their' mother tongue in literacy classes.</li> <li>• Number of literacy primers produced in mother tongue languages.</li> </ul>
National agreed benchmarks developed/implemented by relevant governmental, non-governmental, and community-based organization.	<ul style="list-style-type: none"> <li>• Guidelines for the implementation of the benchmarks.</li> <li>• Number of officials trained in monitoring and reporting on the implementation of benchmarks.</li> <li>• Number of states adopting the benchmarks.</li> </ul>
A National Strategic Framework for Adult Literacy (NSFL) developed through participatory consultation with key stakeholders and launched by Federal and State governments.	<ul style="list-style-type: none"> <li>• Number of stakeholders participating in the development of the NSFL.</li> <li>• Number of states using the NSFL to develop curricula and learning materials for diverse learners.</li> </ul>
National Coordination Mechanism (NCM) for adult literacy, comprising key governmental and non-governmental stakeholders and partners, in place and operational.	<ul style="list-style-type: none"> <li>• Number of coordination meetings held.</li> <li>• Number of participating agencies regularly attending meetings.</li> <li>• Action plan of the (NCM).</li> </ul>
National capacity strengthened to develop, manage, deliver and monitor quality literacy programmes through capacity building of literacy planners, managers, facilitators, and	<ul style="list-style-type: none"> <li>• Number of training modules developed to train literacy educators.</li> <li>• Number of literacy educators recruited and trained.</li> <li>• Number of volunteers (students, teachers, retired teachers) identified, mobilized and deployed.</li> <li>• Number of public and private educational institutions and facilities identified and mobilized for programme</li> </ul>

Expected Results	Indicators
monitoring and evaluation officials.	<p>delivery.</p> <ul style="list-style-type: none"> <li>• Number of literacy managers and evaluation and monitoring officers trained.</li> <li>• Number of State and/or Zonal Resource Centres for Adult and Continuing Education established and operationalized.</li> <li>• Number of states taking part in situation analysis and assessment surveys.</li> <li>• Number of illiterate youth and adults identified by state and sex.</li> <li>• Number of literacy primers and other learning materials developed and distributed.</li> <li>• Number of ICT-assisted primers and other learning materials developed.</li> <li>• Percentage of young girls and women attending literacy courses.</li> <li>• Number of states establishing NFE-MIS.</li> <li>• Number of literacy and NFE graduates mainstreamed into formal education.</li> <li>• % increase in literacy rate.</li> </ul>
Effective literate environments created.	<ul style="list-style-type: none"> <li>• Number of good practices in literate environments identified and disseminated.</li> <li>• Number of guidelines for enhancing literate environments developed.</li> <li>• Number of local authors and writers identified and trained.</li> <li>• Number of publishers promoting and supporting literate environments.</li> <li>• Number of reading materials, including locally published newsletters, produced.</li> <li>• Number of learner-generated reading materials developed.</li> <li>• Percentage of newly literate accessing reading materials.</li> <li>• Number of new libraries, including mobile ones, established.</li> </ul>
Partnerships in support of literacy strengthened.	<ul style="list-style-type: none"> <li>• Number of active partners identified and mobilized.</li> <li>• Number of private sector entities participating in fund-raising.</li> <li>• Percentage of funding mobilized from domestic sources.</li> <li>• Level of cooperation &amp; synergy among UN agencies.</li> <li>• Number of seminars and workshops organized in support of S-S Cooperation.</li> <li>• Number of study visits undertaken.</li> <li>• Number of communities establishing and running own learning centres.</li> </ul>

## **8. Programme Components and Activities**

### **Component 1: Policy Dialogue and Advocacy**

- Set up a Committee of Eminent Persons with a proven track-record of service and success to serve as Champions of Literacy with advisory, advocacy, and fund-raising roles in support of literacy and NFE.
- Establish Ambassadors for Adult Literacy to be chaired by a high-level national leader.
- Develop an effective and sustained advocacy strategy to enhance the status and profile of literacy in Nigeria.
- Prepare and disseminate advocacy kits, information briefs, report cards, studies, etc. containing key messages promoting literacy as a fundamental human right and highlighting the proven benefits of literacy both for individual empowerment and national development.
- Promote the active involvement of the leadership of the two largest religions in Nigeria, Christianity and Islam, in support of literacy by disseminating key messages in churches and mosques, particularly on Sundays and Fridays; fundraising; encouraging community participation; mobilizing their own human and educational resources to provide literacy; and using their immense moral and political clout to lobby national leaders in support of literacy.
- Organize a series of policy dialogue and advocacy meetings with relevant federal ministries (education, planning, finance, youth, and women affairs), legislators, State Governors, the private sector, media, and CSOs, and international development partners, including the United Nations Country Team (UNCT) to mobilize stronger commitment to and sustainable support for literacy.
- Facilitate the adequate integration of literacy into national planning frameworks and action plans, in particular Vision 2020, the National Development Plan (NDP), UNDAF, and the Roadmap for the Nigerian Education Sector.
- Support for an inclusive policy that a) encourages multi-lingual approaches to literacy, b) focuses attention and investment on key priority groups, c) and promotes effective partnerships through capacity building in policy formulation, quality assurance, coordination, community participation, financing, and monitoring and evaluation.
- Participatory action research to establish the link between poorly performing primary/basic education and increase in the number of illiterate adult population.

### **Component 2: Strengthening National Capacity to Design, Deliver and Monitor Quality Literacy Programme**

- Develop a national strategic framework for adult literacy in Nigeria.
- Support for the establishment/implementation of nationally agreed benchmarks for adult literacy.
- Establish an effective national coordination mechanism for literacy.
- Undertake situation analysis of existing literacy facilities, interventions and practices.

- Conduct a comprehensive assessment of the literacy situation and levels of literacy in the country using the new Literacy Assessment and Monitoring Programme (LAMP) recently developed and piloted by the UNESCO Institute for Statistics (UIS).
- Map the geography and locations of the illiterate adult population in Nigeria.
- Conduct a detailed survey of learning needs of diverse priority groups, especially girls and women, out-of-school youth, marginalized groups, and isolated rural communities.
- Develop relevant learning materials addressing the diverse needs of the illiterate and newly literate, partly generated by learners themselves.
- Identify and deploy appropriate ICTs to develop ICT-assisted functional literacy to expand access and improve quality.
- Establish a comprehensive and integrated Management Information System for literacy and NFE at federal and state levels.
- Train adequate evaluation and monitoring personnel at federal, zonal and state levels.
- Provision of appropriate transportation for effective monitoring and evaluation.
- Develop, in collaboration with universities and teacher training institutions, training modules and teachers' guidelines for professional literacy teachers.
- Develop a monitoring and evaluation manual for adult literacy.
- Recruit and train literacy educators.
- Establish/rehabilitate and operationalize Resource Centres for Adult and Continuing Education in all the 36 States and Federal Capital Territory.
- Map and mobilize existing public and private educational facilities, students and teaching personnel as well as retired teachers to participate in and underpin the implementation and monitoring of the proposed literacy programme in a manner that does not disrupt their routine academic programme.
- Establish an effective system of equivalence & certification for literacy and NFE in recognition of the competencies acquired in NFE.

### **Component 3: Literate Environments**

- Develop guidelines for creating/strengthening literate environments.
- Mobilize and document local knowledge and oral traditions.
- Identify and share good practices in building effective literate environments.
- Support the development and use of learner generated materials.
- Support local authors and writers to produce reading materials in local languages.
- Expand access to reading materials in collaboration with publishing industry, the media, and IT/ICT companies.

### **Component 4: Partnerships and Resource Mobilization**

- Map all the partners actively working in adult literacy NFE in Nigeria primarily to identify and assess their roles and capacities as well as areas where they have a competitive edge.

- Encourage communities to establish their own literacy centres by developing and disseminating a handbook on creating and managing community learning centres.
- Establish an effective and inclusive literacy network in Nigeria.
- Strengthen the mobilization and coordination of international development partners in Nigeria in support of literacy and NFE.
- Encourage south-south cooperation within the context of UNLD, particularly with regard to sharing information and knowledge on innovations and best practices in literacy through research, study visits, etc.
- Support for a stronger cooperation and greater synergy among UN agencies within the contexts of EFA, UNLD and UNDAF through joint advocacy and effective programme coordination.
- Link up with the business community/private sector, the Media (TV and mobile companies in particular), philanthropic organizations, foundations, faith-based organizations, etc., to organize an annual fund-raising event which will also serve as annual advocacy event.

### **Component 5: Monitoring and Evaluation**

- Conduct routine monitoring of programme implementation through regular visits by FIS, NMEC and SAME officials.
- Participatory end-of-year evaluation.
- Mid-term programme evaluation half-way the programme period.
- An external evaluation at the conclusion of the programme.

## **9. Partnership and Resource Mobilization Strategy**

The technical and financial resources for the proposed literacy programme will be secured through a carefully crafted partnership the backbone of which will be Nigerian partners. These include:

- The Federal Government
- The OSSAP-MDG
- Federal Ministry of Education
- Federal Ministry of Finance
- National Planning Commission
- Federal Ministry of Women Affairs
- Federal Ministry of Agriculture
- State and local education authorities
- National Directorate of Employment/Small and Medium Enterprise Development Agency of Nigeria
- Philanthropic organizations and foundations
- The Private sector
- Civil Society Organizations (CSOs)
- Individual contributions through regular annual fund-raising events

States and the Federal capital Territory (FCT) are expected to make budgetary allocation for the implementation of the programme, and specially to make financial

contributions for the rehabilitation/establishment of Resource Centres, Literacy Centres, and for the payment of literacy teachers

The core funds of the programme are expected to primarily come from these sources, complemented by technical, financial and in-kind contributions from the international development partners. UNESCO will, in addition to its own technical support, play a leading role in the mobilization and coordination of international assistance in support of literacy.

## 10. Programme Implementation and Coordination Arrangements

Existing governmental management and coordination structures will be utilized to facilitate and underpin the implementation, monitoring and evaluation of the programme.

The programme will be coordinated and implemented by UNESCO in consultation with the FME. The overall responsibility for the implementation of the programme will lie with UNESCO. UNESCO will execute this role in close consultation with the Federal Ministry of Education

UNESCO will establish a Technical Team comprising programme specialists and technical experts from Abuja, HQs, UIL, UIS, IIEP and BRENDA coordinated by the Education unit Abuja. The main task of the UNESCO Technical Team is to identify, mobilize, and coordinate the required expertise in UNESCO and elsewhere for the successful implementation of the programme.

The following committees will advise in the implementation.

### **Ministerial Committee**

Ministerial Committee will provide the overall policy guide and direction and will be chaired by the HME. Membership will include: Ministry of Women Affairs; Ministry of Planning, Ministry of Youth; State Commissioners of Education (1 from each geo-political zone for representation); NMEC, UBEC, NCNE, NBTE and NDE.

**National Programme Steering Committee (NPSC):** The NPSC will, in its advisory capacity, provide overall policy guidelines and direction, and will be chaired by an expert who will report to the Federal Minister of Education. The National Bureau of Statistics (NBS), State Commissioners of Education, OSSAP-MDG, NMEC, UBEC, UNESCO and UNICEF will be members. NMEC and NATCOM would serve as the Secretariat. The Ambassadors for Literacy will underpin the role of the NPSC with advisory inputs. Programme sub-committees to support the NPSC will be created as and when deemed necessary.

**Programme Monitoring and Evaluation Committee (PM&EC):** The PM&EC will be co-chaired by the Executive Secretary of UBEC and the Head of the Federal Inspectorate Service (FIS) with representations from SAMEs, UNESCO Abuja and selected NGOs. The evaluation and monitoring activities will be anchored in the National Centre for Mass Literacy in Kano and NMEC's 6 zonal offices. Routine monitoring of FIS and NMEC's zonal officers will be strengthened. There will be routine monitoring visits by FIS, NMEC, and SAME officials followed by a

participatory end-of-year evaluation. A mid-term evaluation of programme implementation will be carried out half-way the programme period. An external evaluation will be conducted at the end of programme implementation.

## **11. Programme Reviews, Reporting, and Evaluation**

The project will be subject to reporting procedures and requirements as per UNESCO rules and in accordance with the agreement reached with the donors(s). An annual review of the plan activities of the programme will be conducted by UNESCO and the Nigerian authorities.

The following reports are envisaged:

1. Annual narrative report highlighting the activities implemented, resource utilization, and progress made towards the expected results. Also captured in the annual report will be challenges faced together with strategies proposed to address them.
2. Financial report will be in the form of UNESCO's standard reporting per BL.
3. Final report describing in detail the main achievements, the difficulties encountered and lessons learned.

In addition to these, implementation status reports will be prepared to inform and update programme review meetings. An external evaluation will be conducted at the end of the programme to build an independent and objective dimension into the evaluation.

## **12. Impact**

The successful implementation and completion of the programme will have considerable and positive short-term and long-term results and impact. The national capacity at federal, state and local levels for delivering quality literacy will be strengthened mainly through capacity building in such key areas as policy formulation, programme design, and partnership building. The programme introduces and in the long-term institutionalizes 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, the programme will lead to the empowerment of millions of young people and adults who have suffered decades of marginalization, discrimination, and exclusion. The successful implementation of the programme will certainly transform millions of lives and in the process considerably contribute to the achievement of EFA goals and MDGs, in particular wealth creation. This will in turn considerably increase the national income through the empowerment and enhanced capabilities of a critical mass of literates. Finally, the proposed programme will transform mindsets and deep-rooted attitudes and practices that promote and/or condone all forms of abuse and violence against young girls and women.

## **13. External factors to be taken into consideration**

Nigeria is huge country in terms of both territory and population, making balanced and equitable reach quite a challenge. More importantly, it has a federal system



comprising three levels of governance: Federal government, 36 States, and 774 Local Governments. The governance system is characterized by myriad jurisdictional difficulties. Education is a joint responsibility for all the three levels of government, although this joint mandate is not always clear. At the same time each level of government has its own, jealously guarded jurisdictional enclave, making cooperation and coordination a formidable challenge. In addition, there is a huge bureaucracy characterized by slow and cumbersome processes and procedures, which have the potential of causing serious delays in implementation. Furthermore, although Nigeria has a large number of qualified and competent professionals, they are not always effectively deployed in places where they are needed most. This is further exacerbated by a high turn-over of staff. The successful implementation of the project will require sustained political will, effective cooperation and coordination with governmental official at all levels, and timely release of funds and other required inputs from the federal and state governments. These are factors that need to be considered, although efforts can be made to limit and/or manage their overall impact through advocacy, better planning, and risk management.

#### **14. Exit Strategy**

The programme is designed in such a way that it builds on existing mechanism to ensure long-term continuity and sustainability. Almost all the programme components and activities are anchored in existing federal, state and local organizations and institutions into which they will be fully integrated at the end of the programme. Efforts aimed at building partnerships are also aligned with existing structures and frameworks of cooperation in both public and private sectors as well as in international organizations. There will be new innovations introduced, the National Coordination Mechanism for literacy (NCML) for example, which can be easily integrated into the annual work plan and budget of the National Mass Education Commission (NMEC). Other new elements, like the Committee of Eminent Persons (CEP) and the annual fund-raising events can be either retained in support of lifelong learning or simply discontinued at the end of the programme.

15. Work Plan																	
	2011				2012				2013				2014				
PROGRAMME COMPONENTS AND ACTIVITIES	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
<b>COMPONENT 1: Policy Dialogue and Advocacy</b>																	
Set up a Committee of Eminent Persons with a proven track-record of service and success to serve as Champions of Literacy with advisory, advocacy, and fund-raising roles in support of literacy and NFE.																	
Establish Ambassadors for Literacy to be chaired by a high-level national leader.																	
Develop an effective and sustained advocacy strategy to enhance the status and profile of literacy.																	
Prepare and disseminate advocacy kits, information briefs, report cards, studies, etc. containing key messages promoting literacy as a fundamental human right and highlighting the proven benefits of literacy both for individual empowerment and national development.																	
Promote the active involvement of the leadership of the two largest religions in Nigeria, Christianity and Islam, in support of literacy by disseminating key messages in churches and mosques, particularly on Sundays and Fridays; fundraising; encouraging community participation; mobilizing their own human and educational resources in support of literacy.																	
Organize a series of policy dialogue and advocacy meetings with relevant federal ministries (education, planning, finance, youth, and women affairs), legislators, State Governors, the private sector, media, and CSOs, and international development partners, including the United Nations Country Team (UNCT), to mobilize stronger commitment to and sustainable support for literacy.																	
Facilitate the adequate integration of literacy into national planning frameworks and action plans, in particular Vision 2020, the National Development Plan (NDP), UNDAF, and the Roadmap for the Nigerian Education Sector.																	
Support, through capacity building, for the formulation of an inclusive policy that a) encourages multi-lingual approaches to literacy and the use of mother tongue in initial literacy and b) focuses attention on and investment for key priority groups.																	
Participatory action research to establish the link between poorly performing primary/basic education and increase in the number of illiterate adult population.																	

<b>COMPONENT 2: Strengthening National Capacity to Design, Deliver and Monitor Quality Literacy Programme</b>													
Develop a national strategic framework for adult literacy in Nigeria.													
Support for the establishment/implementation of nationally agreed benchmarks for adult literacy.													
Establish an effective national coordination mechanism for literacy.													
Undertake situation analysis of existing literacy facilities, interventions and practices.													
Conduct a comprehensive assessment of the literacy situation and levels of literacy in the country using the new Literacy Assessment and Monitoring Programme (LAMP) recently developed and piloted by the UNESCO Institute for Statistics (UIS).													
Map the geography and locations of the illiterate adult population in Nigeria.													
Conduct a detailed survey of learning needs of diverse priority groups, especially girls and women, out-of-school youth, marginalized groups, and isolated rural communities.													
Develop relevant learning materials addressing the diverse needs of the illiterate and newly literate, partly generated by learners themselves.													
Identify and deploy appropriate ICTs to develop ICT-assisted functional literacy to expand access and improve quality.													
Establish a comprehensive and integrated management Information System for literacy and NFE at federal and state levels.													
Develop, in collaboration with universities and teacher training institutions, training modules, teachers' guides, and evaluation and monitoring manuals for professional literacy teachers and monitors.													
Train adequate evaluation and monitoring personnel at federal, zonal and state levels.													
Recruitment and training of new literacy educators.													
Map and mobilize existing public and private educational facilities, students and teaching personnel as well as retired teachers to participate in and underpin the implementation and monitoring of the proposed literacy programme in a manner that does not disrupt their routine academic programme.													
Establish/implement an effective system of equivalence & certification for literacy and NFE in recognition of the competencies acquired in NFE.													

**COMPONENT 3: Literate Environments**



## 16. Project Budget (in US\$)

Cost Elements Description	Year 1	Year 2	Year 3	Year 4	Total
<b>10 Staff</b>					
(10 <sup>7</sup> ) Travel costs	30,000	80,000	50,000	20,000	180,000
(11) International experts/Consultants	71,150	222,000	222,000	72,000	587,150
(13) Administrative and Technical Support Staff	77,029	154,058	154,058	154,058	539,203
<b>10 Total Staff</b>	<b>178,179</b>	<b>456,058</b>	<b>426,058</b>	<b>246,058</b>	<b>1,306,353</b>
<b>20 Subcontracts</b>	200,000	1,000,000	600,000	200,000	2,000,000
<b>30 Training, seminars and meetings</b>	80,800	644,500	550,000	310,140	1,585,440
<b>40 Equipment</b>	138,500	250,500	250,000	100,000	739,000
<b>50 Miscellaneous</b>	16,395	24,804	24,804	27,304	93,307
<b>Sub-total – direct cost</b>	613,874	2,375,862	1,850,862	883,502	5,724,100
<b>80 Support costs</b>	79,804	308,862	240,612	114,855	744,133
<b>TOTAL</b>	<b>693,678</b>	<b>2,684,724</b>	<b>2,091,474</b>	<b>998,357</b>	<b>6,468,233</b>