



High level International Round Table on Literacy
“Reaching the 2015 Literacy Target: Delivering on the promise”
UNESCO, Paris, 6-7 September 2012

Action Plan

Nigeria

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National Literacy Action Plan for 2012 – 2015

NIGERIA

1.0 CONTEXT/JUSTIFICATION

Nigeria is the most populous country in Africa with a population of over 150 million. Out of the total population, about 39 percent are children aged below 15 years while adults constitute the remaining 61 per cent. Nigeria's Constitution, (1999) the Vision 20-2020 document and the National Economic Empowerment and Development Strategy (NEEDS) underline the importance of education as a vehicle of both individual empowerment and national development. 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 country is made up of 36 States and a Federal Capital Territory (FCT) and it is further subdivided into 774 local government areas in six geo-political zones.

1.1 *Literacy Status, challenges and needs*

A *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 92.0 % and Borno only 14.5%), regions (urban 74.6 % and rural 48.7%,) and sex (male 65.1% and female 48.6%). 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. Nigeria is further saddled with the largest number of out-of-school-children estimated at over 7 million (10 percent of the global total). The Nigerian Government recognizes that literacy education will help equip individuals with the knowledge, skills and attitudes needed for economic self-sufficiency, poverty reduction and sustainable development, and is therefore making efforts to address the illiteracy challenge. Below is the distribution of population and literacy rate by State and sex.

Table 1: Distribution of Population (Age 6 and Above) By Literacy States, Status and Sex

S/N	State	Population			Literacy Rate		Total	Percentage
		Male	Female	Total	Male	Female		
1.	Abia	1,430,298	1,451,082	2,881,380	1075280	1013986	2,089,266	72.5
2.	Abuja	733,172	673,067	1,406,239	479,460	384,626	864,086	61.4
3.	Adamawa	1,607,270	1,571,680	3,178,950	734,105	553,051	1,287,156	40.5
4.	Akwa Ibom	1,983,202	1,918,849	3,902,051	1,426,385	1,331,413	2,757,798	70.7
5.	Anambra	2,117,984	2,059,844	4,177,828	1,603,569	1,532,523	3,136,092	75.1
6.	Bauchi	2,369,266	2,283,800	4,653,066	913,500	672,414	1,585,914	34.1
7.	Bayelsa	874,083	830,432	1,704,515	566,164	491181	1,057,345	62.0
8.	Benue	2,114,043	2,109,598	4,223,641	1084138	818653	1,902,791	45.1
9.	Borno	2,163,358	2,007,746	4,171,104	392721	210771	603,492	14.5
10.	Cross River	1,471,967	1,421,021	2,892,988	953,240	849,366	1,802,606	62.3
11.	Delta	2,069,309	2,043,136	4,112,445	1,419,177	1,284,626	2,703,903	65.7
12.	Ebonyi	1,064,156	1,112,791	2,176,947	607913	545088	1,153,001	53.0
13.	Edo	1,633,946	1,599,420	3,233,366	763011	719046	1,482,057	45.8
14.	Ekiti	1,215,487	1,183,470	2,398,957	914656	877622	1,792,278	74.7
15.	Enugu	1,596,042	1,671,795	3,267,837	1,095,655	1,076,831	2,172,486	66.5
16.	Gombe	1,244,228	1,120,812	2,365,040	538,463	390,853	929,316	39.3
17.	Imo	1,976,471	1,951,092	3,927,563	1075280	1013986	2,089,266	53.2
18.	Jigawa	2,198,076	2,162,926	4,361,002	566164	491181	1,057,345	24.2
19.	Kaduna	3,090,438	3,023,065	6,113,503	914656	877622	1,792,278	29.3
20.	Kano	4,947,952	4,453,336	9,401,288	2,701,175	1,899,636	4,600,811	48.9
21.	Katsina	2,948,279	2,853,305	5,801,584	740034	517630	1,257,664	21.7
22.	Kebbi	1,631,629	1,624,912	3,256,541	506,633	316,203	822,836	25.3
23.	Kogi	1,672,903	1,641,140	3,314,043	596641	513803	1,110,444	33.5

24.	Kwara	1,193,783	1,171,570	2,365,353	627,636	539,436	1,167,072	49.3
25.	Lagos	4,719,125	4,394,480	9,113,605	4341595	4042922	8,384,517	92.0
26.	Nasarawa	943,801	925,576	1,869,377	441,859	340,875	782,734	41.9
27.	Niger	2,004,350	1,950,422	3,954,772	763011	719046	1,482,057	37.5
28.	Ogun	1,864,907	1,886,233	3,751,140	1,218,209	1,138,043	2,356,252	62.8
29.	Ondo	1,745,057	1,715,820	3,460,877	1,192,117	1,101,163	2,293,280	66.3
30.	Osun	1,734,149	1,682,810	3,416,959	137563	135242	272,805	80.0
31.	Oyo	2,802,432	2,778,462	5,580,894	1,819,804	1,691,955	3,511,759	62.9
32.	Plateau	1,598,998	1,607,533	3,206,531	810,148	683,329	1,493,477	46.6
33.	Rivers	2,673,026	2,525,690	5,198,716	1,978,446	1,804,143	3,782,589	72.8
34.	Sokoto	1,863,713	1,838,963	3,702,676	660,204	453,582	1,113,786	30.1
35.	Taraba	1,171,931	1,122,869	2,294,800	348781	185815	534,596	23.3
36.	Yobe	1,205,034	1,116,305	2,321,339	380,274	237,400	617,674	26.6
37.	Zamfara	1,641,623	1,637,250	3,278,873	596641	513803	1,110,444	33.9
		71,315,488	69,122,302	140,437,790	38,094,541	32,976,373	71,071,014	50.6

Source (NMEC, 2011)

The statistics above indicate that seventeen states (17) out of thirty seven (37) are at risk of not achieving EFA goal 4 by 2015 as they have youth and adult literacy rates between 14.5 to 49.3% These States have concurrently experienced very low enrolment rates in primary education. These are Northern and Eastern states which have majority Muslim and pastoralist population. In order to remedy the situation and accelerate literacy in Nigeria a two pronged approach to literacy which involves a significant advocacy and investment in both formal basic education and youth and adult literacy and non formal education is envisioned in order to ensure that children, youth and adults have access to adequate educational opportunities which help them develop their literacy skills.

1.2 ***Governance system and institutional settings for literacy***

The National Policy on Education (2004) lays emphasis on Mass Literacy, Adult and Non-Formal Education. There are Federal agencies that are responsible for formulation and implementation of adult and non-formal education policies. These include the Federal Ministry of Education, National Commission for Mass Literacy, Adult and Non-Formal Education, National Commission for Nomadic Education and the Universal Basic Education Commission. The adoption of the six goals of Education for All (EFA) in Dakar brought a significant shift in the position of Nigeria on Adult and Non-Formal Education. Adult literacy was accorded recognition in the Universal Basic Education Act of 2004. The Act in Section 15, defines Basic Education as "Universal Basic Education" including early childhood care and education, the nine years of formal schooling, adult literacy and non-formal education, skills acquisition programmes and the education of special groups such as nomads and migrants, girl-child and women, *almajiri*, street children and disabled groups.

The National Commission for Mass Literacy, Adult and Non-Formal Education is responsible for the organisation, monitoring and assessment of the adult literacy practices in the country. The Commission adopted the decentralisation of its activities by the establishment of offices in the six geo-political zones of the country, the thirty-six States (including the Federal Capital Territory, Abuja) and all the seven hundred and seventy-four local government areas. Coordination and supervision of literacy classes are the sole responsibility of the local adult education officers, supervisors and literacy instructors. The minimum number of literacy classes expected in any local government is ten. In addition, non-governmental organisations support government efforts by establishing as many as they could manage and finance. Examinations are conducted on the basic learning competencies, reading, writing and numeracy. The agencies run different adult and non-formal education programmes like Adult Basic Literacy Programme, Post Literacy Programme, Women Adult Education Programme, Distance Education Programme, Sandwich Programme, and Nomadic Education Programme.

1.3 *Funding for Literacy from 2002 – 2012*

The sources of funding for literacy are many and varied including:

- Regular allocation by the Federal Government through its annual budget;
- Annual allocation by the States and FCT;
- MDGs intervention fund;
- Donor agencies; and Civil Society

Table 2: Federal Budgetary Allocations to the National Commission for Mass Literacy, Adult and Non-Formal Education

YEAR	2007 -N	2008-N	2009-N
RECURRENT	242,974,824.00	242,974,824.00	242,974,824.00
CAPITAL	264,500,000.00	1,029,600,000.00	567,390,502.00
TOTAL	507,474,824.00	1,272,574,824.00	810,365,326.00

Source: Department of Finance, NMEC. 2009

Table 3: Financial Allocations to Education Sector and Non-formal Education Sub- Sector in the States.

Year	Total state budget on education	Total budget for ALE	%
2002	21,679,423,606.00	1,260,244,332.12	5.81
2003	23,959,727,517.00	751,600,634.00	3.14
2004	35,703,543,524.00	926,663,921.00	2.60
2005	49,663,888,029.00	1,064,097,092.00	2.14
2006	66,364,320,370.00	950,559,117.00	1.43
2007	68,869,593,714.43	1,385,750,731.00	2.01
2008	69,905,384,917.00	983,833,350.00	1.41

Source: National Report on Adult and Non-formal Education 2008

Table 4: Total Budgetary Allocations to Adult and Non-formal Education by Other Ministries in the States, Local Government Councils and NGOs in Naira

Year	LGA	Other Ministries	NGOs
2002	77,683,199.00	43,400.00	47,000.00
2003	83,749,165.00	107,809.00	1,035,000.00
2004	170,120,544.77	328,250.00	1,039,000.00
2005	175,492,194.77	803,000.00	57,570.00
2006	180,174,194.77	409,000.00	59,570.00
2007	188,957,194.77	862,950.00	48,750.00
2008	166,539,195.77	64,850.00	-

Source: National Report on Adult and Non-formal Education 2008

The international development partners (IDPs) also spent the sum of N378,331,893.88 on non-formal education between 1997 and 2008.

Table 5: Budgetary Allocations to Non-formal Education by the International Development Partners (IDPs) in Naira

Year	UNDP	UNESCO	UNICEF	DFID	WORLD BANK
2002	100,000.00	-	7,184,550.80	-	0
2003	328,250.00	-	6,093,392.80	-	0
2004	6,548,000.00	240,000.00	15,043,141.00	-	0
2005	-	4,154,000.00	31,301,623.00	-	20,400,000.00
2006	-	-	67,034,860.68	-	0
2007	-	-	78,307,655.00	19,154,839.00	0
2008	-	-	4,325,000.00	-	0

Source: National Report on Adult and Non-formal Education 2008

It can be concluded from the above that funding of non-formal education from public, private, IDPs and NGOs has improved in the last ten years. However, in view of the current illiteracy rate in Nigeria, there is need to further improve the funding of non-formal education.

2.0 OVERARCHING VISION FOR THE NATIONAL LITERACY ACTION PLAN

The target of the National Literacy Action Plan is to make 4 to 5 million adults and youth acquire basic literacy skills by 2015.

3.0 Objectives of the Action Plan

The developmental goal of the programme is to accelerate and underpin 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.

4.0 Beneficiaries

The ultimate beneficiaries will be those who have not been reached, or the 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.

The 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.

5.0 Proposed activities (with expected outputs, outcomes and indicators)

Programme delivery improved to make four to five million adults and youth acquire basic literacy skills by 2015. Non-Formal pathways developed to provide opportunities for out-of-school children, youth and adults.

(See table on pages 11 – 24 for activities, expected outputs, outcomes and indicators).

6.0 Implementation management

The following Agencies/ institutions would be involved in implementation:

Federal Ministry of Education, National Mass Education Commission (NMEC), State Agencies for Mass Education (SAMEs), National Commission for Nomadic Education (NCNE), 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), Action Aid, and UNICEF (Nigeria).

7.0 Existing Resource Institutions

Facilities exist at the National Centre for Mass Literacy, Adult and Non Formal Education in Kano, and the Bauchi State Adult and Non Formal Education Training Institute including the Centre for Literacy Training and Development for West Africa, (CLTDWA).

8.0 Main Partners:

- The Federal Government,
- Office of the Special Assistant to the President on the MDGs
- Federal Ministry of Education
- Federal Ministry of Finance
- National Planning Commission
- Federal Ministry of Women Affairs
- Federal Ministry of Agriculture
- IDPs
- 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.

The States and the Federal Capital Territory (FCT) are expected to make budgetary allocation for the implementation of the programme, and especially to make financial contributions for the rehabilitation/establishment of Resource Centres, Literacy Centres, and for the payment of literacy teachers.

9.0 Reporting, Monitoring and Evaluation

The monitoring and evaluation activities will be anchored in the National Centre for Mass Literacy in Kano and NMEC's 6 zonal offices. There will be routine monitoring visits by the

Federal Inspectorate Service (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 while an external evaluation will be conducted at the end of programme implementation. The project management and steering committees will conduct routine monitoring of the programme implementation through regular visits by FIS, NMEC and SAME officials.

10.0 **Potential risks**

- Political commitment
- Timely release of funds
- Inadequate number of facilitators
- Availability of credible data
- Availability of experts
- Community involvement
- Adequate funding
- Effective inter-sectoral collaboration and cooperation
- Adequate articulation of international development support and interventions
- Effective inter-sectoral collaboration and cooperation
- All stakeholders buy-in

11.0 **Estimated Budget for 2012-2015:**

Funds-in-Trust with UNESCO = \$6,468,233

Potential Funding sources:

- Government's annual budgetary allocation;
- Financial support from IDPs, Private sector, CSOs and NGOs.

12.0 **Calendar for implementation of proposed Activities:** 2012-2015 (See pages 11 – 24)

NATIONAL STRATEGIC FRAMEWORK FOR ADULT AND YOUTH LITERACY

Expected Result 1: Program delivery improved to make 4-5millions adults and youth acquire basic literacy skills by 2015						
Activities	Performance Indicators	Means of Verification	Cost	Time Frame	Responsible (Institution, Focal Person...)	Risks and Assumptions
1. Enhance the pedagogical and managerial capacities of facilitators	200,000 trained	Reports from training institutions & NMEC CBMC		April- Sept. 2012 before the Launch)	Training institutions NMEC/ SAME	Inadequate number of facilitators Adequate funding
2. Produce and distribute multilingual learning/teaching materials including audio visuals materials, primers/text books, facilitators guide, reading for pleasure and post	10,000,000 primers/text books & 200,000 facilitators guide	NME C SAME Learners CBMC		As above	NMEC	Adequate funding Funds Timely release of budgetary funds Delay in supply to states Safety & security challenges

literacy						
3. Capacity building of facilitators for proper management, record keeping and documentation to ensure accountability	200,000 facilitators keeping proper records	NMEC SAME CBMC		April –SEPT 2012	NMEC SAME CBMC	
4. Establish and institutionalize Centre-Base Management Committee to ensure quality of literacy programme, efficiency and effectiveness of centres	No of functional CBMC in Place/ State /LGA	NMEC SAME CBMC		April-May 2012	NMEC SAME NGOs, CBOs, FBOs	Non commitment of some members
5. Provide ICT and small generators in the selected model centre in all	7,740 computers	NMEC SAME		April-May 2012	NMEC SAME	Maintenance Security challenge Inadequate power

LGAs		CBMC Learners			CBMC Learners	supply
Expected Result 2: A non formal pathway developed to provide learning opportunities to 10.2 million out of school children and youth						
Sensitize and carry out public enlightenment of target communities (type and no of public enlightenment materials developed and produced	2 Million out of school children and youths registered	No of learners certificated		April-Dec 2012	NMEC SAME CBMC NOA NGOs, CBOs, FBOs	Funds may not be made available
Develop an effective equivalency and certification system	No of learners certificated through the system	Reports from NABTEB NBTE		Aug-Dec 2012	NABTEB NBTE NMEC some	Loop holes in the system
Develop graded modular competency-based education pathway	System developed	Reports from NABTEB		April-April 2013	NABTEB NBTE	Bureaucratic bottlenecks

starting with basic education module to technical /vocation module		NBTE NMEC SAME NERDC			NMEC SAME NERDC	
Link learners with the mentors/facilitators	No of out-of-school children and youths enrolled at the centres/LGA/CENTRES	Reports from CBMC SAME NMEC Learners		CBMC SAME NMEC NGOs, CBOs, FBOs	Community not sufficiently sensitized increased interest from the Community will	Withdrawers
Expected Result 3: Capacities of institutions developed in: facilitators training, curriculum design & development, program delivery, M&E, action research and learning from effective practices						
Identify resource institutions to conduct sensitization, trainings and orientation programme matching their core competencies with identified gaps in their capacity	Capacities of NFE training institutions , NMEC, SAME, NERDC developed	Report of trainings from Training institute to NMEC Increased rate of enrolment, retention and completion		July 2012-2013	Revitalisation Committee NMEC	Poor responses/turn out

Train more facilitators at NFE Institutes nation wide	Additional 50,000 facilitators trained annually	No of people trained and certified Reports from NMEC SAME		Jan 2013- Dec 2014	NMEC SAME Training Institutes	Lack of interest may be shown
Organise seminars and workshops for facilitator.	No. of facilitators and teachers trained	Reports of Seminars and workshops.		Jan 2013- SEPT	NMEC.	Possible attrition of participation
Develop training module	Variety of training modules developed	Report from				
Develop capacity on learning best practices across the globe	Meeting of	Report of best practice in place			NMEC/SAME	
Expected Result 4: Post Literacy Policy clearly formulated and mechanism developed for enriching Literate Environment (books, digital, newspapers, etc)						
Conduct a Baseline survey to determine Learners mainstreaming from basic to post Literacy	Percentage of Adult disaggregated Percentage of Youth disaggregated	Survey Report by NBS/NMEC		Jan-March 2013	NMEC, NPC, NCNE NBS, NPopC , NERDC, SAME	Non Compliance by the relevant stakeholder
Sensitize Stakeholders on the need to implement post literacy Policy	Number of sensitization programmes carried out.	Report and Attendance list.		6 months	FME, NPSC, NMEC, NCNE, SAME, NOA, FMYD, FMWA,	Strong Political will, Timely Release of Fund,

	Number of stakeholders sensitized.				CSOs, The Media.	
Evolve a Literate Environment strategy for Post- Literacy	Number of strategy tools developed	The Strategic tools developed.		6 months	FME , SMOE, NMEC, Universities, CSOs, other stakeholders	Transfer of Personnel, Decrease in Budget Allocation, Politicization of the activity, Instability
Train Facilitators/ for Adult and Youth Literacy	Number of Facilitators/Teachers trained disaggregated	Attendance list, Training Manuals, Certificates of Attendance, Pictures, Reports		12months	NMEC	Inadequate response/attrition of participants
Establish more literacy centres, with E- learning facilities and Mobile Libraries(for Homes, Schools and Community use)	Number of centres established with E-Learning facilities Number of Mobile libraries	Number of Literacy centres established. Number of pilot centres with E-Learning facilities established. Number of Mobile Libraries		3 years	NMEC, SAME, UNESCO	
Provide more Post Literacy Materials	Number of Materials developed. Number of	Curriculum, Textbooks, Primers Readers,		12-36 months	NERDC, NMEC SAME, NABTEP NINLAN, RAN,	Inadequate supply of materials

	Materials produced. Number of Materials distributed. Number of Languages in which Materials are developed	Dictionaries, Newspapers			Writers and Publishers, LAN	
Establish more Skill Acquisition Centres	Number of Functional Skill Acquisition Centres. Number of trained personnel on TVE	Required Equipments for different Vocational areas		12-36 months	FG, SG, LG SMEDAN BOI, IFAD, UNICEF, NDE, World Bank, ADB, CSOs, JICA	Inadequate supplies
Expected Result 5: A conducive environment created for effective literacy program delivery through advocacy and active partnerships						
Ministries: Map the different intervention in NFE in order to create synergies	All line ministries & parastatal identified and synergy developed	NMEC Reports		May 2012	NMEC	
Universities and specialised institutions: 1. Codify languages 2. Train trainers	20 more un-codified languages codified 50 trainers per state plus FCT trained by the university	NMEC training Reports		May 2012-Dec 2013 July 2012	NMEC	Non Compliance
Communication	At least 10 pilot	NMEC Reports on		2013	NMEC	Non Compliance

companies: Promote literacy through digital devices (mobile phones, internet) & instructional materials.	centres per state plus FCT use mobile phones to support literacy skill development.	literacy provision sources				
Communities: Support advocacy, monitoring and feedback. Provide learning centres/ spaces	At least 50% increase of Learning centres & 60:40% increase in Female & male enrolment respectively.	NMEC M&E Reports		Continuous	NMEC	
Media: Support Advocacy/sensitization, Use broadcast/print media as literacy tool. Provide production facilities for learning	At least 80% of programmes developed had been Broadcast	NMEC Reports		Continuous	NMEC	
Civil society organisations and IDPs: Develop collaborations with C SO in running of	At least 2 active NGOs or coalition of NGOs per state has been involved in the	NMEC Reports		Continuous	NMEC	

literacy classes.	implementation					
Publishers & manufacturers of electronic devices: Produce learning Materials	Learning Materials (Digital and physical forms) exist in all codified languages	NMEC Reports		May 2012 and continuous	NMEC	
NMEC & SAME: Ensure overall M & E, capacity & primer development for literacy Programs from Government platform	Training of 65 facilitators per LGA trained by the trainers on M&E and primer development	NMEC Reports		Continuous	NMEC	
Expected Result 6: Policy dialogue strengthened for more support to Literacy & Non Formal Education.(LNFE)						
Undertake Situation Analysis: i. Data collection ii. Data entry iii. Validation iv. Analysis (by urban, rural, location and gender) v. Reporting	Reliable data on Literacy and NFE disaggregated by different parameters and levels of government	Statistical digest of literacy and NFE at LGA, State, FCT and National levels Situation Analysis report		April – May 2012	FME, UNESCO (implementing partners NMEC, SAME, SMoE, LGEAs)	RISKS i. Difficult terrain ii. Security situation ASSUMPTIONS iii. Adequate analytical capacity iv. Political will

						<ul style="list-style-type: none"> v. Adequate funding from all stakeholders vi. Willingness to participate vii. Attitudinal or behavioural change towards literacy programme
<p>Undertake Stakeholder Dialogue at the Local, State and National level through:</p> <ul style="list-style-type: none"> i. Workshop at LGA level ii. Workshop at State level iii. Workshop at National level iv. Policy proposals from recommendations v. Media coverage 	<ul style="list-style-type: none"> i. Number of participants at the 3 fora ii. Percentage increase in support for literacy programmes iii. Reduced Drop-out rate iv. Reduced crime rates in the target areas 	<ul style="list-style-type: none"> i. List of participants/attendance at the dialogue sessions ii. Stakeholders report iii. Survey reports including those of IDPs and NGO/CSOs iv. M&E reports 		June 2012	<i>FME/NMEC, SAME, SMOE, LGEAs</i>	

(print and electronic media)						
2. Undertake Advocacy and Sensitization through:	<ul style="list-style-type: none"> i. Pre-advocacy meeting ii. Advocacy kits iii. Advocacy visit iv. Media coverage (print and electronic media) v. Advocacy report vi. Relevant communication to stakeholders (visits and letters) 	<ul style="list-style-type: none"> i. Number of participants at meeting by gender ii. Number of Advocacy kits produced iii. Number of advocacy visits undertaken iv. Number of media coverage v. Enrolment rates by gender vi. Literacy rate by gender vii. Drop-out rate by gender viii. Level of crime rate in the target areas 	<ul style="list-style-type: none"> i. Attendance/participants list ii. Survey reports (MDAs, NGOs, IDPs, etc) 	June-July 2012	<i>FME/, NMEC, SAME, SMOE, LGEAs</i>	

Expected Result 7: A sustainable M&E system including literacy assessment instituted						
Carry out a situation analysis of the current information system on adult and youth literacy/mass literacy.	Percentage of number of centres/programmes per states, LGAs available.	Availability of reliable data for NFE M&E		2012-2014	NMEC, NBS (FME/EMIS)	Stakeholders to be responsible in active participation of data collection. Capacity of data collectors Human capacity – turnover of personnel Accountability and funding Transfer of trained officers
Strengthen the EMIS to reflect necessary information on NFE for Monitoring sector performance	Establishment of the EMIS at state and National Level.	The scope and the response rate of the Institutions providing.				
Conduct Routine visit of M&E by stakeholders FIS, and State Offices Facilitators, Participants and Centre Base	Number of reports available.	55,513 centres visited.		2012 - 2015	NMEC/SAME and stakeholders	

Management						
Carryout Monthly, quarterly, midterm and yearly evaluation of programme implementation	Number of meetings held			March 2013	NMEC/SAME and stakeholders	
Conduct participatory midterm and final evaluation	Availability of report	Conduct of stakeholders meetings		June 2014	NMEC/SAME and stakeholders	
Carry out a Literacy survey based on the same methodology as the NLS 2010 with additional variable and analysis of impact.	Availability of survey result	NBS publication on National Literacy Survey 2010.		2015	NMEC/SAME and stakeholders	
Expected Result 8: LNFE policy reviewed to make it more inclusive and enabling (incorporating gender and language concerns, etc)						
Engage in High level Policy dialogue at: LGA State National level	Number of participants at dialogue Enrolment Rate by gender	Policy briefs Dialogue report		2012-2014 (evolving)	FME/ NMEC, SAME, SMoE, LGEAs, legislative house state and national)	Inadequate stakeholder buy in Adequate funding Political commitment Informed policy

						review
<p>Research on similar issues of concern at Local, National and Global levels</p> <p>Develop Policy briefs, policy dialogue kits</p>	<p>Research on best practices synthesised</p>	<p>Summary of best practices report/policy briefs</p>				
<p>Carry out Policy review when necessary (curriculum, facilitators status etc)</p>	<p>Number of policy items reviewed to engender enabling environments</p>	<p>Policy document</p>				