

Issues and Challenges of Adult Basic Literacy Education in the 21st Century in Nigeria

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ANNOTATION: This paper discusses issues and challenges of adult basic literacy education practice in the 21st century in Nigerian. Adult basic literacy education is one of the foremost programmes of adult education as profession. It was programmed to provide reading, numeracy, skill acquisition skills etc. to the adults' illiterates of the both sex in our society, that will enhance socio-economic, cultural, political, psychological needs and raise fortune of the citizenries in order to revert or strengthen the desire to eradicate illiteracy for better development and growth of the nation. Also, the world now is a global village due largely to innovations and developments in ICT, which has made lifelong learning and literacy education very important and relevant in individual and natural development. This is the reason why policy makers in education and adult education in the past recognized adult basic literacy education as a veritable tool for conscientization, sensitization, enlightenment, awareness creation to awakening the inmate potentials of the individuals and reposition them to overcome other dangerous plagues of life in terms of poverty, disease, pain, ignorance, unemployment, etc. in human nature. But in as much as literacy education was projected to do all these, it become very imperative to note that the sector has been really under equipped and not given appropriate attention to satisfy this mandate of the past is the crux of the discussion of this paper. Secondly, discussions on this subject matter is in respect to the issues and challenges of the sector, as enshrined in UNESCO and CONFINTEA V guidelines reports on the following headlines; policy, governance, finance, participation, inclusive and quality was applied in order to address the issues of literacy education as required at the global context. This paper re-echoes the need to ensure that the original mandates were achieved in the new era of the 21st century by pointing out important aspects of the issues and challenges and make recommendations that will assist in returning back the glory of literacy education in Nigeria.

Keywords: Literacy, Issues and Challenges, Adult Basic Literacy.

Introduction

Adult Basic Literacy education delivery issues and challenges has been a discourse on the platform of the scholars, professionals, parliamentarians, curriculum developers/planners, ministries, parastatals, NGOs and agencies etc. involved in the management of the education industry in Nigeria and the world at large. Challenges are potential problem, hazard or danger encountered, which maybe immediately obvious or not. But literacy education as a programme of adult education is designed to meet up the socio-economic, cultural, political needs of the citizenries, especially the youths/adult folk of the society bedevilled with issues and challenges, even when such programme of adult education has been earmarked by the policy makers to be given attention, because of the past experience, remarks and priorities about the subject matter. The reason being that the increasing population of the Nation is rising day, month, year after year and such population is characterized by the predominance of illiterate youths/adults alike. Ojo (2010), described adult basic literacy as an organized form of education for those categories of adults who do not have formal education or drop out. The programme is organized by government or donor agencies to eradicate illiteracy and assist the disadvantaged group to acquire skills for sustainable livelihood. Jegede (2010), also added that basic literacy is the skills acquired at the first introduction to literacy, the basic skill of reading and writing. While those that have acquired basic literacy are regarded as neo-literates.

Ezimah (2004) agree that government interest and policy in favour of literacy education is informed by its desire to eradicate illiteracy as an index of underdevelopment, in order to set the necessary conditions for socio-economic and political growth in respect to the former British colonial administration. This explanation is based on the fact that literacy has been identified as one of the essential ingredients for obtaining personal, community, societal development and growth. Nzeneri (2007), see literacy education as an authentic key to all person's rights, an instrument for awareness creation, enlightenment, animation, motivation and self-actualization. This view conceived it as a process of awakening people's innate potentials so that they could free themselves from the prison of hopelessness and other plagues of life by critically analysing the condition under which they live and operate.

Nzeneri and Ogile in Olori (2015) affirm that the essence of literacy is for the development of both individual and nation, through liberation of such individuals and groups from poverty, pains, disease, ignorance, passivity, unemployment and other conditions which tends to subject individuals to object of exploitation in nature. This also means that literacy education is a key that unlocks the door to modernization, especially in technology applications to the subject of discourse and others literacy education has the capacity of facilitating, transmitting and promote transformation of values, attitude, norms and behaviours through critical reflection that will lead to social action viz: an instrument of preserving and promoting cultural openness and diversity.

In view of these facts, it became very necessary to discuss on the issues and challenges abound in the practice of Adult Basic literacy education in Nigeria.

Issues and Challenges of Adult Basic literacy education in Nigeria

Adult learning and education in respect to adult basic literacy education in reality as programmed, should be able to liberate man, raise his consciousness and restore his dignity, especially in the current trends of sciences and technology era. But in Africa, especially Nigeria is faced with poor policies design, perception, implementation and undesirable outcomes that tie down the good intentions of the programme planners and managers in this regard. Jegede (2010) mentioned that the problem with the acquisition of basic literacy is the fear of relapse into illiteracy. He suggests that to acquire permanent literacy, the neo-

literate should go beyond the basic literacy level. In Nigeria, policies of this nature are still hovering around the need for basic skills for reading, writing and numeracy. Even when the data sent out to the world bodies in that regard has been judged inaccurate (CONFINTEA V, 2017). It is very obvious that several issues and challenges abound in this subject matter, but they are not insurmountable. This paper once again hope to x-ray the issues based on the following UNESCO guidelines of;

- Policy
- Governance
- Financing
- Participation
- Inclusion and Equity
- Quality

This is based on the design process, implementation and evaluation of Adult Literacy Education (ALE), towards the achievement of the SDGs, especially SDGS 4 in Nigeria, which also remains a mirage.

Policy

A policy is a methodical action to solve existing or impending problem within the framework set to achieving it. It may be seen as actions taken or to be taken or not taken or not to be taken by government or private organizations. In the case of public policy, it refers to response, or lack of response of government decision makers to an issue which can take the form of laws, regulations, court decisions, executive decree or orders, official speeches and statement of budgets or in some cases, no action at all. (IPMD document, 2015). So, no matter the area a policy is coming from, such policies should be well articulated, formulated and implemented for a maximum benefit to the end users. Reasons being that most policies in Nigeria have collapsed as a result of improper formulation and ineffective implementation. When policies are wrongly formulated and implemented it leads to a lot of challenges; collapse in the community of economy, economic hardship and suffering, cost of goods and services i.e., inflation, high taxation, drop in GDP, fall in foreign exchange, poor salary, unemployment that will lead to hunger and low standard in education etc.

All these happen because the policies are not socially and politically acceptable, because adequate human and material resources are not provided. Institutional structures are not properly established to facilitate such implementation. This is the case of the Nigeria policy 011 education. In Nigeria her policy has lofty philosophy, objectives and goals that could enhance and portray a force of a free and democratic, just and equalitarian society, a united strong and self-reliant nation, a great and dynamic economy, a land full of bright opportunities for all citizens etc. policy making (FGN, 2014). Reviving a policy requires strategic policy making.

Olugbue, (2019) mentioned that strategic policy formulation is a planning and decision-making tool for promoting administrative effective through defining the organization, mission, objectives, competitive strategies, implementing evaluation progress, etc. Bearing in mind that the changes is one of the forces that account for strategic policy formulation in institutions, such changes are not witnessed in the policy statement of the literacy education. For adult education it is designed to ensure the eradication of illiteracy and continuing development of adult Nigerian by making education a life-long process. This also means that adult education literacy programmes sustain development, which in turn fosters hope and participation in democracy, justice and active citizenship. Likewise, democracy and active citizenship require new skills and competencies alongside capacities for institution building. Secondly, adult education reflects on specific philosophy of education based on the assumptions that adults/youths can and wants to learn, they

are able, willing to take responsibility for such learning activities so far as it responds to their needs, because its primary concern is on literacy education.

These policy statements are the indicators that shows that (adult basic literacy education) is one instrument for national development, because of its strength of forming a railing point for formation of ideas that could lead to interpersonal interactions, aspirations for the growth of the Nation, especially the knowledge- based economy. Any education platform that fosters on the development of individuals sake and general wellbeing of the citizenries is literacy education in practice, because it gives room for equality of educational opportunities to all, disabled, and able (integration), youths/adults, school dropouts amongst others. This is also very explicit on the need for functional educational settings as to promote progressive united Nigeria. Meaning that school programmes and activities should be relevant, practical and comprehensive with determinant interest and ability that will showcase the individual's direction in his educational pursuit, especially the ended full integration of the individual into the community. These are the baselines for national development in ensuring the training of the mind, towards understanding of the world around. Also, the acquisition of appropriate skills for mental, physical, social abilities and competencies to live as humans and contribute meaningfully to the development of the society is also part of the non-tangible aspect of adult basic literacy education.

However, the truth is that the tools or apparatus to achieve such lofty ideas of literacy education in Nigeria are faulty, because Nigeria failed to embrace the exploitation of its available human resources, rather depend more on the agitation of who benefits from its natural endowment, as manipulated to the prosperity of all her citizenry.

Government and those that are at the helm of affairs has also failed to recognize the fact that through acquisition of skills, competencies, aptitudes, good attitudes of youths and adults etc. are the indicators that have changed the economy and wise decisions of policy making of the developed world, USA and China precisely. Omoregie and Oyelami (2018), add that literacy education programmes are organized in Nigeria with the underlying political and international influences. International organizations who promote adult literacy would not promote the learning of indigenous languages that they cannot understand without interpretation is factor of cultural dimensions of making adult literacy education programmes.

Again, our policy design as a nation is narrow, confusing, conflicting in nomenclature and absolute. This shows lack of commitment to all the agreements, conventions, legislations, arising from poor coordination and professionalism especially at the top. Literacy centres in Nigeria are not overwhelmed because of poor policy directions, even when Nigeria is one of the nations in the world that has high drop-out rate of her young adults from school. Ordinarily, all things being equal, the younger adults are supposed to find refuge in the Adult Learning Education (ALE) centres for self-empowerment, rather Nigeria has seen reasons for digitals skills on the continuing of learning in that direction.

UNESCO (2004), add that the new focus on the links between literacy, livelihood and poverty highlights the important role of literacy in acquiring the capacities, skills and knowledge needed to secure are a living. It offers education activists, practitioners, policy-makers additional scope for elaborating effective non-formal literacy programmes within the wider context of human life. Education of the masses must start with right approach of imbibing proper teaching, instructing and learning from the areas of literacy education. Digital skills in technology are very necessary because computer and ICT gadgets are now used to help learners who are dyslexic, dysgraphic, dyslogic, etc, through the tools of Microsoft that do the choice of word processing, spelling, vocabulary, phonetics, syntax, phonemes amongst others. The choice for the use

of online resources in making policies is long overdue in the service delivery of ALE, which is part of the global digital experiment in the educational practices. UNESCO midterm review (2017) showed that the literacy levels amongst adults in Nigeria has resulted to exploitation, misinformation, misinterpretation, misrepresentation, frustration of youths and adults alike to violent crimes of rape, cultism, gangsterism, ritual killings, militancy, armed banditry terrorism etc. This also shows that the government has failed to play to the gallery by touching on all the genres of literacies that liberates, raises consciousness and reposition the youths/adults for social actions, even in areas that cover their environment.

Our policy has not yet looked at how to convert the youths/adults from the informal sector where they operate as artisans to the formal lifelong sector with certification that covers area of engineering, law, social sciences, entrepreneurial studies, technology etc, as it is done in Europe and other developed Nations of the world. We repeat the National policy on education (NPE), still it is not effective and decentralized. The policy exists in vague, only in paper work with the literacy centres at the local government areas, towns and cities lacking government attention, but people are earning income under that platform of nonexistence of centres and facilitator. The strength of adult learners and learning is with the local communities, adjoined with the formal settings as evening programme. Emphasis, once again should be that our policy must be multisectoral and multi-ministerial to coordinate all poorly organized sketchy empowerment skill acquisition programmes emanating from the political class as 'give back' to their constituents. Borrowing from the policy framework of Ireland and even our African Botswana, they operate Advance literacy/digital skills. In Nigeria, we do not even have a structured framework for recognizing, validating and certifying the non- formal and informal learning activities.

A data sent to the UNESCO and other world bodies shows that 90% coordination strong policies emerged from inter-ministerial, while 30% interdepartmental are already misleading due to poor instrumentation and nothing seen as the grass-root, even urban cities (UNESCO, 2017). ALE has predominately a non-formal and informal structure in Nigeria. This is far from where the world is directing or going. Botswana in Africa, practices formal education for Basic, Basic semi and self-learning levels, by utilizing digital technology of mobile phones, calculator and internets. The question is "do they have more viable natural and human resources than ours? No of course, the fact is that there is proper coordination in all aspects of governance and leadership in every stratum, especially education of the youths/adults has high premium of preference as it has to do with bench mark for national development.

Governance

Adult literacy education governance, is purely a household concern resting on the total control and supervision of the ministries of education in Nigeria at all levels. On like other countries of the developed world where the supervision and coordination rest on its communities and institutions which are empowered to operate maximum cooperation with the said ministry. Inter-ministerial coordination is very poor in Nigeria, making ministries of education solely responsible or in-charge of;

- (a) Formulation of national policy on mass literacy, adult and non-formal education.
- (b) Planning and executing sub-programmes.
- (c) Dialoguing with international development agencies or donors on mass literacy issues.
- (d) Provision of funds for National commission for mass literacy, adult and non-formal education.
- (e) Training of grass-root personnel to handle her programmes.
- (f) Mobilizing states/FCT and local governments.
- (g) Provide support services including curriculum development (NPE, 2014).

In this case other stakeholders are seen as nominal in terms of decision making and implementation of programmes of ALE. Capacity building measures needed to support constructive and informed involvement of civil society organizations, communities and adult learners' organizations for the promotion of intersectoral, inter-ministerial cooperation and transnational cooperation as recommended by (UIL 2010b) are lacking. RALE framework, strongly echo calls for strengthening or creating of cooperative structures and participatory processes such as multi-stakeholder partnerships at local, national, regional and international levels to ensure democratic governance and responsiveness to the needs of all learners, especially the most disadvantaged. This idea encourages mechanisms and processes at national and local levels to be flexible, responsive and decentralized (UNESCO, 2016).

Nigeria is paying lip service to these recommendations, without considering the potentials of knowing that good governance developments are documented and disseminated to be used as bench marks for ALE, especially the novel ideas of learning cities, towns and villages are exemplified by UNESCO global network of learning cities and those of China (UIL, 2016). Abiding to the recommendations is a leeway to mobilizing resources that will promote inclusive learning, revitalize learning in families and communities, facilitate learning at workplace, display and encourage extensive use of modern learning technologies, enhance quality and excellence and foster lifelong learning. Though, our country report claims that governance has improved, since 2009, very little evidence shows for that in making governance multi-ministerial, consultative and participative. Nigeria can show post CONFITEA VI action plan, but no details of reality are available.

Finance

This is a major challenge of adult basic literacy education. In Nigeria, less than 1% budgetary allocation is allotted to the sector. Here the government is the sole financier as claimed. However, a substantial support in the financial realm is burn by the UNESCO, UNICEF and other notable civil societies. Most European countries like Ireland and Germany, properly fund adult education programmes and even go further to give study allowances to the unemployed, singles, those of disabilities etc. (European Association for the Education of Adults, 2011).

Abdallah (2016) observes that federal and state governments of Nigeria was to spend 8.44% of their total budget of 12.2 trillion Naira on education for developing countries. Oyedeki (2016), also noted that in 2017 budget proposal presented by president Buhari, 448.01 billion was allocated to education, representing about 6% of the 7.30 trillion Naira budget contrary to the budgetary benchmark recommendation by UNESCO to enable nations adequately cater for rising education demands. He agrees that the budgetary allocation remains the lowest since 2011 in terms of account. Osuji, Abdallah in Kuye and Ukpabi (2018) re-echoed that poor spending on education means Nigeria will have more adult illiterates, poor education quality, low GDP growth and poor achievement of the sustainable development goals (SDGs) by 2030 projection, which Nigeria is a signatory. This is also an indication to show clearly that the country has not yet recognized literacy education as a veritable tool for national development and economic empowerment.

In Nigeria again, 'back to school allowances' has stopped, due to current economic meltdown. Financing of Adult Basic literacy education in Nigeria is ridiculed with corruption and mismanagement, through poor disbursement pattern of fund meant for education by the operators. The human magics has also led to poor remuneration for the instructors and facilitators of adult education (literacy) centres and in turn resulting to withdrawal of learners/clienteles and hiring of untrained and non-professionals to manage the programmes. This is one of adverse predicaments faced in the sector. Providing funds for Universal Basic Education (UBE), primary education is seen as a source of providing funds for adult literacy education. (Abdullah,

2016). This is also a great threat to the younger adults who are in dire need of basic literacy education. The trend is replicated in the general decline for funding education in Nigeria. Few innovations made in the year 2009, that emerged as; Out-of-school programme for children in Internally Displaced Persons (IDP) Campuses, especially at the Northern Nigeria, are also been shared funding by international donors and civil societies. Public funding allocations to literacy education in respect to public investment in very poor. The diversity of provision, which lacks focus or coordination, has complicated efforts to identify the budgets or expenditure meant for Adult Basic literacy education. Budgets for ALE are hardly 'identifiable', but hidden elsewhere as patronage to organizing skills acquisition training programmes for the youths in the rural communities. ALE, continue to be seen as a temporary project attracting "sympathy votes" at the National budget space.

Participation, Inclusion and Equity

Participation, inclusion and equity are tools used by the practitioners of adult education learning. They are target goals which change agents strives to achieve programmes objectives, especially in human development and mobilization for responses for smooth services delivery. United Nations in Oyebamiji and Adekola (2008), discovered that many development programmes and projects of government failed, especially education policies because the people had not been effectively engaged in needs and resources assessments. Supporting this view, Anyanwu and Dorbes in Oyebamiji and Adekola (2008), suggested that for any development programme and policy to succeed, there is the need for people's involvement. It will give the people a sense of belonging that they are part of the programme by creating the chances been interested in the entire process of developing, planning and implementation of the said programme. Secondly, development of programme without people's cooperation and approval is unethical. Participation also helps in improving institutional structures for an organization.

According to UIL (2016), participation is a multi-dimensional indicator, which varies in length, intensity, level and specificity of what is taught or learnt. This is a clear picture of showing that participation in ALE, helps in the process aiming to adjust policy guidelines, governance, financing and quality. Information of general data on participation in ALE is limited, reason being that the real stakeholders in ALE are not carried along in decision-making for ALE. In Nigeria it is very obvious commitment to have more participation of the professionals, women and disadvantaged groups in issues that affects ALE. But in practice they are marginalized and making them weak in participation, that is why further information on the participation of such groups are limited. In Africa, especially the women are usually in majority in literacy programmes and other non-formal education activities, low in technical and vocational programmes. Vocational and technical training must not be skewed or biased in favour of men, and must not act as barriers for their participation in other areas of male dominated business. In recent time, most women involved in ALE programmes withdrew due to poor management of ALE programmes and activities in Nigeria (Bureau of statistics, 2014).

Oakley in Oji (2014) made substantive arguments that participation is extremely useful to the functioning of development projects and activities of ALE, especially in the areas of efficiency where it helps to minimize misunderstanding or possible disagreements and thus the time and energy; often spent by the professional staff or managers of projects explaining or convincing people of a project's benefits, can be reduced. In effectiveness it is sure that participation is an instrument used in the development of the rural areas, as it allows the people have a voice in determining objectives, support, projects administration and make their local knowledge, skills and resources available. It brings about self-reliance to help break the mentality of dependence which characterizes much development work and as a result, promotes self-

awareness, confidence and causes the rural poor examine their problems and to think positively about solutions.

Participation is concerned with human development and increases people sense of control over issues which affect their lives as to help them to learn how to plan and implement and, on a broader note, prepares them for participation at regional or even national level. Participation is a good thing to all sectors of human endeavour, more importantly it breaks people isolation and lays the ground work for them to have not only a more substantial influence on development, but also a greater independence and control over their lives. Participation has the capacity to increase the numbers of rural people who potentially can benefit from development and could be the solution to broadening the mass appeal of service reordered to the citizenry. Participation is linked to sustainability for economic reasons, especially in continuity of a programme or projects meant for ALE. It is fundamental to developing a self-sustaining momentum of development in every aspect of life and livelihood.

Quality

Quality has to do with how well the programme has satisfied the needs of the learners in terms of evaluation, information on learners' completion of programme rating and certification. In case of ALE, most Certificates if really awarded cannot be used to gain admission for further studies, even to the secondary school levels. There is also issue of limited data that captures that aspect, as it is done with the 9years Universal Basic Education (UB E) level of the primary schools of formal education in Nigeria. Individual countries in Europe are currently planning to link their National Quality Frameworks (NQF) to the European qualification framework as recommended in BFA conference 2009. BFA is clearer on quality. UNESCO BFA 2017, section 16, P8; states that; "it is holistic, multi-dimensional concept and practice that demands constant attention". This means that quality is achieved where there is constant attention paid to facilitator of programmes and that of the learner/clienteles.

The SUWON (2017) statement also affirm the importance of quality through the RVA programme outcomes that build up ALE) practitioners, based on monitoring quality applied or employed in such direction. Quality Assurance reports in Nigeria reveal that even secondary school O' level facilitators are engaged in the instruction of ALE programmes and activities, because of poor attitude to the training of professionals, facilitators and non-professionals as the case may be. Here howbeit, is also nothing wrong for Nigeria and other West African countries to run a WAEC structure of ALE programmes certification, as a starting point. Bearing in mind that there is a renewed European agenda for adult learning, supports, strengthening, monitoring systems and systems of RVA (Recognition Validation and Accreditation) in the European countries (European Union, 2011). Frankly, speaking, data base development on quality is poor across board in Africa, especially in Nigeria.

This shows that data collection, analysis, implementation and evaluation are major problems affecting ALE programmes, because it does not give room for replication of ideas as concerns ALE in terms of flexibility, openness and transparency to all stakeholders in the adult learning sector, which should comprise both technical and political approach and take into account the peculiarities of the sector as a broaden because of illiteracy eradication in Nigeria and the world at large.

Conclusion

It is very obvious that the practice of adult literacy education in the developed countries and that of underdeveloped countries are quite different, especially the quality of the professionals, facilitators and

instructors, strategies/approaches/ methodological, materials/resources employed to achieve the set objectives/ goals of the programme policy guidelines, provision of infrastructure, training and retraining of facilitators and development, remuneration, welfare services, methodologies and techniques, direct services to the learners or clienteles are principal determinants/challenges in this regard. More importantly, funding is the worst scenario in the whole of Africa and Nigeria in particular. Funds are not allocated directly to the sector, rather issues of inter-sectoral, inter-ministerial and inter-disciplinary approaches are practically practiced only in the developed countries as recommended by donor organizational agencies. Botswana, ahead of Nigeria is stilling grappling with how to control and manipulate resources at the centres. This means that our (Nigeria) case is worse. ALE, cannot do better or thrive in Nigeria if the good aspects of culture, methodologies, trainings, quality, budgeting pattern, innovations in ICT, information from the global cycle are shared with other nations civil societies amongst others.

It is also very necessary that studies and reports of our country must be comprehensive as to provide quality answers on how best to evaluate and re-evaluate, implement and re-implement programmes of ALE, through good data collection, analysis and other measures that will promote better quality. Our instrument for capacity building in ALE is faulty. The negative effect of this is that investment in this direction cannot be encouraged effectively, especially when there is lack of international cooperation, cross ministerial and cross sectoral coordination's, funding and research data in running ALE programmes and activities. The need for seriously taking care of governance, participation/inclusion and quality issues is more of our challenges. We must rid the country and world at large the policies/ programmes, norms, attitudes and skills that are unsafe and look towards the direction of achieving SDGs 2030 targets, by linking ALE with 2030 agenda for sustainability. How to actualize the 2030 agenda in the present global setting really involves looking at the many issues and challenges and hindrances of ALE are the crux of the discourse.

Recommendations

1. There should be more windows of international cooperation, especially in the technical and funding of ALE programmes.
2. The need for professionals in the field of adult education to be appointed as heads of ministerial and parastatals is very necessary.
3. Misplacement of priorities of adult education programmes as part of Universal Basic Education level should be given proper attention, as to allow direct budgetary allocations to the institutions and avoid unnecessary corrupt practices, maladministration in the sector.
4. Regular training, workshops, recruitment of professionals, good welfare services packaging to the learners and facilitators, also need urgent attention.
5. Participation of adult educators and other stakeholders in the business of ALE in terms of taking decisions on policy guidelines, curriculum development, evaluation, research and programme implementation etc. That will promote quality, good governance, equity and inclusiveness.
6. Investment on the creation of more learning incentives, centres and providing digital infrastructures on the existing centres and offices is very necessary, as to meet up the global practices in ALE. Most states, LGA's ALE countries still operate in dilapidated isolated buildings.
7. Funds meant for ALE, should not be used by the political class to organize skill acquisition programmes for the youths' adults as political settlement for their loyalist. They should own responsibilities with what they have, not donations from the Donor organizations/agencies.
8. There is the need to organize/conduct certification examination by WAEC for the Adult learners in places where centres exist.

9. Women, illiteracy rate in response to their population should be given attention, especially the girl child who are mothers of tomorrow.
10. ALE, curriculum planners/decision makers, should bear in mind that at the global context, ALE has crossed the bar of only teaching how to read, numeracy, and arithmetic is part of the current dues paid by ALE.
11. Issue of adequate integration of literacy education into sector-wide and multi-sector education and strategy development of the nation is very necessary in respect to national imperatives.

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