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Aligning Nigeria's National Policy on Education with SDG 4: Role of Adult Learning and Education in Achieving Inclusive Quality Education

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Abstract

The National Policy on Education (NPE) in Nigeria serves as a crucial framework for guiding the nation's educational development, aiming to ensure equitable and inclusive access to quality education, among other things. This paper critically examines the alignment between Nigeria's NPE and the United Nations Sustainable Development Goal (SDG) 4, which seeks to engender inclusion and equity in quality education and promote lifelong learning opportunities by 2030. Through the use of secondary data, it explores the potential role of Adult and Continuing Education (ACE) in addressing key challenges that have historically impeded progress, especially in the context of Nigeria's failure to meet its Millennium Development Goal (MDG) on education. The paper highlights the systemic challenge that continues to affect the NPE's implementation, including inadequate infrastructure, limited funding, and regional disparities in access to education. These issues are particularly pronounced in rural and conflict-affected regions, where many adults lack basic literacy skills and access to formal education. By focusing on the role of ACE, this paper argues that improving adult education initiatives can significantly enhance Nigeria's chances of achieving the targets of SDG 4. The paper concludes that the successful alignment of ACE with SDG 4 requires targeted efforts to address implementation gaps and promote lifelong learning.

Keywords: Adult and Continuing Education, Lifelong Learning, National Policy on Education, Quality Education, Sustainable Development Goals

Introduction

The pursuit and implementation of quality education in Nigeria requires a review of the evolution and development of the national policies on education and the involvement of adult and continuing education (ACE) in the process. The country's educational development is deeply intertwined with its history, spanning pre-colonial times through colonial rule and the post-independence era (Bankole, Bankole, Ajayi & Akerele, 2024). In 1914, the amalgamation of the Northern and Southern Protectorates under the British colonial administration of Sir Frederick Lugard formally established Nigeria as a unified political entity.

Indigenous education systems existed among the various ethnic groups before colonialism in Nigeria. The systems emphasised sociocultural, economic and environmentally adaptive skills for community participation, development and trans-border commercial activities among one another (Birabil & Ogeh, 2020). However, their orality and lack of documentary curricula made it possible for the colonial government to replace them with Western education (Achi, 2021; Mezieobi, 2015; Sifuna, 2008). While some argue that colonial education was primarily intended for the evangelisation of the ethnic nationalities, others contend that it was not compatible with the country's cultural context and way of life, lacking the necessary impetus for building a virile workforce and development of the nation (Adeyemi & Adeyinka, 2013; Chile, Louis, & Brown, 2024; Wangui, 2024; Seroto & Higgs, 2024).

Today, in many African societies, including Nigeria, more formalised educational structures have emerged. These structures guide the working population (including the youth) through pre-established curricula designed to build a knowledge economy and foster analytical skills, critical thinking, and problem-solving abilities for a sustainable global economy (Ogunboyede, 2011). With the introduction of Western education, numerous educational ordinances and acts were introduced, aiming to enhance the system. These initiatives gave rise to various committees, commissions, and conferences throughout the colonial and early post-colonial periods.

Notably, the 1920 Phelps-Stokes Commission alerted the colonial administration to the need for educational reforms, as the demand for education among Nigerians grew. The regionalisation of education laws in 1951 further focused on expanding mass literacy and theoretical instruction. The

limited access to higher education during this period contributed to a rising demand for independence on October 1, 1960. Independence empowered Nigerians to shape their future, including the development of educational policies aimed at the comprehensive empowerment of their citizens.

Nwoke, Oyiga & Cochrane (2024) argued that the various policies and programmes that the Nigerian government, since independence, has undertaken to engender quality education and achieve the United Nation's Sustainable Development Goal 4 (which is inclusive and equitable quality education and promotion of lifelong learning opportunities for all) have not been effective given the number of out-of-school children and the disconnect between the labour market demands and quality of graduates. The study explored the evolution of the National Policy on Education (NPE) in Nigeria and discussed the role of ACE in the alignment of the policy with the attainment of quality education in the country.

Evolution of National Policy on Education in Nigeria

The NPE is a comprehensive policy that aims to guide the development and delivery of education at all levels in Nigeria, from early childhood education to ACE (Federal Republic of Nigeria, 2014). The first NPE in Nigeria, which aimed to address the country's post-independence educational needs, was introduced in 1977 during the military regime of General Olusegun Obasanjo. As noted by Aderinoye (2007) cited in Ayimoro (2017), the policy document emphasised free and compulsory primary education and introduced the 6-3-3-4 system - six years of primary, three years of junior secondary, three years of senior secondary, and four years of tertiary education. The policy also promoted broad-based education, including vocational and technical training for adults. This shift marked a departure from the colonial education system, laying the foundation for future reforms and a structured approach to addressing Nigeria's evolving educational needs.

The 1981 revision of the NPE, implemented in 1982, addressed challenges that arose during the implementation of the 1977 policy. It focused on improving quality education, with emphasis on science, technology, and the creation of bodies such as the National Board for Technical Education (NBTE) and the National Commission for Colleges of Education (NCCE) as a result of the need to have higher education that can serve the new nation. This edition also included specific

provisions for adult and non-formal education, reinforcing the government's commitment to lifelong learning and addressing adult literacy and vocational training (Nwoke, Oyiga & Cochran, 2024; Achi, 2021; Ayimoro, 2017). These measures complemented efforts to provide educational opportunities for adults who had missed earlier opportunities.

In 1998, the NPE underwent another significant revision. This third edition strengthened the implementation of the 6-3-3-4 system, emphasised continuous curriculum review, and replaced the previous universal primary education initiative with Universal Basic Education (UBE). The 1998 policy also focused on expanding access to adult and non-formal education, aligning these programmes with national development goals to build a more educated workforce (Nwoke, Oyiga & Cochran, 2024; Ayimoro, 2017).

The 2004 revision of the NPE focused on the new challenges in the education sector. It integrated the National Economic Empowerment and Development Strategy (NEEDS) into educational planning, emphasising improved access to education for marginalised groups and enhancing standards through accreditation and quality assurance. This fourth edition further reinforced the importance of lifelong learning and adult education as a means to widening access to quality education, combat illiteracy and promote economic development (Federal Republic of Nigeria, 2014; National Mass Literacy, Adult, and Non-Formal Education Commission [NMEC], 2018).

The 2014 NPE represented the fifth edition of the policy. It integrated Information and Communication Technology (ICT) into education, strengthening teacher education and establishing a framework for educational development within Nigeria's federal system. The policy continued to emphasise adult education as a crucial tool for national development, targeting issues such as illiteracy, poverty, and skills acquisition. According to Aina (2015), the NPE's focus on vocational training and functional education has empowered many adults, particularly women and those in rural areas, to start businesses or secure employment. These efforts have contributed to economic empowerment, social development, and a more informed citizenry, reflecting the ongoing commitment to aligning education with Nigeria's socio-economic needs.

Inclusion of Adult and Continuing Education in National Policy of Education

According to the National Mass Education Commission (NMEC, 2018), the inclusion of Adult and Non-Formal Education in Nigeria's NPE began with the third edition in 1981 and continued in subsequent revisions in 1998 and 2004. Each of these versions dedicated a section to Adult and Non-Formal Education. The 2004 edition, in particular, addressed Mass Literacy, Adult, and Non-Formal Education in Section 6, detailing a wide range of adult learning programmes. These included mass literacy, remedial education, continuing education, vocational training, aesthetic education, and civic education as key components. NMEC (2018) argued that the emphasis on mass literacy (Adult Education) in the 2004 edition was a response to the persistently high illiteracy rates in Nigeria.

The sixth and most recent edition of the NPE, published in 2014, addresses Adult and Non-Formal Education in Section 4, Sub-Section A, under the subheading "Mass Literacy, Adult, and Non-Formal Education." This section outlined the scope and goals of these programmes and provided a comprehensive strategy for eradicating illiteracy in Nigeria. It also specified the roles of various government agencies in implementing these initiatives. The Federal Ministry of Education was identified as the lead agency, followed by the National Commission for Mass Literacy, Adult, and Non-Formal Education, which was assigned ten specific responsibilities. The States and Federal Capital Territory (FCT) Agencies for Mass Education and Local Government Councils were tasked with seven and six responsibilities, respectively, in the management, monitoring, and evaluation of these programmes.

The 2014 NPE in Section 6, Article 32, emphasises that mass literacy, adult, and non-formal education includes all forms of functional education provided to youth and adults outside the formal school system (Federal Republic of Nigeria, 2014). This encompasses functional literacy, remedial education, and vocational training, aiming to equip individuals with practical skills for personal and socio-economic development. The 2013 NPE explicitly recognised adult and non-formal education as central to the national education framework, defining ACE as encompassing all forms of learning for adults who lacked the opportunity to complete formal education or sought further education for personal, social, and economic advancement. This ensures that ACE becomes a priority in national educational planning.

The policy encourages the development of lifelong learning programmes catering to the needs of individuals throughout their lives, leading to the establishment of Adult Literacy Centres across Nigeria, particularly in rural and underserved regions. The creation of the National Mass Literacy, Adult, and Non-Formal Education Commission (NMEC), which offers skill acquisition programmes in fields like carpentry, tailoring, and farming, was a direct outcome of this policy. Also, initiatives such as the "Each One Teach One" literacy campaign, efforts to promote gender inclusivity, and robust monitoring and evaluation mechanisms for adult education programmes all emerged from the 2013 NPE (UNESCO, 2017; Aina, 2015; Federal Republic of Nigeria, 2014; NMEC, 2015).

The objectives of the ACE, as articulated by the policy, cover a broad spectrum of educational goals which are geared towards engendering individual and national development, including the provision of functional literacy education for adults without formal education or opportunity to complete basic education. Young people who are unable to complete basic education because they dropped out of the formal school system are catered to with the provision of functional and remedial education. There is also an avenue for different demographics who have passed through the formal basic education to improve their knowledge and skills through further education programmes. The ACE also offer in-service, on-the-job vocational and professional training to the workforce to become proficient and productive as they become good citizens and contribute to national development.

The government has implemented various programmes to achieve these objectives, including basic literacy education, mass literacy campaigns, and the launch of the Universal Basic Education (UBE) initiative in 1999. The UBE programme was primarily designed to provide lifelong education opportunities for millions of Nigerian children aged six and above who lacked access to early schooling. Despite these efforts, the country grapples with a low literacy rate. According to Ihuoma (2024), the literacy rate for developed nations consistently stood at 96% for adults in 2024, but Nigeria's literacy rate is 59.57%. The World Bank data shows that the literacy rate has fluctuated in the country from 70% in 2005 to 51% in 2010, rising to 58% and 63% in 2015 and 2020, respectively. The gains that the country has achieved over the decade seem to have been lost, given the current literacy rate of 59.57% (UNESCO Institute of Statistics, 2024). Additionally,

approximately 20 million children remain out of school, and their education also falls in between the purview of adult education (Nwoke, Oyiga & Cochrane, 2024).

The lack of essential literacy skills has hindered these individuals from effectively addressing their socio-economic challenges and accessing vital information, knowledge, and attitudes necessary for positive contributions to national development. Acquiring literacy skills would empower them to enhance their productivity, increase sales, and improve their living standards. It is important to note that many adult and non-formal education programmes initiated by the government have not met their intended objectives. This shortfall can be attributed to years of neglect in delivering literacy education in Nigeria, compounded by inadequate attention to the policy framework and other systemic challenges.

Involvement of Nigerian National Council for Adult Education

The Nigerian National Council of Adult Education (NNCAE) was established on March 27, 1971, during a conference of adult educators and practitioners in Kano City, Kano State, Nigeria. It is a multidisciplinary organisation comprising academics and professionals from government and non-governmental sectors who are dedicated to providing adult and non-formal education programmes and activities in Nigeria. The primary objective of NNCAE is to promote adult education and continuing education, non-formal education, and community development in the country.

There were no statutory bodies responsible for coordinating activities related to adult and non-formal education before the establishment of NNCAE. Previous initiatives in this regard did not receive official government recognition. The establishment of NNCAE advanced the recognition of ACE as a distinct discipline and practice in Nigeria. According to Ayimoro (2017), the council submitted a proposal for the inclusion of a national adult education programme in the Third National Development Plan (1975-1980), which received favourable support from the government and development partners, particularly UNESCO. Consequently, the 1981 revision and reprint of the NPE included a subsection on Adult and Non-Formal Education (Osuji, 2004 cited in Ayimoro, 2017).

The Nigerian National Council of Adult Education was designed to engage both university academics and practitioners within the community of practice. At its inception, the NNCAE aimed to fulfil three overarching missions: to elevate ACE as a competitive academic discipline within higher education, encourage government support for participation in ACE programmes as a professional practice, and advocate for adult education at various levels of government. According to Ayimoro (2017), the NNCAE was established to address the need for democratising access to quality education and developing innovative programmes that ensure the sustainability of ACE as a recognised field of professional practice in Nigeria.

A review of the literature indicates that NNCAE's contributions to the inclusion of Adult and Non-Formal Education in the NPE and the promotion of ACE as a professional practice represent a significant milestone in Nigeria's educational history (Ayimoro, 2017; NMEC, 2018; Nwoke, Oyiga & Cochrane, 2024). The Nigerian National Council of Adult Education (NNCAE) has provided a vital "voice" for ACE in Nigeria, facilitating the inclusion of ACE programmes and practices within higher education and the broader community of practice. This has led to increased financial support from the government, state allocations, and grants from organisations such as the United Nations Development Programme (UNDP) to implement adult learning programmes aimed at enhancing access and equity in ACE in the country.

As a result of NNCAE's involvement, departments and units dedicated to ACE have been established in universities and government institutions at the federal, state, and local levels. Special budgets have been allocated for ACE training in higher education institutions and government agencies. The NNCAE played a crucial role in registering Adult Education in Nigeria with UNESCO, fostering the development of adult educators within the educational ecosystem, and contributing to the founding of the African Adult Education Association.

With the NNCAE's involvement, more than twenty universities now offer higher degrees in Adult and Non-Formal Education, alongside various programmes, training initiatives, and projects facilitated by numerous non-governmental organisations throughout the country. The Nigerian National Council of Adult Education (NNCAE) serves as the intellectual hub for ACE in Nigeria, leading discussions through its annual conferences and the publication of journals and academic

materials to promote the discipline. Undoubtedly, the council continues to collaborate with experts, professionals, institutions, government agencies, and development partners, locally and internationally, to combat illiteracy in Nigeria through interdisciplinary approaches to practice, programme implementation, and advocacy at various forums for ACE.

National Policy on Education and Adult and Continuing Education

The NPE has consistently highlighted the significance of ACE as a fundamental component of the Nigerian educational framework. From its inception in 1977 to its most recent revision in 2014, the policy has recognised ACE as an essential mechanism for personal development and national progress. The policy established the foundation by incorporating continuing education into the broader educational system. It acknowledged the necessity of educational opportunities beyond formal schooling, aiming to provide lifelong learning experiences for Nigerians. The policy specified that continuing education should address various segments of the population, including adults and out-of-school youths, thereby catering to individuals seeking to enhance their skills and knowledge.

In the 1981 revision, the emphasis on ACE was further reinforced. The policy underscored the role of ACE in promoting self-reliance and economic development, stressing the importance of vocational and technical training as crucial components of continuing education. This focus aimed to improve the skills of the workforce to meet the demands of a rapidly evolving economy. The 1998 review expanded the scope of ACE, introducing more structured programmes and institutions dedicated to lifelong learning. This period saw the establishment of numerous ACE centres and community learning facilities, which provided various forms of non-formal education to adults and out-of-school youths. The policy emphasised the integration of continuing education with national development goals, recognising its role in fostering economic and social progress.

By the time of the 2014 revision, the NPE had evolved to address contemporary challenges and opportunities in continuing education. The 2014 policy highlighted the necessity of supporting the acquisition of new skills and knowledge in an increasingly globalised world. It stressed the importance of utilising modern technologies and innovative methods to enhance learning outcomes. The policy aimed to strengthen collaboration between educational institutions and

industries to ensure that continuing education programmes align with labour market demands. Throughout its revisions, the NPE has consistently advocated for ACE as a vital element in promoting lifelong learning and personal development. The evolution of the policy reflects Nigeria's commitment to adapting its educational strategies to meet the changing needs of its population and economy.

National Policy on Education and Quality Education

The NPE in Nigeria serves as a critical framework guiding the nation's educational development, aimed at ensuring access to quality education and lifelong learning for all citizens. It seeks to address issues such as literacy, vocational training, and education equity across Nigeria's diverse regions. In alignment with these objectives, the United Nations Sustainable Development Goal (SDG) 4 sets out to engender quality education that is inclusive and equitable whilst promoting opportunities for lifelong learning for all by 2030 (United Nations, 2015). Given Nigeria's failure to meet its Millennium Development Goal (MDG) on education, a closer look at ACE is crucial for understanding how Nigeria can achieve the more ambitious goals set by SDG 4 ahead of 2030.

The NPE aims to address literacy gaps, enhance vocational training, and improve overall educational quality to empower individuals for social and economic participation. Sustainable Development Goal 4 focuses on ensuring that all individuals have access to inclusive and equitable quality education, thereby enabling lifelong learning opportunities (United Nations, 2015). Key indicators of SDG 4 include universal primary and secondary education, access to quality early childhood development, vocational education opportunities, and substantial progress in literacy and numeracy skills among adults. Sustainable Development Goal 4 emphasises the elimination of gender disparities in education and calls for equal access for vulnerable populations, including persons with disabilities and marginalised communities (United Nations, 2022). The goal highlights the need to enhance the supply of qualified teachers and improve learning environments to be safe and inclusive.

The ACE is integral to realising SDG 4's vision of lifelong learning and equitable quality education in Nigeria. Suffice it to say that ACE encompasses a range of educational activities aimed at improving adult literacy, vocational skills, and civic knowledge, thereby enabling adults to

participate more fully in society (Sava, Nuissl, & Lustrea (2016). For Nigeria, where adult literacy rates remain low and the formal education system is often inaccessible to older learners, adult and continuing offers a pathway to enhance literacy levels, improve employability, and promote social inclusion.

Consequently, ACE contributes directly to achieving SDG 4, when all youth and a substantial proportion of adults achieve literacy and numeracy by 2030 (United Nations, 2015). By providing targeted literacy programmes and vocational training, ACE addresses the skills mismatch between the education system and labour market demands, improving the employability of adult learners (Oke, 2011). Its programmes tailored for marginalised populations, such as women and rural residents and this can bridge the gap in educational disparities that have persisted in Nigeria, thus supporting the attainment of equitable quality education in the country.

To better align the NPE with the goals of SDG 4, Nigeria must strengthen its focus on ACE as an academic discipline and practice. This includes increasing investment in adult education centres, improving the training and recruitment of adult educators, and integrating digital learning tools to reach remote populations (Ibrahim, 2017). Digital platforms, such as mobile learning and online courses, can make ACE more accessible, particularly for individuals who are unable to attend traditional classroom settings due to work or family responsibilities. Incorporating vocational skills training into ACE programmes can help to address the country's youth unemployment crisis by equipping adults with skills that align with market needs (UNESCO, 2017).

Community-based ACE initiatives are also essential for addressing regional disparities in education. The community-focused ACE programmes promote literacy and offer alternative pathways for learning in hard-to-access communities with socio-cultural norms which restrict formal education. These programmes can be tailored to address the specific needs of such communities, making education more relevant and accessible. Aligning Nigeria's NPE with the objectives of the United Nations SDG 4 on Quality Education is crucial for achieving equitable and inclusive educational development.

Challenges of Achieving Quality Education in Nigeria

The NPE in Nigeria, despite its commendable intentions to achieve quality education in line with SDG4, faces numerous implementation challenges and shortcomings. The objectives of the NPE to ensure equitable access to quality education across the country (Federal Republic of Nigeria, 2014) are unmet due to systemic issues such as inadequate infrastructure and funding limitations, inconsistency in policy, lack of equal access to ACE, irrespective of gender, location, or socio-economic status (Ayimoro, 2017; Oduaran, 2014; Ogunyemi, 2010).

Funding for ACE is essential for implementing programmes that address the educational needs of adults, particularly those who miss formal education. Adequate funding is necessary to support various initiatives, including literacy programmes, vocational training, and skills development, which are vital for personal and community growth. Many institutions, especially those in rural and conflict-affected areas, struggle with poor facilities, a lack of essential teaching materials, and insufficient teacher training, severely impeding access to quality education (Ibrahim & Usman, 2015).

The NPE has not fully addressed the specific needs of adult learners, such as flexible learning schedules and tailored curricula that accommodate adult responsibilities like work and family (Aderonke, 2016; Abdulkareem, 2013). The policy's focus on formal education for younger learners results in a lack of innovative approaches to ACE that would make it more attractive and relevant to adult learners. This is important for older adults who seek to re-enter the workforce or shift to new industries.

The gap between the policy's objectives and educational outcomes underscores a critical weakness in policy implementation and a major concern in the attainment of quality education. Despite the NPE's emphasis on raising the standard of education, the quality of instruction remains low due to outdated curricula, ineffective teaching methods, and inadequate teacher preparation (Oke, 2011). This is aggravated by the mismatch between the skills imparted by the education system and those required by the labour market, impacting graduates' employability (Abdulkareem, 2013).

Regional disparities in the quality of education remain pronounced. Although the 2014 NPE policy seeks to reduce these dichotomies, disparities persist in the various geopolitical zones, particularly between the north and south. These disparities are partly a result of varying levels of government investment and differing regional socioeconomic conditions, which influence educational opportunities (Nwagwu, 2017; Danjuma, 2019; Fagbemi, 2015). The recent updates to the NPE, including the 2014 revision, have introduced initiatives to address these challenges, such as increasing investment in education and emphasising vocational training. Ibrahim (2017) suggests that while these revisions represent progress, their effectiveness depends heavily on successful implementation and continuous oversight to ensure that resources are allocated efficiently and equitably.

Conclusion

The NPE in Nigeria represents a significant effort to structure and advance the country's educational system. Since its inception, the NPE has sought to provide a comprehensive framework for educational access, quality, and relevance, with the goal of supporting national development and addressing the diverse needs of the Nigerian population. The policy's evolution through various revisions reflects a commitment to adapting to new educational challenges and global trends. However, the implementation of the NPE has faced considerable hurdles, including issues related to resource allocation, infrastructure, and quality of education. Despite the policy's broad and ambitious objectives, gaps between policy intentions and practical outcomes remain. For the NPE's objectives to be successfully achieved, addressing these issues calls for a coordinated effort from all parties involved, including communities, educational institutions, and governmental organizations. The success of the NPE in transforming Nigeria's educational landscape hinges on continuous improvement and adaptation to the changing socio-economic context.

The Way Forward

The paper suggests that the government and other key stakeholders should implement these recommendations so that the NPE can more effectively meet the needs of adult learners, fostering an educational system that supports lifelong learning (SDG 4), bridges regional disparities, and equips Nigeria's adult population with the skills necessary for socio-economic advancement.

Increase Investment in Adult Education Infrastructure: The government should allocate additional funding specifically for upgrading adult education centres and providing modern teaching materials to improve the quality and scope of adult learning programmes. This investment is crucial for creating a conducive learning environment, particularly in rural and underserved areas, which currently lack basic facilities.

Enhance Training for Adult Educators: Developing a robust training programme for adult educators is essential to ensuring they are equipped with modern teaching techniques and methodologies that cater to adult learning needs. This training should include strategies for adult engagement, such as digital learning tools and approaches that foster critical thinking and problem-solving skills among adult learners.

Integrate Digital Learning Solutions: To address the accessibility challenges faced by adult learners, especially those balancing work and family commitments, digital learning platforms should be integrated into adult education programmes. Online courses, mobile learning applications, and virtual classrooms can provide flexible learning opportunities accessible to a wider audience. This approach is particularly relevant in urban areas with high access to Internet connectivity.

Adopt Region-Specific Implementation Strategy: Recognising the diverse socio-economic contexts of Nigeria's regions, the NPE should adopt region-specific home-grown strategies to address challenges. There should be targeted programmes that collaborate with local communities to promote the value of education in regions where cultural and socio-economic barriers contribute to low adult literacy rates. This localised approach would help tailor programmes to the unique needs of each region, thereby enhancing their impact.

Promote Partnerships with the Private Sector and NGOs: There should be collaborative efforts among the government, private sector, and non-governmental organisations (NGOs) to pool resources, share expertise, and scale up successful adult education initiatives. These partnerships can facilitate the creation of community learning centres, provide job-specific training programmes, and support adult learners in transitioning into the labour market. Such collaborations can also bring innovative approaches and funding sources that might not be available through government channels alone.

Continuous Monitoring and Evaluation: The government should establish a system for the continuous monitoring and evaluation of ACE programmes to ensure that resources are used effectively and that programmes achieve their intended outcomes. Regular assessments will enable policymakers to identify challenges early, adjust, and propose successful programmes. This iterative process is key to improving the overall effectiveness of the NPE and ensuring that it remains responsive to the changing needs of adult learners in the country.

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