

## **X-raying the Implementation Status of Recommendations of UNESCO's Sixth International Conference on Adult Education in Nigeria**

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### **Abstract**

The Sixth International Conference on Adult Education was organised by UNESCO and held in the city of Belem, Brazil in 2009 and it produced the Belem Framework for Action which UNESCO Member States were urged to faithfully implement for the promotion and development of adult education or adult learning and education as UNESCO calls it. This paper was written x-raying the detailed components of the Belem Framework for Action and ascertaining its implementation status in Nigeria. The essence of the paper was to draw attention of education policy makers and relevant stakeholders in adult education in Nigeria of what the country had done and what remains to be done for the faithful implementation of the recommendations. The paper established that Nigeria has not substantially implemented the Framework for Action as there are a lot yet to be done and it put forward recommendations on what the country needs to put in place to show her commitment to implementing the Framework for Action. The paper concluded that Nigeria will be counted among countries that have shown more commitment to promoting and developing adult education if the recommendations specified are strictly adhered to by education policy makers and relevant stakeholders

**Keywords:** *Adult education, UNESCO, 6th International Conference, key recommendations and Framework for Action.*

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## Introduction

The Sixth International Conference on Adult Education, technically called the CONFINTEA VI was organised by UNESCO and was held in the City of *Belem do Para* in Brazil from 1-4 December 2009. The Conference brought together 1,100 people from 144 UNESCO Member States, United Nation agencies, multi-and bilateral cooperation agencies, organisations from civil society, the private sector, and learners from all the world and it provided an important platform for policy dialogue on adult learning and non-formal education at the global level (Henschke, 2010). The theme of the conference was “*Harnessing the power and potential of adult learning and education for a viable future*” and the outcome was the adoption of Belem Framework for Action to guide all UNESCO Member States in harnessing the power and potential of adult learning and education (UNESCO 2009).

Some of the major objectives of the conference included: (1) to push forward the recognition of adult learning and education as an important element of and foundational factor conducive to lifelong learning; and (2) to highlight the crucial role of adult learning and education for the realisation of *Education-for-all (EFA)*, *Millennium Development Goals (MDGs)*, *United Nations Literacy Decade (UNLD)*, *Literacy Initiative for Empowerment (LIFE)*, and the *Decade of Education for Sustainable Development (DESD) 2005-2014*.

The key recommendations in the Belem Framework for Action (BFA) were the identification of five priority areas for action (*policy framework, governance framework, financing framework, participation, inclusion, equity framework, and quality framework*) which countries must adopt in the promotion of adult learning and education (ALE). These five priority areas of actions were overwhelmingly reaffirmed at the Seventh International Conference on Adult Education (CONFINTEA VII) held in Marrakech, Morocco in 2022 (UNESCO 2022) and are still relevant till today (Ojokheta and Edeh, 2024). Nigeria was a key signatory of the Belem Framework for Action. It becomes imperative to assess the compliance and implementation level of the Framework for Action in the country - fourteen years after its adoption.

## Rationale for Recommendations of the Belem Framework for Action (BFA)

The Statement of Evidence which provided the rationale for the Belem Framework for Action included the following:

**1. A new recognition and definition of adult education or ALE** – At the Conference, adult learning and education was recognised as an essential element of the right to education and UNESCO Member States were urged to chart a new and urgent course of action to enable all young people and adults to exercise this right. Adult learning and education was defined as:

the entire body of ongoing learning processes, formal or otherwise, whereby people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, and improve their technical and professional qualifications or turn them in a new direction to meet their own needs and those of their society (p. 5).

**2. Accelerated pace for promotion of agenda of adult learning and education** – In all the previous five UNESCO's International Conferences on Adult Education (CONFINTEA I-V), Member States had consistently agreed to take forward the agenda of adult learning and education at an accelerated pace with a sense of urgency (Ireland, 2014; Knoll, 2014).

**3. Literacy as the most significant foundation for building lifelong learning** – The Belem Framework of Action recognised literacy as the most significant foundation upon which to build comprehensive, inclusive and integrated lifelong and life-wide learning for all young people and adults to cope with social, economic, and political crises. UNESCO Member States were, therefore, urged to redouble their efforts to ensure that adult literacy goals and priorities are achieved by all means possible.

**4. Lifelong learning as the basis of knowledge-based society** – The Belem Framework of Action noted that lifelong learning is a philosophy, a conceptual framework, and an organising principle of all forms of education and should be considered an integral vision of a knowledge-based society.

**5. Adult learning and Education as a significant component of the lifelong learning process** – Adult learning and education was also recognised in Belem Framework for Action as representing a significant component of the lifelong learning process which embraces a learning continuum ranging from formal to non-formal to informal learning. It focuses on the learning needs of young people, adults and older people and covers a broad range of content – general issues, vocational matters, family literacy and family education, citizenship, among others depending on the priorities and the specific needs of individual countries. The Framework further

noted that adult learning and education equips people with the necessary knowledge, capabilities, skills, competences and values to exercise their rights and take control of their destinies. It is also an imperative for the achievement of equity and inclusion, for alleviating poverty and for building equitable, tolerant, sustainable and knowledge based societies.

### **Dissecting the Belem Framework for Action**

The Belem Framework for Action was adopted to guide UNESCO Member States in the promotion of adult learning and education based on the six pillars of learning: learning to know, learning to do, learning to be, learning to live together, learning to change, and learning for sustainability (Belem Framework for Action, 2009). The six recommendations in the Framework for Action included:

**1. Policy Framework** – UNESCO Member States were called upon to develop comprehensive, inclusive and integrated policies for adult learning and education that address learning in a wide range of spheres, including the economic, political, social, cultural, technological and environmental. Thus, Member States committed to:

- (a) Developing and implementing fully-costed policies, well-targeted plans and legislation for addressing adult literacy, education for young people and adults, and lifelong learning.
- (b) Designing specific and concrete action plans for adult learning and education which are integrated into national development plans.
- (c) Establishing appropriate coordination mechanisms involving all stakeholders active in adult learning and education; and
- (d) Developing or improving structures and mechanisms for the recognition, validation and accreditation of all forms of learning by establishing equivalency frameworks.

**2. Governance Framework** - The Framework for Action observed that effective, transparent, accountable and equitable implementation of adult learning and education policy is generally facilitated by good governance. Therefore, UNESCO Member States committed to:

- (a) Creating and maintaining mechanisms for the involvement of public authorities at all administrative levels, civil society organisations, social partners, the private sector, community and adult learners' and educators' organisation in the development, implementation and evaluation of adult learning and education policies and programmes.

- (b) Undertaking capacity-building measures to support the constructive and informed involvement of civil society organisations, community and adult learners' organisations, as appropriate, in policy and programme development, implementation and evaluation.
- (c) Promoting and supporting inter-sectoral and inter-ministerial cooperation; and
- (e) Fostering transnational cooperation through projects and networks for sharing know-how and innovative practice.

**3. Financing Framework** - The Framework for Action also noted that significant investment is highly essential to ensure quality provision of adult learning and education. As a result, UNESCO Member States committed to:

- (a) Accelerating progress towards achieving CONFINTEA V recommendation to seek investment of at least 6% of Gross National Product (GNP) in education and working towards increased investment in adult learning and education.
- (b) Expanding existing educational resources and budgets across all government departments to meet the objectives of an integrated adult learning and education strategy.
- (c) Considering new, and opening up existing, transnational funding programmes for literacy and adult education along the lines of the actions taken under the European Union (EU) Lifelong Learning Programme.
- (d) Creating incentives to promote new sources of funding from the private sector, non-governmental organisations (NGOs), communities and individuals, without prejudicing the principles of equity and inclusion; and
- (e) Prioritising investment in lifelong learning for women, rural populations and people with disabilities.

**4. Participation, Inclusion and Equity Framework** - The Framework for Action equally observed that inclusive education is fundamental to achieving human, social and economic development. Equipping all individuals to develop their potential contributes significantly to encouraging them to live together in harmony and with dignity. There can be no exclusion from adult learning and education arising from age, gender, ethnicity, migrant status, language, religion, disability, rurality, sexual identity or orientation, poverty, displacement or imprisonment.

Therefore, UNESCO Member States committed to:

- (a) Promoting and facilitating more equitable access to, and participation in, adult learning and education by enhancing a culture of learning and by eliminating barriers to participation.
- (b) Promoting and supporting more equitable access to, and participation in, adult learning and education through well-designed and targeted guidance and information, as well as activities and programmes such as *Adult Learners Weeks* and learning festivals.
- (c) Anticipating and responding to identifiable groups entering trajectories of multiple disadvantages, particular in early childhood.
- (d) Creating multi-purpose community learning spaces/centres and improving access to, and participation in, full range of adult learning and education programmes for women, taking account of the particular demands of the gender-specific life-course.
- (e) Supporting the development of writing and literacy in the various indigenous languages by developing relevant programmes, methods and materials that recognise and value the indigenous cultures, knowledge and methodologies, while adequately developing the teaching of the second language of wider communication.
- (f) Supporting financially a systematic focus on disadvantaged groups (indigenous peoples, migrants, people with special needs and those living in the rural areas) in all educational policies and approaches through incentives including free of fees or subsidised programmes, bursaries, fee remission, and paid study leave.
- (g) Providing adult learning and education in prison at all appropriate levels.
- (h) Adopting a holistic, integrated approach to identifying stakeholders and the responsibilities of the state in partnership with civil society organisations, labour market stakeholders, learners and educators.
- (i) Developing effective educational responses for migrants and refugees as a key focus for development work.

**5. Quality framework** - The Framework for Action also noted that quality in learning and education is a holistic, multidimensional concept and practice that demands constant attention and continuous development. In this regard, UNESCO Member States committed to:

- (a) Developing quality criteria for curricula, learning materials and teaching methodologies in adult education programmes, taking account of outcomes and impact measures.

- (b) Recognising the diversity and plurality of providers.
- (c) Improving training, capacity-building, employment conditions and professionalisation of adult educators, e.g. through the establishment of partnerships with higher education institutions, teacher associations and civil society organisations.
- (d) Elaborating criteria to assess the learning outcomes of adults at various levels.
- (e) Putting in place precise quality indicators.
- (f) Lending greater support to systematic interdisciplinary research in adult learning and education, complemented by knowledge management systems for the collection, analysis and dissemination of data and good practice.

**6. Monitoring the implementation of the Belem Framework for Action -**

The Framework for Action called on countries to reinvigorating adult learning and education by ensuring that accountability and monitoring measures are put in place. In this regard, UNESCO Member States committed to:

- (a) Investing in a process to develop a set of comparable data indicators for literacy as a continuum and for adult learning and education.
- (b) Regularly collecting and analysing data and information on participation and progression in adult learning and education programmes.
- (c) Establishing a regular monitoring mechanism to assess the implementation of the commitments to the Framework.
- (d) Preparation of triennial progress report to be submitted to UNESCO.
- (e) Initiating regional monitoring mechanisms with clear benchmarks and indicators.
- (f) Producing a national report for a CONFINTEA VI Mid-Term Review, coinciding with the EFA and MDG timeline of 2015, and
- (g) Monitoring collaboration in adult education across disciplines and across sectors such as agriculture, health and employment.

**X-raying Implementation Status of the Belem Framework for Action in Nigeria**

The Belem Framework for Action laid a detailed framework for the global promotion of adult learning and education. It, therefore, becomes imperative to reflect on how the Framework for Action has so far been implemented in Nigeria.

**1. Policy Development** - Has Nigeria developed a comprehensive policy on adult learning and education? The answer to this question is derived from three sources: (1) *The Regional Synthesis Report on the State and Development of Adult Learning and Education in sub-Saharan Africa* compiled by John Aitchison and Hassana Alidou and published by the UNESCO Institute for Lifelong Learning (UIL) in 2009; (2) *The Regional Report on the Status of Adult Learning and Education in sub-Saharan Africa* compiled by John Aitchison and published by the UNESCO Institute for Lifelong Learning (UIL) in 2017; and (3) the Nigerian National Policy on Education, 6th Edition 2013.

In the first synthetic report, African countries reported to have national adult education policies were Benin, Burkina Faso, Chad, Cape Verde, Eritrea, Ethiopia, Guinea, Madagascar, Namibia, Niger and South Africa (p. 12). This implies that Nigeria is yet to have a national adult education policy. In addition, in the second synthesis report, Nigeria was listed among countries that restrict their adult education definition to literacy (alphabétisation) or adult basic education (pp. 8-9). This is also reflected in the Nigerian National Policy on Education, 6th edition 2013. Section 4 of the National Policy is myopically titled “Mass and Nomadic Education” with two sub-sections: (a) “*Mass Literacy, Adult and Non-Formal Education*” (p. 19) and (b) “*Nomadic Education*” (p. 21). Adult and non-formal education was considered in the policy as “equivalent of basic education given to adults, children and youths of formal school age, outside the formal school system”. This connotes that Nigeria is yet to have a comprehensive guiding definition and policy development on adult learning and education in compliance with the Belem Framework for Action.

**2. Governance Framework** – It is in Section 4 of the National Policy of Education that the governance framework on adult learning and education ought to have been clearly stated. However, the Section did not discuss this governance framework in line with the Belem Framework for Action. Specifically, the Section did not discuss the mechanisms for the involvement of public authorities, civil society organisations, social partners, the private sector, community and adult learners’ and educators’ organisations in the development, implementation and evaluation of adult learning and education policies and programmes. It also did not state inter-sectoral and inter-ministerial cooperation in policy and programme development as well as the capacity-building measures to support the constructive and informed involvement of civil society organisations, community and adult learners’ organisations. This connotes that Nigeria is yet to have a detailed governance framework on adult learning and education in compliance with the Belem Framework for Action.

**3. Financial Framework** - In Nigeria, there is the inadequate recognition by education policy makers, government ministries, departments, and agencies, and non-stakeholders of adult learning and education as a diverse and multi-sectoral field. This is because adult learning and education is largely equated to literacy education as shown the National Policy on Education. As a result, it is very difficult to ascertain how much is in fact spent each year in Nigeria on adult learning and education in comparison to that on formal education. In the 2009 Regional Synthesis Report on the State and Development of Adult Learning and Education in sub-Saharan Africa compiled by John Aitchison and Hassana Alidou, Nigeria was reported to be spending 2.43 per cent of its national education budget on adult learning and education (p. 21). This marginal nature of spending on adult education in the national education budget remains the same till date.

In addition, there has not been any consideration of new funding pattern of adult learning and education as well as the creation of mechanisms to promote new sources of funding from the private sector, non-governmental organisations (NGOs), communities and individuals, of adult learning and education. Similarly, the expansion of existing educational resources and budgets across all government departments to meet the objectives of an integrated adult learning and education strategy has not been met. In essence, adult education funding is seen as an optional extra grafted on to the normal education budget. Invariably, the funding of adult learning and education in Nigeria substantially falls short of the recommendation of the Belem Framework for Action.

**4. Participation, Inclusion and Equity Framework** – In Nigeria, the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC), the government agency responsible for implementing adult and non-formal education policies and programmes, has been active in the development of writing and literacy materials in the various indigenous languages by developing relevant programmes, methods and materials; it has created, to a large extent, multi-purpose community learning spaces and centres for improving access to and participation of disadvantaged groups in various categories of adult learning and education programmes; it has provided implementation mechanism of adult education in Nigerian prisons or correctional centres; it has also been able to identify stakeholders such as the nongovernmental organisations (NGOs) civil society organisations (CSOs), learners and facilitators as well as the responsibility of the States in the promotion of adult education.

However, other aspects in the Belem Framework for Action yet to be substantially addressed include: (i) the recognition of adult education or ALE as a diverse and

multi-sectoral field, (ii) the difficulty in accessing information and data on all adult education providers, (iii) the absence of precise and concise statistical data on categorising the variety of adult education programmes, (iv) the lack of specific information on the participation rate of youths and adult learners in adult education programmes in Nigeria, (v) the low sectoral participation especially from the private sector, (vi) the absence of national qualifications framework (NQF), and (vii) the specific lack of a participatory monitoring and evaluation system. This connotes that there are still a lot to be done in achieving the participation, inclusion and equity framework of adult learning and education in relation to the specifications of the Belem Framework for Action.

**5. Quality Framework** - The National Commission of Mass Literacy, Adult and Non-Formal Education (NMEC) in Nigeria has recorded appreciable progress in recognising the diversity and plurality of providers of adult education, (many nongovernmental organisations and civil society organisations) partnering with Commission in providing adult education programmes in literacy, post-literacy, and vocational education programme. So also, the Commission has, from time to time, organised training and capacity-building programmes for literacy facilitators and adult education personnel of NGOs and CSOs. Similarly, the Departments of Adult Education in Nigerian Universities, most times in collaboration with the Commission, have conducted interdisciplinary researches in adult education with greater impacts in understanding adult education as a field of study and practice. However, there are many areas in the Belem Framework for Action that are yet to be achieved. These areas include: the development of quality criteria and indicators for curricula, learning materials and teaching methodologies in adult education programmes; the development of criteria to be adopted in assessing the learning outcomes of adults at various levels; and professionalisation of adult educators as well as their employment conditions. It can be concluded that Nigeria has largely implemented some aspects of Belem Framework for Action on quality framework while some aspects are yet to be implemented.

**Monitoring the Implementation of Belem Framework for Action** - There is no available concrete evidence published to show that Nigeria has developed a set of comparable data indicators for adult education; or regular collection and analysis of data and information system on participation and progression in adult education programmes; or a regular monitoring mechanism in assessing the implementation of the recommendations of the Belem Framework for Action; or submission of a triennial progress report on the implementation of the Belem Framework for Action to UNESCO. Similarly, there is yet to be established collaboration mechanism in adult

education across disciplines and across sectors such as agriculture, health and employment. Therefore, it can be asserted that the monitoring of the implementation of Belem Framework for Action in Nigeria has suffered substantial neglect. In all, it can be concluded that Nigeria has not substantially implemented the Belem Framework for Action as discussed above.

### **Conclusion**

Adult Education or Adult Learning and Education (ALE), as UNESCO calls it, is too important to be neglected. It is in this context that Belem Framework for Action, which emanated from the 2009 UNESCO's organised Sixth International Conference on Adult Education, produced an important, all-embracing blueprint for the global promotion and development of adult learning and education. The implementation status of the Framework for Action in Nigeria has clearly revealed that the country has not substantially implemented most of the recommendations contained in the Framework. This paper has identified what the country needs to do for further implementation of the Framework for Action. It is strongly believed that Nigeria will be counted among countries that have shown more commitment to promoting and developing adult education if the recommendations specified in this paper are strictly adhered to by education policy makers and relevant stakeholders, including government departments and agencies.

### **Recommendations**

The following recommendations will substantially help in accelerating the effective implementation of the Belem Framework for Action in Nigeria if they are faithfully implemented by education policy makers and the National Commission of Mass Literacy, Adult and Non-Formal Education (NMEC) with support from the Federal Ministry of Education.

**1. Re-formulation of the Definition of Adult Education for Policy development** – Education policy makers in Nigeria are urged to reformulate the definition of Adult Education in line with the 2015 *Recommendation on Adult Learning and Education (RALE)*. In this Recommendation, Adult Education was perceived as:

a core component of lifelong learning. It comprises all forms of education and learning that aim to ensure that all adults participate in their societies and the world of work. It denotes the entire body of learning processes, formal, nonformal and informal, whereby those regarded as adults by the society in which they

live, develop and enrich their capabilities for living and working, both in their own interests and those of their communities, organizations and societies (UNESCO and UIL, 2016,p. 6).

## **2. Updating Section 4 of National Policy on Education to include the Establishment of Governance Framework for Adult Education in Nigeria –**

Section 4 of the National Policy of Education of Nigeria should be revisited with a view of incorporating a well-defined governance framework for Adult Education in Nigeria in conformity with the Recommendations of the 6th International Conference on Adult Education and the Belem Framework for Action. Therefore, Education policy makers in Nigeria, in conjunction with the National Commission for Mass Literacy, Adult and Non-Formal Education and the Nigerian National Council for Adult Education (NNCAE), should work-out the modalities for an appropriate governance framework on Adult Education in Nigeria using the recommendation of the 6th International Conference on Adult Education as a guide.

## **3. Development of New Funding Pattern for Adult Education in Nigeria**

– To improve funding/financing of Adult Education in Nigeria in line with the recommendation of the 6th International Conference on Adult Education and Belem Framework for Action, it is proposed that the Federal Government of Nigeria should adopt and through, the National Assemblies, enact a law to back this suggested mechanism:

i. Allocation of 3% of the Education Budget to Adult Education - At least 3%, as a percentage of the education budget, should be devoted to funding Adult Education as recommended by Bonn, Germany Conference on International Financing of Adult Education.

ii. Adult Education Promotion Tax from Government Ministries, Departments, and Agencies (MDAs) - MDAs should be mandated by law to include 1% for literacy promotion before such budget is presented to the national assembly.

iii. Adult Education Promotion Tax from GSM Service Providers - GSM service providers should be mandated by law to set aside 2% of their deductible profits before- tax for the promotion of Adult Education.

iv. Adult Education Promotion Tax from Companies Income Tax – It is suggested that 2% of company income tax imposed on the income of all companies operating in Nigeria should be set aside for the promotion of adult education as a diverse and multi-sectoral field.

v. Adult Education Promotion Tax from Value Added Tax (VAT). It is suggested that 1% out of the 7.5% consumption tax levied on goods and services supplied in

Nigeria and imported into Nigeria, known as value added tax (VAT), should be set aside for the promotion of adult education as a diverse and multi-sectoral field.

vi. Adult Education Promotion Tax from Import and Excise Duties - It is suggested that 1% import tax or custom duties charged on goods imported into the country should be set aside for the promotion of adult education as a diverse and multi-sectoral field.

**4. Establishment of a Comprehensive Participation, Inclusion and Equity Framework** - There is the urgent need for the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC), with support from Department of Adult Education in Nigerian higher education institutions, the Federal Ministry of Education, UNESCO, and UNESCO Institute for Lifelong Learning (UIL) to establish a comprehensive framework on participation, inclusion and equity of all to many adult education programmes in Nigeria with special focus on adequate recognition of adult education or ALE as a diverse and multi-sectoral field, compilation of information and data on all adult education providers, compilation of variety of adult education programmes, statistical data on the participation rate of youths and adult learners in adult education programmes, improved sectoral participation in adult education especially from the private sector, (v) national qualifications framework for professionalisation of adult educators, diversification means of delivery of adult education through open and distance as well as the establishment of participatory monitoring and evaluation system.

**5. Development of a Comprehensive Quality Framework** – There is the urgent need for the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) to develop a comprehensive quality framework covering quality criteria and indicators for curricula, learning materials and teaching methodologies in adult education programmes, criteria for assessing the learning outcomes of adults at various levels as well as employment conditions and professionalisation of adult educators. In this regard, the Commission is urged to engage in expert consultation with the Department of Adult Education in Nigeria's tertiary institutions to develop the above-mentioned criteria to be included in the comprehensive quality framework for adult education delivery in Nigeria.

**6. Development of Mechanisms for Monitoring the Implementation of the Belem Framework for Action in Nigeria** – There is the urgent need for the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC), with support from Department of Adult Education in Nigerian higher education institutions, the Federal Ministry of Education, UNESCO, and UNESCO Institute for Lifelong Learning (UIL) to develop mechanism on a set of comparable data

indicators for adult education, regular collection and analysis of data and information system on participation and progression in adult education programmes, and collaboration in adult education across disciplines and across sectors. Such mechanism will show that is on course in implementing the recommendations of the 6th International Conference on Adult Education and Belem Framework for Action which were substantially endorsed and reiterated at the 7th International Conference on Adult Education and the Marrakech Framework for Action.

**7. The Adoption of the “Faire-Faire” Strategy in Nigeria** - The “Faire-Faire” strategy is designed to develop an effective partnership between government and civil society to mobilise resources for adult and non-formal education provision. Learners and local authorities are expected to contribute to the implementation of literacy and adult education programmes. Government literacy and non-formal education officials allocate funds, ensure quality, and evaluate the programmes. This strategy was adopted by ten countries in Africa (Benin, Burkina Faso, Burundi, Chad, Cote d’Ivoire, Guinea, Mali, Niger, Senegal and Togo). The positive effects of the *Faire-Faire* strategy have been documented to include: (1) an increase in resources allocated to non-formal education by government and by international technical and financial partners; (2) the creation of a national fund for literacy and non-formal education; (3) the involvement of civil society in the provision of literacy and non-formal education; (4) a significant increase in participation levels of adult learners, including women; and (5) the promotion of literacy and adult education programmes with curricula increasingly responsive to the specific needs of learners (Aitchison and Alidou, 2009; p.18).

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