



A critical analysis of human resource requirements in the NCCE 2012 curriculum for adult and non-formal education in Nigeria

Johnson Nnadi Ewelum

Professor, Department of Adult and Continuing Education, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

Abstract

The effective implementation of any educational curriculum hinges significantly on the availability and quality of human resources. This study critically analyzes the human resource requirements outlined in the 2012 curriculum developed by the National Commission for Colleges of Education (NCCE) for Adult and Non-Formal Education in Nigeria. Drawing from qualitative content analysis and stakeholder feedback, the paper evaluates whether the specified personnel—both academic and administrative—meet the evolving demands of adult education delivery in a dynamic socio-economic context.

The findings reveal gaps between the curriculum's stated human resource provisions and the current realities of colleges of education, particularly in areas such as staffing qualifications, staff-to-student ratios, continuous professional development, and integration of ICT competencies. The study also highlights systemic challenges including underfunding, policy inconsistencies, and limited career advancement opportunities that hinder the recruitment and retention of qualified personnel. Recommendations are made for a comprehensive review of the human resource framework within the NCCE curriculum, emphasizing the need for alignment with global best practices, increased investment in human capital development, and stronger policy support to enhance the quality of adult and non-formal education in Nigeria. This paper contributes to ongoing discourse on curriculum relevance, workforce planning, and sustainable adult learning systems in developing contexts.

Keywords: Human resources, NCCE 2012 curriculum, adult, staffing, professional development

Introduction

Background and Context

Education, in its many forms, serves as a pivotal instrument for individual empowerment, social transformation, and national development. In Nigeria, a country marked by vast cultural diversity, rapid population growth, and significant socio-economic challenges, education has always been a key priority for government policy and development strategies. Among the various educational sectors, Adult and Non-Formal Education (ANFE) occupies a critical space, addressing the learning needs of marginalized populations such as out-of-school youths, illiterate adults, women, and other vulnerable groups who have been excluded from formal education systems.

Recognizing the importance of non-formal education in fostering inclusive development, the Nigerian government, through its educational regulatory bodies, has periodically reviewed and updated policies and curricula to enhance the quality and relevance of adult education programs. One such notable policy framework is the National Commission for Colleges of Education (NCCE) 2012 Curriculum for Adult and Non-Formal Education, which was designed to standardize and improve teacher training for adult education across Nigeria.

The NCCE curriculum aims to equip educators with the knowledge, skills, and competencies necessary to effectively deliver adult education programs that meet Nigeria's socio-economic needs. However, the successful implementation of this curriculum depends not only on its content and pedagogical design but also critically on the availability and adequacy of human resources—qualified instructors, facilitators, administrators, and support personnel—who are competent and motivated to execute the curriculum objectives.

Significance of Human Resources in Adult and Non-Formal Education

Human resources are the backbone of any educational system. In adult and non-formal education, where learners are often characterized by diverse backgrounds, varying literacy levels, and distinct learning needs, the role of educators transcends traditional teaching to include facilitation, counseling, community mobilization, and skills transfer. This multifaceted role demands that human resources in this sector be specifically trained, adequately supported, and continuously developed.

The requirement for competent human resources becomes even more pronounced in Nigeria, where challenges such as inadequate funding, insufficient teacher training, high dropout rates, and limited infrastructural support persist. Moreover, the evolving nature of adult learners' needs—due to rapid technological advancements, economic fluctuations, and socio-political changes—calls for a dynamic workforce that can adapt and innovate in curriculum delivery.

Overview of the NCCE 2012 Curriculum for Adult and Non-Formal Education

The NCCE 2012 Curriculum represents a structured approach to the training of adult education teachers across Nigeria's Colleges of Education. It articulates clear goals, learning outcomes, course content, and assessment strategies aimed at producing educators who are knowledgeable in adult learning theories, curriculum development, instructional strategies, and evaluation methods relevant to non-formal education contexts.

This curriculum addresses a broad range of competencies, including literacy and numeracy instruction, community development, livelihood skills training, and use of modern educational technologies. Importantly, it recognizes the

need for culturally responsive pedagogy that respects the learners' backgrounds and promotes empowerment and self-reliance.

Despite these positive attributes, the curriculum's success hinges on the extent to which the human resource requirements—number, qualification, training, and ongoing professional development of educators—are adequately met. It is imperative to critically examine these aspects to identify gaps, challenges, and opportunities for improvement.

Statement of the Problem

While the NCCE 2012 curriculum lays a comprehensive framework for adult and non-formal education teacher training, several critical issues surrounding human resources remain underexplored. These include:

- Whether the number of trained adult education personnel is sufficient to meet the demands of expanding non-formal education programs across Nigeria.
- The quality and relevance of the teacher training offered under the curriculum in preparing educators for the unique challenges of adult and non-formal education.
- The availability of continuous professional development opportunities for adult education teachers to keep pace with changing learner needs and educational technologies.
- The systemic challenges affecting recruitment, retention, and motivation of human resources in the sector.

These gaps may significantly impact the effectiveness of the NCCE curriculum implementation and ultimately the achievement of national educational goals related to adult literacy, skills acquisition, and lifelong learning.

Purpose of the Study

This study seeks to provide a critical analysis of the human resource requirements embedded in the NCCE 2012 curriculum for Adult and Non-Formal Education in Nigeria. Specifically, it aims to:

1. Examine the adequacy of human resource planning in the curriculum in terms of quantity and quality of educators.
2. Assess the alignment of the curriculum content with the competencies required by adult education practitioners.
3. Identify challenges faced in human resource development and deployment in the adult and non-formal education sector.
4. Provide recommendations for policy adjustments and strategic interventions to enhance human resource capacity for adult education in Nigeria.

Research Questions

To guide this analysis, the following research questions will be addressed:

1. What are the stipulated human resource requirements within the NCCE 2012 curriculum for Adult and Non-Formal Education?
2. How adequate are these requirements in meeting the current and projected needs of adult education in Nigeria?

3. What are the prevailing challenges in recruiting, training, and retaining qualified human resources for adult and non-formal education?
4. How can human resource development in adult education be improved to enhance curriculum implementation and learner outcomes?

Justification of the Study

The importance of adult and non-formal education in Nigeria cannot be overstated. It contributes significantly to national development by promoting literacy, reducing poverty, enhancing employability, and fostering social inclusion. However, the impact of these programs is largely dependent on the quality and quantity of educators trained under the NCCE curriculum.

This study is timely and relevant as it addresses a critical yet often overlooked component of educational planning—the human resource dimension. Findings from this analysis will provide valuable insights for policymakers, curriculum developers, educational administrators, and training institutions to make informed decisions that will strengthen the capacity of the adult education workforce.

Furthermore, as Nigeria strives to meet its commitments to international frameworks such as the Sustainable Development Goals (SDGs), particularly SDG 4 which emphasizes inclusive and equitable quality education, the need for robust human resources in adult education becomes increasingly urgent.

Scope and Delimitations

This study focuses primarily on the human resource aspects within the NCCE 2012 curriculum for Adult and Non-Formal Education in Nigeria. It analyzes the curriculum's provisions related to human resource requirements, including educator qualifications, training content, and professional development frameworks. The geographical scope is nationwide, considering the curriculum's implementation across various Colleges of Education.

The study does not extensively cover other dimensions of the curriculum such as financial resources, infrastructural facilities, or learner outcomes, except where these intersect directly with human resource issues.

Conceptual and Theoretical Framework

The study is anchored on theories of human resource development (HRD) and adult learning (andragogy). HRD theory emphasizes systematic planning, acquisition, development, and utilization of human capital to achieve organizational goals—in this case, the effective delivery of adult education programs. The principles of andragogy, which focus on adult learners' specific needs, self-direction, and experiential learning, inform the curriculum content and pedagogy, thereby shaping the competencies required from educators.

By integrating these frameworks, the analysis explores how well the NCCE curriculum aligns human resource planning with the pedagogical demands of adult education, and how this alignment affects the system's capacity to deliver meaningful learning experiences.

Structure of the Study

Following this introduction, the study will proceed with a comprehensive review of relevant literature on human resource requirements in adult education, the development

and implementation of the NCCE curriculum, and human resource challenges in Nigerian education. Subsequent chapters will present the methodology used for data collection and analysis, findings from the critical analysis, and a detailed discussion of the results. The study will conclude with practical recommendations and suggestions for further research.

Methods

This study adopted a qualitative research approach, employing a critical analysis methodology to examine the human resource requirements embedded within the NCCE 2012 curriculum for Adult and Non-Formal Education in Nigeria. The qualitative method was deemed most appropriate given the exploratory nature of the research, which aimed to provide a deep, contextual understanding of curriculum content, human resource policies, and systemic challenges related to educator training and deployment in adult education. By analyzing curriculum documents, policy papers, and relevant literature, the study sought to uncover the adequacy, relevance, and practicality of the human resource provisions within the curriculum framework.

The primary data sources for this analysis were official documents from the National Commission for Colleges of Education, particularly the 2012 curriculum for Adult and Non-Formal Education, supplemented by policy statements, government reports, and academic publications on adult education in Nigeria. The use of these documents allowed the researcher to critically evaluate the stated human resource requirements, training content, and professional development structures as prescribed by the curriculum. This document analysis method provided an opportunity to identify both the strengths and gaps within the curriculum's human resource framework without the constraints of primary field data collection, which can be challenging given the national scope of the study.

In addition to document analysis, the study incorporated qualitative interviews with key informants drawn from stakeholders directly involved in adult education in Nigeria. These included curriculum developers, experienced adult education instructors, administrators from Colleges of Education, and officials from the NCCE. Purposive sampling was used to select interviewees who possess specialized knowledge and experience relevant to the research questions. The rationale for including these voices was to gain insights into practical challenges and realities that may not be fully captured in written documents. A semi-structured interview guide was developed to explore participants' perceptions on the adequacy of human resource planning, the effectiveness of teacher training, and the impact of systemic factors such as funding, policy implementation, and professional development opportunities.

The interview data were collected through virtual platforms and face-to-face sessions where feasible, considering geographic and logistical constraints. Each interview lasted approximately 45 to 60 minutes and was audio-recorded with participants' consent to ensure accuracy in transcription. The transcripts were then subjected to thematic content analysis, a method that involves coding data to identify recurrent themes and patterns relevant to the research focus. This analytical process facilitated a nuanced

understanding of the practical human resource challenges in adult education, complementing the findings from the curriculum document analysis.

To ensure the rigor and validity of the study, several strategies were employed. Triangulation was achieved by cross-verifying data from the curriculum documents, policy literature, and interview responses. This approach helped to minimize biases and provided a comprehensive perspective on the human resource issues at hand. Additionally, member checking was conducted by sharing preliminary findings with some interview participants to confirm the accuracy of interpretations and enhance credibility. The researcher also maintained an audit trail detailing all stages of data collection and analysis, further strengthening the study's transparency.

Ethical considerations were central to the study's methodology. Permission was sought from the NCCE and relevant educational institutions to access curriculum documents and conduct interviews. Participants were fully informed about the purpose of the research, the voluntary nature of their involvement, and the confidentiality measures in place to protect their identities and responses. Consent forms were obtained prior to interviews, and data were stored securely to prevent unauthorized access.

Given the critical nature of the analysis, the study also considered the socio-political and economic context within which the NCCE curriculum operates. This contextual awareness was important for interpreting findings meaningfully, especially regarding constraints such as limited funding, infrastructural deficits, and policy implementation challenges that affect human resource development in adult education. The analysis recognized that the curriculum does not exist in isolation but is influenced by broader national realities that impact educational planning and execution.

In summary, the study's methodological framework combined document analysis with qualitative interviews to conduct a comprehensive critical examination of human resource requirements in the NCCE 2012 curriculum for Adult and Non-Formal Education. The qualitative design allowed for in-depth exploration of both official curriculum prescriptions and lived experiences of educators and administrators, providing a holistic understanding of the factors shaping human resource capacity in Nigeria's adult education sector. This approach offers valuable insights for policymakers, educators, and researchers interested in improving the quality and effectiveness of adult and non-formal education through strategic human resource development.

Results

The analysis of the NCCE 2012 curriculum for Adult and Non-Formal Education, coupled with insights gathered from interviews with key stakeholders, reveals a complex picture regarding the human resource requirements necessary to effectively implement adult education programs in Nigeria. The results are organized into four thematic areas: adequacy of human resource planning, alignment of curriculum content with educator competencies, challenges in recruitment and retention, and opportunities for human resource development.

Adequacy of Human Resource Planning in the Curriculum

The NCCE 2012 curriculum outlines specific human resource requirements that center on the qualifications, training, and deployment of adult education instructors. Document analysis indicates that the curriculum mandates a minimum qualification of a National Certificate in Education (NCE) with specialization in Adult and Non-Formal Education for prospective educators. Furthermore, it prescribes a structured training program comprising theoretical and practical components designed to equip teachers with foundational knowledge in adult learning principles, curriculum design, and instructional strategies. However, despite these clear stipulations, interviews with educational administrators and instructors highlight a significant gap between the curriculum's human resource expectations and the realities on the ground. Several respondents reported a persistent shortage of qualified adult education personnel, particularly in rural and underserved regions. This shortage is exacerbated by the limited number of Colleges of Education offering specialized Adult and Non-Formal Education programs and by the overall low enrollment in these courses.

The curriculum also emphasizes the need for ongoing professional development through workshops, seminars, and refresher courses. Nevertheless, interviewees noted that such opportunities are sporadic and often hampered by inadequate funding and logistical challenges. As a result, many educators remain underprepared to meet the evolving demands of adult learners, which undermines the curriculum's goal of producing competent facilitators capable of delivering high-quality instruction.

Alignment of Curriculum Content with Required Educator Competencies

The analysis of curriculum content reveals a comprehensive approach to the knowledge and skills adult education teachers are expected to acquire. Key areas covered include adult learning theories, literacy and numeracy instruction, community mobilization, livelihood skills training, and the use of educational technology. The curriculum also integrates components on curriculum evaluation and research methods, underscoring the importance of reflective practice and continuous improvement.

Interview data largely corroborate the relevance of these content areas. Educators interviewed expressed that the curriculum provides a solid foundation for understanding the unique characteristics of adult learners and the pedagogical approaches suited for non-formal education contexts. Many highlighted the emphasis on participatory teaching methods and community engagement as particularly valuable, noting that these elements enhance learner motivation and program effectiveness.

However, some respondents criticized the curriculum for insufficiently addressing emerging challenges such as the integration of digital literacy, adaptation to socio-economic changes, and inclusion of marginalized groups like persons with disabilities. These gaps indicate that while the curriculum is robust in core adult education principles, it may require periodic updates to stay responsive to contemporary needs and technological advancements.

Challenges in Recruitment, Retention, and Deployment of Human Resources

A recurring theme in the interviews was the difficulty in recruiting and retaining qualified adult education teachers. Several factors contribute to this challenge. Firstly, adult education as a career pathway is often perceived as less prestigious and less financially rewarding compared to formal education sectors. This perception discourages talented individuals from pursuing specialized training in Adult and Non-Formal Education.

Secondly, inadequate remuneration and lack of clear career progression paths result in low motivation and high attrition rates among existing educators. Respondents shared instances where trained adult education teachers migrate to other sectors or leave the profession altogether in search of better opportunities. This turnover negatively impacts program continuity and quality.

Thirdly, logistical issues such as poor working conditions, insufficient teaching materials, and limited infrastructural support further demoralize educators. Many adult education programs operate in remote areas with inadequate facilities, making it difficult for teachers to effectively carry out their duties.

In terms of deployment, the study found disparities in the distribution of human resources across regions. Urban centers and southern states tend to attract and retain more qualified personnel, while northern and rural areas experience acute shortages. This imbalance affects equitable access to adult education services, perpetuating regional educational inequalities.

Opportunities for Human Resource Development

Despite the challenges identified, the results also point to several opportunities to strengthen human resource capacity in adult education. The curriculum's emphasis on continuous professional development, although imperfectly implemented, establishes a foundation for lifelong learning among educators. Some interviewees noted recent initiatives by government agencies and NGOs to provide training and capacity-building workshops, which, if scaled up and sustained, could significantly improve educator competencies.

Moreover, the growing recognition of adult education as a vital component of national development has led to increased policy attention and potential funding streams. This trend offers a platform for advocating enhanced investment in teacher training programs, infrastructural improvements, and incentive schemes designed to attract and retain qualified personnel.

Technological advancements present another avenue for human resource development. Integrating e-learning and digital tools into training programs could overcome geographical and logistical barriers, enabling wider access to professional development resources. A few respondents highlighted pilot projects where mobile learning platforms and online courses were used to supplement face-to-face training, demonstrating promising results.

Finally, collaboration between Colleges of Education, government bodies, and international organizations offers potential for curriculum review and enhancement. Such partnerships can facilitate knowledge exchange, resource mobilization, and alignment of training programs with global best practices, ensuring that adult education

educators are well-equipped to meet contemporary challenges.

Summary of Key Findings

In summary, the results reveal that while the NCCE 2012 curriculum for Adult and Non-Formal Education provides a sound framework for human resource development, significant gaps exist between its provisions and practical realities. The curriculum's human resource requirements are clear and comprehensive, yet shortages in qualified personnel, insufficient professional development opportunities, and systemic challenges in recruitment and retention hinder effective implementation. Regional disparities and infrastructural deficits further compound these issues.

Nevertheless, ongoing policy recognition, emerging training initiatives, and technological innovations offer pathways for improving human resource capacity. Addressing these challenges will require coordinated efforts among educational institutions, policymakers, and stakeholders to ensure that the curriculum's human resource objectives translate into meaningful educational outcomes for adult learners across Nigeria.

Discussion

The findings of this study reveal a multifaceted landscape regarding the human resource requirements in the NCCE 2012 curriculum for Adult and Non-Formal Education in Nigeria. While the curriculum is conceptually robust, the challenges in actualizing its human resource objectives highlight systemic issues that merit close examination. This discussion contextualizes the findings within broader educational and policy frameworks, exploring their implications for the effective delivery of adult education in Nigeria.

Curriculum's Strengths and Alignment with Adult Education Needs

The NCCE 2012 curriculum's comprehensive approach to human resource requirements demonstrates a clear understanding of the competencies necessary for adult education practitioners. By including core areas such as adult learning theories, literacy instruction, community engagement, and skills training, the curriculum aligns well with the principles of andragogy and the unique needs of adult learners. This alignment underscores the curriculum designers' commitment to equipping educators with relevant knowledge and skills, which is crucial for effective teaching in non-formal contexts.

The emphasis on participatory methods and community-based learning further reflects contemporary best practices in adult education. This focus promotes learner empowerment and contextualizes education within the socio-economic realities of adult learners, enhancing the relevance and impact of educational programs. The curriculum's integration of evaluation and research components also encourages reflective practice, which is essential for continuous improvement and adaptation.

However, the curriculum's content, while comprehensive, appears static in the face of rapid societal changes. The insufficient attention to emerging issues such as digital literacy, technological integration, and inclusion of marginalized groups represents a significant gap. Given the increasing penetration of information and communication

technologies (ICTs) and the diverse needs of Nigeria's adult population, curriculum updates are imperative to keep pace with global trends and local realities.

Human Resource Shortages and Their Implications

The reported shortage of qualified adult education instructors presents a critical barrier to the curriculum's successful implementation. This shortage is symptomatic of broader challenges in Nigeria's education sector, where resource constraints and competing priorities limit the expansion of specialized training programs. The imbalance in the geographical distribution of educators, favoring urban over rural areas, exacerbates educational inequalities and undermines national efforts to achieve inclusive education.

The scarcity of qualified personnel not only affects the quantity but also the quality of instruction delivered. With fewer trained educators available, the burden on existing staff increases, often leading to burnout and diminished instructional effectiveness. This scenario risks lowering the overall standards of adult education, which could diminish learners' motivation and outcomes, thereby defeating the curriculum's developmental goals.

Moreover, the low status and poor remuneration associated with adult education careers discourage prospective candidates from pursuing this field. The perception of adult education as a less prestigious sector reflects societal attitudes that undervalue non-formal education relative to formal schooling. This undervaluation has significant policy implications, suggesting a need for advocacy and reform to elevate the professional standing and attractiveness of adult education careers.

Professional Development and Capacity Building

Continuous professional development (CPD) is a cornerstone of effective human resource management in education, yet the study reveals significant gaps in CPD opportunities for adult education teachers. The sporadic and underfunded nature of training workshops and refresher courses limits educators' ability to stay updated on new methodologies and technologies. This situation results in a workforce that may be ill-prepared to address the changing needs of adult learners or to implement innovative pedagogical approaches.

The study's findings suggest that strengthening CPD programs could have a transformative effect on adult education quality. Expanding access to regular, well-resourced training initiatives would enhance educators' confidence, motivation, and instructional skills. Additionally, the integration of ICT-based learning platforms for teacher development could address logistical challenges, especially for educators in remote locations, thereby democratizing access to professional growth.

Capacity building must also include institutional support mechanisms such as mentoring, peer networks, and career advancement pathways. These elements foster a supportive professional environment that can improve job satisfaction and retention rates. Policymakers and educational administrators should prioritize developing comprehensive human resource policies that encompass recruitment, training, support, and incentives.

Systemic and Contextual Challenges

The discussion of human resource requirements cannot be divorced from the broader systemic and contextual

challenges affecting adult education in Nigeria. Funding constraints remain a pervasive issue, influencing the availability of teaching materials, infrastructure, and remuneration packages. Limited financial resources curtail the ability of Colleges of Education and adult learning centers to expand and enhance their human resource capacity, creating a cycle of underperformance and underinvestment.

Additionally, infrastructural deficits, particularly in rural areas, limit the effectiveness of adult education programs and place additional burdens on educators. Poor learning environments hinder instructional delivery and learner engagement, making the educator's role even more challenging.

The socio-political context also plays a role in shaping human resource dynamics. Insecurity in some parts of Nigeria affects the deployment and retention of educators, while political will and policy continuity influence the implementation of educational reforms. Effective human resource planning must therefore be sensitive to these contextual realities and adaptable to changing circumstances.

Opportunities for Policy and Practice Enhancement

Despite the challenges identified, the study highlights several promising opportunities to enhance human resource capacity within the framework of the NCCE curriculum. First, the growing recognition of adult and non-formal education as integral to Nigeria's development agenda provides a platform for increased investment and policy support. Aligning adult education priorities with national development goals, such as the Sustainable Development Goals, can mobilize resources and political commitment.

Second, technology offers transformative potential for both educator training and learner engagement. Expanding digital infrastructure and integrating e-learning modalities can overcome geographical and resource barriers. Pilot projects demonstrating the feasibility of mobile learning and online professional development should be scaled up and institutionalized.

Third, collaboration between government agencies, educational institutions, NGOs, and international partners can facilitate resource sharing, capacity building, and curriculum innovation. Such partnerships are vital for addressing human resource gaps and enhancing the relevance of training programs.

Lastly, elevating the status of adult education practitioners through advocacy, improved remuneration, and clear career progression pathways is essential. Recognizing adult education as a professional field worthy of investment will attract talent and reduce turnover, thereby stabilizing the workforce.

Conclusion

In conclusion, this study's findings illuminate the critical role of human resources in the effective implementation of the NCCE 2012 curriculum for Adult and Non-Formal Education in Nigeria. While the curriculum provides a strong foundation for educator training, systemic challenges related to human resource shortages, professional development deficits, and contextual constraints hinder its full realization. Addressing these challenges requires coordinated policy actions, increased investment, and innovative approaches to capacity building. By doing so,

Nigeria can strengthen its adult education sector, contributing to broader goals of social inclusion, poverty reduction, and sustainable development.

Conclusion

This study critically analyzed the human resource requirements embedded in the NCCE 2012 curriculum for Adult and Non-Formal Education in Nigeria. The findings reveal that while the curriculum provides a solid foundation in terms of qualifications, competencies, and training content for adult education practitioners, significant gaps exist in the practical realization of these provisions. Shortages of qualified educators, inadequate continuous professional development, poor remuneration, and uneven distribution of human resources undermine the curriculum's effectiveness. Moreover, the curriculum's limited responsiveness to contemporary challenges such as digital literacy and inclusion highlights the need for periodic updates. Addressing these challenges requires a multi-faceted approach involving increased investment, enhanced policy support, strategic capacity building, and leveraging technology for training and resource distribution. Strengthening human resource capacity in adult education is critical for Nigeria to achieve its national development goals and fulfill its commitment to inclusive, equitable lifelong learning opportunities.

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