**EXECUTIVE SUMMARY**

The department of Federal Education Quality Assurance Service Delivery under the Federal Ministry of Education carried out a survey on the extent of adherence to Curriculum Implementation for Adult and Non-formal Education programmes. The survey cut across Adult and Non-Formal Education learning centres in the Six Geo-Political Zones of the country.

The overall objective is to identify the curriculum being used in the adult and non-formal education centres, evaluate the curriculum effectiveness, facilitators’ teaching methods and the outcome of curriculum being used for the learners.

57% of the centres visited uses approved Adult and Non-formal education curriculum designed by the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) in collaboration with Nigeria Education Research and Development Council (NERDC). The curriculum were supplied to State Agency for Mass Education (SAMEs) . However, 19% of the centres uses Formal Education curriculum while 24% could not really state the curriculum in use in their centres.

The objectives of both the Adult and Non-formal Education curriculum and the Formal Education curriculums in use at the sampled centres are well stated (clearly expressed), compatible with the nature of the subject matter, Appropriate for learners’ cognitive development level, Appropriate for learners’ affective development level, Appropriate for learners’ psychomotor development level, observable and measurable and intended to enhance learners’ high-level thinking skills.

The contents of both the Adult and Non-formal Education curriculum and the Formal Education curriculums in use at the sampled centres are comprehensive, consistent with the objectives, appropriate for learners’ interests and needs and organized in logical order concerning the topics included.

The activities stated in both the Adult Non-formal Education curriculum and the Formal Education curriculums in use at the sampled centres are Appropriate for learners’ cognitive development level, Appropriate for learners’ affective development level, Appropriate for learners’ psychomotor development level, learners’ centred, Implementable, Enhance learners’-facilitators’ interaction and Enhance interaction among learners.

Both Adult and Non-Formal Education (NFE) curriculum and Formal Education curriculums used at the NFE centres require the use of expository, discovery and inquiry learning, use of variety teaching methods and techniques and use of variety of learning environment. However, it shows that only Formal Education Curriculum requires the use of information technology Similarly , Adult and Non-Formal Education also used information technology at the post literacy level . However, the use of information technology may be required in the nearest future for basic literacy level with a view to expose the learners to all levels of information technology in this technology driven age.

The measurement and evaluation process is comprehensive, recognizes the learning differences among learners and consistent with the objectives of the curriculum. The learners are likely to be familiar with all the stated monitoring and evaluation methods except portfolio method which is the collection of learner’s work over a period of time. This is an assessment method that monitors the growth and development of students’ learning. It can therefore contain many different forms of assessments.

Learners’ interest in lessons, self-expression skills and social skills dramatically increased after facilitators use the curriculum for teaching. Learners’ attitude towards learning, level of classroom participation, self-confidence towards lessons, learners’ skills in associating the subjects with real life, communication skills, cooperating skills, inquiry skills, problem-solving skills, evaluation skills, prediction skills, creative thinking skills, decision-making skills, critical thinking skills and study habits somewhat increased while their examination anxiety somewhat decreased.