

60TH NATIONAL COUNCIL ON EDUCATION (NCE) MEETING, ABEOKUTA, OGUN STATE, 2014

DECISIONS

The 60th Meeting of the National Council on Education (NCE) was held in Abeokuta, Ogun State from 3rd to 7th November, 2014. The theme of the meeting was *Access and Equity: Imperative for National Development* and was chaired by the Honourable Minister of Education, Malam Ibrahim Shekarau. The meeting examined the state of education in Nigeria and the various reform initiatives in the education sector for the purpose of enhancing access, equity and quality of education in Nigeria. Council took the following decisions for implementation by FME Parastatals, States, the FCT and other stakeholders.

A. Urged:

- States, the FCT and other relevant stakeholders to collaborate with Federal Ministry of Education (FME) on the national and zonal advocacy, sensitization and mobilization programmes on Open and Distance Learning in Nigeria;
- States and the FCT to improve ICT infrastructural facilities in their institutions;
- JAMB to facilitate the migration from traditional Paper Pencil Test (PPT) to Computer Based Test (CBT);
- WAEC, NECO and NABTEB to emulate JAMB on CBT initiative;
- FME, States and Proprietors of the technological institutions to develop the teaching curriculum of each programme in line with National Board for Technical Education (NBTE) curriculum;
- States, the FCT and other stakeholders to support NUC, NBTE, and NCCE in their efforts to rid Nigeria of illegal satellites campuses, study centres and programmes;
- NUC, NCCE and NBTE to introduce new courses and expand the existing course contents to take care of Trade subjects in SSS Curriculum;
- NERDC to start the process of development of curriculum in these Trade subjects;
- NUC, NCCE and NBTE to ensure that teachers are trained in Tertiary Institutions for teaching Trade subjects in SSS curriculum;
- Federal, States, the FCT, Private sector, Communities and Philanthropists to support NOUN in the establishment of more Study Centres across the federation;
- NCCE, NBTE and NUC to collaborate towards including Space Science as a separate programme in the Tertiary Institutions;
- FME to fashion out the modalities for expanding existing Presidential award to include State(s) that have demonstrated excellence in improving access and equity in the Education sector;
- FME to expand the existing Presidential awards to include other categories to make it more impactful;
- FME to increase the number of beneficiaries of its post-graduate scholarship scheme;
- FME to explore the possibility of increasing the value for Masters and PhD programmes;
- Federal, States and the FCT to provide enabling environment for the private sector and Philanthropists towards funding the scholarship schemes for Tertiary Education;

- States and the FCT to replicate the awareness campaign on Reading in all the Local Government Areas and Area Councils and the Reading facilitators' workshop in their schools;
- FME, States, the FCT and other relevant stakeholders to support the institutionalisation of Web-Based Geographical Information System (WEGIS) as a modern planning tool;
- FME, States and the FCT to patronise National Institutes of Educational Planning and Administration (NEIPA) training programmes in order to build the capacity of education planners, managers and desk officers;
- FME, States and the FCT to train teachers, students and security personnel on security consciousness, intelligence gathering and self-defence;
- FME, States and the FCT to install surveillance cameras and other technologies at strategic places as part of security measures in their schools;
- FME, States and the FCT to construct and strengthen school perimeter fence and gates against invasion and ensure the training of their Security guards;
- FME, States and the FCT to ensure that professionals in education are appointed as Heads of educational institutions, ministries, agencies and departments for effective service delivery in the education sector;
- FME, SMOEs and the FCT to advocate for direct and indirect participation of the private sector in the activities that would increase access and equity at the Basic and Senior secondary education levels;
- States and the FCT to intensify Advocacy and Sensitisation programmes at various levels for the improvement of Non-Formal Education delivery nationwide as well as open more women development centres for Non-Formal Education;
- States and the FCT to sensitise and mobilize women and girls for increased participation in Non-Formal Education;
- FME, SMOEs, the FCT Education Secretariat and other stakeholders to support the institutionalisation of NVQF in Nigeria;
- States and the FCT to ensure that ANFE facilitators are paid promptly and regularly for effective service delivery;
- States and the FCT to conduct sensitization campaigns at Market Squares for the Nomads;
- National Commission for Nomadic Education (NCNE) to collaborate with States and the FCT in the conduct of sensitisation campaigns;
- States, the FCT and NCNE to establish schools very close to settlements of migrant farmers in order to increase access;
- States, the FCT and the National Commission for Nomadic Education (NCNE) to extend supply of Nomadic education curriculum, relevant textbooks and instructional materials to schools;
- FME, SMOEs, FCT Education Secretariat, Examination bodies and other stakeholders to intensify efforts at stamping out examination malpractice and cultism in schools and campuses;
- various organisations and Government establishments to support the funding of the Examination Ethics and Campus Safety (EECS) initiative;

- States and the FCT to build Computer-Based Test (CBT) Centres in order to curb examination malpractices and be part of global trend as CBT will commence fully in 2015;
- FME, States and the FCT to carry out sensitisation and advocacy programmes to ensure attitudinal change towards examination malpractice at all levels of education;
- States and the FCT to train their School Supervisors/Inspectors on Quality Assurance using the FME and UBEC's documents on Quality Assurance for uniformity and effectiveness in the conduct of Quality Assurance in Basic Education;
- States and the FCT to properly fund the training of Quality Assurance officers from the teacher professional development budget;
- States and FCT to collaborate with NERDC in the training of teachers for effective implementation of the revised Basic Education Certificate (BEC);
- FME, States and the FCT to make budgetary provision and other support for the Continuous Professional Development of Library and Information Professionals in Nigeria;
- all employers of labour in Nigeria to engage only Librarian Registration Council of Nigeria (LRCN) Certified Librarians in their organisations;
- States and the FCT to access UBEC outstanding funds without further delay;
- NUC to ensure that all Universities offering teacher education programmes include Elements of Special Education in their curriculum content as a non-optional course unit;
- NUC to ensure that all Universities offering teacher education programmes recruit professionals in Special Education to teach the course;
- NUC to harmonize Post Graduate Diploma in Education (PGDE) programmes in Nigerian Universities to include Elements of Special Education;
- NUC to collaborate with relevant bodies for a holistic review of the curriculum on Elements of Special Education to capture emerging issues like albinism, autism etc;
- Federal and State Governments to put in place appropriate legislation to guarantee the rights and welfare of persons with special needs in Nigeria;
- Federal, States and the FCT to adapt the Basic and Senior Secondary education Curricula to meet the needs of persons with disabilities,
- Federal, States and the FCT to professionalise the handling of Special Needs Education in schools; and
- Federal, States and the FCT to collaborate with NUC in creating awareness for attitudinal change towards persons with special needs through General Studies (GST) and elective courses offered in Special Education Programme;
- Federal, States and the FCT to establish and equip language laboratories in schools for the hearing impaired;
- FME, SMOEs and the FCT to train, recruit and deploy more language and speech therapists to all schools for the hearing impaired;
- States, the FCT and stakeholders to support the Albino Foundation to drive the implementation of the policy;

- FME, States, the FCT, UBEC, TETFund, NECO, WAEC, JAMB, NERDC, NLN and NMC to support Albino Foundation to acquire any High Definition Low visual Assistive Device (HDLVAD) and set up pilot projects in the six Geo-Political Zones for demonstration;
- all Stakeholders in Sports to collaborate with FME in the implementation of the National Policy on Physical Education and Sports;
- States and the FCT to collaborate with NERDC to subscribe to and take advantage of the opportunity the e-Curriculum Portal provides for ensuring quality education delivery;
- States and the FCT to ensure that schools patronise only reputable cybercafé operators and supervise the progress of their on-line of registration of Examinations to avoid problems;
- States and the FCT to ensure that schools are conversant with the new SSCE subject/paper codes;
- States and the FCT to ensure that schools submit their 3rd Year CA Scores within the stipulated time to avoid late release of their results;
- FME, States and the FCT to establish Pilot Trade and entrepreneurial Workshops;
- FME, States and the FCT to renovate the existing Introductory Technology Workshops for Trade subjects;
- FME, States and the FCT to put in motion necessary mechanism to legislate on making Senior Secondary Education tuition free and compulsory;
- States and the FCT to adapt the prototype Physical and Academic Master Plan developed for Federal Science and Technical Colleges in Nigeria;
- the Proprietors of VEIs to liaise with National Business and Technical Education (NABTEB) for the conduct of the final year examinations for their candidates;
- FME to liaise with the Department of Establishment, Pension and Records in the Office of the Head of Service of the Federation for the placement of graduates of Vocational Education Institutions/Innovative Enterprise Institutions (VEIs/IEIs) in the Scheme of Service;
- FME, States and the FCT to construct Basic Science and Technology Laboratories, procurement of equipment and Kits in primary and junior secondary schools;
- FME, States and the FCT to support Teachers for Capacity building workshops;
- NUC and NCCE to direct the institutions to present their students for induction at the point of graduation;
- FME, States and the FCT to support TRCN to develop its database through information gathering from their teachers;
- Teachers' preparation institutions that have not keyed into the induction processes to do so;
- FME, States, the FCT and other stakeholders to implement the existing policies that will improve the remuneration, conditions of service, training and retraining of Mathematics and Science teachers for effective service delivery;
- States that have not completed training on the 2013 Teacher Professional Development (TPD) to do so and report accordingly;
- States to conduct impact evaluation of the training on teacher performance and achievement;

- non-pilot States (Akwa-Ibom, Bayelsa, Borno, Kwara, Oyo, Kano, Edo and Anambra) whose State trainers had been trained at SMASE National INSET NTI Headquarters Centre, Kaduna, but yet to cascade the training to Local Government level to do so;
- FME to equip the SMASE National Training Centre to International standard;
- States that have not come up with intervention for the SMASE project to do so and use the SMASE trainers for subsequent trainings;
- NTI to collaborate with TRCN and incorporate the components of TRCN's MCPD program in their teachers' education for Basic and Senior Secondary School teachers in Nigeria;
- States and the FCT to support the **MCPD** for professional teachers at Basic and Senior Secondary Education levels;
- States and the FCT to ensure that only teachers serving in public primary schools are nominated, while schools to be used for the workshops should have adequate facilities;
- States and the FCT to proactively train and re-train teachers in inclusive Education Programme to ensure Access and Equity;
- States and the FCT to set up functional structures and make budgetary provision for implementation of inclusive Education based programme;
- NTI, TRCN and other stakeholders to develop an aspect of their training contents to accommodate inclusive Education;
- FME, States and the FCT to make budgetary provision for the supply of instructional materials and enabling environment for its use to facilitate teaching and learning;
- NUC & NCCE to initiate round table discussions on better and equitable ways of admitting candidates into Teacher Training Institutes in Nigeria;
- FME to expedite action on the implementation of the new National Teacher Education Policy in order to improve practices in the teaching profession;
- Federal Government to key into post 2015 MDGs activities to enable more teachers benefit from the nationwide capacity building workshops;
- States and the FCT to provide continuous in-service training opportunity for teachers to enable them pursue higher degrees in recognized universities within and outside the country;
- States and the FCT to give priority to the implementation of Early Child Care Development Education (ECCDE) programme;
- States and the FCT to consider innovative strategies in the implementation of ECCDE such as Community Based Centres to increase access in Basic Education;
- States and the FCT to support and domesticate the Almajiri Education Programme (AEP) where Almajiri college exists;
- States and the FCT to replicate the Almajiri model schools;
- States and the FCT to mobilize and sensitize Stakeholders on the activities of both the National and State Committees on implementation of the Programme;
- States and the FCT to recruit and deploy teachers to the already completed Almajiri schools in their domains and also ensure the maintenance of the facilities of the programme;
- FME, SMOEs, the FCT Education Secretariat and the Proprietors of Private Basic Schools to provide adequate number of Personal Computers and accessories for practical examinations in Computer Studies in their schools;

- States and the FCT to partner with NCNE to enhance the capacity of personnel drafted to implement Nomadic Education;
- FME, States and THE FCT to support the development of Mental Arithmetic Project (MAP);
- FME, States and the FCT to ensure implementation of the provision of National Strategic Framework for violence-free Basic Education in Schools;
- States and the FCT to support the need to improve access to Basic Education by launching Operation Build More Schools in all the communities;
- States and the FCT to make budgetary provisions for Nomadic Education and also involve designated officers that manage Nomadic Education in the design and implementation of Basic Education programmes and projects in their States;
- States and the FCT to establish stand-alone Agencies for Nomadic Education with adequate budgetary provision to provide Access and Equity among the marginalized Nomadic Communities;
- States and the FCT to establish a special Task Force that would enforce the Child Rights Act and enhance attendance, retention and completion of the Basic Education Programme in Nigeria;
- Federal, States and the FCT to collaborate with National Population Commission (NPopC) on campaign for the importance of birth registration and issuance of birth certificates to school age children;
- States and the FCT to provide adequate sports equipment and facilities in schools;
- States and the FCT to revisit inter-state school sport competition to sustain sports development and unity in our schools;
- States and the FCT to make adequate budgetary provision for the implementation of school feeding and health programme in order to increase students' enrolment, retention and completion rate at the basic education level;
- States and the FCT to ensure legislation to support the institutionalization of the school feeding and health programme in Basic Education level for sustainability;
- FME to train the Tsangaya Teachers/Alarammas as stated in the MoU of the Tsangaya Programme;
- States, the FCT and other Stakeholders to participate actively at the JCCE and NCE meetings and ensure implementation of NCE Decisions;

B. Approved

- National and zonal advocacy, sensitization and monitoring programmes on Open and Distance Learning in Nigeria;
- the institutionalisation of Web-Based Geographical Information System (WeGIS) which is part of EMIS at FME, SMOEs and the FCT;
- the National Vocational Education Curriculum for adoption by the States, the FCT and other stakeholders;
- States that do not have ICT in NFE Centres to establish them;
- NMEC/SAMEs/the FCT responsible for equipping NFE Centres with ICT facilities to be provided with adequate funding;
- States and the FCT to put in place mechanisms for monitoring and evaluation of the NFE Centres;
- the National Education Quality Assurance Policy; and its adoption by States, the FCT and other relevant stakeholders;

- the Early Learning Development Standards for implementation by States, the FCT and other relevant Stakeholders,
- Uniform standards for the Non-formal Skills Acquisition Centres to enable them key into the existing examining body for assessment and award of Certificate;
- One-Year Pre-Primary Curriculum;
- the printing of Blue Print and National Policy on Albinism;
- the National Policy on Special Needs Education and Guidelines for implementation by stakeholders;
- that all Nigerian Universities offering Teacher Education Programme should include Elements of Special Education in their curriculum content as a non-optional course unit;
- the National Policy on Physical Education and School Sports and the Implementation Guidelines;
- that Science and Technology Teacher Standards be used for Professional Teacher Development;
- the construction of Basic Science and Technology Laboratories, procurement of equipment and Kits in primary and junior secondary schools by FME, SMOEs and the FCT;
- the conduct of National Advocacy to popularise TVET in order to reverse the negative perception about TVET in Nigeria;
- that FME should forward memorandum to the Federal Executive Council (FEC) for the establishment of Federal Science and Technical Colleges in Oyo and other States that have not benefited;
- FME, States, the FCT and other Stakeholders to support increased participation for girls in Mathematical Science Competitions;
- FME, States and the FCT to sponsor their teachers to STAN workshops;
- regular training and retraining of teachers for the effective implementation of Inclusive Education programme by FME, SMOEs and the FCT Education Secretariat;
- the developed Jukun Language Curriculum for Basic Education;
- the developed Urhobo Language Curriculum for Basic Education;
- that NERDC should infuse Mental Arithmetic Project (MAP) into Basic Education Curriculum;
- that NPoC builds the capacity of Head Teachers to register and provide birth registration certificates to school age children;
- NPoC provides school age population data to FME and NEMIS to track and document school age enrolment rates to facilitate the implementation of Early Childhood Development Education programmes;
- Integration of Birth Registration activities at Basic Education level to protect most vulnerable children whose births are not registered;
- ***Teacher Quality: A Tool for Sustainable Human Capital Development*** as the theme for the next circle of meetings;

C. Directed

- Schools to allocate more time in the time-table for speech and language training;
- NUC in collaboration with NBTE to conclude the process of articulation of ND graduates of IEIs to 200-level into universities;

- the pre-service Teacher Development Programme (TDP) activities in the NCCE to replicate remaining Colleges of Education; and
- States and THE FCT to complement the efforts of NTI and other stakeholders by training 10% of the teachers' workforce annually to widen their scope and knowledge in the relevant areas;
- FME to initiate the review of process/ procedures for accessing the Universal Basic Education Funds by States; and
- FME, SMOEs and the FCT Education Secretariat to adhere strictly to the admission of 30:70 ration in favour of Technical/ Trade Subjects.