

61ST NATIONAL COUNCIL ON EDUCATION (NCE) HELD IN ABUJA, FCT 2016

DECISIONS

The 61st Meeting of the National Council on Education (NCE) was held at the Sheraton Abuja Hotel, FCT, from Tuesday 27th – Friday 30th September, 2016. It was presided over by the Honourable Minister of Education, Mallam Adamu Adamu, and attended by education stakeholders from Federal, States, the Federal Capital Territory (FCT), Non-Governmental Organisations and other professionals. The theme of the meeting was *Teacher Quality: A Tool for Sustainable Human Capital Development*. At the meeting, the National Teacher Education Policy (NTEP) and the National Education Quality Assurance Policy (NEQAP) documents were presented and launched by the Honourable Minister of Education. The Honourable Minister also presented the Roadmap for the education sector tagged *Education for Change: A Ministerial Strategic Plan (2016-2019)* which was adopted for use by FME, States, the FCT and other stakeholders. Council took the following decisions for implementation by FME Parastatals, States, the FCT and other stakeholders.

Council:

A. Urged

- all tiers of Government, the private sector and NGOs to liaise with the NBTE in its efforts to coordinate the activities of all Technical and Vocational Training Centres for parity of training and certification;
- NABTEB to improve its modular examination opportunities to assess and certify the centres, based on the developed Minimum National Standards;
- FME and the Office of the Head of Civil Service of the Federation to expedite action in the placement of the holders of National Vocational Qualifications (NVQs) into the National Scheme of Service;
- all stakeholders, especially State Governments to partner with NBTE in the institutionalization of the National Vocational Qualifications Framework (NVQF) by training their assessors and internal verifiers;
- FME, States, the FCT and other stakeholders to adequately fund Non- formal Education (NFE) programmes in order to achieve the Sustainable Development Goals (SDGs) 4;
- FME, States, the FCT and other stakeholders to comply with the National benchmark of ₦7,500 payment for part- time facilitators;
- States, the FCT and other stakeholders to utilize the reviewed NFE Literacy Materials;
- States, the FCT and other stakeholders to ensure the effective utilization of the community learning centres when finally completed and handed over to the respective State Agencies for Mass Education;

- States, the FCT and other stakeholders to procure more radio and mobile phones to enable post literacy learners benefit from the literacy by radio programme;
- States the FCT to employ more Adult Education facilitators and train the existing ones for effective service delivery;
- Corporate Organizations and International Donor Agencies to continue supporting the training of NFE instructors;
- States, the FCT and Local Governments to employ more Adult Education facilitators.
- All Colleges of Education to implement the NCE policy on Adult and Non-formal Education;
- NCCE to monitor the compliance of NCE directives on making ANFE full-fledged course in the Colleges of Education;
- States and the FCT to fund Adult and Non-formal Education adequately for effective implementation of the Special Home Craft Programme;
- States and the FCT to implement the provisions of the UBE Act 2004 on compulsory, free and universal Basic Education;
- Federal, States and the FCT to put in place effective strategies for increased awareness and encouragement to enroll children in school;
- FME, States and the FCT to procure additional sets of the curriculum and Teachers' Guide for their teachers to ensure that the revised 9-year BEC and Teachers' Guide are available and accessible to every teacher;
- FME, States and the FCT to collaborate with NERDC for the training of their teachers in the use of the Revised Curriculum and Teachers' Guide;
- States and the FCT to increase the pace of accessing the UBE Intervention funds;
- States and the FCT to consider innovative strategies such as Community-Based Child Care Centres to increase access in basic education;
- States and the FCT to make judicious use of the Training Manual in training para-counselors in the UBE schools;
- States and the FCT to support the initiative of the Federal Government by replicating the Tsangaya schools and maintaining them;
- States and the FCT to commence academic activities in all the completed Tsangaya schools;
- States and the FCT to monitor and report to the Universal Basic Education Commission(UBEC) all lapses observed in the Tsangaya schools' construction projects;
- States and the FCT to employ qualified teachers, particularly female teachers in all girls' schools;
- States and the FCT to equitably distribute the textbooks supplied to them under the FGN and UBE Textbook Initiative;

- States and the FCT to ensure functionality of SBMCs to promote teaching and learning in schools.
- States and the FCT to equip their schools with adequate number of computers and printers to reduce the incidences of examination malpractice;
- States and the FCT to ensure that adequate number of qualified Computer Studies teachers are employed;
- FME to expedite action on the presentation of Memorandum on NBAIS to the Federal Executive Council (FEC);
- States and the FCT to support NBAIS in its activities;
- States and the FCT to collaborate with National Population Commission (NPop.C) in creating awareness on the importance of birth registration and issuance of birth certificates to school age children;
- States that are yet to sign the MoU with NPop.C to expedite action for effective on birth registration activities;
- other States and the FCT to emulate Anambra State in adopting effective strategies for recruiting qualified teachers into the Teaching Service;
- UBEC and relevant Development Partners to support the Qur'anic and Islamic Schools Management Board;
- other States and the FCT to emulate Plateau State in the provision of Unified General School Timetable (UGSTT) for the proper implementation of the 9-year Basic Education curriculum;
- Teacher Training Institutions to include entrepreneurship education in their programmes as a course of study;
- FME, States and FCT to employ enough teachers and ensure adequate training and re-training for them in entrepreneurship education;
- States and the FCT to provide adequate infrastructural facilities and instructional materials in entrepreneurship education in their schools.
- States and FCT to set up functional EMIS Units for proper coordination of EMIS activities;
- States and the FCT to adequately fund EMIS activities through budgetary provision for education data management processes;
- States to accord importance to the National Committee on EMIS meeting by ensuring that the Directors of Planning Research and Statistics (DPRS) attend the meetings;
- States to ensure that EMIS officers are adequately trained and retained in the Units without frequent redeployment;
- States to ensure full participation of private schools in the Annual School Census (ASC) and other data update activities;
- States and the FCT to collaborate with FME on the national and zonal advocacy programmes for effective implementation of the policy in schools;

- FME and States to support the expansion of EMIS in respect of teachers' data as a means of ensuring teacher quality;
- FME, States and the FCT to take far-reaching steps that will ensure that the Education Sector is given top priority in budgetary provisions and releases;
- FME, States and the FCT to replace black boards with modern instructional materials such as white boards, interactive boards, projectors, computers, and web resources;
- FME, States and the FCT to ensure that those schools which have not keyed in, should do so;
- FME, States and the FCT to include the provision of interactive boards and white boards, in the contract sum of any new classroom to be constructed;
- FME, States and the FCT to procure these modern instructional materials through UBEC's special intervention funds; collaborate with NDLEA and support the formation of functional Drug Free Clubs in their Schools at all levels;
- FME, States and the FCT to ensure proper implementation of drug abuse education curriculum in their schools;
- FME, States and the FCT to put in place advocacy and sensitization programmes on drug abuse;
- FME, States and the FCT to initiate periodic random drug screening for their students;
- FME, States and the FCT to collaborate with NDLEA on sensitization of stakeholders on the drug education curriculum of Adult and Non-formal Education sub-sector;
- States, the FCT, and other stakeholders nationwide to adopt the use of the newly published Handbook as the standard instrument for school evaluation;
- States and the FCT to collaborate with NERDC in monitoring the level of compliance of school textbooks to the curriculum;
- States and the FCT to make budgetary provision for Quality Assurance activities to SUBEBs and FCT UBEB;
- States and the FCT to ensure effective conduct of teaching and learning through regular visits of Quality Assurance Officers to schools;
- States and the FCT to ensure regular follow-up of Education Quality Assurance Evaluation;
- States, the FCT and other relevant stakeholders to support LRCN's continuous professional development programme by sponsoring their Librarians to attend the workshops;
- stakeholders to utilize the QR codes embedded on WASSCE certificates from 2014 onwards for confirming the authenticity of grades and bio-data as disclosed by applicants;
- States that have outstanding funds to access them without further delay and improve their level of accessing the funds;

- States and the FCT to establish more centres and gather data on education of Special Needs children.
- States and the FCT to provide adequate and suitable Information and Communication Technology Tools in all Special and Inclusive Schools;
- States and the FCT to replace the analogue teaching and learning tools with the digital and up-to-date Assistive Technology Tools in Special and Inclusive Schools.
- FME to coordinate regular debate competitions for pupils and students with special needs;
- States and the FCT to organize regular debate competitions for pupils and students with Special Needs;
- FME, States and the FCT to organize regular training workshop for teachers of pupils and students with special needs on the techniques of organizing school debate competition for pupils and students with Special Needs;
- FME, States, the FCT and other Education stakeholders to create structures to ensure that the National Policy Albinism is fully implemented and evaluated;
- FME, States, the FCT and other Education stakeholders to set up a reporting mechanism that tracks the level of implementation of the Policy;
- FME, States, the FCT and UBEC to design a programme on re-tooling of teachers towards Inclusive Education;
- all teachers' employers to support the use of the TCRN MCPD manual for all the administration of MCPD by enlisting their accredited providers;
- Teachers' employers and service providers to submit to TRCN records of teachers that have undertaken MCPD and the type of training for inputting in the teachers' database;
- Teachers Institutions, teacher employers, Teachers Union and stakeholders to support in the conduct of Professional Qualifying Examination (PQE);
- Teacher employers to specifically give preference to registered teachers in future employment;
- FME, States and the FCT to enforce the mandatory presentation of TRCN Certificate to would-be teachers before employment.
- States, the FCT and other stakeholders to support NCCE in the implementation of the reform;
- TETFund to channel its interventions towards the implementation of all aspects of NCCE reform;
- NUC to encourage more Universities to start running degree programmes in:
 - Early Childhood Care and Education,
 - Primary Education,
 - Adult and Non-formal Education,
 - Special Needs Education.

- Lagos, Kebbi and the FCT that are yet to complete the 2014 training to expedite action in doing so and submit their reports to the Universal Basic Education Commission;
- States, the FCT and Education Stakeholders to support NTI to undertake a nationwide impact assessment of the workshop for Basic Education teachers from 2011 –2015;
- all stakeholders to cooperate with NTI for successful execution of its programmes and projects;
- all stakeholders to appreciate that one of the major functions of NTI is to run re-training programmes for teachers and therefore should patronize NTI for such professional exercise;
- Federal Government and Education stakeholders to upgrade the SMASE National INSET Centre to Standard International Training Centre;
- the Federal Government through UBEC to approve the release of the necessary fund to NTI in its 2016 Budget for sustainability of this laudable project in the interest of Science and Mathematics Education in Nigeria;
- States and the FCT to strengthen School Based Training (SBT) and include it in their schools' termly programmes;
- States to empower officers to monitor SBT meetings in their various States;
- FME to institutionalize School Based Training (SBT) in school system;
- FME, States and the FCT to collaborate with professional associations in relevant teaching subjects to upgrade the quality of teachers in their areas of specialization (e.g. Chartered Insurance Institute of Nigeria (CIIN), Institute of Chartered Accountants of Nigeria (ICAN) etc.);
- FME, States, the FCT and relevant stakeholders to step up action on the improvement of quality of teachers in the new subjects in the curricula;
- FME, States and the FCT to organize 'Train-the-Trainers' workshops on School-Based Teacher Development and Mentoring programme as a way of improving the quality of teachers in our school system;
- all stakeholders, particularly the State Universal Basic Education Boards (SUBEBs) to implement SMASE In-Service Education and Training (INSET) according to the Guidelines;
- FME, States, the FCT, Education Parastatals, Institutions of learning and other relevant stakeholders to adopt the National Post-Basic Education Strategy document as a reference document for addressing the challenges of Technology and Science Education in their domains;
- FME, States and the FCT to collaborate with the Federal Ministry of Science and Technology to facilitate the implementation of the 13th National Council on Science and Technology (NCST) resolutions as they relate to Education;
- States, the FCT, and other relevant stakeholders to co-operate with NTI to make the Technical Teacher Training Programme (TTTP) a success;

- FME, States, the FCT and other Education stakeholders to continue partnering with the NBTE Centre of Excellence for the development of technical education and vocational skills.
- Federal, States and the FCT to emulate Gombe State in the retrieval and redistribution of science and technical equipment, and instructional materials;
- other States and the FCT to emulate Ondo State by regularly re-training their science teachers through the use of mobile teaching approach;
- Government agencies such as TETFund, UBEC etc. to increase funding to areas affected by the insurgency in order to improve Science and Technology Education;
- private individuals, communities and NGOs to partner with government to ensure the development of Science and Technology Education in the Zone;
- FME, States and the FCT to provide relevant and Intensive ICT training for pre-serving and serving teachers;
- FME, States and the FCT to deploy internet facilities in schools to support e-learning;
- FME, States and the FCT to obtain ICT certification as part of mandatory teacher training/upgrading;
- FME, States and the FCT to ensure their teachers benefit from the new STAN training programmes;
- States, the FCT, Proprietors of IEIs and other Stakeholders to collaborate with FME on the review of the Guidelines and Procedure for the Establishment of Innovation Enterprise Institutions in Nigeria;
- States and the FCT to improve ICT infrastructural facilities in their institutions for enhanced learning and assessment;
- States and FCT to improve teachers' skills in ICT;
- States, the FCT and other education stakeholders to support NUC, NBTE and NCCE in its efforts to rid Nigeria of illegal universities, campuses and programmes;
- States, the FCT and other education stakeholders to also support the NUC in achieving its aim of ensuring quality and standard in the Nigerian University System;
- States to adequately fund their technical institutions;
- States to enforce NCE decision banning the use of public school buildings for operation of illegal satellite campuses and study centres.
- FME, States and FCT to sponsor their French Teachers and Lecturers to the annual French Teachers' Workshop in Badagry or invite NFLV to organize such special workshops for teachers in their various States.
- FME and States to give automatic scholarship awards to JAMB students who scored 260 marks and commensurable post-JAMB scores in their 100 Level and to

- continue to enjoy the delivery on maintenance of CGPA of 4.0 for education related courses;
- FME and States to give automatic scholarship awards to students studying Education related courses with CGPA of a minimum of 4.00 (or equivalent) in their 200 Levels to the end of such courses of-study;
- FME and States to give Bursary awards of the Federal Scholarship Board (FSB) automatic scholarship awards to education students who are having CGPA of between 3.00 and 3.99;
- FME and States that the Scholarship deliveries by both the Federal Scholarship Board (FSB) and States Scholarship Board (SSB) in terms of financial value be higher and in favour of educational related disciplines than other disciplines;
- Federal Ministry of Education to implement the National Teacher Education Policy that proposes incentives to be given to encourage students in the study of education courses;
- FME to stimulate the process of ensuring the timeliness in the payment of the required allowances to the BEA scholars from Nigeria;
- FME to explore the possibilities of enlisting the interest of the citizens of the country into strategic support for the FME in funding its own financial aspect of the delivery;
- State Governments to also support their citizens on BEA scholarship;
- the States that sponsored their students abroad should always liaise with the Federal Ministry of Education before going into agreement or contract with any country to authenticate the status of the institutions;
- FME to mandate NUC, NCCE and NBTE to encourage all tertiary institutions in Nigeria to ensure that certificates are promptly released to deserving graduates with correct year of completion of courses;
- That examination bodies to ensure students' examinations records and results should be processed through ICT, for prompt release of certificates.

B. Approved

- the adoption and implementation of the *Education for Change: A Ministerial Strategic Plan (2016-2019)* document as a guide for improving the Education Sector in Nigeria;
- that adult literacy facilitators especially Adult Education graduates and NCE holders be employed for literacy centres on pensionable appointment;
- that the Federal, States and the FCT to coordinate and establish at least 4 Technical Skill Acquisition Centres in each Local Government Area in the country;
- the infusion of Financial Literacy into the existing Nigeria Basic Education curriculum;
- the National Enrolment Drive Framework as a national strategy for boosting enrolment and increasing access at the Basic Education level in Nigeria;
- the developed C'lela Language curriculum for Basic Education;

- that FME, States and the FCT should in the next 2 years dedicate part of UBE intervention fund for teacher refresher courses to the re-training of teachers in the use of the Revised Curriculum and Teachers' Guide;
- adequate budgetary provision for EMIS activities at all levels of education and timely release of such funds;
- the full implementation of the National EMIS Policy and its Implementation Guidelines at all levels so as to facilitate the production and provision of credible and timely data for informed education planning and administration;
- that State Ministries of Education (SMoEs) and State Universal Basic Education Boards (SUBEBs) should work together to produce instruments for the conduct of Annual School Census (ASC) and the production of credible State data;
- the mandatory participation of all public and private schools in Nigeria in the ASC and other data update requirements;
- that appropriate sanctions be imposed to enforce compliance with the participation in the ASC and other data update requirements;
- appropriate sanctions through legislation against unregistered schools in Nigeria.
- establishment of a National Steering Committee for the Implementation of Education 2030 Agenda to play an advisory role and provide overall policy guidelines and direction;
- setting up of Implementation Monitoring Committee at the Federal, States and FCT levels;
- establishment of Desk Offices for Education 2030 Agenda in the Ministries of Education and the FCT to ensure regular reporting;
- conduct of advocacy activities at national and zonal levels to sensitize stakeholders at all levels on the Education 2030 Agenda and the Education 2030 Framework for Action;
- the National School-Based Management Policy for implementation;
- FME, States and FCT should train school teachers, counselors, adult and non-formal education facilitators on drug abuse counseling;
- FME, States and FCT should formulate and implement drug policies in schools at all levels;
- that TETFund and UBEC should increase funding for the development of Technology and Science Education;
- the review of the 2009 Guidelines and Procedure for the Establishment of Innovation Enterprise Institutions (IEIs) in Nigeria;
- that the Guidelines and Procedure for the Establishment of IEIs in Nigeria be reviewed every five (5) years;
- the prompt release of certificates on completion of courses by Nigerian tertiary institutions and enforcement by NBTE, NCCE, NUC and other relevant regulatory agencies.

C. Directed:

- NCCE to enforce and monitor the compliance of the Colleges of Education with NCE directives on making ANFE full-fledged course;
- the use of National Post-Basic Education Strategy document by FME, States, the FCT and other education stakeholders as reference document for addressing the challenges of Technology and Science Education.