

62ND NATIONAL COUNCIL ON EDUCATION (NCE), HELD IN KANO, KANO STATE 2017

DECISIONS

The 62nd Meeting of the National Council on Education (NCE) was held in Kano, Kano State from 24th to 28th July, 2017. The theme of the meeting was *Inclusive Education; Creating Quality Learning Opportunities for all: Implications for Concurrency in Education in Nigeria* was chaired by the Honourable Minister of Education, Malam Adamu Adamu. Council took the following decisions for implementation by FME Parastatals, States, the FCT and other stakeholders.

A. Urged;

- States and the FCT to acquire official and functional e-mail addresses for easy access to information on the meetings;
- States and FCT to give NERDC the necessary support to ensure a successful data collection exercise;
- States and the FCT to establish within one year inclusive Model Non-Formal Education Centres that can cater for different categories of learners;
- States and the FCT to recruit specialized facilitators who can teach all categories of learners;
- States and the FCT to upgrade existing capacity of Non-formal Education (NFE) facilitators within one year to accommodate people with special needs;
- States and the FCT to carry out sensitization and mobilization in the communities to enhance enrolment of all categories of learners;
- States and the FCT to increase their support for adult and youth literacy and the Non-Formal Education sub-sector in general;
- States and the FCT to adequately make funds available for literacy and NFE programmes/projects at all levels;
- States and the FCT to engage only qualified personnel as NFE facilitators so as to ensure quality learning outcomes.
- States and the FCT to intensify the adoption of best practice in NFE delivery;
- the Office of the Head of the Civil Service of the Federation to fast-track the inclusion of National Vocational Qualifications (NVQs) in the Scheme of Service;
- SMOEs, the FCT and other relevant stakeholders to ensure that all artisans and craftsmen are certified and licensed in their occupation before they can practice in line with global best practice;
- Cross River, Delta, Edo, Ekiti, Imo, Kaduna, Kogi, Nasarawa, Ogun, Ondo, Yobe, States and the FCT that have outstanding Special Education funds to access them without delay;
- States and the FCT to upgrade their existing learning centres/schools in order to ensure mainstreaming of learners with special needs;
- States and the FCT to equitably distribute the textbooks supplied to them under the FGN-UBE Textbook Initiative;

- States and the FCT to ensure commitment to the implementation of ECCDE/Pre-primary education by taking advantage of the re-introduction of 5% utilization of UBE matching grant for ECCDE;
- Adamawa and Lagos SUBEBs, FCT UBEB to expedite action on the implementation of 2015 Teacher Professional Development (TPD).
- States and the FCT to be involved in the *Tsangaya* initiative to make adequate budgetary allocation and funding of the initiative in the same way as they provide for conventional schools;
- States and the FCT to enforce the UBE Act of 2004 which make provisions for sanction on parents who fail to send their wards to school;
- States and the FCT to be involved in the initiative to introduce school feeding programme as a retention strategy in the *Tsangaya* schools;
- States and the FCT to engage in sensitization and advocacy at different levels for acceptability;
- States and the FCT to integrate the Mallams in their scheme of service;
- SUBEBs and the FCT UBEB to commence this initiative by selecting at least two (2) hard to reach and disadvantaged communities in each Local Government in their States as pilot initiatives; and
- States and the FCT to establish Community Based Early Childhood Care (CBECC) Centres in the selected communities as a means of giving learning opportunities to disadvantaged children;
- the SMOEs and the FCT Education Secretariat to enlighten schools and other stakeholders on the:
 - need to use the new BECE syllabus;
 - new grading format; and
 - introduction of offline/online platform for registration of candidates in BECE.
- States, the FCT and other stakeholders to acquire the Braille-Note Apex (or similar devices) for their institutions and train their teachers and candidates with visual impairment on its use for enhanced teaching, learning and assessment;
- FME, States, the FCT and other relevant Stakeholders to take more proactive measures in intensifying advocacy, sensitization and campaigns for the achievement of inclusive education in the country;
- FME, States, the FCT and other relevant Stakeholders to recognise Inclusive Education as an inherent component of the right to education; and
- FME, States and the FCT to recruit qualified teachers and sign language interpreters for the success of inclusive education;

- States and the FCT to improve the award of scholarship to learners with Special Needs at Basic, Post-Basic and Tertiary education levels;
- States and the FCT to plan and make regular annual budgets for the scholarship scheme of persons with special needs;
- States and the FCT to consider a contributory scholarship scheme to sustain the scholarship policy for learners with special needs at all levels;
- FME, States and the FCT to create continuous public awareness on the possibilities and opportunities of accessing Basic, Post-Basic and Tertiary education by learners with special needs;
- FME, States and the FCT to ensure access and equity for children with special needs in regular school settings;
- FME, States and the FCT to embark on training and re-training of all teachers on new approaches that will guarantee academic achievements of learners with special needs in an inclusive school setting
- FME, States and the FCT to ensure that approved textbooks and text materials are transcribed into Braille; and
- FME, States and the FCT to ensure that Braille computers are provided for use by children with visual impairment for effective and inclusive teaching and learning in basic schools;
- States and the FCT to establish at least one Gifted and Talented students' Academy in their respective States;
- FME, States and the FCT to organise teachers' refresher courses on the use of cooperative learning strategies for teaching in an inclusive setting;
- FME, States and the FCT to incorporate scores on group work into the continuous assessment of students in order to popularise and encourage the use of peer assessment, cooperative teaching and friendship amongst students;
- FME, States and the FCT to sensitise teachers on how to handle children with special needs.
- FME, States, the FCT and Stakeholders of Tertiary Education to fund their institutions adequately for effective implementation of inclusive education;
- Public Tertiary Institutions to include courses on Inclusive Education as part of their staff development for TETFund intervention;
- States, the FCT and other stakeholders to support NOUN in the provision of the structures and facilities for the operation of Study Centres for effective delivery of inclusive education to all groups of learners;

- FME, SMoE, UBEC, NUT, NAPPS, SUBEBs, to be part of the advocacy and sensitization on the need for unqualified teachers to acquire teaching qualification before December, 2019;
- FME, SMoE, UBEC, NUT, NAPPS, SUBEBs, LGEAs, Colleges of Education, Polytechnics, Faculties and Institutes of Education to collaborate with TRCN to ascertain compliance;
- FME, States and the FCT to ensure the progressive reduction of unqualified teachers in their payroll, and cease further employment of same;
- all teacher employers; UBEC, SUBEBs, LGEAs, NAPPS, International Development Partners such as world Bank, JICA, USAID, DFID and CPD service providers to adopt the training manual in all teacher training programmes and adhere to the stipulated standards in the manual; and
- all teacher employers; UBEC, SUBEBs, LGEAs, NAPPS, International Development Partners such as World Bank, JICA, USAID, DFID, etc. and CPD service providers to adhere to the initiative and support TRCN in the control and monitoring of CPD implementation;
- FME, States and the FCT to embark on mass recruitment of qualified Special Education teachers for better handling of inclusive education;
- FME, States and the FCT to ensure continuous training and retraining of new and existing teachers to effectively handle students with varieties of learning needs;
- FME, States, the FCT and Proprietors of Private Technical Colleges to embark on Mandatory Staff Industrial Attachment Scheme (MSITS) for technical teachers in Technical Colleges;
- Nigeria Employers' Consultative Association (NECA), Nigerian Association of Chambers of Commerce, Industry, Mines and Agriculture (NACCIMA) and Manufacturers' Association of Nigeria (MAN) to accept the technical teachers during training which is for a period of one month every three years;
- FME, States and the FCT to prioritise Technical, Vocational Education and (TVET) teacher trainees in their scholarship schemes;
- States and FCT to collaborate with schools to ensure effective conduct of National Monitoring Learning Achievement (MLA) using the Policy for quality assurance;
- States and the FCT to pay more attention to Physical Education and School Sports by fully implementing the National Physical Education and School Sports Policy;
- States and the FCT to transform the Physical Education and School Sports by allocating funds for its implementation;
- States and the FCT to allocate space and time for Physical Education and School Sports in schools.

- Private schools proprietors to send newly appointed School Heads to Nigerian Institute for Education Planning and Administration (NIEPA) for the mandatory capacity building programme;
- FME, States and FCT to implement the approved and adopted mandatory capacity building for all newly appointed Managers, Administrators and Directors in the education system coordinated by NIEPA, Nigeria;
- FME, States, FCT and other stakeholders to release budgeted fund for the implementation of Inclusive Education;
- FME, States and the FCT to strengthen the capacity, funding and provision of technology that will generate, process and disseminate timely information for implementing and sustaining inclusive education;
- FME, States and the FCT to avoid the falsification of data and ensure accurate data collection;
- FME, States and the FCT to establish a functional State Education Management Information (SEMIS) in the States for timely and accurate data;
- FME, States and FCT to adopt and use the Service Learning Strategy (SLS) for expanded inclusion in learning by all learners;
- FME, States and FCT to carry out advocacy and enlightenment on the use of Service Learning Strategy (SLS) to support inclusiveness in the classroom; and
- FME, States and FCT to train and retrain teachers on the use of the Service Learning Strategy (SLS).
- FME, States and FCT to adopt the strategies of Inclusive Education sensitive plans and budgeting process so as to widen opportunities for children to have access to school and learning in Nigeria;
- FME, States, FCT and Parastatals to intensify efforts in the implementation of NCE decisions;

B. Approved:

- only professionals in Education of the Directorate cadre from Federal and State Ministries of Education and the FCT, their Parastatals and other relevant institutions and agencies should attend JCCE and NCE meetings;
- each State and the FCT should be represented by a maximum of five (5) delegates including the Director (PRS), representative(s) of SUBEB and the JCCE Desk officer, at the JCCE Plenary and NCE meetings;
- the distribution of documents for JCCE & NCE meetings should be done through email;
- that the Federal Education Quality Assurance Service (FEQAS) should drive the conduct of annual quality assurance self-assessment by all States and the FCT;
- the use of *Policy Guidelines on Mass Literacy, Adult and Non-Formal Education Delivery in Nigeria* by all tiers of government and other stakeholders;

- that all skills acquired through various skills acquisition centres, be appropriately assessed and certified through the Modular Trade Certificate system by NABTEB;
- the developed History Curricula (Primary 1-3, Primary 4-6 and JSS 1-3);
- the National Policy on Inclusive Education in Nigeria and its Guidelines for Implementation by States, the FCT and Stakeholders;
- that States and the FCT should formulate and implement a scholarship scheme for learners with special needs in order to increase their access to education at all levels.;
- assistive technologies such as computer games, embossers, earphones, audio meter, Braille watches, large print books, talking books, low vision devices and materials etc for improving access and equity in the education of children with special needs;
- special needs friendly structures such as rooms/wide toilets that will accommodate all categories of learners for effective implementation of inclusive education;
- resource rooms for inclusive education in our schools;
- the development of the framework that will drive Public-Private-Partnership in the establishment, management and administration of IEs as stipulated in the National Policy on Education (2013);
- that FME, States and the FCT in collaboration with Association of Proprietors of Innovative and Vocational Institutions (APIVI) should organize national advocacy for public recognition and acceptability of IEs to improve students enrolment and retention;
- the provision of earlier promised seed grant to IEs Proprietors for infrastructural development of the institutions;
- the National Policy on Science and Technology Education for adoption by all education stakeholders;
- the introduction of the Mandatory Staff Industrial Attachment Scheme (MSITS) for technical teachers in Technical Colleges which should be funded by proprietors of the institutions;
- Industrial training for technical teachers for a period of one month in every three (3) years;
- that the Proprietors of Technical Colleges to sponsor the technical teachers for the Mandatory Staff Industrial Attachment Scheme (MSITS);
- the National Policy on Counselling and its Implementation Guidelines for adoption for Counselling activities in Nigeria;
- the National Policy on Monitoring of Learning Achievement (MLA) and its Implementation Guidelines for adoption by education stakeholders to facilitate, institutionalize and sustain a functional MLA system; and
- **Funding of Education for the Achievement of Education 2030 Agenda** was the theme for the 2017 JCCE and NCE meetings.