

64TH NATIONAL COUNCIL ON EDUCATION (NCE) MEETING HELD IN PORT HARCOURT, RIVERS STATE, 2019

DECISIONS

The 62nd Meeting of the National Council on Education (NCE) was held in Kano, Kano State from 4th to 8th November, 2019. The theme of the meeting was *Education for Self-Reliance: A Tool for the Achievement of Education 2030 Agenda* was chaired by the Honourable Minister of Education, Malam Adamu Adamu, he urged delegates to spark off insightful discussions on the strategies they could adopt to ensure that education for self-reliance was given its desired priority in our Curriculum in order to chart a better course for the education advancement of our nation.

Council

A. Urged:

- FME, States, the FCT and Private schools proprietors to buy into Career Path Policy for the teaching profession in Nigeria in view of its potential benefits to the profession;
- FME, States and the FCT to commence the retraining of Adult Education facilitators to acquire relevant vocational skills to enable them impact positively on their learners;
- FME, States, the FCT and other relevant Stakeholders to appropriate and release funds early to NMEC and ANFE to implement the retraining and certification processes;
- FME, States, the FCT and other relevant Stakeholders to work out modalities to attract and retain Out-of-School youths and adults;
- FME, States, the FCT and other relevant Stakeholders to equip their Technical Colleges and Vocational Centres and ensure that Out-of-School youths and adults acquire required skills;
- FME, States, the FCT and other relevant Stakeholders to encourage Public Private Partnership (PPP) in TVET;
- States, the FCT and NGOs to include Women Entrepreneurial Education in their Programmes, to provide more support for the existing Vocational Skills Centres to attract Women's Participation;
- States and the FCT to ensure that apprenticeship programmes in Nigeria are regulated, harmonized and certified by recognised awarding bodies before practising.
- NMEC, States, the FCT and NGOs to re-invigorate skills acquisition programmes in Adult and Non-Formal Education Centres;
- NMEC, States, the FCT and NGOs to create sustainable funding of the Centres;

- NMEC, States, the FCT and NGOs to strengthen the sensitisation and mobilization of community dwellers for enrollment in vocational education programmes;
- States and the FCT to collaborate with Private Sector and Non-Governmental Organisations (NGOs) in building vocational structures for Adult and Non-Formal Education sub-sector in their States;
- States and the FCT to include Public and Private Sector participation in the year plan of their agencies;
- FME, States and the FCT to encourage clustering of artisans for workplace literacy and proficiency in order to promote self-reliance for the attainment of Education 2030 Agenda;
- FME, States and the FCT to provide workplace literacy centres to ensure that all artisans and craftsmen have access to functional education;
- FME, States and the FCT to encourage schools' investment schemes;
- FME, States and the FCT to ensure that every student acquires vocational and entrepreneurial skills for meaningful investment in later life;
- FME, States and the FCT to embark on intensive sensitisation and advocacy campaigns on the importance of school's investment schemes and skills acquisition for the achievement of Education 2030 Agenda in Nigeria;
- FME, States and the FCT to identify schools that could be transformed into sport academy for talent identification and grooming;
- FME, States and the FCT to ensure that all Basic Education schools organise sporting activities regularly;
- FME, States and the FCT to mobilise support from NGOs, philanthropists, political leaders, Development Partners to invest in sporting activities in Nigeria schools;
- FME, States and the FCT to embark on advocacy and sensitisation of parents and other stakeholders on the need for basic education graduates to undergo a 2 to 3 months mandatory school-to-work scheme;
- FME, States and the FCT to work with UBEC to put in place machinery and guidelines for implementing the school-to-work scheme for the achievement of self-reliance and education 2030 Agenda;
- States and the FCT to support the development of the NRF through active participation at the different stages of developing the National Reading Framework (NRF);
- all Non-Governmental Organisations involved in reading initiative in Nigeria to support the process of developing the National Reading Framework (NRF);
- States and the FCT to include the provision of facilities for practical in Cultural and Creative Arts (CCA) and pre-vocational studies in their annual strategic work plan;
- UBEC to monitor and ensure that the strategic work plan from States include provision of facilities in the CCA and pre-vocational laboratories;

- FME, States and FCT to provide adequate infrastructure for the teaching of trades and entrepreneurial subjects in Senior Secondary Schools;
- FME, States and FCT to recruit qualified teachers with cognate experience and pedagogical skills in entrepreneurial areas in order to achieve set goals for Education 2030 Agenda;
- Development Partners (DPs) and NGOs to partner with Government in the provision of adequate infrastructure and qualified teachers for the teaching of entrepreneurial subjects in Senior Secondary Schools;
- FME, States and the FCT to monitor the provision of infrastructure and qualified teachers for the teaching of entrepreneurial subjects in Senior Secondary Schools;
- Examination bodies (WAEC, NECO and NABTEB) to ensure the availability of infrastructure and qualified teachers for the teaching and learning of entrepreneurial subjects in Senior Secondary Schools before granting them approval to be examined in the trade subjects;
- FME, States, the FCT and other Stakeholders to adopt the use of SIWES programme for the improvement of the study of Trade and Entrepreneurial subjects;
- NECO and Anambra State to collaborate with NBTE on the modalities of introducing SIWES in the Senior Secondary Education;
- FME, States and the FCT to engage experienced Artisans to teach the practical aspects of the entrepreneurial subjects in Senior Secondary Schools in Nigeria;
- FME, States and the FCT to collaborate with Development Partners, Private Sectors, Professional Bodies, Non-Governmental Organisations (NGOs) among others for the scaling-up of empowerment activities for People With Disabilities (PWDs) through Skills Acquisition at all levels of education for the achievement of Education 2030 Agenda in Nigeria;
- the Federal Ministry of Education to constitute a committee for the review of the National Policy on Albinism;
- States, the FCT and other relevant Stakeholders to collaborate with FME in organising a national advocacy/zonal programme for the popularization and implementation of TEDFA in order to reposition Teacher Education and Development in the country;
- the Private Sector, Development Partners and other relevant Stakeholders to collaborate with FME, States and the FCT for the successful take-off of TEDFA;
- States and the FCT to provide incentives such as motor cycles, bicycles and hazard allowances for teachers in nomadic and other hard-to-reach schools;
- States and the FCT to provide facilities in nomadic and other hard-to-reach schools for teachers to facilitate teaching and learning for Self-Reliance;
- States and the FCT to explore the support for teachers by philanthropists, Development Partners (DPs), School-Based Management Committees (SBMCs) and Parent Teachers Associations (PTAs) in nomadic and other hard-to-reach schools;

- FME, States and the FCT to provide teacher training institutions with active and all-inclusive Entrepreneurship Centres with emphasis on Skills Acquisition for Self-Reliance;
- FME to support States and the FCT to facilitate in building the capacity of trade subjects teachers at post basic education level;
- States and the FCT to equally collaborate with professional bodies, Vocational Centres and training institutes such as NIEPA, NTI and other relevant agencies to sustain teachers' Capacity Development.
- FME, States, the FCT and other stakeholders to adopt and use the Implementation Guidelines of the National Policy on Science and Technology Education as a reference document and complementary publication;
- FME, States and the FCT to enhance the Technical/Vocational and Entrepreneurial centres for the development of knowledge, skills and character for Self-Reliance for the Achievement of Education 2030 Agenda;
- FME, States and the FCT to enhance the maintenance culture and ensure adequate security for facilities and equipment in schools;
- FME, States and the FCT to enhance Public Private Partnership (PPP) as a way of providing adequate and functional equipment to schools;
- FME, States and the FCT to enhance adequate funding and timely release of approved funds to equip the science laboratories and facilities;
- FME, States and the FCT to source for their science equipment and laboratory apparatuses needed in schools and technical colleges locally from Science Equipment and Development Institute (SEDI);
- Proprietors to ensure that technical colleges and their trades are presented when due for accreditation in readiness for any intervention;
- Funding organisations to ensure that only technical colleges with accredited trades are eligible for intervention
- States and the FCT to actively participate in the strategic activities for Online School Safety;
- States and the FCT to encourage and support the establishment of Online Safety Clubs in Schools;
- FME, States, the FCT and other Stakeholders to introduce multilingual simulative e-learning platform to supplement teaching and learning as a means of achieving education for self-reliance;
- FME, States and the FCT mobilise students to join Young Entrepreneurs' Club;
- States, the FCT and other stakeholders to patronize all the Science Equipment Centres in the country for optimal utilization of the personnel and machines provided for the Centres;
- FME, States and the FCT to work out the modalities for schools to utilize skill acquisition Centres in their domain for practical work;
- FME, States and the FCT to sensitize schools, students and teachers to make use of Skills Acquisition Centres for practical work in their chosen trades;
- FME, States and the FCT to collaborate with Development Partners, Private Sector, Professional bodies, NGOs and the Media for successful implementation of nationwide advocacy, sensitisation and mobilization to popularize and rebrand TVET at all levels of education;

- States and the FCT to train and retrain qualified personnel in the use of modern facilities and equipment to reposition Entrepreneurship Education Centres;
- FME, States and the FCT to put in place special incentives for students of Colleges of Education (Technical), Polytechnics and Universities of Technology in Nigeria;
- FME, States and the FCT to provide more qualified lecturers and facilities for Entrepreneurship Education in Tertiary Institutions;
- Parents and Educational institutions to contribute towards the provision of startup kits for graduating students of Entrepreneurship Education;
- Tertiary Institutions to intensify efforts at accessing the existing entrepreneurship intervention fund by TETFund;
- States and the FCT to collaborate with National Commission for Nomadic Education (NCNE) source for additional support from Development Partners (DPs) and other donors in the provision of ICT infrastructure as well as training of ICT teachers in Hard-to-Reach schools to facilitate education for self-reliance and fast track attainment of goal 4 of SDGs among nomads in Nigeria;
- FME, States, the FCT and other stakeholders to support the plan of NIEPA to coordinate and conduct capacity development activities for Educational Planners, Administrators and managers on entrepreneurial innovative skills for self-reliance and quality education at all levels;
- FME, States and the FCT to implore all Educational Managers and Administrators to patronize NIEPA for their capacity building for programmes on entrepreneurial innovative skills;
- NYSC to review upward the implementation strategy considering the elongation period in respect to training duration from 10 days to 3 months of its Skill Acquisition and Entrepreneurship Development (SAED) Programme and integrate the program into the Community Development Services (CDS) in order to sufficiently develop and equip Corps members with saleable skills for self-employment and Self-Reliance;
- FME, States and the FCT to strengthen the Quality Assurance Mechanisms and scale up involvement of the Private Sector and other Stakeholders for effective monitoring and support of the Vocational Centres for self-reliance;
- FME Parastatals, States and the FCT to intensify efforts in the implementation of NCE decisions;

B. Approved:

- the Accelerated Basic Education Curriculum (ABEC) for the implementation of Accelerated Basic Education Programme in Nigeria;
- the Career Path for the Teaching Profession in Nigeria at the Basic and Senior Secondary Education levels for implementation;
- Capacity-building workshops for teachers that will implement the school's investment scheme;

- the Education in Emergency Curriculum for Basic Education level.
- the re-positioning of the study of Trade/Entrepreneurial subjects through the introduction of SIWES programme for the students during long vacation;
- the provision of adequate infrastructural facilities to enhance skill acquisition in Special Education schools and Centres as well as conventional schools;
- the reviewed National Policy on Albinism;
- the Framework on Teacher Education Development Fund Account (TEDFA) for implementation of Teacher Education Development Plan (TEDPL) and the achievement of Education 2030 Agenda.
- the Implementation Guidelines of the National Policy on Science and Technology Education as a reference document for all education stakeholders.
- collaboration of Education Stakeholders with the Federal Ministry of Science and Technology in ensuring that every secondary school and Vocational Centre in the country have standard laboratories to enhance the teaching of Science and Technology Education; and
- patronage of the products of Scientific Equipment Development Institute (SEDI) in Minna to ensure that Science Equipment are sourced locally from the Institute so as to save cost from the importation of Science Equipment into the country;
- that accreditation status be used as a benchmark for intervention in technical colleges and their trades;
- the introduction of multilingual simulative e-learning platform in schools for the achievement of Education for Self-Reliance;
- a nationwide Advocacy and Sensitisation Programme for the popularization of TVET at all levels of education;
- the mandatory Continuous Capacity Building and Development Programmes on entrepreneurial innovative skills for serving Educational Planners, Administrators and Managers.
- the National Policy on Library and Information Systems as a policy document for Library and Information Systems activities in Nigeria for the achievement of educational goals;
- the institutionalisation of at least one sport academy in each State and the FCT;
- mandatory capacity building of existing teachers in talent hunt, sports organisation and administration; and
- **Eradicating Out-of School Children Phenomenon: A Tool for the Achievement of Education 2030 Agenda** as the theme for the 2020 JCCE and NCE meetings.