

THE OFFICIALS' SESSION OF THE 68TH NATIONAL COUNCIL ON EDUCATION (NCE) MEETING HELD AT UBEC DIGITAL RESOURCE CENTRE, KADO, ABUJA, FEDERAL CAPITAL TERRITORY (FCT), FROM MONDAY 7TH TO TUESDAY 8TH OCTOBER, 2024

MEMO TO COUNCIL

1.0 OPENING

The Officials' Session of the 68th National Council on Education (NCE) Meeting, with the theme, **"Innovation, Digital Technology and Entrepreneurship: Tools for Educational and National Development in the 21st Century"** was held at UBEC Digital Resource Centre, Kado, Abuja, Federal Capital Territory. The meeting was declared open and presided over by the Permanent Secretary, Federal Ministry of Education, Dr. Nasir Sani-Gwarzo, *mni, NPOM, FWACP*.

In attendance were the Permanent Secretary, Federal Ministry of Education, Dr. Nasir Sani-Gwarzo *mni, NPOM, FWACP*. The meeting was attended by three hundred and thirtysix (336) delegates from the Federal Ministry of Education and its Parastatals, State Ministries of Education, the Secretariat of the Federal Capital Territory (FCT), Office of the Head of Service of the Federation, Federal Ministry of Budget and Economic Planning, Ministry of Defence, Federal Ministry of Women Affairs, Federal Character Commission, Industrial Training Fund (ITF). Other Agencies represented were: Nigerian Army, Nigerian Navy, Nigerian Airforce, National Drug Law Enforcement Agency (NDLEA), Federal Road Safety Corps (FRSC), All Nigerian Confederation of Principals of Secondary Schools (ANCOPSS), Science Teachers' Association of Nigeria (STAN), Counselling Association of Nigeria (CASSON), Association of Christian Schools of Nigeria (ASCN), Association of Model Islamic Schools (AMIS), Federation of Muslim Women Association of Nigeria (FOMWAN), National Association of Proprietors of Private Schools (NAPPS), Association of Private Schools Owners of Nigeria (APSON), Civil Society Action Coalition on Education for All (CSACEFA), Nigerian Union of Teachers (NUT), the Press and other critical stakeholders.

2.0 HIGHLIGHTS OF ADDRESSES AT THE OPENING CEREMONY

2.1 Welcome Address by the Permanent Secretary, Federal Ministry of Education, Dr. Nasir Sani-Gwarzo, *mni, NPOM, FWACP*

The Permanent Secretary, Federal Ministry of Education (FME), Dr. Nasir Sani-Gwarzo, *mni, NPOM, FWACP*, welcomed all delegates to the 68th National Council on Education (NCE) meeting, especially the Permanent Secretaries from the thirty-six (36) States of the Federation and the Secretary, FCT

Education Secretariat, as well as FME Directors, Chief Executives of FME Parastatals and Agencies, Institutions, the Press and other stakeholders in the education sector. He expressed his immense gratitude to the Honourable Minister of Education, Prof. Tahir Mamman, *OON, SAN* and Minister of State for Education, Hon. Dr. Yusuf Tanko Sununu for graciously hosting the 68th NCE Meeting, as well as the entire FME staff for their excellent coordination.

He appreciated the large turnout of delegates which was a demonstration of commitment and desire to advance the course of the education sector to enviable height. He expressed his gratitude to Lagos State for hosting the 67th National Council on Education (NCE) Meeting and Cross River State for hosting the 2024 JCCE Reference Committees' Meeting. He equally commended Yobe State for hosting the 83rd JCCE Plenary Meeting.

He stated that the theme, *Innovation, Digital Technology and Entrepreneurship: Tools for Educational and National Development in the 21st Century*, was apt as innovation is the hallmark of progress in the contemporary world and would reposition Nigeria's education sector and engender national development. He therefore, underscored the need to transition to skills-based curriculum which deviates from content acquisition and rote learning to skills and abilities that will best serve the generation of young minds.

The Permanent Secretary reiterated that innovation in the education sector would require a paradigm shift towards project-based learning where learners would apply knowledge to solve real-world problems and be equipped with the skills to leverage digital tools to criss-cross the digital world effectively. He, however, informed delegates that the effective use of the new teaching and learning tools would require humane and dedicated teachers who are digitally and technologically savvy.

He further informed delegates that the present administration has exhibited not only the required political will, but also committed the required resources to guarantee a functional education that enhances Lifelong learning. Consequently, the Permanent Secretary intimated the meeting that the FME has continued to promote and support national and international JETS and Robotics competitions. It also developed a template for National and Skills Information Centres (NaSIC) and Skills Technological Centres (STC) across the six geo-political zones.

In conclusion, he urged stakeholders to intensify the implementation of all policies and decisions of the NCE for the development of the nation.

2.2 Vote of Thanks by the Director, Educational Planning, Research and Development, Federal Ministry of Education, Mrs. Anigbogu, Obianuju J.

The Director, Educational Planning, Research and Development (EPR&D), Federal Ministry of Education, Mrs. Anigbogu, Obianuju J. in her vote of thanks expressed profound gratitude to the Honourable Minister of Education, Prof. Tahir Mamman *OON, SAN* under whose guidance and supervision, the meeting was convened. She also specially thanked the Honourable Minister of State for Education, Hon. Dr. Yusuf Tanko Sununu and the Permanent Secretary, Federal Ministry of Education (FME), Dr. Nasir Sani-Gwarzo, *mni, NPOM, FWACP*, for providing the enabling environment for the successful hosting of the Officials' Session of the 68th National Council on Education (NCE) meeting.

She further appreciated the Governments of Cross-River and Yobe States for successfully hosting the 2024 JCCE Reference and 83rd Plenary Meetings, respectively. She extended sincere gratitude to the State Permanent Secretaries, Directors from FME, Heads of Parastatals and Agencies, representatives of the International Development Partners (IDPs), Armed Forces Education Corps, the Paramilitary, Non-Governmental Organisations, and all other education stakeholders, for their quality contributions on the various issues during the Officials' Session.

The Director finally expressed hope that continuous interventions in the education sector would bring about more positive impacts on the citizenry.

3.00 Appointment of the Summary of Recommendations Committee

The following delegates were appointed as members of the Summary of Recommendations Committee:

S/N	NAME	ORGANISATION/ ZONE	
1.	Mr. Omale Allen Abduljabbar	NCCE	Chairman
2.	Murtala A. Kehinde Jimoh	South West	Member
3.	Byron Unini	South South	Member
4.	Ukaegbu Ukaegbu E.	South East	Member
5.	Amina T, Umar.	North Central	Member
6.	Alhaji Modu	North East	Member
7.	Muhammad Lawal Haruna	North West	Member
8.	Mr. Bashir M. Abbo	NCNE	Member
9.	Aishatu M. Garba	FME, Abuja	Member

10	Mr. Gregory Ugiagbe	FME, Abuja	Member
11.	Dr. Chima Egbujuo	NERDC	Secretary

4.0 OFFICIALS' SESSION

4.01 Remarks by the Permanent Secretary, Federal Ministry of Education (FME)

The Permanent Secretary welcomed delegates to the Officials' Session of the 68th NCE meeting and expressed his deep appreciation to all delegates for their commitment towards the development of education in Nigeria. He equally underscored the importance of the theme of the meeting "*Innovation, Digital Technology and Entrepreneurship: Tools for Educational and National Development in the 21st Century*" as not only apt, but timely as globally, education has gone digital and Nigeria as a country cannot afford to be left behind. He concluded by enjoining all delegates to contribute meaningfully towards the success of the meeting and for a comprehensive submission to the Ministerial session.

4.02 Adoption of the Provisional Agenda for the 68th NCE (Officials' Session)

The Provisional Agenda presented at the meeting was adopted and seconded by delegates from Abia and Kano States, respectively.

5.0 READING AND ADOPTION OF MINUTES OF THE 67TH NATIONAL COUNCIL ON EDUCATION (NCE) MEETING, HELD AT LAGOS AIRPORT HOTEL, IKEJA, LAGOS STATE, FROM MONDAY 11TH TO FRIDAY 15TH DECEMBER, 2023

The Minutes of the 67th NCE meeting was read and amended. The motion for the adoption of the Minutes as amended was moved by Ondo and seconded by Enugu States, respectively.

6.0 MINISTERIAL MEMORANDA

6.1 MINISTERIAL MEMORANDUM FROM FME ON THE NEED TO IMPLEMENT THE REVISED EARLY CHILDHOOD CARE DEVELOPMENT AND EDUCATION (ECCDE) POLICY DOCUMENTS AND MINIMUM STANDARD FOR ECCDE CENTRES IN NIGERIA

The memorandum is seeking Council's approval for implementation of the reviewed National Policy on Early Childhood Care Development and Education (ECCDE) and Implementation Guidelines and Minimum Standard for ECCDE Centres in Nigeria by all relevant stakeholders.

Council is invited to;

note that:

- (i) the average Nigerian child is deprived in terms of good health, proper care, education and rights to basic requirements of life;
- (ii) Policy is germane to the survival of any government programme. The previous policies developed to address the challenges of ECCDE in the Nigeria were in 2006, 2007 and 2013, respectively;
- (iii) the reviewed policy documents would provide guidance for implementations of quality ECCDE at National, State and Local Governments in all Ministries, Departments and Agencies (MDAs); and

urge FME, States, the FCT and other Stakeholders to:

- (iv) use the reviewed National Policy on Early Childhood Care Development and Education (ECCDE), Implementation Guide and Minimum Standard for ECCDE Centres in Nigeria in the implementation of ECCDE activities in Nigeria.
- (v) States to build capacity of relevant stakeholders on the use of the reviewed policy documents

recommend for approval:

- (vi) the use of the reviewed National Policy on Early Childhood Care Development and Education (ECCDE), Implementation Guidelines and Minimum Standard for ECCDE Centres in Nigeria by the relevant stakeholders at the National, State and Local Government in the implementation of ECCDE activities in Nigeria.
- (vii) that States should domesticate the approved reviewed policies in the 36 States and FCT.

6.2 MEMORANDUM ON THE DRAFT NATIONAL POLICY ON SKILLS DEVELOPMENT IN FORMAL AND NON-FORMAL EDUCATION IN NIGERIA

The memorandum is seeking Council's approval of the draft National Policy on Skills Development in Formal and Non-formal Education in Nigeria.

Council is invited to;

note:

- (i) the comprehensive strategies, the SWOT analysis and the policy's potential to transform Nigeria's education and skills development landscape;
- (ii) the need for budgetary allocations and sustained support to ensure the successful implementation of this policy;
- (iii) the need to develop comprehensive monitoring and evaluation framework to track the policy's implementation and impact;
- (iv) the need for periodic progress reports in the policy's implementation to provide continued guidance and support;
- (v) that the FME shall develop implementation guidelines for proper implementation of the policy;

urge FME, States, the FCT, and other relevant stakeholders to:

- (vi) adopt and align forthwith their existing educational programs and initiatives with the objectives and strategies outlined in the policy;
- (vii) provide skills menu tailored to their specific contexts while adhering to the core principles of the national policy;
- (viii) allocate necessary resources and create supportive structures, facilities and personnel to ensure effective implementation at Federal, State and Local levels;
- (ix) engage in regular consultations and collaborations to share best practices, address challenges, and ensure sustained and consistent applications of the policy across all jurisdictions;

direct the:

- (x) establishment of a high level steering committee, comprising representatives from relevant ministries, agencies and stakeholder groups to oversee the policy's implementation and coordinate nationwide efforts.
- (xi) FME, States, the FCT and other stakeholders to incorporate the National Policy on Skills Development in Formal and Non-Formal Education in Nigeria into their respective action plans, strategic roadmaps and education agenda and ensure its integration at all levels of the education system.

approve that:

- (xii) the draft National Policy on Skills Development in Formal and Non-Formal Education in Nigeria is used as a working and reference document for Federal, States and the FCT;

(xiii) Federal, States, the FCT and all private sector stakeholders adopt and domesticate the draft National Policy on Skills Development in Formal and Non-Formal Education in Nigeria for implementation.

commend:

(xiv) UNICEF and UNESCO for their invaluable support in developing the National Policy on Skills Development in Formal and Non-Formal Education in Nigeria.

6.3 MEMORANDUM FROM NERDC ON THE REVIEWED 9-YEAR BASIC EDUCATION CURRICULUM AS A TOOL FOR EDUCATIONAL AND NATIONAL DEVELOPMENT IN THE 21ST CENTURY

The memorandum is seeking Council's approval for the reviewed 9-Year Basic Education Curriculum (BEC) developed by the Nigerian Educational Research and Development Council (NERDC).

Prayer

Council is invited to;

note that:

- (i) NERDC has completed the review of the 9-Year Basic Education Curriculum (BEC);
- (ii) the review followed approved process and procedures and involved critical stakeholders at various stages;
- (iii) the reviewed structure of the 9-Year Basic Education curriculum is in line with current national demands and global practices (the new Structure for the 9-Year BEC is attached as an Appendix);
- (iv) NERDC shall develop Teachers' guides and other support materials to guide the implementation of the curriculum;
- (v) capacity building and orientation sessions on the philosophy, structure and implementation strategies shall be conducted;
- (vi) reviewed 9-Year BEC shall be uploaded to the NERDC website before the commencement of implementation;
- (vii) hard copies of the curriculum will also be made available to serve the rural communities;

urge States, the FCT and other stakeholders:

- (viii) to put in place necessary plans and infrastructure to ensure successful take off of the curriculum;

- (ix) collaborate with NERDC on capacity building and orientation of teachers and other stakeholders on the philosophy, structure and implementation strategies of the reviewed 9-Year BEC;

approve the:

- (x) revised structure and the reviewed 9-Year Basic Education Curriculum (BEC) for implementation;

commend the:

- (ii) Universal Basic Education Commission (UBEC) for supporting NERDC to review the 9-Year Basic Education Curriculum; and
- (iii) National Information Technology Development Agency (NITDA) for supporting NERDC in the development of the Basic Education Digital Literacy Curriculum.

7.0 MATTERS ARISING FROM THE 82ND JCCE PLENARY MEETING HELD IN UMUAHIA, ABIA STATE AND THE 67TH NATIONAL COUNCIL ON EDUCATION (NCE), MEETING, HELD IN IKEJA, LAGOS STATE

The Matters Arising were presented and unanimously adopted by the delegates after updates from States and Agencies were taken.

8.0 REPORTS FROM REFERENCE COMMITTEES

A total of fifty-four (54) Memoranda were presented, one (1) was stepped down for lack of merit, fifty-three (53) accepted for presentation to Council.

9.0 REPORTS OF REFERENCE COMMITTEES

9.1 TEACHER EDUCATION REFERENCE COMMITTEE

9.1.1 MEMORANDUM FROM FME AND NATIONAL TEACHERS' INSTITUTE (NTI) ON THE NEED TO STRENGTHEN ENTREPRENEURSHIP EDUCATION IN TEACHER TRAINING INSTITUTIONS

The Memorandum sought the attention of Council on the need to bolster Entrepreneurship Education in Teacher Training Institutions to equip students with the necessary skills, mindset and knowledge to thrive effectively as entrepreneurs and teachers.

Prayer

Council is invited to;

note the need to:

- (i) the significance of strengthening Entrepreneurship Education in teacher training institutions for educational and national development in the 21st century;
- (ii) cultivate entrepreneurial mindset in trainee teachers for innovation, adaptability and resilience;
- (iii) develop critical thinking, problem-solving and decision-making skills for educators to navigate complex challenges;
- (iv) foster creativity and risk-taking in educators for personal and economic growth;
- (v) instill sense of self-reliance and initiative, enabling graduates to create their own employment opportunities and contribute to national development;

urge States, the FCT and other stakeholders to:

- (vi) champion the integration of comprehensive entrepreneurship modules into existing curricula, emphasising practical skills and experiential learning;
- (vii) the supervisory agency for teacher training institutions in Nigeria to ensure the conduct of intensive course on practice of entrepreneurship, by all student-teachers in the country;
- (viii) support training and professional development initiatives to enhance educators' capacity in teaching entrepreneurship effectively;
- (ix) provide adequate funding, infrastructure and support services necessary for the successful implementation of entrepreneurship programmes in teacher training institutions;
- (x) provide seed capital for graduates of teacher training institutions who obtains at least a B grade in the general studies course on entrepreneurship (GSE 224); and

recommend for approval the:

- (xi) establishment of entrepreneurship hubs, Innovation centres, student-teacher startups and entrepreneurial ventures.

9.1.2 MEMORANDUM FROM NATIONAL COMMISSION FOR NOMADIC EDUCATION (NCNE) ON THE NEED FOR EFFECTIVE AND INTENSIVE TEACHING OF CREATIVE ARTS IN NOMADIC SCHOOLS AS A TOOL FOR EDUCATIONAL AND NATIONAL DEVELOPMENT

The memorandum acquainted the Council on the need for effective and intensive teaching of Creative Arts in nomadic schools to develop creativity

and stimulate critical thinking in pupils for educational and national development.

Prayer

Council is invited to;

note the:

- (i) inadequate teaching of Creative Arts in nomadic schools;
- (ii) need to employ and deploy qualified Creative Arts Teachers in nomadic schools;
- (iii) need for effective and intensive teaching of Creative Arts to develop creativity and stimulate critical thinking in pupils for educational and national development;

urge States and the FCT to:

- (iv) employ and deploy qualified Creative Arts Teachers to nomadic schools; and
- (v) effectively and intensively teach Creative Arts in nomadic schools to develop creativity and stimulate critical thinking in pupils for educational and national development.

9.1.3 MEMORANDUM FROM TARABA STATE ON THE NEED TO TRAIN TEACHERS ON PRE-RETIREMENT ENTREPRENEURSHIP SKILLS: TOOLS FOR SELF-RELIANCE AND NATIONAL DEVELOPMENT IN THE 21ST CENTURY

The memorandum delved on the need to train teachers on Pre-retirement Entrepreneurship Skills: Tools for Self-reliance and National Development in the 21st Century.

Prayer

Council is invited to;

note:

- (i) that teachers' salaries and pension are grossly inadequate to cater for their needs due to rising cost of living in the country. Therefore, equipping them with entrepreneurship skills will support their earning before and after retirement thereby making them self-reliant during and after service;
- (ii) the need for organising comprehensive entrepreneurship training programmes specifically tailored for Basic and Secondary school teachers. These programmes should cover essential business skills, financial literacy, marketing strategies, and digital competencies that will make them self-reliant;

- (iii) the need for providing access to financial resources, for a start-up capital which includes: micro loans, grants and subsidies for the initiation and sustainability of their entrepreneurial ventures;
- (iv) the need for Policy Advocacy: promoting policies that encourage and support entrepreneurial initiatives among teachers. This includes tax incentives, regulatory support, and public-private partnerships that can provide a conducive environment for entrepreneurial success.

urge FME, States, the FCT and other stakeholders to:

- (v) organise sensitisation and awareness campaigns that highlight the importance of entrepreneurship for Basic and Senior Secondary School teachers;
- (vi) organise comprehensive entrepreneurship training programmes specifically tailored for Basic and Secondary School teachers;
- (vii) promote policies that encourage and support entrepreneurial initiatives for teachers; and
- (viii) implement policy on pre-retirement entrepreneurship training for Basic and Senior Secondary Teachers for self-reliance and national development in the 21st century

9.1.4 MEMORANDUM FROM UNIVERSAL BASIC EDUCATION COMMISSION (UBEC) ON ENHANCING BASIC EDUCATION DELIVERY IN NIGERIA THROUGH THE USE OF DIGITAL TECHNOLOGY AND INNOVATION

The memorandum apprised the Council on the significance of harnessing digital technologies to improve the delivery of Basic Education in Nigerian Basic Education schools in order to provide best-in-class educational and development opportunities that will make Nigerian children globally competitive.

Prayer

Council is invited to;

note the need to:

- (i) provide adequate digital infrastructure in Basic Education schools for improved learning outcomes;
- (ii) build the capacity of teachers and education managers in 21st century digital literacy skills and pedagogical competencies for quality learning outcomes;
- (iii) implement pilot digital-enabled education programmes in basic education schools;
- (iv) establish partnerships and linkages for effective implementation of technology-enabled education in Basic Education schools in Nigeria.

urge States, the FCT and LGEA to:

- (v) provide adequate digital infrastructure in basic education schools;
- (vi) train teachers including those in nomadic and hard-to-reach areas on digital literacy skills and digital pedagogical competencies;
- (vii) implement technology-enabled education programmes in Basic Education schools;
- (viii) set up a task team consisting of representatives of States, SUBEBs, LGEAs and Civil Society Organisations (CSOs) to support the implementation of technology-enabled education in basic schools; and
- (ix) establish partnerships and linkages for effective implementation of technology-enabled education in basic education schools in Nigeria.

9.1.5 MEMORANDUM FROM NATIONAL COMMISSION FOR COLLEGES OF EDUCATION (NCCE) ON THE NEED FOR CAPACITY BUILDING FOR BASIC EDUCATION TEACHERS ON INNOVATIVE DIGITAL TECHNOLOGY AND ENTREPRENEURSHIP EDUCATION FOR NATIONAL DEVELOPMENT

The memorandum sought the attention of the Council on the need for capacity building of Basic Education teachers on Digital Technology and Entrepreneurship Education for National Development.

Prayer

Council is invited to;

note that:

- (i) most of the teachers at the Basic Education level lack the requisite skills to train their pupils/students on innovative technology and Entrepreneurship Education;
- (ii) building teachers' capacity will create the opportunity for the achievement of desired goals of emergent future innovators/entrepreneurs for national development;

urge:

- (iii) TRCN, NTI and NMC to create necessary synergy with development partners for capacity building and training workshops/conferences on innovative technology and entrepreneurship for Basic Education teachers across the country;
- (iv) NITDA, NCC, NMC and other stakeholders to support the regular conduct of capacity building for Basic Education teachers on innovative technology and Entrepreneurship Education; and

recommend for directive:

- (v) NMC, TRCN and NTI to commence mandatory capacity building of Basic Education teachers on innovation and Entrepreneurship Education at the Basic Education level.

9.2 BASIC EDUCATION REFERENCE COMMITTEE

9.2.1 MEMORANDUM FROM THE FCT ON AUTOMATION OF ELECTRONIC STAFF ATTENDANCE REGISTRATION AND E-LESSON PLAN TO ENCOURAGE EARLY ATTENDANCE AND PROMOTE DIGITISATION IN BASIC SCHOOLS

The memorandum apprised the Council on the need for automating the electronic staff attendance register to encourage early attendance of teachers and the use of electronic lesson plan to promote digitisation in Basic Schools.

Prayer

Council is invited to;

note that:

- (i) digital innovation is increasingly prevalent globally including schools;
- (ii) automated E-attendance registers can improve early attendance and provide reliable attendance data;
- (iii) E-lesson plans are valuable paperless innovation which enhances seamless storage and retrieval;
- (iv) evaluators can conveniently monitor lesson plans remotely;

urge the FME, States, the FCT and other stakeholders to:

- (v) introduce and encourage the use of automated electronic staff attendance register; and
- (vi) promote the use of electronic lesson plans to advance digitalisation in Basic Schools.

9.2.2 MEMORANDUM FROM NATIONAL COMMISSION FOR NOMADIC EDUCATION (NCNE) ON THE NEED TO INTEGRATE AND STRENGTHEN ENTREPRENEURSHIP EDUCATION AND THE USE OF INNOVATIVE ARTS, E-EDUCATION STRATEGY AND PRE-VOCATIONAL STUDIES IN NOMADIC SCHOOLS FOR SUSTAINABLE EDUCATION AND NATIONAL DEVELOPMENT

The memorandum sought the attention of the Council on the need to integrate and strengthen entrepreneurship education and the use of innovative arts, E-

education strategy and Pre-Vocational Studies in nomadic schools for pupils to acquire skills for self-reliance, self-sufficiency, self-dependence, creation of wealth and social integration as well as educational and national development in the 21st century.

Prayer

Council is invited to;

note the:

- (i) specialised nature of Nomadic Education Programme (NEP) and the unique peculiarities of target beneficiaries;
- (ii) establishment of Nomadic Education Entrepreneurship Centre in Kaduna;
- (iii) inadequate Entrepreneurship Education, utilisation of innovative arts, E-Education strategy and Pre-Vocational Studies in nomadic schools;
- (iv) need to train and re-train nomadic teachers on entrepreneurship education, utilisation of innovative arts, E-Education strategy and Pre-Vocational Studies;
- (v) need to integrate and strengthen Entrepreneurship Education, utilisation of innovative arts, E-Education strategy and Pre-Vocational Studies in nomadic schools for pupils to acquire the basic entrepreneurial skills to be self-reliant, self-sufficient and contribute to the nation's socio-economic development;

urge States, the FCT and other stakeholders to:

- (vi) provide the entrepreneurship educational needs of learners in nomadic schools based on the specialised nature of Nomadic Education Programme (NEP) and the unique peculiarities of target beneficiaries;
- (vii) deploy qualified teachers with the required skills for effective implementation of Entrepreneurship Education, utilisation of innovative arts, E-Education strategy and Pre-Vocational Studies in nomadic schools;
- (viii) train and retrain nomadic teachers on Entrepreneurship Education, utilisation of innovative arts, E-Education and Pre-Vocational Studies; and
- (ix) integrate and strengthen Entrepreneurship Education, utilise innovative arts, E-Education strategy and Pre-Vocational Studies in nomadic schools for pupils to acquire different trades and skills to be self-reliant, self-sufficient, self-dependent and contribute to the socio-economic development.

9.2.3 MEMORANDUM FROM UNIVERSAL BASIC EDUCATION COMMISSION (UBEC) ON THE NEED FOR ALL BASIC EDUCATION SCHOOLS TO INTRODUCE SCIENCE TECHNOLOGY, ENGINEERING, ARTS AND MATHEMATICS (STEAM) LABORATORIES FOR

TECHNOLOGICAL ADVANCEMENT AND INNOVATION IN THE 21ST CENTURY

The Memorandum apprised the Council on the need for all Basic Education Schools to introduce STEAM laboratories to inculcate the application of Digital Technology and Innovation for National Development in the 21st Century.

Prayer

Council is invited to;

note that:

- (i) STEAM Education is important in repositioning Nigeria to meet up with the 21st Century learning approach;
- (ii) the NERDC is in the process of reviewing the 9-year Basic Education Curriculum to the standards of the 21st century learning which accommodates STEAM Education;
- (iii) the strategy of selecting the Practical aspects of Basic Science and Technology Curriculum, Mathematics Curriculum as well as Creative Arts Curriculum to teach STEAM Education in Public schools will boost the knowledge of STEAM;
- (iv) the introduction of STEAM Education Laboratories in all Schools will give room for innovation and Entrepreneurship Education;
- (v) the provision of access to internet connectivity will assist teachers in developing digital content and other virtual reality innovations;

urge the FME, States and the FCT to:

- (vi) set up STEAM Laboratories in all Schools for effective implementation;
- (vii) look into selecting the practical aspects of Basic Science and Technology Curriculum, Mathematics Curriculum as well as Creative Arts Curriculum (inter-disciplines) to teach STEAM Education in Basic schools;
- (viii) train Teachers on STEAM Education;
- (ix) provide access to internet connectivity to assist teachers in developing digital content; and

recommend for approval:

FME, States the FCT and other stakeholders to;

- (x) set up STEAM Laboratories in all Schools for effective implementation of Innovation, Digital Technology and Entrepreneurship Education in Basic Schools.

9.2.4 MEMORANDUM FROM ABIA, OGUN, AND ZAMFARA STATES ON THE NEED TO ESTABLISH INNOVATION HUBS IN BASIC SCHOOLS AS

REMEDIAL CLASSES FOR THE PROMOTION OF DIGITAL TECHNOLOGY AND ENTREPRENEURSHIP EDUCATION

The memorandum drew the attention of the Council on the need for the establishment of Innovation Hubs in basic schools as a way of providing remedial classes for basic education learners during the school hours to enhance Digital Technology and Entrepreneurship Education at the basic education level.

Prayer

Council is invited to;

note:

- (i) the need to establish Innovation Hubs in schools where learners can be offered remedial classes during the school hours to develop their digital and entrepreneurial ideas;
- (ii) that basic schools could synergise with local entrepreneurs and industry experts to provide learners with real work experiences and opportunities for hands on learning from the foundational stage;
- (iii) the need to provide professional development opportunities for teachers in Basic Schools to enhance their skills in teaching digital technology and entrepreneurship skills effectively through remedial process during the school hours;

urge the FME, States and the FCT to:

- (iv) establish Innovation Hubs in schools with facilities for effective delivery of remedial classes in Digital and Entrepreneurship Education;
- (v) enhance the skills of Basic Education teachers in using innovative hubs to promote Digital Technology and Entrepreneurship Education among learners in Basic Education Schools;
- (vi) sponsor basic education learners who possess fundamental digital technology and entrepreneurship skills to acquire advanced skills in their areas of interest; and

recommend for approval:

- (vii) FME, States, the FCT and other stakeholders to ensure monitoring of Innovation Hubs in schools for successful delivery of remedial classes in Digital Technology and Entrepreneurship Education.

9.3 ADULT AND NON-FORMAL EDUCATION

9.3.1 MEMORANDUM FROM KANO STATE ON THE ESTABLISHMENT OF OPEN DISTANCE AND DIGITAL NON-FORMAL EDUCATION LEARNING CENTRES IN THE 36 STATES AND THE FCT

The memorandum drew the attention of the Council on the need for the establishment of Open Distance and Digital Non-Formal Education Learning Centres in the 36 States and the FCT.

Prayer

Council is invited to;

note the need to:

- (i) establish Open Distance and Digital Non-Formal Education Centres;
- (ii) provide adequate funding and the required facilities;
- (iii) recruit and train personnel to handle the facilities and collaborate with the service providers to leverage their platforms;
- (iv) seek technical support from Donor Agencies;

urge States, the FCT and other relevant stakeholders to ensure:

- (v) the establishment of Open Distance and Digital Non-Formal Education Centres in their domain;
- (vi) adequate funding of the project as well as seek technical support from Development Partners; and
- (vii) inclusivity by providing for People with Special Needs.

9.3.2 MEMORANDUM FROM NATIONAL COMMISSION FOR MASS LITERACY, ADULT AND NON-FORMAL EDUCATION (NMEC) ON DIGITALISING DATA COLLECTION IN NON-FORMAL EDUCATION CENTRES FOR QUALITY AND RELIABLE DATA

This memorandum drew the attention of the Council on the need for digitalising the data collection process in Non-Formal Education (NFE) Centres which serves the overarching purpose of improving the quality, reliability, and effectiveness of data collection and analysis.

Prayer

Council is invited to;

note that:

- (i) digitalising data collection in Non-Formal Education Centres greatly enhances the quality and reliability of the data collected;

- (ii) leveraging digital tools such as mobile apps or online platforms, organisations can streamline the data collection process, minimise errors, and ensure data consistency;
- (iii) digitalisation allows for real-time monitoring and analysis, enabling stakeholders to make informed decisions and interventions promptly;
- (iv) digital platforms facilitate data sharing and collaboration among different stakeholders;

urge States, the FCT and relevant stakeholders to:

- (v) digitalise data collection in Non-Formal Education Centres.
- (vi) embrace digital tools to streamline data collection processes, minimise errors, maintain data consistency and make monitoring and analysis possible;
- (vii) empower stakeholders to make timely interventions;
- (viii) facilitate data sharing and collaboration;
- (ix) enhance the efficiency and effectiveness of Non-Formal Education programmes; and
- (x) embrace digitalisation as essential for advancing the quality and impact of education initiatives in non-formal settings.

9.3.3 MEMORANDUM FROM NATIONAL BUSINESS AND TECHNICAL EXAMINATIONS BOARD (NABTEB) ON DIGITALISING THE PROCESSING AND TRANSMISSION OF ASSESSMENT OUTCOMES OF ENTREPRENEURIAL SKILLS IN ADULT AND NON-FORMAL EDUCATION CENTRES

The memorandum apprised the Council on the potential benefits and practical implications of digitalising the assessment of entrepreneurial skills in Adult and Non-Formal Education Centres.

Prayer

Council is invited to;

note the need to:

- (i) digitalise the processing and transmission of assessment outcomes skills in Adult and Non-Formal Education Centres;
- (ii) enhance accessibility, scalability and customisation;

urge States, the FCT and other stakeholders to:

- (iii) commence the digitalisation of processing and transmission of assessment outcomes for entrepreneurial skills development in Adult and Non-Formal Education programmes;
- (iv) facilitate the learners' experience and equip entrepreneurs with the skills they need to thrive; and
- (v) allocate the necessary resources and support to make the above achievable.

9.3.4 MEMORANDUM FROM LAGOS AND ABIA STATES ON THE NEED FOR THE INTRODUCTION OF DIGITAL TECHNOLOGY AND UTILISATION OF SMART BOARD IN TEACHING AND LEARNING IN ADULT AND NON-FORMAL EDUCATION CENTRES FOR EFFECTIVE DELIVERY IN THE 21ST CENTURY

The memorandum drew the attention of the Council on the need for the introduction of Digital Technology and Utilisation of Smart Board in Teaching and Learning in Adult and Non-Formal Education Centres for effective delivery in the 21st Century.

Prayer

Council is invited to;

note that:

- (i) one of the essence of literacy education is to ensure that effective and impactful teaching and learning takes place in our Centres to redress the menace of illiteracy;
- (ii) absence of Digital Technology/Teaching Applications in Adult Literacy or Vocational Training Centres is not helping the reduction of illiteracy in the country;
- (iii) introducing the use of Digital Technology and teaching Applications in the Non-Formal Education Centres is important;
- (iv) a learner who is not proficient in technology may face challenges in navigating online platforms and utilisation of e-learning resources;
- (v) utilisation of internet platforms and smart boards will reclaim school dropout back to school;

urge: FME, States, the FCT and relevant stakeholders to:

- (vi) train and re-train adult learners facilitators and Vocational Training Instructors on the use of the developed Applications;
- (vii) ensure that technology tools such as computers smart boards among others are adequately provided in Adult and Non-Formal education learning Centres across the country;

- (viii) encourage National and State campaign on sensitisation exercise on the need to be more aware of advantages of Digital skills;
- (ix) provide internet services, steady supply of alternative power e.g. solar system and conducive environment for educators in adult and Non-Formal Education Centres;

9.3.5 MEMORANDUM FROM NIGERIA ARABIC LANGUAGE VILLAGE ON THE NEED TO INTEGRATE ARABIC CALLIGRAPHY INTO THE ALMAJIRI PROGRAMMES IN ALMAJIRI LEARNING CENTRES TO PROMOTE ENTREPRENEURSHIP FOR YOUTH EMPOWERMENT

The memorandum drew the attention of the Council on the need to integrate Arabic Calligraphy into the Almajiri programmes in Almajiri Learning Centres to promote entrepreneurship for Youth Empowerment.

Prayer

Council is invited to;

note the need to:

- (i) integrate Arabic Calligraphy into the Almajiri programmes in the Almajiri Learning Centres;
- (ii) establish and equip Almajiri Learning Centre (Tsangaya Centres) with e-learning materials to enhance teaching and learning delivery of Arabic Calligraphy; and
- (iii) build the capacity of instructors in Almajiri learning Centres on innovation and digital technology to facilitate teaching and learning outcomes of Arabic Calligraphy;

urge States, the FCT and relevant stakeholders to:

- (iv) integrate Arabic calligraphy into the Almajiri Programmes in Almajiri learning centres.
- (v) establish and equip Almajiri Learning Centres with e-learning materials to enhance teaching and learning delivery of Arabic Calligraphy
- (vi) build the capacity of instructors in Almajiri Learning Centres on innovation and digital technology to facilitate teaching and learning outcomes of Arabic Calligraphy.

9.4 EDUCATION QUALITY ASSURANCE

9.4.1 MEMORANDUM FROM FME, LAGOS AND BAUCHI STATES ON DIGITALISING EDUCATION QUALITY ASSURANCE PROCESSES AND PRACTICES FOR EDUCATIONAL AND NATIONAL DEVELOPMENT IN THE 21ST CENTURY

The memorandum sought the approval of the Council for digitalising education quality assurance processes and practices for education for easy accessibility, storage and sharing with stakeholders in order to enhance educational development in the 21st century.

Prayer

Council is invited to;

note: that

- (i) the present manual processes being used in EQA activities is not producing the desired results for the 21st century;
- (ii) the digitalisation of EQA processes and practices will enable EQA professionals to collect, collate and analyse data electronically, streamline processes, review and report assessment digitally to maintain consistency and quality;
- (iii) the Federal Education Quality Assurance Service (FEQAS) Department and Universal Basic Education Commission (UBEC) have developed and commence the usage of e-reporting template for the evaluation of Basic and Secondary Schools;
- (iv) Lagos and Bauchi States have developed and commenced the usage of applications for monitoring and evaluation of schools which are tagged EKO Excel and Bauchi State Quality Assurance Software (BASQAS) respectively;
- (v) there is the need for all States and the FCT and other EQA stakeholders to embrace the use of digital instrument for comprehensive, effective and efficient EQA activities;

urge States, the FCT and other relevant stakeholders to:

- (vi) embrace the use of Technology Instruments for comprehensive and effective EQA processes and practice;
- (vii) provide digital gadgets for EQA practitioners for effective service delivery.

recommend for approval:

- (viii) the usage of digital instrument for EQA processes and practices including monitoring, supervision, assessment, evaluation and reporting to ensure quality, effective and efficient service delivery at the basic and secondary education levels for improved learning outcomes.

9.4.2 MEMORANDUM FROM FEDERAL CAPITAL TERRITORY ON THE NEED TO STRENGTHEN EDUCATION QUALITY ASSURANCE ACTIVITIES

THROUGH NETWORKING AS A TOOL FOR EDUCATIONAL AND NATIONAL DEVELOPMENT IN THE 21ST CENTURY

The Memorandum sought the attention of the Council on the need to strengthen Education Quality Assurance (EQA) activities through networking as a tool for educational and national development in the 21st Century.

Prayer

Council is invited to;

note that:

Networking of EQA activities and processes:

- (i) expose EQA professionals to innovative approaches, technologies and emerging trends in EQA;
- (ii) provide mentorship opportunities and emotional support through access to a wealth of knowledgeable experts;
- (iii) help individual Evaluator to adapt to evolving educational landscapes.

urge FME, States, the FCT other stakeholders to:

- (iv) deploy E-networking for quality assurance processes between the Federal Ministry of Education, States and the FCT and other relevant engage relevant education stakeholders and bodies involved in quality assurance below tertiary education; and
- (v) carry out capacity training of EQA officers for improved service delivery.

9.4.3 MEMORANDUM FROM NATIONAL BOARD FOR ARABIC AND ISLAMIC STUDIES (NBAIS) AND FCT ON THE NEED TO EXAMINE SELECTED ENTREPRENEURSHIP SUBJECTS IN ARABIC AND ISLAMIC SCHOOLS AND CENTRES AND INTEGRATION OF ENTREPRENEURIAL SUBJECTS INTO TSANGAYA SCHOOLS FOR EDUCATIONAL AND NATIONAL DEVELOPMENT IN THE 21ST CENTURY

The Memorandum sought the approval of the Council for NBAIS to conduct Senior Arabic and Islamic Secondary School Certificate Examination (SAISSCE) in selected entrepreneurial subjects and integration of entrepreneurial subjects into Tsangaya schools for educational development in the 21st Century.

Prayer

Council is invited to;

note that:

- (i) giving opportunity to graduates of Arabic and Islamic schools to have certificate in entrepreneurial/trade subjects will make them self-reliant;

- (ii) NBAIS has approval to conduct external examination in Arabic and Islamic Schools and Centres;
- (iii) NBAIS in collaboration with NERDC selected trade subjects into the NBAIS syllabus in order to make the learners self-reliant;
- (iv) State Ministries of Education to deploy teachers to NBAIS Schools and Study Centres for the teaching of Entrepreneurial/Trade subjects;
- (v) integration of Entrepreneurial/Trade subjects into Tsangaya schools will make the learners self-reliant and alleviate the problem of out of school children;

urge States, the FCT and other stakeholders:

- (vi) to establish Centres for entrepreneurial subjects in Arabic and Islamic schools and Tsangaya centres;

recommend for approval:

- (vii) NBAIS to conduct Senior Arabic and Islamic Secondary School Certificate Examination (SAISSCE) in selected Entrepreneurial/Trade subjects; and
- (viii) integration of entrepreneurial/trade subjects into Tsangaya schools.

9.5 EDUCATIONAL PLANNING

9.5.1 MEMORANDUM FROM FEDERAL MINISTRY OF EDUCATION (FME), OGUN AND CROSS RIVER STATES ON THE DEVELOPMENT OF INTEGRATED EDUCATION MANAGEMENT INFORMATION SYSTEM (EMIS) AT ALL LEVELS OF EDUCATION

The memorandum drew the attention of the Council on the need to develop Integrated Education Management Information System at all levels of education.

Prayer

Council is invited to;

note that:

- (i) despite efforts made over the years to strengthen education data management, the functions and operation of EMIS in Nigeria remain suboptimal and prevent data-driven education planning and management;
- (ii) the Education for Renewed Hope: A Roadmap for the Nigerian Education Sector (2024-2027) identified education data and planning as one of the

thematic areas, which need to be addressed to strengthen the entire education system;

- (iii) His Excellency, President Bola Ahmed Tinubu approved DOTS, a system-wide policy to overhaul the education sector, which aims to develop a reliable, authentic and coordinated data repository;
- (iv) there is a need for the development of an integrated EMIS platform to collect, manage, analyse and use data of all formal and non-formal schools and individual records of all learners, teachers, non-teaching staff and school heads with unique identifiers;
- (v) there is a need to create a single platform that is operational at Federal, state, local and school levels with assigned unique identifier of all learners, teachers, non-teaching staff and school heads to ensure that they are counted and benefit from the education system;

urge the FME, States, the FCT and other relevant stakeholders to:

- (vi) consider and accept the development and use of the integrated EMIS at both national and sub-national levels as a system for data collection, management and analysis in formal and non-formal education system;
- (vii) review and update the National Policy on EMIS to include the integrated EMIS as a standardised data management system in the Nigerian education sector;
- (viii) establish a technical working group and collaborate with UNICEF to develop and test a prototype of the integrated EMIS and develop a plan to deploy the EMIS across the country.

recommend for approval:

- (ix) the development and use of the integrated EMIS;
- (x) review and update the National Policy on EMIS to include the integrated EMIS; and
- (xi) establishment of the technical working group to develop and test a prototype of the integrated EMIS.

9.5.2 MEMORANDUM FROM FME ON THE DEVELOPED DRAFT NATIONAL POLICY ON NON-STATE SCHOOLS IN NIGERIA AS INNOVATIVE TOOL FOR EFFECTIVE REGULATION OF NON-STATE SCHOOLS IN NIGERIA

The memorandum sought the attention of the Council on the developed draft National Policy on Non-State Schools in Nigeria (NPNSSN) by ensuring Non-State Schools are effectively regulated and that all learners have access to quality education, regardless of whether they attend a State School or a Non-State school.

Prayer

Council is invited to;

note that:

- (i) the draft National Policy on NSS has been developed;
- (ii) that the NSS Policy will address the regulation and enforcement of standards of Non-State Schools in Nigeria;
- (iii) the draft document was developed by FME in collaboration with Foreign Commonwealth Development Office's Partnership for Learning for all in Nigeria (PLANE);

urge the FME, States, the FCT and other stakeholders to:

- (iv) use the Policy document as a reference for regulation and enforcement of standards of Non-State Schools in Nigeria; and

recommend for approval:

- (v) FME, States, the FCT and other stakeholders to adopt the National Policy on Non-State Schools in Nigeria for use as a reference document for enforcement of effective regulatory measures and to ensure the realisation of the right to education where private and community actors are involved in the provision of education.

9.5.3 MEMORANDUM FROM UNIVERSAL BASIC EDUCATION COMMISSION [UBEC] ON THE NEED FOR EDUCATIONAL MANAGERS TO ADOPT INNOVATIVE SKILLS OF OFFICE AUTOMATION FOR EFFICIENT AND EFFECTIVE BASIC EDUCATION DELIVERY

The memorandum sought the attention of the Council on the need for educational managers to adopt innovative skills of office automation for efficient and effective Basic Education delivery.

Prayer

Council is invited to;

note that:

- (i) ICT innovation is important to strengthening the systemic capabilities of educational managers at all levels;
- (ii) the strategy of using office automation will improve the speed of quality delivery in schools and workplace;
- (iii) the implementation of E-shelf archiving of sensitive information and data will go a long way to safe guard vital information for data sustainability;

urge: States, the FCT and other stakeholders to:

- (iv) implement Enterprise Document Management System (EDMS) for paperless office;

- (v) implement the E-shelf archiving of sensitive information for ease of referencing;
- (vi) emulate UBEC in technological-driven initiatives through cascading Model Smart Schools Projects, Digital Resource Centre (DRC) for seamless digital communication and e-learning;

recommend for approval

States, the FCT and other stakeholders to implement:

- (vii) office automation at their various States and LGEAs, for innovation, digital technology, and entrepreneurship; and
- (viii) School Management System (SMS) to streamline various administrative tasks, personnel, and learner information within the school.

9.5.4 MEMORANDUM FROM ABIA, BENUE STATES AND THE FCT ON INTEGRATING THE USE OF INNOVATION, DIGITAL TECHNOLOGY AND ENTREPRENEURSHIP AS TOOLS FOR QUALITY EDUCATION DELIVERY IN NIGERIA

The Memorandum drew the attention of the Council on the need for continuous advocacy and sensitisation for awareness creation on utilisation of Innovation, Digital Technology and Entrepreneurship as tools for quality education delivery at all levels of our education system.

Prayer

Council is invited to;

note:

- (i) the need for continuous, regular National Advocacy and Sensitisation for awareness creation on effective utilization of innovation, digital technology and entrepreneurship as tools for improved teaching and learning;
- (ii) the need to reposition teaching and learning in schools and other institutions of learning by adopting the new methods of teaching which are learner-centred, in quality education delivery;
- (iii) that Innovation, Digital technology and entrepreneurship tools provide access to learning opportunities for job creation and self-reliance;

urge the FME, States, the FCT and other stakeholders to:

- (iv) create nationwide awareness to popularise the use of Innovation, Digital Technology and Entrepreneurship as tools for improving education delivery in schools;
- (v) collaborate with International Development Partners; Private Sectors, Professional bodies, Non-Governmental Organisations and Media for

successful implementation of Nationwide Advocacy, Mobilisation and Sensitisation to ensure effective utilisation of innovative system for achievement of educational goals;

- (vi) embrace innovations and reposition teaching and learning in Nigeria for achievement of educational goals; and
- (vii) ensure that teachers are properly trained in the use of Digital Technology and Entrepreneurship Education to enhance their digital literacy and capacity to effectively deliver practical teaching and transfer of knowledge to the learners.

9.5.5 MEMORANDUM FROM THE FCT ON THE NEED TO PROVIDE EDUCATION ASSISTANCE (SCHOLARSHIP) TO OUT-OF-SCHOOL-CHILDREN UNDERGOING APPRENTICESHIP TRAINING

The memorandum sought the attention of the Council on the need to provide education assistance (Scholarship) to Out-of-School-Children undergoing apprenticeship training.

Prayer

Council is invited to;

note that:

- (i) providing education assistance (Scholarship) to Out-Of-School-Children undergoing apprenticeship programme promotes diversity and inclusion, making the training more accessible to underrepresented group.
- (ii) investing in apprenticeship training through education assistance will address skills gaps and shortages
- (iii) engaging these Out-Of-School-Children in relevant fields drives innovation and progress

urge:

- (iv) the FME, States, the FCT and other stakeholders to collaborate in providing education assistance (Scholarship) to Out-of-School-Children undergoing apprenticeship training.

9.5.6 MEMORANDUM FROM THE FCT ON THE NEED TO ADOPT THE USE OF INTERACTIVE WHITE BOARDS (ALSO KNOWN AS SMART BOARDS) IN ALL SCHOOLS FOR EDUCATIONAL AND NATIONAL DEVELOPMENT

The memorandum acquainted the Council on the need to adopt the use of solar powered Smart Boards for effective teaching and learning.

Prayer

Council is invited to;

note that:

- (i) the traditional model of learning, which involves a teacher teaching at the front of a classroom, is no longer sufficient to meet the needs of learners in the 21st century;
- (ii) learning cannot be interactive, engaging and meaningful if learners do not actively participate in learning activities;

urge: the FME, States, the FCT and other stakeholders to:

- (iii) train teachers, education planners and school administrators on the use of Smart Boards;
- (iv) provide Interactive White Boards (Smart Boards) for use in schools;
- (v) emphasise on the creation of an innovative digital learning ecosystem that fosters local skills development and sustainable systems deployment;
- (vi) make provision for adequate funds for the use and maintenance of Interactive Whiteboards (Smart Boards) in schools and use of solar powered Smart Boards for effective teaching-learning.

9.5.7 MEMORANDUM FROM LAGOS, NIGER AND BORNO STATES ON THE NEED TO STRENGTHEN ENTREPRENEURSHIP EDUCATION BY THE INTEGRATION OF INNOVATION AND DIGITAL TECHNOLOGY IN ENTREPRENEURSHIP SKILL DEVELOPMENT AS A TOOL FOR EDUCATIONAL & NATIONAL DEVELOPMENT IN 21ST CENTURY

The memorandum drew the attention of the Council on the need to strengthen Entrepreneurship Education by Integrating Innovation and Digital Technology for the delivery of Entrepreneurship Education for self-reliance.

Prayer

Council is invited to;

note that:

- (i) Entrepreneurship Education plays a central role in equipping individuals with relevant practical skills and opportunities that are very crucial for the development of the nation;
- (ii) with over seventeen years of implementing this programme in Nigeria, the rate of graduate unemployment is still high, let alone achieving self-reliance through entrepreneurship at the completion of Secondary Education;
- (iii) there is need for Government and private education providers to make provision for learning materials, including modern facilities, equipment, start-up kits;

- (iv) the preparation of students for the challenges of the 21st century, requires innovation and digital technology in the delivery of Entrepreneurship Education;
- (v) many nations have leveraged the power of innovation and digital technology to drive positive change in the Entrepreneurship Educational development;
- (vi) through a strategic and coordinated approach involving government, educational institutions, technology providers and other stakeholders have helped to unlock the potential of innovation and digital technology in enhancing education development in the Country;

urge States, the FCT, ITF, NDE, SMEDAN and other stakeholders to:

- (vii) expand the number of teachers' Education programmes to produce more Entrepreneurial Teachers who are technologically sound to handle entrepreneurship education;
- (viii) make provision for learning materials, including modern technological and innovative facilities, equipment and funding of entrepreneurial centres;
- (ix) provide start up kits to graduates who have demonstrated a high level of proficiency at their trade subjects and are ready to pursue a career in their trade areas; and

recommend for approval:

- (x) integration of innovative and digital technologies in the delivery of entrepreneurship Education; and
- (xi) provision of start up kits to graduates who have demonstrated a high level of proficiency at their trade subject and are ready to pursue a career in their trade areas.

9.5.8 MEMORANDUM FROM THE FCT EDUCATION SECRETARIAT ON THE INTEGRATION OF DIGITAL LITERACY INTO ALL LEVELS OF THE NIGERIAN EDUCATION SYSTEM AND INTERNATIONAL DIGITAL LITERACY AS STANDARD OF DIGITAL LITERACY

The memorandum sought the attention of the Council on the need to revamp Nigeria's education system by integrating digital literacy into all levels - Basic, Senior Secondary, and Tertiary. This aims to transform the current STEM-focused system to include Digital Literacy (STEMD) to equip teachers and learners with essential digital skills needed for the 21st Century workforce, enhance learning outcomes, and ensure Nigeria remains competitive in the global economy.

Prayer

Council is invited to;

note the:

- (i) need to integrate digital literacy into all levels of the educational system in Nigeria;
- (ii) critical need for standardised digital literacy certification in Nigeria;
- (iii) alignment of International Digital Literacy implementation with national educational and economic development goals;

urge the FME, States, and the FCT:

- (iv) to support the adoption and integration of International Digital Literacy certification into the national education system;

recommend for approval the:

- (v) integration of digital literacy into all levels of Nigeria's education system and national curriculum at Basic, Secondary and Tertiary levels;
- (vi) development of digital literacy curricula and modules based on global standards;
- (vii) mandating digital literacy as a core component of education, to be included in national examinations (such as NECO, WAEC, NBAIS, NABTEB), Teachers Professional Qualification Examination (TRCN TPQE) and required for recruitment and promotion of workers within the education sector;
- (viii) mandating Teachers Registration Council of Nigeria (TRCN) to include International Digital Literacy a criterion for registration or renewal of registration to practise as a teacher in Nigeria; and
- (ix) establishment of a Technical Task Team to expedite the integration process and provide strategic oversight, facilitating stakeholder engagement and ensuring seamless integration of digital literacy into the education system.

9.5.9 MEMORANDUM FROM FCT EDUCATION SECRETARIAT ON THE NEED TO STRENGTHEN BI-LATERAL COOPERATION ENTERED WITH BRUNEL UNIVERSITY (UK) TO PROMOTE ENTREPRENEURIAL EDUCATION IN NIGERIA

The memorandum drew the attention of the Council on the need to strengthen the bilateral relationship entered with Brunel University by FCT Education Secretariat to promote entrepreneurship and establishing of Business Hub for Secondary Schools in Nigeria. The partnership enables knowledge transfer, access to the network and access to additional resources to support teachers in Nigeria.

Prayer

Council is invited to;

note that:

- (i) educational opportunities provided by Brunel University London is to establish an Entrepreneurship Hub/Centre in Nigeria;
- (ii) the development of curriculum and other necessities through the working relationship between the FCT and Brunel University by giving access and scholarship opportunity;
- (iii) opportunity is provided for capacity building and training of teachers and sustained through the Centre in Nigeria and London;

urge the FME and States to:

- (iv) key into the programme and benefit from already established relationship through the MoU signed by the FCT;
- (v) establish Entrepreneurship Hub/Centre in Nigeria and sustain the signed MoU bilateral partnership agreement.

9.6 SPECIAL EDUCATION

9.6.1 MEMORANDUM FROM LAGOS STATE AND THE FCT ON THE NEED TO STRENGTHEN DIGITAL TECHNOLOGY AND ENTREPRENEURSHIP TRAININGS FOR LEARNERS WITH SPECIAL NEEDS TO BRIDGE THE EXISTING DIGITAL GAPS BETWEEN LEARNERS WITH SPECIAL NEEDS AND OTHER LEARNERS

The memorandum sought the attention of the Council on the need to Strengthen Digital Technology and Entrepreneurship Trainings for Learners with Special needs for Educational and National Development in the 21st Century.

Prayer

Council is invited to;

note that:

- (i) strengthening digital technology and entrepreneurship trainings for learners with special needs will enhance educational and national development in the 21st Century;
- (ii) utilisation of adaptive technology will boost personalised learning

urge the FME, States and the FCT to:

- (iii) conduct trainings on digital technology and entrepreneurship for learners with special needs using all the identified strategies to enhance educational and national development in the 21st Century;

- (iv) prioritise professional development opportunities for special educators to enhance their digital skills; and

recommend for approval:

- (v) investment in digital technologies and entrepreneurship training as well as the establishment of partnerships with industry and government to create employment opportunities and support entrepreneurship for learners with special needs.

9.6.2 MEMORANDUM FROM KANO STATE ON THE NEED FOR THE ESTABLISHMENT OF GIFTED AND TALENTED SCHOOLS IN THE REMAINING FIVE (5) GEO-POLITICAL ZONES TO FOSTER CREATIVITY, INNOVATION AND ENTREPRENEURSHIP FOR NATIONAL DEVELOPMENT

The memorandum drew the attention of the Council on the need for establishment of Gifted and Talented Schools in the five geo-political Zones to foster creativity, innovation and Entrepreneurship in Gifted and Talented education.

Prayer

Council is invited to;

note that:

- (i) in some State of the Federation, creativity and innovation is in practice but there is little compliance to Inclusiveness;
- (ii) there is only one Gifted and Talented School (Suleja Academy) in the Country;

urge:

- (iii) the FME to establish five (5) additional Gifted and Talented Schools in the remaining five (5) Geo-political Zones to boost Technology and entrepreneurship in Gifted and Talented education; and

recommend for approval:

- (iv) establishment of Gifted and Talented Schools in Nigerian geo-political zones to foster creativity, innovation and entrepreneurship for national development.

9.6.3 MEMORANDUM FROM BORNO STATE AND THE FCT ON INTENSIFYING E-LEARNING THROUGH TECHNOLOGY FOR INCLUSIVE EDUCATION THROUGH TEACHERS' TRAINING

The memorandum apprised the Council on the need to intensify E-Learning Technology for Inclusive Education through teachers' training.

Prayer

Council is invited to;

note that:

- (i) professional development opportunities for Special educators will enhance their skills in the effective use of E-learning technology in Inclusive Education;
- (ii) utilisation of adoptive learning technologies will boost personalised learning;
- (iii) provision of customised laptops after training will enhance teaching and learning; and

urge the FME, States and the FCT:

- (iv) to prioritise professional development opportunities for Special Educators to enhance their skills in the use of E-learning technology.

9.6.4 MEMORANDUM FROM FCT AND TARABA STATE ON THE NEED TO STRENGTHEN PROVISION OF DIGITAL DEVICES TO SPECIAL NEEDS AND INCLUSIVE SCHOOLS

The memorandum drew the attention of the Council on the need to strengthen provision of Digital Devices to Special Needs and Inclusive Schools.

Prayer

Council is invited to;

note that:

- (i) there is need to strengthen provision of Digital Devices to all Special Needs and Inclusive schools in bridging educational gaps and to foster inclusive;
- (ii) there is need to establish Digital Resource Room in Special Needs and inclusive Schools for inclusive;
- (iii) Special needs learners stand the risk of losing out in the digital world;

urge the FME, States, and the FCT to:

- (iv) establish digital Resource Room in all special and inclusive schools, that affirm collective commitment to advancing special needs and inclusive education through innovation, digital technology, and entrepreneurship;
- (v) strengthen provision of Digital devices to all special needs and inclusive schools;
- (vi) collaborate with reputable ICT based private organisations to provide cheap/affordable digital services in special needs and inclusive schools;
- (vii) organise capacity building program for special needs teachers and students for effective performance, and expertise;

recommend for approval:

the FME, States and the FCT to

- (viii) strengthen provision of Digital devices to all special needs and inclusive schools for effective services; and
- (ix) establish Digital Resource Room in all special needs and inclusive schools for inclusivity.

9.7 TECHNOLOGY AND SCIENCE

9.7.1 MEMORANDUM FROM FEDERAL MINISTRY OF EDUCATION (FME) ON THE DEVELOPED DRAFT NATIONAL DIGITAL LEARNING POLICY TO STANDARDISE THE DIGITAL LEARNING SPACE FOR ALL EDUCATIONAL LEVELS

The memorandum sought the Council's approval for the developed draft National Digital Learning Policy (NDLP) in order to standardise the Digital Tools, E-contents, platforms, hosting environment, storage and connectivity required in the digital learning space for all educational levels.

Prayer

Council is invited to;

note that the:

- i) FME has developed a draft National Digital Learning Policy (NDLP);
- ii) draft NDLP contains the implementation guidelines needed to facilitate curriculum integration, teachers' training, infrastructure enhancement, and community engagement;
- iii) draft NDLP will ensure the provision of quality e-Content while supporting educators to integrate technology into teaching and learning process.
- iv) draft NDLP will leverage digital learning and technological innovations to facilitate data-driven and evidence-based education management, research and development across all educational levels.
- v) draft NDLP will prepare learners for the workforce of the future, which increasingly requires digital skills.

urge: the FME, States, the FCT and other relevant stakeholders to:

- vi) integrate digital learning into Nigerian education system to achieve a high learning outcome and improve the quality of education;
- vii) mitigate the impact of natural and man-made disruptions to learning systems through effective use of digital learning and technology.

- viii) ensure that qualitative, interactive, feature-rich, multimedia educational content is made available on secure platforms and accessible to registered learners; and
- ix) strengthen capacity building advocacy and the existing structure of e-safety and cyber security awareness.

recommend for approval:

- x) the draft National Digital Learning Policy at all levels of education, as a critical document for advancing digital learning in education in order to establish Nigeria as a digitally empowered nation, with focus on creativity and innovation.

9.7.2 MEMORANDUM FROM FME ON ESTABLISHMENT OF SMART FARMS IN NIGERIAN SCHOOLS FOR THE PROMOTION OF INNOVATION, DIGITAL TECHNOLOGY AND ENTREPRENEURSHIP AS TOOLS FOR EDUCATIONAL AND NATIONAL DEVELOPMENT IN THE 21ST CENTURY

The memorandum apprised the Council on the need to introduce SMART farming across our schools nationwide to get our youths acquainted with the recent trends in farming at their early stage in life for food security and job creation.

Prayer

Council is invited to;

note that:

- (i) there is a need for Secondary school students to get acquainted with the nitty-gritty of farming in the 21st century through knowledge of SMART farming;
- (ii) introduction of smart farming in Secondary Schools will boost food security and provide jobs for the youths in Nigeria; and

urge the FME, States, the FCT and other stakeholders to:

- (iii) introduce SMART farming in our Secondary Schools nationwide
- (iv) provide necessary facilities and equipment for effective SMART farming introduction in secondary schools.

9.7.3 MEMORANDUM FROM FEDERAL MINISTRY OF EDUCATION (FME) AND FEDERAL MINISTRY OF INNOVATION, SCIENCE AND TECHNOLOGY (FMIST) ON THE NEED FOR TRAINING AND CERTIFICATION OF LABORATORY ASSISTANTS AND ATTENDANTS

The memorandum drew the attention of the Council on the need for collaboration between FME and FMIST for training and certification of Laboratory Assistants and Attendants.

Prayer

Council is invited to;

note that:

- (i) the FME in collaboration with FMIST-NISLT have developed a minimum Laboratory Standard Document for use and accreditation in Basic and Senior Secondary Schools in Nigeria;
- (ii) FMIST-NISLT have been conducting retooling/up skilling of Lab Attendants/ Assistants in Federal Unity Colleges;
- (iii) the training and certification of these Laboratory Assistants is very important as this will enhance their performance in the Laboratories while supporting the services of Laboratory Technologists/Scientists to produce accurate and reproducible results in the Laboratories;

urge FME, States, the FCT and other stakeholders to:

- (iv) adhere to the minimum Laboratory Standards developed for Basic and Senior Secondary schools in order to enhance Science and Technology Education;
- (v) support the short-term training and certification of Laboratory Attendants and Assistants at the NISLT;
- (vi) send/sponsor Laboratory Attendants and Assistants for short term and modular training; and

recommend for approval:

- (vii) certification and upgrading of trained Laboratory Attendants and Assistants.

9.7.4 MEMORANDUM FROM NATIONAL COMMISSION FOR NOMADIC EDUCATION (NCNE) ON THE NEED FOR THE PROVISION OF DIGITAL COMMUNICATIONS TECHNOLOGY IN NOMADIC SCHOOLS FOR EDUCATIONAL AND NATIONAL DEVELOPMENT IN THE 21ST CENTURY

The memorandum drew the attention of the Council on the need for the provision of digital communications technology to strengthen effective teaching and learning in nomadic schools for educational and national development.

Prayer

Council is invited to;

note the:

- (i) inadequacy of digital tools and facilities in nomadic schools (computers, iPad, solar, electricity) etc.;
- (ii) inadequate trained personnel on digital communications technology in nomadic schools;
- (iii) need to provide digital communication technology in nomadic schools for educational and national development;

urge States, the FCT and other stakeholders to:

- (iv) conduct training and retraining of personnel/teachers on digital communication skills in nomadic schools;
- (v) provide digital tools and facilities to nomadic schools; and
- (vi) deploy trained teachers to nomadic schools for educational and national development.

9.7.5 MEMORANDUM FROM NATIONAL BUSINESS AND TECHNICAL EXAMINATIONS BOARD (NABTEB) AND BENUE STATE ON INTEGRATION OF DIGITAL TECHNOLOGICAL TOOLS IN TEACHING AND ASSESSMENT OF STUDENTS IN NIGERIAN TECHNICAL COLLEGES FOR NATIONAL DEVELOPMENT IN THE 21ST CENTURY

The memorandum drew the attention of the Council on the need to ensure the integration of digital technological tools in teaching and assessment of students in Technical Colleges for national development in the 21st century.

Prayer

Council is invited to;

note the need:

- (i) for Technical Colleges to be equipped with modern digital technological tools;
- (ii) to train technical education teachers on the use of modern digital technological tools;
- (iii) to address digital distractions and promote responsible use of digital technologies;
- (iv) for collaborations and partnerships in providing digital technological tools for accessibility;

urge the FME, States, the FCT and other stakeholders to:

- (v) establish ICT Centres, upgrade the existing ones and provide training and support for teachers;

- (vi) foster collaboration and partnership for the provision of digital technological tools;
- (vii) ensure full implementation and integration of digital technological tools in the teaching and assessment of students in Nigerian Technical Colleges;
- (viii) employ strict measures to ensure the integration of digital technological tools in the teaching and assessment of TVET; and

recommend for approval:

- (ix) the full implementation and integration of digital technological tools in the teaching and assessment of students in Technical Colleges for national development.

9.7.6 MEMORANDUM FROM NERDC AND BAUCHI STATE ON THE NEED TO ESTABLISH AND INSTITUTIONALISE ANNUAL INNOVATION AND ENTREPRENEURSHIP FAIR IN ALL BASIC AND SENIOR SECONDARY SCHOOLS IN NIGERIA TO PROMOTE INNOVATION AND SKILL DEVELOPMENT AMONG LEARNERS

The memorandum apprised the Council on the need to establish and institutionalise annual innovation and entrepreneurship fair in all Basic and Senior Secondary Schools in Nigeria to promote innovation and skill development among learners.

Prayer

Council is invited to;

note that:

- (i) establishing and institutionalising annual innovation and entrepreneurship fair is a strategy capable of enhancing students' innovation and creative skills in the various trade areas;
- (ii) establishing trade and entrepreneurship centres in schools will promote skill acquisition among learners;
- (iii) effective teaching and learning of the trades and entrepreneurship subjects will address the lingering youth restiveness in the country;
- (iv) learners' engagement in the various stages leading to the hosting of the Schools' Annual Innovation and Entrepreneurship Fair is a sure strategy for building a critical mass of learners with entrepreneurial competencies for job creation and national development;
- (v) the effectiveness of this strategy in enhancing students' innovation and entrepreneurship skills was proven after a 2-year research-based intervention in the northeast Nigeria;
- (vi) NERDC has developed a clear-cut implementation framework that all States and schools can adapt to suit their peculiar environment;

- (vii) the proposed annual innovation and entrepreneurship fair is a critical component for the implementation of the new curricula to be introduced at the Basic and Senior Secondary education levels;
- (viii) the annual innovation and entrepreneurship fair is aimed at promoting enterprise and job creative skills of learners;

urge the FME, States the FCT and other stakeholders to:

- (ix) establish Trade and Entrepreneurship Centres in schools to boost learners' acquisition of skills for enterprise development;
- (x) set up committees for the establishment and institutionalisation of the innovation and entrepreneurship fair in Nigeria; and

recommend for approval that FME, States, the FCT and other stakeholders to:

- (xi) establish and institutionalise annual innovation and entrepreneurship fair in Basic and Senior Secondary Schools across the nation to promote enterprise and job creative skills of learners.

9.7.7 MEMORANDUM FROM ABIA STATE ON TRAINING AND RETRAINING OF TECHNICAL AND VOCATIONAL EDUCATION (TVET) TEACHERS ON EFFECTIVE UTILISATION OF INNOVATION, DIGITAL TECHNOLOGY AND ENTREPRENEURSHIP AS TOOLS FOR QUALITY EDUCATION

The memorandum drew attention of the Council on the need for regular training and re-training of TVET teachers on effective utilisation of Innovation, Digital Technology and Entrepreneurship as tools for quality education delivery for achievement of educational goals and sustainable national development.

Prayer

Council is invited to;

note:

- (i) the inadequate Professional Development of some TVET teachers in Nigeria, the consequences of poor teaching and learning leading to fallen standards in education and its consequences to National development;
- (i) the new innovation in teaching and learning and that teachers are not adaptive to new teaching innovations due to lack of knowledge, skills, competence and attitude;
- (ii) the dynamism and changes in education, regular shift in thinking and that the methodology of instruction should be part of the global shift;
- (iii) that the development of human capital should be improved by new set of knowledge, skills and attitudes, to equip learners to be globally competitive; and

urge NBTE, NTI, NCCE, States, the FCT and other stakeholders to:

- (iv) ensure regular training and re-training of TVET Teachers on the use of innovations, digital technology and entrepreneurship as tools for improved delivery for better educational outcomes and National advancement;
- (v) ensure regular training and re-training of teachers through seminars, workshops, conferences, symposia and training tours to enhance their productivity and also uplift the standards of teaching and learning in Nigeria to make our learners globally competitive; and,
- (vi) provide teachers access to digital and entrepreneurial skills and knowledge towards making our graduates self-reliant;

9.7.8 MEMORANDUM FROM ONDO, KANO STATES AND THE FCT ON THE NEED TO REVITALISE AND COMMERCIALISE INDIGENOUS ENTREPRENEURSHIP INNOVATIONS THROUGH DIGITAL TECHNOLOGY FOR EDUCATIONAL AND NATIONAL DEVELOPMENT

The memorandum drew the attention of the Council on the need to revitalise and commercialise indigenous entrepreneurship innovations through digital technology, to reduce unemployment and importation of technological gadgets for educational and national development.

Prayer

Council is invited to;

note:

- (i) that most of the innovations, digital and entrepreneurial ideas by Nigerian students are of international standards;
- (ii) the need to deploy digital technology to improve local production for wealth generation;
- (iii) the need to leverage digital technology in the commercialisation of locally manufactured products;
- (iv) that these innovations, if fine-tuned and branded can compete favourably in international markets;
- (v) that there is need for massive recruitment of trained local and international ICT experts and practising entrepreneurs;

urge the FME, States, the FCT and other stakeholders to:

- (vi) collaborate with National Office for Technology Acquisition and Promotion (NOTAP), Project Development Agency (PRODA), National Agency for Science Engineering Infrastructure (NASENI) and National Board for

- Technology Innovation (NBTI) to promote digital, technological and entrepreneurship innovations at Post Basic Education level;
- (vii) support the deployment of digital technology in local production for improved products;
 - (viii) create world class laboratories and technical workshops in each geopolitical zone; and
 - (ix) engage experienced experts in digital technologies to guide and train the innovators on how to transform their innovations into finished products.

9.7.9 MEMORANDUM FROM NIGER STATE ON STRENGTHENING INCORPORATION OF INNOVATION, DIGITAL TECHNOLOGY AND ENTREPRENEURSHIP INTO TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET)

The memorandum apprised the Council on the critical role of innovation, digital technology and entrepreneurship in transforming Technical, Vocational Education and Training (TVET), in order to create a framework for strengthening a culture of digital technology, innovation and entrepreneurship within TVET institutions to improve quality of education and socio-economic development of the nation.

Prayer

Council is invited to:

note that:

- (i) TVET can enhance students' skills and knowledge, making them more attractive to employers in the fast-evolving digital technology and entrepreneurship fields;
- (ii) strengthening the incorporation of digital technology and entrepreneurship into TVET can inspire creativity and innovation, leading to the development of new ideas and products;
- (iii) TVET offers hands-on training, allowing students to gain real-world experience in applying technology and entrepreneurial skills;
- (iv) technological obsolescence, rapid advancements in technology may render TVET programmes outdated if not regularly updated;
- (v) irregular training of educators to ensure the quality and relevance of TVET programmes in line with digital technology advancements can be challenging;
- (vi) digital technology and entrepreneurship in TVET can drive economic development by creating a skilled workforce for emerging industries;

- (vii) enhancing skills in these sectors through TVET can improve the nation's competitive edge in the global market;
- (viii) partnerships between educational institutions and industry players can provide students with real-world insights and opportunities;
- (ix) TVET can foster an entrepreneurial mindset among students, encouraging them to start their ventures and contribute to the economy;

urge the FME, NERDC, NBTE, States, the FCT, LGAs and other stakeholders to:

- (x) update existing TVET curricula to incorporate courses on innovation, digital technology, and entrepreneurship education;
- (xi) enhance partnerships with industry stakeholders to provide students with practical exposure and real-world experience in innovative technologies and entrepreneurial practices;
- (xii) infuse digital technologies such as Virtual Reality, Digital Literacy, Artificial Intelligence, and Online/Remote learning platforms into TVET programmes to enhance skill development and provide hands-on experience with cutting-edge tools;
- (xiii) provide continuous professional development and training to educators to keep them abreast of the latest trends in innovation, digital technology, and entrepreneurship; and

recommend for approval:

- (xiv) incorporation of Innovation, Digital Technology, and Entrepreneurship into TVET.

9.8 SENIOR SECONDARY

9.8.1 MEMORANDUM FROM THE NATIONAL SENIOR SECONDARY EDUCATION COMMISSION (NSSEC) ON THE STRATEGIES FOR IMPLEMENTATION OF THE NATIONAL MINIMUM STANDARDS TOWARDS REPOSITIONING OF SENIOR SECONDARY EDUCATION FOR IMPROVED PERFORMANCE IN THE 21ST CENTURY

The memorandum sought the approval of the Council on the strategies for implementation of the National Minimum Standards towards repositioning of Senior Secondary Education for improved performance in the 21st Century.

Prayer

Council is invited to;

note that:

- (i) the draft National Minimum Standard for Senior Secondary Education in Nigeria has been developed;

- (ii) the National Minimum Standard for Senior Secondary Education in Nigeria is centred on uniformity of procedures and results;
- (iii) there is a need for all education stakeholders to buy into the draft National Minimum Standards for Senior Secondary Education;

urge the FME, States, the FCT and other Stakeholders to:

- (iv) buy into the draft National Minimum Standards for Senior Secondary School Education;
- (v) make adequate provision of funds for its implementation; and

recommend for approval:

the FME, States, the FCT and other Stakeholders to:

- (vi) approve the use of the National Minimum Standards for Senior Secondary Education as a reference document.

9.9 TERTIARY EDUCATION

9.9.1 MEMORANDUM FROM THE FEDERAL MINISTRY OF EDUCATION (FME) ON THE NEED TO CONDUCT DIGITAL AND ENTREPRENEURIAL SKILLS GAP ASSESSMENT IN TERTIARY INSTITUTIONS AND DEVELOP SKILLS DEVELOPMENT FRAMEWORK TO ENHANCE THE EMPLOYABILITY OF GRADUATES IN THE LABOUR MARKET FOR NATIONAL DEVELOPMENT

The memorandum drew the attention of the Council on the need to conduct digital and entrepreneurship gap assessment of undergraduates of Nigerian Tertiary Institutions and develop skills development framework for enhancing their employability in the labour market in the 21st century.

Prayer

Council is invited to;

note that the:

- (i) introduction of Entrepreneurship Education and digital training into the curriculum of tertiary educational institutions is a major policy thrust of the Nigerian Government to make the tertiary education graduates creators of employment rather than seekers of white collar jobs;
- (ii) Entrepreneurship Education taught in the Nigerian tertiary institutions has a defect of theoretical inclinations as most of the institutions produce graduates who are best suited for white collar jobs with little or no basic skills of any vocational relevance;

urge the FME, to collaborate with States, the FCT and other stakeholders to:

- (iii) adopt an implementable blueprint for acquisition of relevant entrepreneurial and digital skills for the employability of Tertiary education graduates in the labour market; and

recommend for approval that the FME, :

- (iv) should collaborate with States, the FCT, Heads of tertiary institutions, employers of labour and other stakeholders to conduct entrepreneurial and digital skills gap assessment in Nigerian tertiary institutions for the purpose of developing an implementable framework for employability of Nigerian graduates in the labour market; and
- (v) should develop a skills development framework to enhance the employability of graduates in the labour market for national development

9.9.2 MEMORANDUM FROM THE FEDERAL MINISTRY OF EDUCATION ON THE NEED FOR PROVISION OF SEED FUNDS FOR UNDERGRADUATES' ENTREPRENEURSHIP PRACTICUM FOR SELF EMPLOYMENT AND NATIONAL DEVELOPMENT IN THE 21ST CENTURY

The memorandum drew the attention of the Council to the need for the provision of seed funds for undergraduates entrepreneurship practicum in order to acquire requisite skills and competencies for self-employment and relevance in the labour market.

Prayer

Council is invited to;

note that:

- (i) Technical and Vocational Education offered in tertiary institutions for skills acquisition is highly desirable for the production of skilled manpower for self-employment and youth empowerment in the various sectors of the economy;
- (ii) a lot of tertiary education graduates in Technical and Vocational Education could not start up business ventures after graduation due to their lack of access to seed funds for practicum while in schools;

urge the FME, States, the FCT and other relevant stakeholders to ensure that:

- (iii) there is provision for undergraduates of Vocational and Technical Education in tertiary institutions to access seed funds for the execution of medium scale businesses in form of practicum in the course of their training;

recommend for approval that:

- (iv) the FME should liaise with relevant Ministries, Agencies, Departments, corporate organisations, Development Partners and other relevant stakeholders to ensure that provision is made for undergraduates of Vocational and Technical Education in tertiary institutions to access seed funds to engage in small scale business as part of their practicum while in school for self-employment; and
- (v) the FME, States and the FCT should constitute an Inter-Ministerial Monitoring team to ensure effective implementation of provision of seed funds for Vocational and Technical Education students in tertiary for their practicum.

9.9.3 MEMORANDUM FROM FME AND NATIONAL COMMISSION FOR COLLEGES OF EDUCATION (NCCE) ON THE NEED TO PROMOTE INNOVATIVE AND ENTEPRENEURIAL PROJECTS AMONG UNDERGRADUATES THROUGH COMPETITIONS AND EXHIBITIONS FOR THE EMPLOYABILITY OF NIGERIAN GRADUATES IN THE LABOUR MARKET IN THE 21ST CENTURY

The memorandum drew the attention of the Council to the need to organise zonal and national fairs and exhibitions of innovation and entrepreneurship products by tertiary education students which will serve as an avenue for development of commercialisation skills for their employability in the labour market in the 21st Century for national development.

Prayer

Council is invited to;

note that:

- (i) innovation and entrepreneurship fair is needed as co-curricular activities in Nigerian Universities, Polytechnics and Colleges of Education to encourage and support young entrepreneurs;
- (ii) many undergraduate students lack the requisite entrepreneurial skills for employment generation because the curriculum implementation focuses more on theories than practicals;
- (iii) the introduction of annual fair and exhibition of innovation and entrepreneurship products fair will boost spirit of competition among undergraduates in tertiary institutions across the federation;

urge:

- (iv) the FME, States and the FCT to institutionalise annual fair and exhibition of innovation and entrepreneurship products to boost spirit of competition among undergraduates in Nigerian tertiary institutions; and

recommend for approval that:

- (v) NUC, NBTE and NCCE collaborate with the FME and other relevant Ministries, Agencies and Departments to organise annual Innovation Fair for students in Nigerian Universities, Polytechnics and Colleges of Education.

9.9.5 MEMORANDUM FROM THE NIGERIA FRENCH LANGUAGE VILLAGE (NFLV) ON THE NEED TO INTEGRATE DIGITAL AND ENTREPRENEURIAL SKILLS INTO THE TEACHING AND LEARNING OF FRENCH IN NIGERIAN SCHOOLS

The memorandum apprised the Council on the need to integrate digital technology and entrepreneurial skills into the teaching and learning of French in Nigeria schools. The development of entrepreneurial skills in the teaching and learning of French is essential for students to thrive in the global economy.

Prayer

Council is invited to;

note:

- (i) that the NFLV in collaboration with the French Embassy has already installed WIFI facilities to enable staff and students connect seamlessly to the digital library (médiathèque) and smart classrooms;
- (ii) the need to organise workshops, seminars, conferences and symposia to create awareness on the importance of digital technology and to train the trainers in the use of digital technology for the teaching and learning of French;

urge:

- (iii) the FME, States, the FCT and other stakeholders to collaborate with NITDA and other agencies to facilitate the provision of digital infrastructure to enable the Nigerian Tertiary institutions and the NFLV fully embrace digital technology for effective teaching and learning of French;

recommend for approval that:

- (iv) the FME, States and the FCT to collaborate with NITDA and NCC to facilitate the provision of digital infrastructure for the teaching of French in Nigerian Tertiary Institutions and the NFLV.

9.9.6 MEMORANDUM FROM THE NATIONAL COMMISSION FOR COLLEGES OF EDUCATION (NCCE) AND ONDO STATE ON THE NEED FOR CONSTRUCTION OF SMART CLASSROOMS AND UPGRADE THE EXISTING DIGITAL INFRASTRUCTURE IN ALL TERTIARY INSTITUTIONS FOR EFFECTIVE TEACHING AND LEARNING FOR NATIONAL DEVELOPMENT

The memorandum drew the attention of the Council on the need for Federal and State Governments and the FCT to make provision for the construction of SMART classrooms and upgrade the digital infrastructures in the lecture halls in all public tertiary institutions to enhance teaching, learning and research for the production of quality graduates for national development.

Prayer

Council is invited to;

note that:

- (i) a digital technologically driven tertiary education is a prerequisite for effective teaching, learning and overall national development in the 21st Century;
- (ii) SMART classrooms are currently not common in Nigerian tertiary institutions in spite of the fact they are indispensable digital facilities for effective teaching and learning in the face of spiraling student population increase in Nigerian public Tertiary Institutions;
- (iii) the FME and State Governments are required to urgently intervene by constructing SMART classrooms and upgrading the digital infrastructures in the lecture halls in all public tertiary institutions to enhance teaching, learning and research for national development;

urge the FME, States, the FCT other stakeholders to:

- (iv) to provide the public Tertiary Institutions with smart classrooms and lecture theatres with high-quality digital resources for the Nigerian undergraduates to be well equipped to compete favourably with their peers globally; and

recommend for approval that:

- (v) all relevant stakeholders to accord the construction of SMART classrooms and upgrading of existing digital infrastructure for teaching, learning and research a top priority in the intervention projects in the public tertiary institutions for the production of quality graduates in Nigeria.

9.9.7 MEMORANDUM FROM NATIONAL COMMISSION FOR COLLEGES OF EDUCATION (NCCE) AND GOMBE STATE ON THE NEED TO STRENGTHEN COLLABORATION FOR EFFECTIVE DEPLOYMENT OF INNOVATION AND DIGITAL TECHNOLOGY IN TERTIARY INSTITUTIONS FOR NATIONAL DEVELOPMENT

The memorandum drew the attention of the Council on the need for strengthening collaboration among the Ministries, Departments and Agencies at Federal and state levels for the deployment of innovation and digital technology in tertiary institutions for national development.

Prayer

Council is invited to;

note that:

- (i) the poor collaboration among Ministries, Departments and Agencies at Federal and State levels is hindering effective implementation of policies and initiatives for the deployment of innovation and digital technology in tertiary institutions for national development;

urge the FME to collaborate with States and the FCT to:

- (ii) set up Policy Implementation and Monitoring Teams on the various NCE decisions with regards to deployment of digital technology for improved teaching and learning in tertiary institutions and acquisition of entrepreneurial skills for employability of Nigerian graduates in the labour market; and

recommend for approval that all relevant stakeholders:

- (iii) should establish effective monitoring and evaluation mechanisms to ensure effective implementation of the policies in the education sector including the areas of deployment of digital technology for teaching and learning and acquisition of entrepreneurial skills by Nigerian undergraduates.

9.9.8 MEMORANDUM FROM NATIONAL COMMISSION FOR COLLEGES OF EDUCATION (NCCE) AND GOMBE STATE ON THE NEED FOR STRENGTHENING OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) CENTRES IN TERTIARY INSTITUTIONS TO ENHANCE ENTREPRENEURSHIP EDUCATION FOR THE PRODUCTION OF SELF-RELIANT GRADUATES FOR NATIONAL DEVELOPMENT

The memorandum drew the attention of the Council to strategies that will strengthen the ICT Centres and facilities in tertiary institutions for effective Entrepreneurship Education for the production of self-reliant graduates for national development in the 21st century.

Prayer

Council is invited to;

note that:

- (i) strengthening of ICT centres and facilities in tertiary institutions is crucial for effective Entrepreneurship Education and for the production of self-reliant graduates for national development in the 21st century;
- (ii) Entrepreneurship Education offered in some tertiary institutions in Nigeria is mostly theoretically based with little or no opportunities for the students

to acquire employable skills for wealth creation and national development;

- (iii) the need for collaboration between tertiary institutions, relevant agencies and Departments for the digitisation of their entrepreneurial centres for their students to acquire relevant entrepreneurial skills for self-employment;

urge the FME:

- (iv) in collaboration with State Ministries of Education and Tertiary Education Regulatory Agencies (NUC, NCCE and NBTE) to prioritise the strengthening of ICT centres and facilities in tertiary institutions for the production of graduates with employable skills for national development;
- (v) States and the FCT to ensure budgetary provisions for the strengthening of ICT Centres and facilities for effective Entrepreneurship Education in public tertiary institutions;
- (vi) States and the FCT to collaborate with the Local and International Development Partners to provide digital infrastructure that would enhance Entrepreneurship Education in Nigerian tertiary institutions;
- (vii) States and the FCT to implement the National Policy on Information and Communication Technology (ICT) to ensure adequate provision of digital infrastructure in tertiary institutions; and
- (viii) States and the FCT to implement National Policy on ICT in Education to the letter for the production of self-reliant graduates.

9.9.9 MEMORANDUM FROM THE NIGERIA ARABIC LANGUAGE VILLAGE (NALV) ON THE NEED FOR THE INTRODUCTION OF DIGITAL ARABIC CONTENT AND ARABIC CALLIGRAPHY INTO THE CURRICULUM OF ARABIC AND ISLAMIC STUDIES TO ENHANCE THE EMPLOYABILITY OF GRADUATES OF ARABIC AND ISLAMIC STUDIES IN THE LABOUR MARKET IN THE 21ST CENTURY

The memorandum drew the attention of the Council on the need for the introduction of Digital Arabic Content (DAC) and Arabic Calligraphy into the curriculum of Nigerian Universities and Colleges of Education as compulsory courses to enhance the employability of the graduates.

Prayer

Council is invited to;

note the need for:

- (i) introduction of Digital Arabic Content (DAC) and Arabic Calligraphy into the curricula of Nigerian Universities and Colleges of Education as compulsory courses for the employability of the graduates.

- (ii) Universities and Colleges of Education to collaborate with the Nigeria Arabic Language Village for the training of students in Digital Arabic Content and Arabic Calligraphy, as well as the organisation of seminars and workshops for instructors;
- (iii) the development and promotion of digital tools and technology on Arabic Content and Calligraphy education;

urge:

- (iv) NUC and NCCE to direct the Universities and Colleges of Education respectively, to integrate Digital Arabic Content and Arabic Calligraphy into the curriculum of Arabic Studies as compulsory courses;
- (v) Universities and Colleges of Education to collaborate with Nigeria Arabic Language Village for the capacity building of the Arabic teachers to improve their skills on Digital Arabic Content and Arabic Calligraphy;
- (vi) Universities and Colleges of Education to establish Arabic calligraphy laboratories and studios with adequate digital equipment to enhance learning and practice; and

recommend for approval that:

- (vii) NUC and NCCE direct Universities and Colleges of Education to ensure that digitally trained Arabic teachers are employed in the Arabic and Islamic Studies Departments for effective teaching and practice of Digital Arabic Content and Arabic Calligraphy for the employability of graduates.

9.9.10 MEMORANDUM FROM THE NATIONAL MATHEMATICAL CENTRE ON THE NEED TO INTEGRATE SIMULATION-BASED LEARNING SYSTEM INTO MATHEMATICAL SCIENCE PROGRAMMES IN NIGERIAN TERTIARY INSTITUTIONS FOR NATIONAL DEVELOPMENT

The memorandum drew the attention of the Council to the fact that Simulation-Based Learning has become an integral part of the learning system worldwide because Simulation jobs are the most lucrative in the international labour market. There is therefore, the need for Simulation-Based learning to be incorporated in the teaching and learning of Mathematical Sciences in Nigerian tertiary institutions.

Prayer

Council is invited to;

note that:

- (i) most institutions worldwide have incorporated Mathematical Modelling and Simulation (MMS) as compulsory course in their school curriculum;

- (ii) simulation experiments can provide excellent rewarding alternatives in most Nigerian tertiary institutions that do not have laboratory or equipment to perform experiments because of their expensive cost;
- (iii) the United Nations and most of her agencies use simulation in the area of forecasting involving population, diseases and Climate Change, among others.

urge NUC, NBTE, NCCE, States and the FCT:

- (iv) to direct Universities, Polytechnics and Colleges of Education respectively to strengthen the activities of simulation laboratories and support their lecturers and instructors to attend Simulation Content Development courses to be organised by the National Mathematical Centre, Abuja.

10.0 REPORTS FROM FEDERAL MINISTRY OF EDUCATION (FME) PARASTATALS, STATES AND THE FCT

The FME Parastatals, States and the FCT submitted reports of their activities and updates on the implementation of the decisions at the 66th NCE meeting.

Council is invited to;

note that:

twenty-two (22) FME Parastatals attended the meeting;

thirty-two (32) States and the FCT attended the meeting. However, four (4) States were absent, namely: Akwa Ibom, Anambra, Imo and Oyo.

urge

FME Parastatals, States, the FCT and other stakeholders to intensify efforts in the implementation of NCE decisions.

11.0 PROPOSED HOSTING CYCLE FOR THE YEAR 2025 – 2029 JCCE AND NCE MEETINGS

S/N	YEAR	JCCE REFERENCE	JCCE PLENARY	NCE	HAPPENING
1.	2025	Bayelsa State	Rivers State	Borno State	2026
2.	2026	Edo State	Gombe State	Akwa Ibom State	2027
3.	2027	Katsina State	Ogun State	FCT, Abuja	2028
4.	2028	Plateau State	Sokoto State	Kwara State	2029
5.	2029	Ekiti State	Kogi State	Kaduna State	2030

12.0 HOSTING ROSTER OF THE JCCE AND NCE MEETINGS

The Time Table for hosting the forth-coming JCCE and NCE meetings scheduled for 2025 cycle was considered. The representatives of proposed hosting States namely: Zamfara State (2025 JCCE Reference Committees' Meeting), Delta State (84th JCCE Plenary) and Ondo State (69th NCE meeting) were duly informed.

13.0 PROPOSED THEMES FOR THE 2025 JCCE AND NCE MEETINGS

Delegates recommended the following themes for the 2025 JCCE and NCE meetings for Council's approval:

- i) QUALITY EDUCATION DATA: A TOOL FOR ENHANCED NATIONAL DEVELOPMENT
- ii) STRENGTHENING AND PROFESSIONALISATION OF TEACHING: TOWARDS THE ACHIEVEMENT OF EDUCATION 2030 AGENDA.
- iii) AI INTEGRATION IN EDUCATION: EMPOWERING NATIONAL DEVELOPMENT

14.0 PRESENTATION AND ADOPTION OF SUMMARY OF RECOMMENDATIONS

The Summary of Recommendations was presented by the Chairman of the Committee. The motion for the adoption was moved and seconded by Ogun and Benue States, respectively.

15.0 CLOSING

The meeting closed at 7:00pm.