

MATTERS ARISING FROM THE 2023 REFERENCE COMMITTEES’ MEETING, HELD IN MAKURDI, BENUE STATE, THE 82ND PLENARY (UMUAHIA, ABIA STATE) AND 67TH NCE MEETING (IKEJA, LAGOS STATE)

S/ N	TITLE OF MEMORANDA	RECOMMENDATIONS	82 ND JCCE PLENARY RECOMME N-DATION	67 TH NCE DECISIONS	ACTION BY	COMMENTS/REMARK
BASIC EDUCATION REFERENCE COMMITTEE						
1.	Memorandum from Federal Ministry of Education on the need for increased funding of Early Childhood Care Development and Education (ECCDE) to include children from 0-4 years	<p>JCCE was invited to;</p> <p>note that:</p> <p>i) ECCDE covers all children from 0-4 years of age as provided in the National Policy on Education;</p> <p>ii) increased funding of ECCDE will facilitate the optimal care, development and growth of children;</p> <p>iii) implementation of ECCDE programme has been clogged by non-budgetary or inadequate budgetary allocation. This has posed a serious challenge in the implementation of government policy on ECCDE;</p> <p>iv) most States in Nigeria have no budgetary allocation for ECCDE. Few have attached it to primary education budget;</p> <p>v) little International Aid is directed to support ECCDE; and</p> <p>urge:</p> <p>(vi) FME, States, the FCT and other stakeholders to set aside 2% of their annual education budget for ECCDE covering children from 0-4 years and separate ECCDE budget from Primary education subsector budget in the States.</p>	<p>Council was invited to;</p> <p>note: (i-v); and</p> <p>urge: (vi)</p>	<p>Council;</p> <p>noted: (i-v); and</p> <p>urged: (vi)</p>	<p>FME, States, the FCT and other stakeholders</p>	<p>FME has sent letters to the States reminding them of the need for increased funding of Early Childhood Care Development and Education (ECCDE) to include children from 0-4 years.</p> <p>Kano reported that it has made budgetary provisions for increased funding of Early Childhood Care Development Education Centre and in its 2024 Budget Submission. The State had also accessed its UBE 2023 Matching Grant and implementing it;</p> <p>Ebonyi State reported that it has budgeted the sum of 20,000,000 Million Naira in 2024 and increased to 200,000,000 million naira in 2025 for ECCDE</p> <p>Sokoto State reported that it has collaborated with UNICEF</p>

						<p>for increase of funding of ECCDE in the State.</p> <p>Kogi State reported that it has increased funding of ECCDE to include children from 0-4 years and its education budget by 30%.</p> <p>Borno State reported that it has increased budgetary provision for ECCDE in its 2024 budget.</p> <p>Plateau State has also complied.</p>
2.	<p>Memorandum from Federal Ministry of Education on the need to institutionalise the National Guidelines for the Facilitation of Adolescent Girls’ Re-Entry into School as a Strategy for Implementing the National policy on Gender in Education in 36 States and the FCT.</p>	<p>JCCE was invited to;</p> <p>note the:</p> <p>(i) non-implementation of the existing National Policy on Gender in Education, as only a few States have domesticated the policy.;</p> <p>(ii) importance of institutionalizing the Re-entry guidelines in schools especially for adolescent girls who dropped out of school for reasons of early pregnancy as a strategy to implement the National policy on Gender in Education;</p> <p>urge:</p> <p>(iii) FME, States and the FCT to institutionalise this Guideline as a working document and a strategy to implement the National Policy on Gender in Education; and</p> <p>approve:</p> <p>(iv) The draft copy of Re-entry</p>	<p>Council was invited to:</p> <p>note: (i-ii);</p> <p>urge: (iii);</p> <p>and</p> <p>approve (iv)</p>	<p>Council</p> <p>noted: (i-ii);</p> <p>urged: (iii);</p> <p>and</p> <p>approved: (iv)</p>	<p>FME, States and the FCT</p>	<p>FME has sent letters to the States reminding them of the need to institutionalise the National Guidelines for the Facilitation of Adolescent Girls’ Re-Entry into School as a Strategy for Implementing the National policy on Gender in Education in 36 States and the FCT.</p> <p>Kano State reported that it has collaborated with AGILE on the implementation of the Conditional Cash Transfer (CCT) to aid Adolescent Girls Re-Entry into schools as a strategy for improving attendance, retention,</p>

Guidelines for girls who dropped out of school prematurely, as a result of early marriage/pregnancy, as a reference document.`

completion, transition and the implementation of National Gender Policy in the State.

Nasarawa State reported that it has implemented 2% of the budget for ECCDE.

Kebbi State reported that it has implemented Conditional Cash Transfer to improve enrolment, Retention and Completion, it has also supplied WASH materials, Renovation/ Rehabilitation of classroom and provided safety and conducive environment for learning.

Borno, State reported that it has collaborated with AGILE to implement CCT to aid re-entry onto schools as well as implementing the National Gender Policy in the State.

Sokoto, Yobe and Nasarawa States reported that they have collaborated with AGILE for re-entry of girls into schools.

Lagos State reported it has established a school called Alternative High Schools for girls to facilitate re-entry of

						the girl child into school.
3.	<p>Memorandum from Federal Ministry of Education on the need for Adoption of the Developed Draft Roadmap for the Implementation of Quality Early Childhood Care Development and Education (ECCDE) in Nigeria as a means of Addressing the Challenges of Policy Implementation</p>	<p>JCCE was invited to; note that:</p> <p>(i) government is committed to ensuring that the average Nigeria child is given an enabling environment to thrive and reach their full potential;</p> <p>(ii) the average Nigeria Child is deprived in terms of good health, proper care, education and rights to basic requirements of life;</p> <p>(iii) at the Africa conference on Quality Early Childhood Education and Professionalisation of Educators at Casablanca, it was recommended that Nigeria should developed a Roadmap for Implementation of Quality ECCDE.</p> <p>urge: FME, States, the FCT and other Stakeholders to:</p> <p>(iv) use the developed Roadmap for Implementation of Quality ECCDE as a reference document; and</p> <p>approve:</p> <p>(v) the use of this Roadmap as a reference document for implementation of quality ECCDE.</p>	<p>Council was invited to; note the: (i-iii)</p> <p>urge: (iv-v)</p> <p>approve: (vi)</p>	<p>Council noted: (i-iii); urged: (iv-v); and approved (vi)</p>	<p>FME, States, the FCT and other Stakeholders</p>	<p>FME has sent letters to the States reminding them of the need for Adoption of the Developed Draft Roadmap for the Implementation of Quality Early Childhood Care Development and Education (ECCDE) in Nigeria as a means of Addressing the Challenges of Policy Implementation.</p> <p>Kano and Nasarawa States reported that it has forwarded the Draft Roadmap to SUBEB for implementation of Quality Early Childhood Care and Development Education (ECCDE) in Nigeria as a means of addressing the challenges of policy implementation.</p> <p>Ebonyi State reported that it has distributed the Draft Roadmap for ECCDE to all its Local Education Authorities.</p> <p>Borno, Nasarawa, Gombe, Sokoto and Kebbi States reported that they have commenced implementation.</p>

4.	Memorandum from the FCT Education Secretariat on the Prioritisation of Matching Grant Payment by States and the FCT as a means of Addressing the Challenges of Policy Implementation in Nigeria.	JCCE was invited to; note that: (i) many States are yet to access their matching grants of billions of naira, thereby not able to implement policies and projects; (ii) lack of prioritization of needs has been identified as a major factor for States/FCT not being able to pay their counterpart funds; and urge: (iii) States and the FCT to prioritise the payment of UBEC counterpart funds for sustained releases of UBEC funds.	Council was invited to: note: (i-ii); and Urge: (iii)	Council noted: (i-ii) urged: (iii)	States and the FCT	FCT reported that it has commenced implementation. Kano State reported that it had accessed its UBE 2023 Matching Grant and is implementing it; and started the processing of 2024 Counter- part funding as a means of Prioritisation of Matching Grant Payment for addressing the Challenges of Policy implementation in Nigeria. Ondo, Taraba, Kogi, Sokoto Plateau, Kebbi, Kwara, Delta Borno, Gombe, Katsina, States and the FCT reported that they have accessed their matching grant. Ebonyi State reported that its implementing 2020 and 2021 grants and it plans to pay up its outstanding counterparts funds so as to access the remaining grants. Other States to report.
5.	Memorandum from Kogi State and the FCT on the need for Peer Review and Institutionalisation of Score Card	JCCE was invited to; note the need to: (i) institutionalise score cards and reward system by given commendation letter or award for effective policy implementation at Federal, States and the FCT;	Council was invited to note: (i-ii); and urge: (iii-iv)	Council noted: (i-ii); and urged: (iii-iv)	FME, States and the FCT	FCT reported that it has started implementing the policy on the need for Peer Review and Institutionalisation of Score Card and Reward System as a means of Addressing the

	<p>and Reward System as a means of Addressing the Challenges of Policy Implementation for the Achievement of Education 2030 Agenda.</p>	<p>(ii) set up a peer review system for the purpose of appraising the performance of Parastatals, Agencies, States, SUBEBs and the FCT urge FME, States and FCT to: (iii) set up a peer review system for the purpose of appraising the performance of Ministries, Parastatals, Agencies in the education sector; and (iv) institutionalise score cards and reward system for effective education policy implementation.</p>				<p>Challenges of Policy Implementation for the Achievement of Education 2030 Agenda.</p> <p>Adamawa, Kano, Lagos, Ogun, Ondo States and the FCT reported that they have developed a draft score card document for implementation also that teachers are being rewarded by the Ministry.</p> <p>Katsina State reported that it has built housing unit for primary school teachers, award of motor car for best performing teacher and provision of motor cycle to some teachers.</p> <p>Jigawa State reported that it has instituted performance bond that requires each Honourable Commissioners to sign a bond to measure their performance.</p>
6.	<p>Memorandum from Taraba State on the need to phase out Issuance of First School Leaving Certificate and Making the BECE</p>	<p>JCCE was invited to; note that: (i) most State still issue and use First School Leaving Certificate (FSLC) as qualification for employment; (ii) some institutions and organisation still request for FLSC before admission or employment; (iii) BECE Certificate is not given the</p>	<p>Council was invited to note: (i-iv); and urge: (v-vii)</p>	<p>Council noted: (i-iv) urged: (v-vii)</p>	<p>FME, States and the FCT</p>	<p>Lagos, Ogun, Plateau, Delta, Adamawa States and the FCT have started implementing.</p> <p>Benue, Borno, Ebonyi, Kano, Ondo, Rivers, Sokoto, and Yobe States have stopped the issuance of School Leaving Certificate and</p>

	<p>a Minimum Certificate for Employment in Nigeria; a Panacea for the Achievement of Education 2030 Agenda</p>	<p>required recognition by FME, States and private Organisation during employment; (iv) National Policy on Education recognizes BECE as minimum qualification in Nigeria;</p> <p>urge FME, States and the FCT: (v) to stop issuance of First School Leaving Certificate FLSC; (vi) including private organisations to stop requesting for FSLC as requirement for employment; and (vii) to request for BECE in addition to any other requirement for job placement.</p>				<p>started the issuance of BECE as a minimum Certificate for employment in all its Public and Private Schools.</p>
7.	<p>Memorandum from Ondo State on Strengthening the National Home Grown School Feeding Programme (NHGSFHP) to Improve Pupils' Enrolment: A Panacea for the Achievement of Education 2030 Agenda.</p>	<p>JCCE was invited to; note that: i) NHGSFP is very limited in scope; ii) there is insufficient fund, as the programme lacks adequate community participation across the States; iii) the meal provided in most of the schools lack adequate nutritional value, which has hampered the implementation of NHGSFP; iv) lack of periodic evaluation and unnecessary implementation bottlenecks have affected the enrolment trend and thereby disrupting the aim of the programme; v) the Federal Government provides 100% feeding cost for pupils from primary 1-3; urge vi) States and the FCT to scale up the</p>	<p>Council was invited to: note: (i-vi) urge: (vii-x) approve: (xi-xii)</p>	<p>Council noted: (i-vi) urged: (vii-x) approved (xi-xii)</p>	<p>FME, States and the FCT</p>	<p>FME reported that it has sent letters to the States reminding them on Strengthening the National Home Grown School Feeding Programme (NHGSFHP) to improve pupils' enrolment.</p> <p>Kano, Kebbi and Osun States reported that they have scaled up the State School Feeding Programme to Primary 4-6 and the FG has domiciled the NHGSFHP for Primary 1-3 for the activation of dormant provisions in UBEC enabling Act.</p>

		<p>programme to non-beneficiaries' school;</p> <p>vii) Federal government to reverse and domicile the implementation of NHGSFP the FME so that UBEC can activate the dormant provisions in its enabling act;</p> <p>viii) the FCT & States to embark on effective sensitization and advocacy through radio jingles, Television programmes, social media;</p> <p>ix) the FCT and States to support FG with counterpart fund so as to feed pupils from primary 4-6;</p> <p>approve</p> <p>x) to increase funding for NHGSFP program; and</p> <p>xi) that NHGSFP be domiciled in the States with Desk Officer attached for effective accountability and evaluation of the scheme.</p>				
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TECHNOLOGY AND SCIENCE EDUCATION

8.	<p>Memorandum from The Federal Ministries of Education and Environment on the need to Strengthen Climate Change & Environmental Education Programme in Basic</p>	<p>JCCE was invited to;</p> <p>note:</p> <p>i) the need to strengthen the climate change and Environmental Education Programme (EEP) in Basic and Senior Secondary Schools curricula;</p> <p>urge:</p> <p>ii) States, SUBEB, FCT and other Stakeholders to participate in the GLOBE programme/EEP in Basic and Senior Secondary Schools;</p> <p>approve:</p> <p>iii) the Federal Ministry of Environment</p>	<p>Council was invited to:</p> <p>note (i); urge (ii); and approve (iii-v)</p>	<p>Council;</p> <p>noted (i); urged (ii); and approved (iii)</p>	<p>FME, FMoEn, States, the FCT, NIMET & others.</p>	<p>Abia, Bayelsa States and the FCT reported that they have set up units in their Ministries and established Climate Clubs in schools;</p> <p>Kano State reported that it has collaborated with State Ministry of Environment and Climate Change to launch the Tree Planting Campaign in the State to cover all Public Schools across the 44 LGAs in order to check-mate desert encroachment and Semi-Arid</p>
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	and Senior Secondary Schools in Nigeria	<p>to collaborate with NERDC to develop Environmental Education Programme curricula and infuse them into relevant subjects to improve climate change education in Nigeria;</p> <p>iv) the introduction of Climate Change and Environmental Education Programme/GLOBE Club as an integral part of the co-curricular; and</p> <p>v) the participation of both Basic and Senior Secondary Schools in the GLOBE/EEP Competition and Symposium.</p>				<p>Landscape and strengthen Climate Change and Environmental Education.</p> <p>Taraba State reported that in collaboration with an NGO and Ministry of Environment launched a tree planting campaign in schools across the state, and also trained the SBMC on Climate Change.</p> <p>Ondo, Delta, Sokoto, Lagos, Kwara, Borno, Katsina, Kebbi and Gombe States have complied while Ebonyi State has begun sensitisation on Climate Change and Environmental Education programme.</p> <p>Ebonyi State reported that educational administrators and stakeholders were sensitised on the need to strengthen Climate and Environmental Education programmes in the schools.</p>
9.	Memorandum From Nigerian Institute of Leather and Science	<p>JCCE was invited to;</p> <p>note that:</p> <p>i) National Leather and Leather Products Policy in Nigeria was approved by the Federal Executive Council (FEC) on 31st October, 2018.</p>	<p>Council was invited to:</p> <p>note(i-vi) urge (vii-xi) approve (xii-xv)</p>	<p>Council noted (i-vi); urged (vii-xi); and approved</p>	<p>FMST&I, NILEST, FME, States, the FCT and other stakeholders</p>	<p>FCT and NILEST reported that they have collaborated to train teachers on leather technology and showcased their leather products at a Science Expo organised by</p>

	<p>Technology (NILEST) and FME on the actualisation of the National Leather and Leather Products Policy Through "Operation Catch Them Young"</p>	<p>ii) National Leather and Leather Products Policy Implementation Plan was launched by the Vice President, Prof. YemiOsinbajo on the 6th July, 2021.</p> <p>iii) National Leather and Leather Products Policy is in circulation and available for public consumption.</p> <p>iv) the Honorable Minister of Education inaugurated the Committee on the mounting of leather trades in all Government schools on 15th October, 2020.</p> <p>v) Committee held several meetings with far-reaching decisions on mounting leather trade in all Government schools.</p> <p>vi) "Train the Trainers" programme has been conducted in some geo-political zones of the country since 2022.</p> <p>urge FMST&I, FME, SUBEBs, States, the FCT and all relevant stakeholders:</p> <p>vii) to collaborate with the National Steering Committee (NSC) to key into the actualisation of the National Leather and Leather Products Policy Implementation Plan;</p> <p>viii) all relevant stakeholders to partner with NILEST "Operation Catch Them Young" to bring up young entrepreneurs who will be self-reliant, employable and employers of labour thus reducing crime, insecurity, poverty, create jobs and wealth for sustaining economic growth.</p> <p>ix) provision of adequate funds to organise capacity-building workshops for "Mounting of Leather Trades" in Federal Unity Colleges (FUCs) and secondary schools in Nigeria;</p>		(xii-xv)		<p>FMST&I.</p> <p>FCT also reported that in collaboration with NABTEB, it has commenced the training and certification of students/teachers on solar energy technology.</p> <p>Lagos State reported that in collaboration with NABTEB and NTBE has established more technical colleges.</p> <p>Kano State reported that it has engaged some selected Senior Secondary Schools into leather works entrepreneurship for the actualisation of National Leather and Leather Products Policy through Operation "Catch them Young" and has already started producing School Sandals and Lady's bags at the State Community Education Resource Centre (CERC) under the Ministry of Education.</p> <p>It has also embarked on Training and Re-training of Out-of-Schools' Girls & Girls/Drop-out on -Leather Works, Weaving, Tailoring etc, to be self-reliant.</p>
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		<p>x) sensitisation of students on the National Leather and Leather Products Policy and its implementation plan;</p> <p>xi) the mounting of Leather trades in all Federal Unity Colleges (FUCs) and secondary schools in Nigeria as directed by the Honourable Minister of Education and in line with the implementation strategy of the Leather and Leather Products Policy;</p> <p>approve:</p> <p>xii) active involvement of the relevant Agencies of the Federal Ministry of Education such as NSSEC, NABTEB, NBTE, WAEC, NECO, and NMEC in the implementation of the National Leather and Leather Products Policy;</p> <p>xiii) mainstreaming of Leather courses into the Adult and Non-Formal Education (ANFE);</p> <p>xiv) that NILEST and the National Steering Committee on the implementation of the National Leather and Leather Products Policy be involved in the campaign to discourage the consumption of raw hides and skins (Ponmo) in Nigeria so that there will be enough leather to produce leather products in the country; and</p> <p>xv) establishment of a showroom and organisation of exhibitions for students' projects.</p>				<p>Ondo State reported that it has trained students on how to make and sell school bags and other accessories</p> <p>Ogun State reported that it has partnered with World Bank assisted programme to train students in leather and solar technology.</p>
10.	Memorandum from NABTEB, Lagos and Ogun States on the need to	<p>JCCE was invited to;</p> <p>note:</p> <p>i) there is need for the implementation of the 70:30 admission ratio in favour of trade subjects in polytechnics with legal</p>	<p>Council was invited to:</p> <p>note(i-iii); urge (iv-v); and</p>	<p>Council;</p> <p>noted (i); urged (iv-v); and approved</p>	<p>FME, NABTEB, NBTE, States and the FCT.</p>	<p>FME reported that Stakeholders meeting is on-going and the Resuscitation of Technical Teachers Training Programme (TTTP)</p>

<p>Strengthen Technical, Vocational Education Advocacy and Implementation of 70:30 Admission Ratio in Favour of Technical Trade Courses in Nigerian Technical and Vocational Schools and Polytechnics and 100% Technical and Vocational Schools for the Achievement of 2030 Education Agenda.</p> <p>backing;</p> <p>ii) the need for implementation of 100 percent admission in favour of Trade subjects in Technical and Vocational Schools;</p> <p>iii) the need for the implementation of (i) & (ii) will reduce the rate of dropouts and produce skilled graduates;</p> <p>iv) the employment of artisans as assistant teachers and instructors will facilitate technical education and real practical experience;</p> <p>urge: FME, States and the FCT to ensure:</p> <p>v) strict compliance with a 70:30 admission ratio in favour of Technical Trades in Polytechnics;</p> <p>vi) 100% admission in favour of Technical Colleges and Vocational Institutions;</p> <p>approve: FME, States, the FCT and Private institutions to:</p> <p>vii) strictly adhere to the implementation of the 70:30 admission ratio in favour of Technical Trades in Polytechnics;</p> <p>viii) ensure 100% compliance admission into Technical Colleges and Vocational Institutions;</p> <p>ix) intense advocacy towards increase into TVET Colleges and Polytechnics; and</p> <p>x) FME, States and the FCT to grant full autonomy to Technical and Vocational Education Boards for the enhancement of effective curriculum, delivery.</p>	<p>approve (xiii-xi)</p>	<p>(vi-ix)</p>		<p>Kano State reported that Training and Retraining of instructors has been resuscitated.</p> <p>Kano State reported that its Polytechnic had already complied with the 70:30 Admission Ratio in favour of Technical and vocational trade Courses.</p> <p>Delta and Ondo States also reported that they have complied with 100 percent admission in favour of trade subjects.</p> <p>Taraba State reported that it has complied with 70:30 admission ratio in favour of technical and vocational trade courses in polytechnics, technical & vocational schools</p> <p>Borno State reported that it has established 14 VTC, VTI and IS in the process of upgrading the largest V.T.I, Muna V.T.I to Monotechnics to conform with the 70/30 Technical admission chances to technical skills</p> <p>Kebbi State reported that it has 6 Technical/Vocational</p>
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						<p>schools (3 SSS and 3 JSS) with a proposal of establishing at least one (1) each across their three (3) Senatorial District</p> <p>Gombe State reported that it has paid for accreditation of all state Technical Colleges and trained Technical teachers through IDEAs projects.</p> <p>Benue State reported that it has made a policy that registration of external examination shall follow the pattern of NECO and NABTEB or WASSCE and NABTEB not WASSCE and NECO</p> <p>Katsina State reported that it has constructed three boarding vocational centres for primary school pupils training on skill acquisition in all the three senatorial districts of the state.</p> <p>Lagos State reported that it has established the Comprehensive Schools initiative to cater for Technical and Vocational Education and allows for technical oriented to sit for</p>
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						<p>NABTEB exams while cognitively oriented students sit for WAEC, it has also adhered to the implementation of the 70:30 ratio of admission in all Technical Schools & Universities.</p> <p>Abia State reported that it has trained 2000 teachers including 200 master trainers in Technical and Vocational Education across the three Senatorial districts of the State.</p> <p>Ebonyi State reported that it has earmarked 500,000,000 million naira to equip Vocational Colleges in the 2025 budget.</p>
11.	<p>Memorandum From Ogun State on the need to incorporate Ethno-Science Pedagogical Skill into Science and Technology Educational Curricular</p>	<p>JCCE was invited to;</p> <p>note that:</p> <p>i) local instructional materials/teaching aids and Methodology could be adopted for the teaching/learning of Science & Technology at all levels of education.</p> <p>ii) the use of traditional/cultural approaches for teaching of science subjects will bring about many desirable outcomes for Nigerian society</p> <p>urge: FME, States and the FCT to</p> <p>iii) encourage popularisation of Ethno-</p>	<p>Council was invited to:</p> <p>note(i-ii); urge (iii); and approve (iv)</p>	<p>Council noted (i-ii); and urged (iii)</p>	<p>FME, States, the FCT, NERDC and Teachers</p>	<p>Kano State reported that it has incorporated Ethno-Science and Ethno-Maths approaches in Literacy/Numeracy Programme at Basic level and some selected Senior Secondary Schools with a view to simplify teaching and learning.</p> <p>Sokoto State reported that it</p>

		Science in Nigerian Schools; and approve: iv) Nigerian Educational Research and Development Council to incorporate Ethno-Science contents into science and technology curricular.				has employed the services of artisans' instructors in facility, technical educators both in polytechnic and Colleges of Education Other States and the FCT to report
12.	Memorandum from Federal Ministry of Education on the need to Address the Challenges Facing Smooth Implementation of National Junior Engineers, Technicians and Scientists (JETS) in Nigeria. FME	JCCE was invited to; note that: (i) there has been annual National JETS Competition in Nigeria (ii) FME has been singlehandedly sponsoring most of the JETS activities; (iii) States have been participating while most Federal Unity Colleges (FUCs) have not fully accessed the window of opportunity; (iv) JETS facilitators are not adequately rewarded; urge: (v) States, the FCT and other Education stakeholders to include JETS in their annual budgetary provision and ensure prompt release of funds; approve: (vi) that Winning students should be given automatic scholarship/bursary awards in any Nigerian University, Polytechnic or College of Education in Nigeria by both Federal and State Governments. (vii) that the winning projects should be fine-tuned for international Science Fairs/Olympiad by MDAs such as FMST&I, PRODA, SEDI and NASENI for commercialisation by relevant industries;	Council was invited to: note (i-iv); urge (v); and approve (vi-viii)	Council noted (i-iv); urged (v); and approved (vi-viii)	States, the FCT and other Education stakeholders	Kano State reported that it has collaborated with Science and Technical School Board in organising JETS Competitions amongst selected Schools who had participated at the National/International Competition where Successful Students are sponsored to pursue their studies up to Tertiary level. Winning students represented FME- Nigeria at the Sakura Science High School Programme organised by Japan Sciences and Technology Ministry. Adamawa State reported that it has created more JETS clubs in all the schools, captured JETS in its budget and given scholarship to students up to tertiary level Kogi, Ondo State reported that it has JETS clubs in schools and students won

		and (viii) adequate reward mechanism for JETS facilitators.				<p>awards and Laurels from JETS competitions adequately rewarded.</p> <p>Delta, Ebonyi and Plateau States reported that JETS have been provided for in the annual budget.</p> <p>FCT reported that it has JETS clubs in its schools and organizes Inter-school JET competition, Inter LGA JETS competition while insisting on local content peculiar to the community. It has won national and international awards based on this approach</p> <p>Kogi State reported that it has collaborated with TRCN and NTI to ensure manpower development of teachers in the sector</p> <p>Abia State reported that JETS competitions have been organised across the 17 LGA.</p>
TEACHER EDUCATION REFERENCE COMMITTEE						
13.	Memorandum from Federal Ministry of Education (FME) on the Need for involving Policy	<p>Council was invited to:</p> <p>note</p> <p>(i) that the non-involvement of policy implementers of Teacher education in the policy development process poses a</p>	<p>Council was invited to:</p> <p>note (i-iii); urge (iv)</p>	<p>Council</p> <p>noted (i-iii); and urged (iv)</p>	FME, States, FCT and other Stakeholders	<p>Borno, Bayelsa Ondo, Kogi and Taraba States reported that they have trained teachers for effective policy development and implementation.</p>

	Implementers in the Development of Teacher Education Policies for Effective Policy Development and Implementation Process	<p>challenge in policy implementation;</p> <p>(ii) the need for trained personnel to ensure effective and successful policy implementation;</p> <p>(iii) that many teacher education policies suffered at the stage of implementation and hardly served their intended purpose; and</p> <p>urge</p> <p>(iv) FME in Collaboration with States, the FCT and relevant Stakeholders to intensify strategies to train teachers and other policy implementers for effective implementation at the Federal, States and LGAs levels.</p>				
14.	Memorandum from Federal Ministry of Education (FME) on the Need to Improve Synergy Between Policy Designers and Policy Implementers on Teacher Education to Address the Challenges of Policy Implementation	<p>JCCE was invited to:</p> <p>note the need:</p> <p>i.to improve synergy and cooperation between policy designers and implementers for effective policy implementation;</p> <p>ii.for appropriately trained manpower for effective policy designs and implementation;</p> <p>iii.for sufficient financial resources to motivate policy implementers;</p> <p>urge:</p> <p>urge FME, States, the FCT and relevant stakeholders to:</p> <p>(iv) facilitate and promote the process of suitable manpower development for seamless and effective implementation of policies; and</p> <p>(v) work more closely in promoting synergy between policy designers and implementers of education policies.</p>	Council was invited to: note (i - iii); and urge (iv-v)	Council noted (i - iii) and urged (iv - v)	FME, States and the FCT	<p>The State also collaborated with PLANE to develop the State Teacher Development Policy; and has submitted to the State EXCO for approval and implementation.</p> <p>Ondo State also reported that there are regular capacity building programmes for policy designers and implementers.</p> <p>FME, other States and the FCT to report</p>
15.	Memorandum From FME on the	JCCE was invited to: note	Council was invited to:	Council noted (i - ii);	NCCE, States	Ondo State reported that it has intensified supervision of

	<p>Need for Provision of Adequate Funding of Federal, State and Private Colleges of Education for Policy Implementation</p>	<p>(i) the importance of adequate funding of Federal, State and Private Colleges of Education to enhance the implementation of education policies;</p> <p>(ii) the need for the National Commission for Colleges of Education (NCCE) to intensify its supervisory role of the Colleges of Education;</p> <p>urge Federal, States, the FCT and Private Proprietors of Colleges of Education to:</p> <p>(iii) increase the budgetary allocation to Colleges of Education and develop a tracking mechanism on the use of funds;</p> <p>(iv) support NCCE to carry out monitoring and evaluation of programmes to ensure strict compliance;</p> <p>(v) ensure that their Colleges of Education cultivate better relationship with private sector and donor agencies to attract funding; and</p> <p>(vi) conduct regular advocacy and sensitisation on the need for better funding of Colleges of Education for effective policy implementation.</p>	<p>note (i - ii) and urge (iii - vi)</p>	<p>and urged (iii - vi)</p>	<p>and the FCT</p>	<p>private colleges of education.</p> <p>Lagos State reported that Lagos State University of Education (LASUED) has a strong and mandatory entrepreneurial course for all students undergoing teacher training courses.</p> <p>Kogi State reported that it has increased the number of its Colleges of Education and increased budgetary allocation from 20% to 30%.</p> <p>Taraba State reported that it has increased budgetary allocation of its College of Education with 50% and developed a tracking Mechanism on the rise of the fund.</p> <p>Nasarawa State reported that it has increased budgetary allocation to the state college of education, Akwanga to ensure policy implementation.</p> <p>Plateau State reported that all courses in College of Education Gindiri have been accredited and plans are on the way for upgrading the</p>
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						institution into a degree awarding institution. Ebonyi State reported that it has improved funding in its College of Education by constructing administrative block, lecture halls, college pavilion and ongoing construction of roads and water reticulation
16.	Memorandum From National Teachers' Institute on The Need to Collaborate with State Governments and Relevant Stakeholders for Training and Retraining of Teachers for The Achievement of Education 2030 Agenda	JCCE was invited to: note: that NTI (i) has the mandate to train and retrain teachers at all levels of education; (ii) has Study Centres in all the 36 States and the FCT for the purpose of training and retraining of teachers at all levels of education in Nigeria; (iii) offers training programmes as one of the Continuing Teacher Professional Development (CTPD) programmes of SDGs; (iv) offers programmes online using the Modular Object-Oriented Dynamic Learning Environment (MOODLE) platform; and urge (v) Federal, States and the FCT to sustain the established collaboration with NTI and sponsor more teachers on teacher training programmes as envisioned by NTI.	Council was invited to: note (i - iv); and urge (v);	Council noted (i - iv); urged (v)	FME, NTI, States and the FCT	Bayelsa, Nasarawa Taraba, Ondo, Enugu, Kogi, Katsina, Lagos, Sokoto Delta States and the FCT have complied by training teachers to boost performance, trained and employed teachers for Secondary Schools.
17.	Memorandum from National Commission for Nomadic Education on the Need to Deploy	JCCE was invited to: note: (i) that there is inadequate number of qualified teachers in nomadic schools;	Council was invited to: note (i-iii); urge (v); and approve	Council noted (i-iv); urged (v); and approved (vi)	FME, States and FCT	NCNE reported that it has deployed teachers into its field activities and appealed to executive Chairmen/ Directors of Nomadic Education programme of

	<p>Adequate and Qualified Teachers to Nomadic Schools for Effective Implementation of Policies on Quality Teaching and Learning</p>	<p>(ii) that there is inadequate training and re-training for nomadic teachers;</p> <p>(iii) the need to recruit and deploy adequate qualified teachers in nomadic schools in order to meet global educational standards;</p> <p>urge States, the FCT and relevant Stakeholders to:</p> <p>(iv) recruit and deploy more qualified teachers with nomadic background to teach in nomadic schools;</p> <p>(v) conduct regular training and re-training for nomadic teachers to enhance their pedagogical ability and ensure implementation of extant policy on quality teaching and learning;</p> <p>(iii) implement the extant policies on teacher and pupils ratio as well as ensure quality teaching and learning in nomadic schools for the achievement of education 2030 agenda.</p>	(vi)			<p>States to deploy adequate and qualify teachers to Nomadic Schools.</p> <p>Kano State reported that it has started scouting for Teachers of Creative Art with a view to intensify the teaching of Creative Art in Nomadic Schools.</p> <p>Yobe State reported that it has deployed relevant teachers to Nomadic Schools.</p> <p>Katsina State reported that it has collaborated with UNICEF to train teachers in Nomadic Schools</p>
ADULT AND NON-FORMAL EDUCATION REFERENCE COMMITTEE ADULT AND NON-FORMAL EDUCATION REFERENCE COMMITTEE						
18	<p>Memorandum from National Commission for Mass Literacy Adult & Non-Formal Education (NMEC) on the need for</p>	<p>JCCE was invited to note that:</p> <p>i) much needs to be done to enhance access to Adult & Non-Formal Education programs through provision of learning facilities;</p> <p>ii) public structures exist in communities that could be leveraged upon in an effort to create Literate Environment;</p>	<p>Council was invited to; note: (i-iii); and urge (iv-v)</p>	<p>Council noted (i-iii); and urged (iv-v).</p>	<p>States and the FCT.</p>	<p>NMEC reported that it has provided learning materials, mini libraries and vocational materials to its vocational centres.</p> <p>Ondo, Kwara, Taraba, Delta States and the FCT reported that they have provided</p>

	<p>Provision of Learning Facilities as a strategy to Enhance Learning Environment; A Panacea for the Achievement of Education 2030 Agenda</p>	<p>iii) literate environment would increase learning in a dramatic way as confirmed by research;</p> <p>urge States, the FCT and other Stakeholders to:</p> <p>iv) create conducive learning environment in their various communities; and</p> <p>v) provide infrastructures, instructional facilities, e.g. Books, Charts, Audio-visual and Digital Tools where they don't exist.</p>				<p>Infrastructural and Instructional Facilities in the Adults and Non-Formal Education Centres and Skill acquisition Centres.</p> <p>Katsina State reported that it has collaborated with BESDA to train 1,700 teachers and posted them to Integrated Qu'ranic schools. it also pays them allowances and monitors their conduct.</p> <p>Edo State reported that is using the Formal and Non-formal approach to make education accessible to individuals.</p> <p>FME, other States and the FCT to report.</p>
19.	<p>Memorandum from Kano State on the need for strengthening and expanding funding sources for Adult and Non-Formal Education Sector to Address Challenges of Policy Implementation: A Panacea for</p>	<p>JCCE was invited to note that:</p> <p>i) Adult and Non-Formal is a key component of UBE Act 2004;</p> <p>ii) inadequate funding is a major problem that continuously poses threat to policy implementation of Adult and Non-Formal Education Policy Guidelines (2017)</p> <p>iii) untimely release of funds for implementation policies in Adult and Non-Formal Education Sub-sector is a serious challenge</p> <p>iv) non-implementation of provision of 10% of the entire Basic Education budget</p>	<p>Council was invited to note (i-iv); and urge (v-viii)</p>	<p>Council noted (i-iv); and urged (v-viii)</p>	<p>FME, States and the FCT.</p>	<p>Kano State reported that it has been capturing the activities of State Agency for Mass Education (SAME) in its UBEC Action Plans in fulfilment of 10% intervention to Non-Formal sub-sector as enshrined in the NMEC Policy, however 5% from the Local Government is not forthcoming.</p> <p>Ebonyi State reported that corporate organisation has</p>

	the Achievement of Education 2030 Agenda.	<p>for States and 5% of Basic Education budget of the local governments to Mass Literacy as enshrined in the NMEC Policy guidelines and approved by NCE in 2017 contributes to non-implementation of policies in ANFE sub-sector;</p> <p>urge States and the FCT to:</p> <p>v) ensure timely release of funds to Non-Formal Education Sub-sector when approved in the budget;</p> <p>vi) ensure the inclusion of Non-Formal Sub-sector in the annual work plan;</p> <p>vii) implement 10% of the entire Basic Education budget of the State and 50% of Basic Education budgets of the Local Governments as approved by NCE in 2017 as enshrined in the NMEC Policy guidelines 2017 are complied with; and</p> <p>viii) UBEC to develop a sharing formula to enable the Non-Formal sub-sector to access the UBEC intervention fund.</p>				<p>indicated interest to assist in funding both Formal and Non-Formal education</p> <p>FME, UBEC, other States and the FCT to report</p>
20	Memorandum from Benue State on enhancing Non-Formal Education Policy Implementation through Regulation, Harmonisation and Certification of Apprenticeship Programmes for	<p>JCCE was invited to note:</p> <p>i) artisans and apprenticeship activities are not properly monitored and documented;</p> <p>ii) absence of harmonisation creates low self-worth;</p> <p>iii) absence of operational certification hinders public recognition; and</p> <p>urge:</p> <p>iv) NBTE, NMEC, States and the FCT to ensure that the operations of artisans embrace apprenticeship programmes certification of Adult Education using NSQF.</p>	Council was invited to note (i-iii); and urge (iv-vi).	Council noted (i-iii); and urged (iv-vi)	States and the FCT.	<p>Taraba State reported that it has trained and certified 1650 learners under the apprenticeship programmes in each of the LGAs.</p> <p>Borno State reported that it has graduated 3000 artisans in their vocational training centres and has been issued with certificate in NSQF last year and another 3000 are earmarked for graduation.</p> <p>Katsina State reported that it</p>

	<p>Achievement of Education 2030 Agenda.</p>	<p>v) States and the FCT to collaborate with NBTE, NMEC and SAME to certify apprenticeship programme; and vi) NBTE, NMEC, States and the FCT to upgrade status of artisans for recognition through evaluation and accreditation of regulatory bodies.</p>				<p>has collaborated with BESDA to engage skill experts in different fields to teach various skills for self- reliance and employment and also collaborated with the Federal Ministry of Trade & Labour for certification of 1,730 graduates of the skill acquisition centres where each graduate was awarded Labour Trade Test certificates.</p> <p>Ogun State reported that Skills Fund (OSF) is a specialised Fund for the Training of Youth Farmers and women</p>
SPECIAL EDUCATION REFERENCE COMMITTEE						
21.	<p>Memorandum from the FCT on the need to Intensify the Services of Sign Language Interpreters in Inclusive Schools: A Panacea for the Achievement of Education 2030 Agenda</p>	<p>JCCE was invited to; note that: i) sign language interpreters bridge the communication gap between the hearing impaired person, ensuring fair and equal access to education, ii) sign language interpreters have the ability to identify, hear, understand and translate the spoken English effectively in the school environment; iii) sign language interpreters are knowledgeable in the language and culture of the deaf and hearing impaired people; iv) without sign language in the</p>	<p>Council was invited to: note (i-iv); and urge (v-vii)</p>	<p>Council; noted (i-iv); and urged (v-viii)</p>	<p>FME, States and the FCT</p>	<p>Ondo State reported that it has employed more Sign Languages Professionals into Hearing Impaired Schools. Borno State reported that it has recruited 2 additional deaf instructors to its special school</p> <p>Bayelsa State reported that it has employed twelve (12) sign language teachers that were trained through the State Education Development Trust Fund (EDTF) on</p>

		<p>inclusive schools the number of out-of-school-children will increase;</p> <p>urge FME, States and the FCT to:</p> <p>v) employ more sign language professionals in Inclusive Schools for effective educational development of the hearing impaired in schools;</p> <p>vi) introduce sign language as an elective course in tertiary institutions; and</p> <p>vii) encourage the use of sign language interpreters in all educational events.</p>				<p>scholarship</p> <p>Lagos State reported that there are sign language interpreters in all the special schools and there are 33 inclusive schools.</p>
22.	<p>Memorandum from the FCT on the need for Accurate Statistical Data: A Challenge of Regular Annual Budget for the Scholarship of Special Needs Learners.</p>	<p>JCCE was invited to;</p> <p>note that:</p> <p>i) adequate/accurate data enables more effective evaluation of programme resources;</p> <p>ii) regular annual budget plan for PWD reviewed scholarship scheme can be evaluated;</p> <p>urge FME, States and the FCT to:</p> <p>iii) plan and make regular annual budget for PWD scholarship scheme.</p> <p>iv) engage in capacity building for teachers in data collation; and</p> <p>v) involve Non-Governmental Organisations and global development partners.</p>	<p>Council was invited to:</p> <p>note (i-ii); and</p> <p>urge (iii-v)</p>	<p>Council;</p> <p>noted (i-ii); and</p> <p>urged (iii-v)</p>	<p>FME, States and the FCT</p>	<p>Ondo State reported that it has engaged in Capacity Building of Teachers in Data Collation</p> <p>Kogi State reported that it has conducted annual school census using innovative device to ensure full coverage of all learners including special needs learners and also conducted the bio-data capturing of all learners in public, and private schools and special schools for PWD.</p> <p>Kebbi State reported that it has made provision for Special Needs teachers in their ongoing recruitment exercise</p> <p>Ogun State reported that Data of learners in 5 special</p>

						<p>needs children schools were captured, free meal were given to all the learners in the hostel and free lunch provided for the day learners thereby increasing the enrolment of the learners. Provided a conducive teaching and learning environment in schools and free education policy in the State is extended to the learners for inclusivity. Ebonyi State reported that officers have been trained on the use of electronic devices for data collection and school performance report card.</p> <p>Katsina State reported that in collaboration with AGILE have trained students of Junior Secondary schools on HIV/AIDS preventative measures and gave adolescent girls sanitary pads for free</p> <p>Yobe state reported that it has given waivers for tuition and other fees to people with special needs in its universities and directed all other tertiary institutions in the State to do the same.</p>
23.	Memorandum from Kano and	JCCE was invited to; note that:	Council was invited to:	Council; noted (i-iii)	FME, States and the FCT	Ondo State reported that it has engaged PTA, SBMC,

	<p>Lagos States on Strengthening and Monitoring Mechanism of Inclusive Education Policy Implementation for the Achievement of Education 2030 Agenda.</p>	<p>i) intensified advocacy will enhance political will, acceptance and buy-in on Inclusive Education Policy Implementation;</p> <p>ii) monitoring of the implementation of the policy by monitoring mechanism will compel states with low political will to implement Inclusive Education in their States;</p> <p>iii) there is need for effective stakeholders and Community mobilisation at State and Local Government levels; and</p> <p>urge FME, States and the FCT to:</p> <p>iv) fully engage community stakeholders e.g. PTA, SBMCs, Faith Based Organisations (FBOs), Community Based Organisations (CBOs), Traditional rulers etc, in the implementation of the policy; and</p> <p>v) intensify advocacy and monitoring mechanism of Inclusive Education Policy implementation.</p>	<p>note (i-iii) urge (iv-v)</p>	<p>urged (iv-v)</p>	<p>Faith Based and Community Based Organisation in Policy Implementation</p> <p>FCT reported that it has domesticated the policy on inclusivity in all its schools and the monitoring action plans is on-going and there are ramps and safety walk-ways amongst other</p> <p>Niger State reported that a special unit has been created for the inspection of inclusive education in collaboration with Social Welfare Department of Ministry of Women Affairs and other critical stakeholders</p> <p>Nigerian Army (inclusive education) reported that it has provided a structure in the Nigerian Army, where inclusive education takes place and provided teachers for effective teaching and learning activities</p> <p>Jigawa state reported that it has fully engaged community stakeholders e.g mothers, SBMCs, PTA and Traditional Title holders in the implementation of policy of Inclusive Education</p>
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						Enugu State reported that it has constituted and commissioned a committee to domesticate the National Policy on Inclusive Education as a strategy
EDUCATIONAL PLANNING REFERENCE COMMITTEE						
24.	Memorandum from FME on the need for the Reviewed National Policy on HIV & AIDS Education and its Implementation Guidelines to be used as a National working document in the Education Sector	JCCE was invited to: note: (i) the National Policy on HIV & AIDS and its Implementation Guidelines has been reviewed; (ii) a Zero Draft Review Document was produced by FME in collaboration with UNESCO and other Partners including HIV & AIDS Desk Officers in the 6 Geo-Political Zones approve: (iii) the reviewed National Policy on HIV & AIDS to be used as a National working document in Nigeria	Council was invited to: note (i-ii); and approve (iii)	Council noted (i-ii); and approved (iii)	States, the FCT & other Stakeholders	FME has reviewed the National Policy on HIV & AIDS Education and its Implementation Guidelines and distributed to States at the 67 th NCE meeting in Lagos State. Ondo and Sokoto States reported that they have collaborated with PLANE INTL and Reproductive Health Education to produce Manual for Secondary Schools Taraba State reported that it has set up a desk office for the implementation of policy on HIV&AIDS.
25.	Memorandum from the FCT on Strengthening of Guidance and Counselling Services as a means of Addressing the Challenges of Policy Implementation:	JCCE was invited to; note: (i) importance of Guidance and Counselling services in schools, both public and private; (ii) need for training and retraining of school counsellors; (iii) need for schools to have a well-equipped Counselling room; (iv) dire need to employ adequate number of Counsellors as specified (1:200)	Council was invited to: note (i-iv); and urge (v-x)	Council; noted (i-iv); and urged (v-x)	FME, States and the FCT	Ebonyi State reported that it has recruited more G&C personnel in schools while Adamawa, Borno, Bayelsa, Cross River, Jigawa, Niger, Ondo, Lagos, Taraba, Kebbi, Plateau, States and the FCT reported that they have already strengthened the G & C activities in schools. Kano State reported that

	A Panacea for the Achievement of Education 2030 Agenda	in the National Policy on Guidance and Counselling urge FME, States and the FCT to: (v) put in place Counselling services at all levels of Formal and Non-Formal Education settings (vi) employ adequate number of Professional Counsellors in schools; (vii) ensure that schools do not involve Counsellors in the teaching of other subjects so that they can have adequate time for counselling activities; (viii) involve only professionals in Counselling activities; (ix) fully fund Counselling activities; and (x) ensure training and retraining of Guidance Counsellors.				Sa'adatu Rimi University of Education has a functional Department of Guidance & Counselling with structured Programmes aimed at modifying students' behaviour for Safety and Security.
26.	Memorandum from the Federal Capital Territory (FCT) Education Secretariat on the need for Full Participation of Schools in Annual School Census and other Data Update Activities in Nigerian Schools	JCCE was invited to; note that: (i) there is need to strengthen the participation of schools in Annual School Census and other data update activities in Nigerian schools; (ii) this is the appropriate time to make submission that can correct any inadequacy/deficiency that exist in the ASC; (iii) there is urgent need for government to support the full participation of schools in ASC process by sourcing funds for the exercise; urge: FME, States and the FCT to: (iv) establish EMIS nodes where they do not exist and make existing ones in Education Board, Departments & LGAs functional;	Council was invited to: note (i-iii); and urge (iv-vi)	Council; noted (i-iii); and urged (iv-vi)	FME, States and the FCT	Kano State reported that it has been incorporating all Public and Private Schools in conducting its Annual School Census and other Data Collection exercises. Borno, Lagos, Kaduna, Ondo, Taraba States and the FCT, reported that they were already complying. Kebbi State reported that it has established EMIS officers in all zonal education offices. Niger State has trained officers down to LGAs Yobe State reported that it

		<p>(v) upgrade and update EMIS Database, ICT Infrastructure at the Ministries, Secretariat and Boards; and</p> <p>(vi) strengthen e-Education Infrastructure and Human Capacity at the Boards, Departments, LEAs and schools.</p>				<p>has trained a DPRS and 48 EMIS officers. It has also reviewed EMIS strategic plan</p> <p>Jigawa State reported that it has purchased Laptops for EMIS in 27 LGAs and 1,500 for its Head teachers.</p> <p>Kogi State reported that it conducts annual school census regularly for all schools including basic, secondary, public and private schools</p> <p>Bayelsa State reported that in collaboration with UNICEF it has conducted the 2022/23 and 2023/24 Annual Census. Ebonyi, Katsina and Nasarawa, States reported that they have participated fully in the conduct of annual school census.</p>
27.	<p>Memorandum from the FCT on Adequate Funding, Deployment and Proper Monitoring of Education Funds as a Panacea for the Achievement of Education 2030 Agenda.</p>	<p>JCCE was invited to:</p> <p>note:</p> <p>(i) that funding is a key instrument for the realisation of Education objectives, especially the achievement of Education 2030 Agenda;</p> <p>(ii) the effect of underfunding Education include employment of inadequate Professional Teachers, shortage of Instructional Materials, Poor Quality of Education, Poor Supervision and Strike Actions;</p>	<p>Council was invited to:</p> <p>note (i-iv); and</p> <p>urge (v-x)</p>	<p>Council;</p> <p>noted (i-iv); and</p> <p>urged (v-x)</p>	<p>FME, States and the FCT</p>	<p>Kano State reported that it has increased and provided adequate funding for proper monitoring of educational activities across relevant MDAs.</p> <p>It has also appropriated 29.95% of its 2024 Budget on education sector to execute projects and implement educational policies.</p>

		<p>(iii) the urgent need to make adequate Budgetary provision for Education according to the UNESCO declaration of 26% of National Allocation by the three Tiers of Government;</p> <p>(iv) the need to put adequate Machineries in place to ensure adequate utilisation of Education Budget for Educational Programmes & Projects;</p> <p>urge FME, States and the FCT to:</p> <p>(v) provide adequate Budget Planning processes and Accountability;</p> <p>(vi) ensure Sustainable Funding and efficient management of Educational Budget and resources that will lead to Quality Education Delivery;</p> <p>(vii) expand the scope of Educational resource mobilisation to include PPP;</p> <p>(viii) ensure regular release of overheads;</p> <p>(ix) rekindle the political will/commitment to deal with corruption and mismanagement of funds; and</p> <p>(x) explore other means of generating fund in the country to avoid short fall in national revenue which will affect the already existing problems of funding education in Nigeria.</p>				<p>Ebonyi state reported that government and non-government organisations are all involved in the activities of Education in the State</p> <p>Taraba, Kwara and Niger States reported that they have set up monitoring body to ensure proper utilisation of funds while Lagos State established a special committee for rehabilitation of public schools for the purpose of monitoring education funds</p>
28.	Memorandum from Lagos State on the need for Increased Multisectoral Technical Synergy towards Education Policy	<p>JCCE was invited to:</p> <p>note:</p> <p>(i) there is a gap between education policies and its implementation due to inadequate synergy amongst stakeholders;</p> <p>(ii) that policy formulation should follow a bottom-up approach;</p> <p>(iii) that for a well-developed policy</p>	<p>Council was invited to:</p> <p>note (i-v); and</p> <p>urge (vi-xi)</p>	<p>Council;</p> <p>noted (i-v); and</p> <p>urged (vi-xi)</p>	<p>FME, States, the FCT</p>	<p>Kano State reported that it has recently declared a State of Emergency on Education and conducted an International Conference on Education Recovery in the State with a view to increasing the Multi-Sectoral</p>

	<p>Implementation for the Achievement of Education 2030 Agenda.</p>	<p>implementation framework that will outline the foundational elements which are critical to the successful implementation and review of policies, procedures, directives, standards, guidelines and step by step process of achieving the desired goals, there is need for a committee to be put in place to assert this function;</p> <p>(iv) the scope of achieving Education 2030 Agenda must be expanded beyond the Ministry of Education;</p> <p>(v) that the end beneficiaries, school community, MDAs, donor agencies and so on are not adequately involved in policy formulation;</p> <p>urge FME, States and the FCT to:</p> <p>(vi) embrace and approve the creation of Multi-sector Collaborative Technical Committee on Education Policy Implementation Framework;</p> <p>(vii) strengthen the existing monitoring and evaluation process of education policy implementation and ensure adequate involvement of end beneficiaries and implementers in policy formulation;</p> <p>(viii) build the capacity of implementers for better understanding of the policy;</p> <p>(ix) adequately involve end beneficiaries and implementers in policy formulation;</p> <p>(x) enhance capacity building for policy implementers; and</p> <p>(xi) encourage the participation of Multi-sector Collaborative Technical Committee in Monitoring and Evaluation process of education policy; and create platforms for increased multi-sectoral technical synergy</p>				<p>Technical Synergy to overcome the Challenges of Education in the State for the Achievement of Education Roadmap (2024-2027).</p> <p>Ondo and Niger States reported that they have strengthened the Monitoring and Evaluation Process of Education Policy</p>
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		towards education policy implementation.				
29.	Memorandum from FME and the FCT on the need to Review the National Policy on Inclusive Education and its Implementation Guidelines in Nigeria: A Panacea for the Achievement of Education 2030 Agenda	JCCE was invited to; note: (i) the need for the review of the National Policy on Inclusive Education and its implementation guidelines to accommodate emerging issues; (ii) that a draft was produced by FME in collaboration with Sight Savers International and TAF Africa; (iii) that the draft has been subjected to wider stakeholders consultation for their inputs; and approve: (iv) the Reviewed National Policy on Inclusive Education as a working document in Nigeria.	Council was invited to: note (i-iii); and approve (iv)	Council noted (i-iii); and approved (iv)	FME, States and the FCT	FME reported that Copies have been printed and would be distributed. Kano State reported that it has developed its Inclusive Education Policy since 2015 and now is undergoing review in collaboration with FCDO-PLANE to include relevant emerging issues hitherto not captured in the previous version. Ondo State reported that the Draft has been subjected to wider stakeholders consultation for their input. Other States and the FCT to report
EDUCATION QUALITY ASSURANCE REFERENCE COMMITTEE						
30.	Memorandum From FME on the Review of the National Education Quality Assurance Policy And Its Implementation Guidelines In Nigeria: A Panacea For The Achievement Of Education 2030 Agenda	Council was invited to: note (i) the need for the review of the National Education Quality Assurance Policy and its implementation guidelines to accommodate emerging issues; (ii) that a zero draft was produced by FME in collaboration with other education stakeholders; approve (iii) the reviewed National Education Quality Assurance Policy and its implementation guidelines as a working document in Nigeria.	Council was invited to: note (i – ii), approve (iii)	Council noted (i-ii); and approved (iii)	FME, States and the FCT to adopt the reviewed National Education Quality Assurance Policy and its implementation guidelines	Ondo State reported that it has made input in the Review of the National Education Quality Assurance Policy

31.	Memorandum from Ondo State on the Need to Build the Capacity of Teachers on the Rudiments of Education Quality Assurance Processes and Practices for Effective Policy Implementation and the Achievement of Education 2030 Agenda	Council was invited to: note that: i. there are obvious gaps in teachers' knowledge in schools below tertiary on quality assurance processes and practices; ii. the training of teachers on the rudiments of EQA will improve quality and standard of schools; iii. the need to keep teachers at these levels abreast of subsisting quality assurance practices through regular capacity building for schools' improvement; iv. the need to incorporate the fundamentals of Education Quality Assurance processes and practices into the teacher education curriculum; and urge FME, States and the FCT to: v. build capacity of teachers in institutions below tertiary on rudiments of Education Quality Assurance (EQA) processes and practices.	Council was invited to; note (i-iv); urge (v);	Council noted (i-v); urged (v);	FME, States and the FCT.	Ondo State reported that it has engaged in the Capacity Building of Teachers using Whole School Evaluation Mode Niger reported that it has trained its Quality Assurance evaluators and directors for effective policy implementation. Abia State reported that it has a unit to checkmate the quality and rudiment of teachers and recommends training and retraining of teachers based on needs Jigawa State reported that it formed an agency Jigawa State Evaluation Quality Assurance (JISEQA) in order to make teaching and learning very effective.
TERTIARY EDUCATION REFERENCE COMMITTEE						
32.	Memorandum from Federal Ministry of Education on the need for Strengthening Polytechnic and Allied Institutions for the Production of Skilled	JCCE was invited to; note that: (i) Technical and Vocational Education offered in Polytechnics and other Allied Institutions was highly desirable for the production of skilled manpower for youth empowerment in the various sectors of Nigerian economy; (ii) the dichotomy between the BSC/HND graduates in career progression is inhibiting the highly desirable Technological	Council was invited to; note (i-iii), urge (iv-vi) and approve (vii-viii)	Council; noted (i-iii), urged (iv-vi) and approved (vii-viii)	FME, States, the FCT and OHCSF	FME reported that there is Federal Government Circular for HND & B.Sc holders to enter service on Grade Level 8. The Nigeria Education Loan Fund Bill was signed by Mr. President in 2024 States (the FCT and OHCSF to report)

	<p>Manpower in Various Sectors of Nigerian Economy for the Achievement of Education 2030 Agenda</p>	<p>Education needed for the production of skilled manpower in the industrial and other sectors of the economy;</p> <p>(iii) the current trend of conversion of Polytechnic by some States is inimical to the production of skilled manpower in the various sectors of the Nigerian economy;</p> <p>urge:</p> <p>(iv) State Governments to reverse the current trend of converting Polytechnics to Universities in order to sustain the products of skilled manpower in various sectors of Nigerian economy;</p> <p>(v) FME in collaboration with State Ministries of Education, Rectors of Polytechnics, International Development Partners, and other Stakeholders for the conduct of regular national advocacy programmes on the repositioning of Polytechnic Education for the employability of skilled youths in the labour market;</p> <p>(vi) FME, to collaborate with States, the FCT, Office of the Head of Service of the Federation (OHCSF) and National Assembly for permanent removal of the dichotomy between HND and Degree holders in career progression;</p> <p>approve:</p> <p>(vii) the Introduction of bursary allowance and Technology Education Student Loan Board to encourage high student enrolment in Polytechnics and other Allied Institutions; and</p> <p>(viii) regular National and Zonal advocacy/ sensitisation programmes to create awareness in Secondary School</p>				<p>Kano State reported that it has given scholarship allowances to students to encourage high enrolment in all tertiary institutions.</p> <p>Ondo State reported that it has ensured regular Advocacy/Sensitisation Programmes to create awareness in Secondary Schools on the importance of Polytechnic Education</p>
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		students and their parents/guardian on the importance of Polytechnic Education for employment in Nigeria.				
33.	Memorandum from FME on the need for the Assessment of Implementation of Entrepreneurship Education in Public and Private Tertiary Institutions for the Achievement of Education 2030 Agenda	<p>JCCE was invited to;</p> <p>note that:</p> <p>(i) the introduction of Entrepreneurship Education Programme into the curriculum of tertiary educational institutions is a major policy thrust of Nigerian government to make the tertiary education graduates creators of employment rather than seekers of white collar jobs;</p> <p>(ii) the entrenchment of productive Entrepreneurship Education in the curriculum of Tertiary Education is a major requirement for the attainment of SDG 8 for poverty alleviation, economic development and unemployment reduction especially among the youths;</p> <p>(iii) the 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;</p> <p>urge NUC, NBTE & NCCE to ensure that tertiary institutions:</p> <p>(iv) develop and implement sustainable action plan for the delivery of Entrepreneurship Education Programme in line with reviewed core curriculum minimum academic standard;</p> <p>(v) make Entrepreneurial Scheme more practical oriented through engagement of</p>	<p>Council was invited to:</p> <p>note (i-iii); urge (iv-vi); and approve (vii).</p>	<p>Council:</p> <p>noted (i-iii); and urged (iv-vii); .</p>	<p>FME, NUC, NBTE and NCCE</p>	<p>NCCE reported that:</p> <p>i. the review of 2020 minimum standard is considering the remodeling of entrepreneurship education for robust and effective delivery.</p> <p>ii. Introduced National Skills Qualification Framework (NSQF) for more practical and hands-on entrepreneurship education.</p> <p>NUC reported that it carried out assessment on the implementation of entrepreneurship education in both private and public institutions and the level of implementation was impressive.</p> <p>Also 2 courses on entrepreneurship education were included in the newly developed Core Curriculum and Minimum Academic Standard (CCMAS)</p> <p>Kano State reported that it has already started the implementation of Entrepreneurship Education in its Tertiary Institutions.</p>

qualified personnel as instructors and partnership with companies and industries for the training of students;
 (vi) produce a large percentage of products/commodities required in their communities by students in the Entrepreneurship Centre; and
 (vii) collaboration of FME with States, the FCT, Tertiary Education Regulatory Agencies and other relevant stakeholders to conduct a national assessment on the status of implementation of Entrepreneurship Education in order to provide policy options for the self-reliance of Nigerian graduates.

Ondo State reported that it's Tertiary Institutions have engaged Qualified Personnel as instructors and has partnered with companies and industries for the training of students in Entrepreneurship Education.

Ogun state reported that it issues two certificates (1 in vocational training and 1 in area of specialisation) to graduates of state owned tertiary institutions

Lagos state reported that initiatives such as: Job initiative Lagos, Eko Digital Skills Development, Tech Hub and Entrepreneur and Skills development centres have all been established in line with the policy

Yobe State reported that it has trained 20 entrepreneurship tutors on skill acquisition and planned to organise more trainings.

Kogi State reported that it has commenced entrepreneurship programme in its tertiary institutions

Sokoto State reported that it has encouraged and assisted schools towards skilled

						<p>graduates of various trades.</p> <p>Niger State reported that it is mandatory for all its public tertiary institutions to have entrepreneurship classes which students must belong to.</p> <p>FME, NUC, NBTE, other States and the FCT to report</p>
34.	<p>Memorandum from National Mathematical Centre on the Need to Train Critical Mass of Specialists in the Endangered Areas of Mathematics (Algebra, Analysis And Mathematical Modelling) for the Achievement of Education 2030 Agenda</p>	<p>JCCE was invited to;</p> <p>note:</p> <p>(i) the dearth of Manpower in Abstract Algebra and Analysis in Nigerian Universities to the extent that they are facing extinction and that they are very important for national development;</p> <p>(ii) that Mathematical Modeling and Simulation (MMS) is a compulsory course in tertiary institutions;</p> <p>(iii) the dearth of MMS Teachers in the tertiary institutions and simulation laboratories for conducting experiments;</p> <p>(iv) the need to train young Nigerians, as MMS specialists' jobs are among the most lucrative fields worldwide;</p> <p>urge NUC, NBTE and NCCE to:</p> <p>v) direct Universities, Polytechnics and Colleges of Education to Support their lecturers and instructors to attend the Algebra, Analysis, Mathematics Modeling and Simulation Courses organised by the National Mathematical Centre;</p> <p>vi) Heads of Tertiary Institutions to give</p>	<p>Council was invited to:</p> <p>note (i-iv)</p> <p>urge (v-vii)</p> <p>and direct (viii-ix)</p>	<p>Council;</p> <p>noted (i-iv);</p> <p>urged (v-vii)</p> <p>and directed (viii-ix)</p>	<p>NUC, NBTE and NCCE</p>	<p>NMC reported that it has organised simulation capacity building programme for researchers from Tertiary institutions at the Centre in Abuja in October, 2023.</p> <p>NCCE:</p> <p>i. reported that it has directed all CoEs to establish simulation laboratories for effective teaching and learning of specialised areas in mathematics.</p> <p>ii.prioritised training of Mathematics lecturers in specialised areas.</p>

		<p>priority to the training of their lecturers in endanger areas of Mathematics in the TETFund intervention; recommend for approval that;</p> <p>vii) special intervention funds be provided for the training of specialists in Analysis, Algebra and Mathematical Modeling by the National Mathematical Centre over a period of five (5) years; NUC, NBTE and NCCE should direct</p> <p>viii) Universities, Polytechnics and Colleges of Education respectively to establish simulation laboratories; and</p> <p>ix) that special intervention fund be provided through Ministries, relevant Agencies, International Development Partners and relevant Stakeholders for the training of specialists in the Courses by the Centre and award of scholarship to deserving students.</p>				
35.	<p>Memorandum from National Commission on Colleges of Education (NCCE) and Ondo State on the need for the Establishment of Inter-Ministerial Team for Effective Implementation of Policies in the Tertiary</p>	<p>JCCE was invited to; note that:</p> <p>(i) the achievement of SDG4 goals will be a mirage without the political will of Federal, State Governments and the FCT for sustainable implementation of policies and directives in the education sector; urge:</p> <p>(ii) Ministries, Departments and Agencies to prioritise the implementation of approved educational policies in their domains;</p> <p>(iii) States, the FCT and other Stakeholders to collaborate with the National Commission on Colleges of</p>	<p>Council was invited to: note (i), urge (ii-iii) and approve (iv-v)</p>	<p>Council; noted (i), urged (ii-iii) and approved (iv-v)</p>	<p>States, the FCT and NCCE</p>	<p>Kano State reported that it has established an Education Recovery Committee with members drawn from various Ministries and sectors for effective implementation of educational policies in the State.</p> <p>Ondo State reported that it has organised sensitisation programmes and meetings with tertiary institutions for effective implementation of government policies.</p>

	<p>Education Sub-sector for the Achievement of Education 2030 Agenda</p>	<p>Education (NCCE) to organise advocacy/sensitisation programmes for effective implementation of policies on Basic and Teacher Education; approve: (iv) the establishment of Inter-Ministerial Team comprising of Permanent Secretaries and Directors of Tertiary institutions at Federal and State levels for effective implementation of extant policies on tertiary education; and (v) that a timeline should be set for the implementation of policies upon approval by the National Council on Education and/or Federal Executive Council while the defaulting stakeholders be sanctioned appropriately.</p>				<p>NCCE reported that it was yet to get directive from FME nor any request from States for collaboration.</p>
36.	<p>Memorandum from the Nigeria French Language Village on Mandatory Professional Capacity Development of French Teachers for Enhanced Performance</p>	<p>JCCE was invited to; note the need: (i) to ensure that French graduates in schools are equipped with pedagogical skills for enhanced performance in the teaching of French; (ii) for FME, States, the FCT and Private School Proprietors to prioritise the funding of Mandatory Capacity Professional Development (MCPD) for French Teachers in their budget; urge FME, States, the FCT and Private School Proprietors to: (iii) ensure that French Teachers are sponsored to the annual re-training workshop in the Nigeria French Language Village to equip them with modern Teaching Methodologies; and direct:</p>	<p>Council was invited to: note (i-ii) urge (iii) and direct (iv)</p>	<p>Council; noted (i-ii) urged (iii) and directed (iv).</p>	<p>FME, NFLV, States, the FCT and Private School Proprietors</p>	<p>NFLV reported that it has organised training workshops for Basic and Secondary school teachers from six (6) States in August 2023. The Village also organised training programmes for French family from selected Institutions across the federation. The State Government has established French Academy in Kwankwaso, Madobi Local Government Area, exclusively for teaching Secondary Schools' students French Language with a view to strengthen and popularise</p>

		(iv) NFLV to collaborate with TRCN for the conduct of a baseline survey on the status of French teachers in schools for the purpose of planning for their professional capacity development programmes for enhanced performance.				the schools. Ebonyi state reported that it is rehabilitating French Language Centre in Abakaliki, while equipping 6 French Laboratories in 6 schools. Katsina State reported that it has complied with the policy.
37.	Memorandum from Lagos State on the need to Implement Policies and Programmes for Institutionalisation of Open and Distance Learning in all Tertiary Institutions in Nigeria	JCCE was invited to; note that: (i) institutionalisation of Open and Distance Education in our institutions will enable millions of candidates to get admission into tertiary institutions; (ii) provision of adequate funding and relevant infrastructure will strengthen the implementation and institutionalisation of Open and Distance Education in tertiary institutions in Nigeria; urge FME, States and the FCT to: (iii) facilitate collaborations with NUC, NCC, NITDA and other IT related organisations on provision of infrastructure that will strengthen the institutionalisation of Open and Distance Education in tertiary institutions; (iv) FME, NUC, States, the FCT and Tertiary institutions to collaborate with the Nigeria Communications Commission (NCC) and Internet Service Providers on provision of computers, affordable and strong internet bandwidth to strengthen the delivery of Open and Distance Education programmes in tertiary institutions; and approve that:	Council was invited to: note (i-ii); urge (iii-iv); and approve (v).	Council; noted (i-ii); urged (iii-iv); and approved (v).	FME, States, the FCT	FME reported that it has organised a roundtable discussion for stakeholders to critique and adopt the Draft Stand-alone National Policy on Open Distance and e-Learning in Abuja in May, 2024. Kano State reported that ODL Centres have been established across the Three Senatorial Districts to facilitate Distance learning. This effort was further supported by some Senators representing the State who also erected similar centres across the State to serve as Distance Learning Centres and part of their Constituency Projects. Scholarship allowance has been increased by 50% for all Kano State indigenes studying in various tertiary institutions. Registration fees for Kano

		(v) the Federal and State Governments should seek the support of National and State Legislators to institute an enabling bill for successful implementation of ODL in Nigeria.				<p>State indigenes studying in all the State-owned Tertiary Institutions have been slashed by 50%. In 2023/2024 Session, Kano State paid registration fees (which skyrocketed) for Kano State indigenes studying in various Federal institutions. 1001 Kano State indigenes have been sponsored to pursue various postgraduate programmes in top ranking Universities across the globe to the sum of 3.6 Billion Naira.</p> <p>Ondo State reported that it has allocated and released funds for Students in the yearly Bursary and Scholarship Awards and it operates ODL across the 3 senatorial districts</p> <p>Lagos State reported that it has established ODL hybrid programme, also new universities will commence ODL after the graduation of the first set of students in 2026/27.</p>
38.	Memorandum From Ondo State on the need to Provide More Funds for	JCCE was invited to; note that: (i) scholarship and bursary awards play a vital role in the achievement of SDG4 through provision of opportunities for less	Council was invited to: note (i-ii) and urge (iii-v).	Council; noted (i-ii) and urged (iii-v).	FME, States and the FCT	Kano State reported that Scholarship allowance has been increased by 50% for indigenes studying in various

	<p>Scholarship and Bursary Awards to Students in Public Tertiary Institutions for the Achievement of Education 2030 Agenda</p>	<p>privileged young people and adults to continue their education;</p> <p>(ii) a large percentage of scholarship opportunities is often awarded to the wards of the elites at the expense of brilliant indigent candidates;</p> <p>urge FME, States and the FCT to:</p> <p>(iii) allocate and release more funds to cater for scholarship and bursary awards to students in our tertiary institutions for the achievement of Education 2030 Agenda;</p> <p>(iv) encourage philanthropists and donors to do more in awarding scholarships and bursary to students in tertiary institutions; and</p> <p>(v) always carry out diligent background check on the applicants for scholarship in order to ensure that a minimum of 60% slots is exclusively reserved for brilliant indigent candidates.</p>				<p>tertiary institutions.</p> <p>Registration fees for Kano State indigenes studying in all the State-owned Tertiary Institutions have been slashed by 50% and 1001 indigenes have been sponsored to pursue various postgraduate programmes in top ranking universities across the globe to the sum of 3.6 Billion Naira.</p> <p>Ondo State reported that it has allocated and released funds for Students in the Yearly Bursary and Scholarship Awards.</p> <p>Ebonyi state reported that it awarded scholarships to 1000 students to graduates and post graduates students within and outside Nigeria.</p> <p>Borno State reported that it has awarded scholarship to undergraduate, MSc and PhD students to study outside the country.</p> <p>Katsina, Yobe and Taraba states reported that they have given scholarship grants to all students in the tertiary institutions and also given</p>
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						<p>scholarships to indigent students to study outside the country.</p> <p>Ogun State reported that it awarded scholarship of 50,000 naira each to all indigent students in all the tertiary institutions across the State, while 10,000 Naira is given to indigent learners in all public, primary and secondary schools.</p> <p>Niger state reported that it has given over N1.5 million in scholarship.</p> <p>River State reported that it has awarded scholarship to medical students in the university.</p> <p>Plateau State reported that it has increased scholarship from N5000 to N15,000, sponsors its indigent students into the Nigerian Law Schools and sponsored students to NFLV in Lagos</p>
39.	<p>Memorandum from Gombe and Lagos States on Challenges Associated with Policy Implementation in Tertiary</p>	<p>JCCE was invited to;</p> <p>note that:</p> <p>(i) quality tertiary education is a requirement for the development of relevant manpower to turn around the fortunes of various sector of Nigerian economy;</p>	<p>Council was invited to:</p> <p>note (i-iii) and urge (iv-viii).</p>	<p>Council;</p> <p>noted (i-iii); and urged (iv-viii).</p>	<p>FME, States and the FCT</p>	<p>Ondo State reported that it has complied with the Signing of memorandum of understanding in collaboration with many organisations on the development of various aspects of tertiary education.</p>

<p>Institutions and Ways of Addressing them for the Achievement of Education 2030 Agenda</p>	<p>(ii) ineffective implementation of NCE policies on Tertiary Education is responsible for low global ranking of Nigerian tertiary institutions and low competitiveness of Nigerian Tertiary Education graduates in the labour market;</p> <p>(iii) Lagos State-owned tertiary institutions have embarked on signing of Memorandum of Understanding for collaboration with many organisations on development of various aspects of tertiary education;</p> <p>urge Federal, States and the FCT to:</p> <p>(iv) liaise with local and international development partners for interventions in the provision of infrastructure and technical support for the production of quality graduates in Nigerian Tertiary Institutions;</p> <p>(v) ensure prudent management of Development Partners Interventions in tertiary education through contingency plan for sustainability and domestication of the intervention projects for continuity;</p> <p>(vi) strengthen governance in tertiary institutions through the appointment of credible members of Governing Council and appointment of qualified Principal Officers;</p> <p>(vii) checkmate corrupt practices in tertiary institutions through appropriate forensic auditing by visitation panels and relevant Agencies and imposing appropriate sanctions on erring institutions and individuals; and</p>					<p>Kano State reported on the following:</p> <ol style="list-style-type: none"> 1. NITDA has established Digital Device Centres in 3 out of the 9 Kano State-Owned Tertiary Institutions. 2. NCC has donated computers to 4 out of 9 State-Owned tertiary institutions. 3. Dangote Foundation is set to execute 7 multi-Billion Naira projects at Aliko Dangote University of Science and Technology, Wudil, Kano State. The projects are: <ul style="list-style-type: none"> • Construction of Modern Senate Building; • Construction of 3 Hostel Blocks; • Construction of 10 senior staff houses; iv. Purchased official vehicles for the Principal Officers of the University; v. Upgrading the Water Treatment Plant of the University; vi. Provision of Solar energy in all the strategic places in the University; and vii. Funding of the 5th Convocation Ceremony of the University. <p>Ebonyi State reported that it</p>
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		(viii) employ academic staff and other critical support staff in Tertiary Institutions for effective production of quality graduates				has improved the administration and implementation of policies in the tertiary institutions and construction of ICT and aeronautic engineering universities is ongoing
40.	Memorandum From Gombe State on the Adoption of Financial Inclusion Model to Address Challenges of Funding and Implementation of Policies in Tertiary Institutions for the Achievement of Education 2030 Agenda	<p>JCCE was invited to;</p> <p>note that:</p> <p>(i) the success of providing effective policy implementation of tertiary education is a concerted effort by all relevant stakeholders;</p> <p>(ii) the Financial Inclusion model implies an inclusive financial responsibility expected to be discharged by all relevant stakeholders to fund and/or support access to quality tertiary education for the achievement of Education 2030 agenda;</p> <p>urge FME, States, and the FCT to:</p> <p>(iii) increase budgetary allocation to tertiary education to facilitate implementation of the Education 2030 Agenda; and</p> <p>(iv) ensure effective coordination of policy implementation in tertiary education by engaging all relevant stakeholders in discussions and actions to fast-track the achievement of Education 2030 Agenda.</p>	Council was invited to; note (i-ii) and urge (iii-iv).	Council; noted (i-ii); and urged (iii-iv).	FME, States and the FCT	<p>Kano State reported that it has appropriated 29.95% of its 2024 Budget on education sector to execute projects and implement educational policies.</p> <p>Ondo State reported that it has engaged relevant stakeholders in discussions and actions to speed up effective coordination of policy implementation in tertiary education.</p> <p>Kogi State reported that it has commenced bursary allowance for all indigent students in tertiary institutions across Nigeria and pays external and internal examination fees for students.</p> <p>Delta State reported that Bursary Awards is paid annually to undergraduates students in 200 level and above. It also awards scholarship to students of deceased civil servants, Delta</p>

State students in the Nigeria Law school and physically challenged students.

SENIOR SECONDARY EDUCATION REFERENCE COMMITTEE

41.	Memorandum from the National Secondary Education Commission (NSSEC) on the need for the adoption and implementation of National Senior Secondary Education Policy to address challenges of implementation.	<p>JCCE was invited to note that;</p> <p>i. Draft policy on National Senior Secondary Education has been developed;</p> <p>ii. Senior Secondary Education Policy is centered on lifelong learning and skill acquisition;</p> <p>iii. the need for all Education stakeholders to buy into the draft Senior Secondary Education Policy;</p> <p>urge;</p> <p>Federal, States, the FCT and other stakeholders to :</p> <p>iv. key into the draft Senior Secondary Education Policy;</p> <p>v. make adequate provision for funds for its implementation; and</p> <p>approve: the Senior Secondary Education Policy as a reference document for Federal, States and the FCT.</p>	Council was invited to: note (i-iii) urge (iv-v) approve (vi)	Council noted (i-iii) urged (iv-v) and approved (vi)	FME, States and the FCT.	<p>FME reported that FUCs have commenced the use of the Senior Secondary School Education Policy</p> <p>Borno, Ondo States have adopted the policy by complying</p>
42.	Memorandum From Ondo State on the deployment of qualified teachers to teach Trade/Entrepreneurship subjects in Senior Secondary Schools for effective implementation of Education for self - Reliance Policy.	<p>JCCE was invited to note that ;</p> <p>i. most of our SSCE Graduates do not have requisite entrepreneurship skills after leaving Secondary school;</p> <p>ii. there are inadequate qualified workforces to drive the Trade/ Entrepreneurial subjects in Senior Secondary Schools;</p> <p>iii. there is a need for massive recruitment/deployment of trained personnel/teachers to schools;</p> <p>iv. there is a need to engage Community Based Trained Artisans to compliment the effort of Trade subject teachers;</p>	Council was invited to Note (i-iv) urge (v-vi) and approve(vii-viii)	Council noted (i-iv) urged (v-vi) and approve (vii-viii)	States, the FCT and all Stakeholders.	<p>Ebonyi state reported that it has provided modern equipment in its 3 Technical Colleges.</p> <p>Adamawa state reported that it has created Ministry of Entrepreneurship and Poverty</p>

		<p>urge; v.FME, States and the FCT to scale up the monitoring/supervision of the implementation of trade subjects in Senior Secondary Schools; vi.States and the FCT to provide incentives and encourage learners to embrace Trade/Entrepreneurial skills; and</p> <p>approve: vii. massive recruitment/deployment of trained trade/ entrepreneurial personnel/teachers to Senior Secondary Schools; viii.engagement of Community- Based Trained Artisans to compliment the efforts of Trade Subject teachers in Senior Secondary Schools.</p>			<p>Alleviation Agency which has trained and empowered teachers, youths and women.</p> <p>Ogun state reported that it has engaged the services of community based trained artisans to compliment the efforts of trade subject teachers in the schools</p> <p>Ondo State reported that it has established Department of Entrepreneurship and Innovation</p> <p>Niger State and the FCT reported that they have engaged the Association of Artisans and Technicians of Nigeria to compliment teaching of</p>
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						<p>trade subjects across all levels of education in the State.</p> <p>Lagos state reported that only certified and qualified teachers are deployed to teach trade subjects in the schools.</p>
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