

THE MINISTERIAL SESSION OF THE 64TH NATIONAL COUNCIL ON EDUCATION (NCE) MEETING, HELD AT DR OBI-WALI INTERNATIONAL CONFERENCE CENTRE, PORTHARCOURT, RIVERS STATE FROM THURSDAY 7TH TO FRIDAY 8TH NOVEMBER, 2019.

COMMUNIQUÉ

- 1.0 The 64th meeting of the National Council on Education (NCE) was held at Dr. Obi-Wali International Conference Centre Port Harcourt, Rivers State, from Thursday 7th to Friday 8th November, 2019. The Ministerial Session was presided over by the Honourable Minister of Education, Malam Adamu Adamu and supported by the Minister of State for Education, Hon. Chukwuemeka Nwajiuba. The Honourable Commissioners for Education in the 36 States and the FCT Secretariat and the Permanent Secretary, FME, Arc. Sonny S.T. Echono, *fnia*. Other members of the Council at the Ministerial Session, the Honourable Minister of Women Affairs, Dame Pauline Tallen, *OFR*, were the State Commissioners for Education and the FCT Education Secretary. The theme of the meeting was ***“Education for Self Reliance: A Tool for the Achievement of Education 2030 Agenda.”***
- 2.0 The Ministerial Session was preceded by a three-day Officials’ Session under the Chairmanship of the Permanent Secretary, Federal Ministry of Education, Arc. Sonny S.T. Echono, *fnia* held at Dr. Obi-Wali International Conference Centre Port Harcourt, Rivers State, from Monday 4th to Wednesday 6th November, 2019 and supported by the Director, Educational Planning, Research and Development (EPR&D), Federal Ministry of Education, Mrs. C.O. Ogbede.
- 3.0 The Opening Ceremony of the Ministerial Session was attended by the Executive Governor of Rivers State, His Excellency Chief (Bar.) Nyesom Ezenwo Wike *CON*, The Deputy Governor of Rivers State, Dr. (Mrs.) Ipalibo Harry Banigo, *DSSRS*, Honourable Minister of Education, Malam Adamu Adamu, the Honourable Minister of Women Affairs, Dame Pauline Tallen, *OFR*, the Honourable Minister of Science and Technology represented by Dr. Irene Ijoma, Permanent Secretary, FME, Arc. Sonny S.T. Echono, *fnia*, State Commissioners for Education and the FCT Education Secretary, the Permanent Secretary, Ministry of Education Rivers State, Mr. Dagogo Adonye Hart, *fcai* and the Chairperson Joint Consultative Committee on Education (JCCE), Director Educational Planning Research and Development (EPR&D), Federal Ministry of Education, Mrs. C.O. Ogbede among others.

- 4.0 Delegates at the meeting included Officials from the Federal and State Ministries of Education, Higher Education, Science and Technology; the FCT Education Secretariat, Federal and State Education Parastatals and other Agencies. Others include The West African Examinations Council (WAEC), Ministry of Defence, the Armed Forces Education Corps, Naval Education, Police Education Headquarters, Federal Road Safety Corps (FRSC), Institutes of Education in Nigerian Universities, Colleges of Education, National Association of Proprietors of Private Schools (NAPPS), Industrial Training Fund (ITF), Science Teachers' Association of Nigeria (STAN), Civil Society Action Coalition on Education for All (CSACEFA), Federation of Muslim Women Association in Nigeria (FOMWAN), Nigerian Union of Teachers (NUT), Non-Governmental Association for Literacy Support Services (NOGALSS), The Albino Foundation, Non-Governmental Organizations (NGOs), other Stakeholders and the Press. A total of 590 delegates were in attendance.
- 5.0 The Welcome Address was delivered by the Permanent Secretary Ministry of Education Rivers State Mr. Dagogo Adonye Hart, *fcai*, while the Keynote Address was delivered by the Honourable Minister of Education, Malam Adamu Adamu. Goodwill message was presented by the Honourable Minister of Women Affairs Dame Pauline Tallen, *OFR*, while, the opening address was given by the Special Guest of Honour His Excellency, the Executive Governor of Rivers State, Chief (Bar.) Nyesom Ezenwo Wike, *CON* who thereafter, declared the meeting open. The Vote of thanks was given by the Permanent Secretary, Federal Ministry of Education, Arc. Sonny S.T. Echono, *fnia*.
- 6.0 The Ministerial Technical Session was chaired by the Honourable Minister of Education, Mallam Adamu Adamu. Delegates took time to deliberate on the keynote address and also looked at the Ministerial Memoranda, Reports from the Reference Committees, FME Parastatals, States and the FCT respectively.
- 7.0 After extensive deliberations on all the Memoranda presented to the Council and other issues on how to improve Nigeria's Education Sector;

Council

noted:

- (i) that FME through the NERDC with funding support from Plan International led-EU Consortium had developed Accelerated Basic Education Curriculum (ABEC);
- (ii) that the Accelerated Basic Education Curriculum is a condensed version of the 9-Year Basic Curriculum to be implemented in a 3-year cycle;

- (iii) that the Accelerated Basic Education Curriculum covers 5 subjects which had been identified for the implementation of the Accelerated Basic Education Programme (ABEP) in Nigeria;
- (iv) that Federal Government has steadily increased budgetary provision for training and retraining of teachers;
- (v) that NERDC has also developed teachers' guide for the implementation of the Accelerated Basic Education Curriculum;
- (vi) The Federal Ministry of Education (FME) has stepped-up the Universal Basic Education Commission (UBEC)- funded- Teacher Professional Development (TPD) programme;
- (vii) that the Accelerated Basic Education Curriculum (ABEC) for Out-of-School Children developed by NERDC will be piloted in Borno State and later extended to other States affected by conflicts and dislocation;
- (viii) that the Technical Teacher Training Programme (TTTP) with the aim of ensuring that Teachers and Education Managers are exposed to correct teaching methodologies, management systems and policies had been resuscitated;
- (ix) that Federal Government has set a deadline of 31st December, 2019 to remove all unqualified teachers from the school classrooms in the country;
- (x) that Science, Technical and Vocational Education and Training (STVET) holds the key to the development of our country's industrial sector;
- (xi) that the challenges of youth unemployment can best be addressed through the provision of quality education that guarantees self-reliance;
- (xii) that over five hundred (500) Science, Technical, Vocational and Mathematics teachers had been trained on the use of modern equipment and new approaches in schools;
- (xiii) that Tertiary Education Trust Fund (TETfund) has instituted programmes such as the Academic Staff Training and Development, where over 24,500 Staff of our tertiary institutions were sponsored to acquire Masters and Doctorate Degrees in Institutions within and outside the country;
- (xiv) that TETfund has also provided physical infrastructure, upgrade of lecture rooms, laboratories, Staff offices and Entrepreneurship Centres as well as stepped up the ICT Support Intervention to equip beneficiaries for the 21st Century academic Institutions;

- (xv) that the National Teachers Institute (NTI) has made a landmark contribution to the Education Sector through the implementation of the National Policy on Open Educational Resources (OERs) for the Higher Education level in the country by uploading some of the Institutions' instructional course materials to students for easy access;
- (xvi) that the Federal Ministry of Education (FME) has plans afoot to rehabilitate and upgrade libraries in all our schools for the promotion of reading culture, expanding access to information and knowledge;
- (xvii) that the Federal Ministry of Education (FME) has undertaken a review of National Library project with a view to bringing it on stream for speedy completion and providing a conducive learning and research environment;
- (xviii) that the Nigeria Digest of Education Statistics 2016/2017 as well as 2018 School Record Keeping Manual were recently launched;
- (xix) that the commissioning of the New Web Application Software and Programme Interface for all-inclusive Data Migration to NEMIS Database had taken place;
- (xx) that steps had been taken to safeguard the integrity of our examinations; reduce examination fees in order to lessen the burden on parents and make them affordable to the vulnerable segments of our society particularly for JAMB and NECO;
- (xxi) that the Federal Government has granted approval for the establishment of new Federal Science and Technical Colleges (FSTCs) in sixteen (16) states namely, Kogi, Jigawa, Kano, Ebonyi, Imo, Oyo, Bauchi, Plateau, Sokoto, Enugu, Cross River, Kwara, Zamfara, Gombe, Yobe and Delta which would be implemented in three phases from 2019-2022;
- (xxii) that the Federal Ministry of Education through the Teachers Registration Council of Nigeria (TRCN) has developed a draft Career Path Policy for the Teaching Profession in Nigeria at the Basic and Secondary School Education levels;
- (xxiii) that the draft Policy on Career path aims at improving the competencies and skills of the professionally trained, registered and licensed teachers and school leaders in Nigeria;
- (xxiv) that the policy on Career path is inclusive and is consistent with other related policies, including the National Policy on Education and the National Teacher Education Policy;

- (xxv) the need to retrain Adult Education facilitators to acquire various skills in line with modules developed by the National Commission for Mass Literacy Adult and Non-Formal Education (NMEC);
- (xxvi) the need for learners to be certified by NABTEB to enable them utilize their skills through employment or financial assistance;
- (xxvii) that Technical Colleges can serve as skills incubation Centres in host communities where the youths and Out-of-School adult learners are located;
- (xxviii) that women education Programmes on Vocational skills will enhance self-reliance, wealth creation, employment generation thereby alleviating poverty in Nigeria;
- (xxix) that apprenticeship training in Nigeria is neither regulated nor harmonised;
- (xxx) that acquisition of skills is key to national development;
- (xxxi) that the existing Vocational Centres with facilities are not fully utilized;
- (xxxii) the need to sensitize the 36 States and the Federal Capital Territory on effective collaboration with Private Sector and Non-Governmental Organisations for building of structures and provision of Learning Materials to the Adult and Non-Formal Education sub-sector;
- (xxxiii) the need to encourage States and the FCT to set up a body that will grant short term loans to graduates of Adult and Non-Formal Education sub-sector;
- (xxxiv) the need to organise artisans into clusters for workplace literacy and proficiency in order to promote self-reliance for attainment of Education 2030 Agenda;
- (xxxv) that the high rate of unemployment is as a result of producing graduates without investment/entrepreneurial skills;
- (xxxvi) the need for regular sensitisation and advocacy to create awareness on the importance of investment scheme;
- (xxxvii) that sporting schools activities can play significant roles in identifying youths with talent in sports to excel in the sporting career of their choice;
- (xxxviii) that there is a need for capacity building and retooling of existing teachers in talent hunt, the organisation and administration of grass-root sports;
- (xxxix) that introduction of voluntary School-to-Work Scheme for Basic Education graduates is important for the achievement of Education 2030 Agenda;

- (xl) that UBEC has identified some Vocational Schools in the 36 States and FCT for the School-to-Work Scheme that will be used as best practices for States to emulate;
- (xli) that Inter-agency collaboration on the school-to-work initiative is on-going;
- (xlii) there is a need to develop entrepreneurship internship Programmes matching pupils and students with locally successful entrepreneurs such as shoe makers, bead makers, phone repairers, hair dressers, artisans, and the like;
- (xliii) that 2 to 3 months is fixed tentatively to provide the learners with life-long opportunity for self-reliance;
- (xliv) that there is a need to award Certificate of attendance by either the Trade Centres in the State, Education Resource Centres, SUBEBs, Industrial Training Fund to students at the end of the three months School-to-Work Scheme;
- (xlv) that having a National Reading Framework will help to fast track the achievement of the Education 2030 Agenda;
- (xlvi) that the strategies for the development of the National Reading Framework require the contribution and involvement of all Stakeholders in the education sector;
- (xlvii) that NERDC in collaboration with the Education in Emergency Working Group (EIEWG) Nigeria with funding support from Street Child International has developed an education in Emergency Curriculum for Basic Education level;
- (xlviii) that in times of emergency or crises, the Emergency Curriculum will be used as a stand-alone Curriculum in IDP camps;
- (xlix) that effective teaching of the existing Cultural and Creative Arts (CCA) and pre-vocational studies will ensure development of skills and self-reliance of learners;
- (l) the urgent need to provide infrastructure and qualified teachers for practical works in entrepreneurial subjects in Senior Secondary Schools;
- (li) the importance of entrepreneurial skills and competencies in attaining the required manpower at the technical level;
- (lii) the inadequate provision of infrastructure and qualified teachers for practical works in trades and entrepreneurial subjects in Senior Secondary Schools have brought about negative perception by the public;

- (liii) that the introduction of Students Industrial Work Experience Scheme (SIWES) in Senior Secondary Schools will bridge the gap between theory and practical in the teaching of Trade subjects;
- (liv) that the re-positioning of Trade/Entrepreneurial subjects through SIWES in Senior Secondary Schools will engender the realization of Education for Self-Reliance;
- (lv) the inadequate manpower to teach the entrepreneurial subjects in the newly developed curriculum in the Senior Secondary Schools;
- (lvi) the need for empowerment of Persons with Disabilities (PWDs) through Skills Acquisition;
- (lvii) the need for strong advocacy and sensitisation on Skills Acquisition for Persons with Disabilities (PWDs);
- (lviii) the need for improved infrastructural facilities and deployment of special skilled teachers to teach in Special Education schools and Centres as well as Conventional schools;
- (lix) the need for the review of the National Policy on Albinism in Nigeria to embrace the emerging issues;
- (lx) that the draft Framework on Teacher Education Development Fund Account (TEDFA) has been developed by FME in collaboration with all Stakeholders;
- (lxi) that Teacher Education Development Plan (TEDPL) is to be funded through Teacher Education Development Fund Account (TEDFA) which is to be established and coordinated by FME;
- (lxii) the inadequate incentives such as motor cycles, bicycles, boats and hazard allowances for teachers in nomadic and other hard-to-reach schools;
- (lxiii) that a Draft Implementation Guidelines for National Policy on Science and Technology Education has been developed;
- (lxiv) the importance of standardising science laboratories in secondary schools and Vocational Centres;
- (lxv) the need to ensure adequate provision of training equipment and staff capacity building in technical colleges by proprietors and other donors;
- (lxvi) NERDC is in discussion with the Public Private Development Centre (PPDC) and Google for the introduction of on-line safety in schools' curricular;
- (lxvii) that multilingual simulative e-learning platform provides access to learning opportunities for self-reliance;

- (lxxviii) that there is a strong need for the formation of Young Entrepreneurs' Club that will drastically reduce the rate of unemployment and redirect learning for Self-Reliance;
- (lxxix) that access to quality Technical and Vocational Education and Training (TVET) is key to employment generation, decent jobs and entrepreneurship for the Achievement of Education 2030 Agenda in Nigeria;
- (lxxx) the need for regular sensitisation and advocacy to create awareness on the importance of TVET;
- (lxxxi) the need to reposition entrepreneurship centres in tertiary institutions in terms of provision of modern facilities and equipment;
- (lxxxii) that graduates of Tertiary Institutions in Nigeria need assistance to set up their businesses immediately after graduation;
- (lxxxiii) the need for the NYSC to review upward the implementation strategy with respect to the training duration of its Skills Acquisition and Entrepreneurship Development (SAED) Programme;
- (lxxxiv) that a draft National Policy on Library and Information Systems has been developed for use as a policy document for library services in Nigeria;
- (lxxxv) the need for the use of ICT in strengthening Quality Assurance Mechanism for Self-Reliance;
- (lxxxvi) The proposed theme for 2019/2020 JCCE and NCE Meetings;

urged:

- (lxxxvii) FME, States, the FCT and Private School Proprietors to buy into the Career Path Policy for the teaching profession in Nigeria in view of its potential benefits to the profession;
- (lxxxviii) FME, State and FCT to commence the retraining of Adult Education Facilitators to acquire relevant vocational skills to enable them impact positively on their learners;
- (lxxxix) FME, States, and the FCT to appropriate and release funds early to NMEC and ANFEA to implement the retraining and certification processes;
- (lxxx) FME, States, and the FCT and other Stakeholders to equip their Technical Colleges and Vocational Centres and ensure that Out-of-School youths and adults acquire required skills;

- (lxxxix) FME, States, the FCT to encourage Public Private Partnership (PPP) in TVET;
- (lxxxii) States, the FCT and NGOs to include Women Entrepreneurial Education in their Programmes and provide more support for the existing Vocational Skills Centres to attract Women's Participation;
- (lxxxiii) States and the FCT to ensure that apprenticeship programmes in Nigeria are regulated, harmonized and certified by recognised awarding bodies before practicing;
- (lxxxiv) NMEC, States, the FCT and NGOs to re-invigorate skills acquisition programmes in Adult and Non-Formal Education Centres;
- (lxxxv) NMEC, States, the FCT and NGOs to create sustainable funding of the Centres;
- (lxxxvi) NMEC, States, the FCT and NGOs to strengthen the sensitisation and mobilization of community dwellers for enrollment in vocational education programmes;
- (lxxxvii) States and the FCT to collaborate with Private Sector and Non-Governmental Organisations (NGOs) in building vocational structures for Adult and Non-Formal Education sub-sector in their States;
- (lxxxviii) States and the FCT to include Public and Private Sector participation in the year plan of their agencies;
- (lxxxix) FME, States and the FCT to encourage clustering of artisans for workplace literacy and proficiency in order to promote self-reliance for the attainment of Education 2030 Agenda;
- (xc) FME, States and the FCT to provide workplace literacy centres to ensure that all artisans and craftsmen have access to functional education;
- (xci) FME, States and the FCT to encourage schools' investment schemes;
- (xcii) FME, States and the FCT to ensure that every student acquires vocational and entrepreneurial skills for meaningful investment in later life;
- (xciii) FME, States and the FCT to embark on intensive sensitisation and advocacy campaigns on the importance of schools investment schemes and skills acquisition for the achievement of Education 2030 Agenda in Nigeria;
- (xciv) FME, States and the FCT to identify schools that could be transformed into sport academy for talent identification and grooming;

- (xcv) FME, States and the FCT to ensure that all Basic Education schools organise sporting activities regularly;
- (xcvi) FME, States and the FCT to mobilise support from NGOs, philanthropists, political leaders, Development Partners to invest in sporting activities in Nigeria schools;
- (xcvii) States and the FCT to support the development of the National Reading Framework (NRF) through active participation at the different stages of developing the NRF;
- (xcviii) all Non-Governmental Organisations involved in reading initiative in Nigeria to support the process of developing the National Reading Framework (NRF);
- (xcix) States and the FCT to include the provision of facilities for practicals in CCA and pre-vocational studies in their annual strategic work plan;
- (c) UBEC to monitor and ensure that the strategic work plan from States include provision of facilities in the Cultural and Creative Arts (CCA) and pre-vocational laboratories;
- (ci) FME, States and FCT to provide adequate infrastructures for the teaching of trades and entrepreneurial subjects in Senior Secondary Schools ;
- (cii) FME, States and FCT to recruit qualified teachers with cognate experience and pedagogical skills in entrepreneurial areas in order to achieve set goals for Agenda 2030;
- (ciii) FME, States and the FCT to monitor the provision of infrastructure and qualified teachers for the teaching of entrepreneurial subjects in Senior Secondary Schools;
- (civ) Examination bodies (WAEC, NECO and NABTEB) to confirm the availability of infrastructure and qualified teachers for the teaching and learning of entrepreneurial subjects in Senior Secondary Schools before granting them approval to be examined in the trade subjects;
- (cv) FME, States, the FCT and other Stakeholders to adopt the use of SIWES programme for the improvement of the study of Trade and Entrepreneurial subjects;
- (cvi) NECO and Anambra State to collaborate with NBTE on the modalities of introducing SIWES in the Senior Secondary Education;
- (cvii) FME, States and the FCT to engage experienced Artisans to teach the practical aspects of the entrepreneurial subjects in Senior Secondary Schools in Nigeria;

- (cviii) FME, States and the FCT to collaborate with Development Partners, Private Sectors, Professional Bodies, Non-Governmental Organisations (NGOs) among others for the scaling-up of empowerment activities for PWDs through Skills Acquisition at all levels of education for the achievement of Education 2030 Agenda in Nigeria;
- (cix) The Federal Ministry of Education to constitute a committee for the review of the National Policy on Albinism;
- (cx) States, the FCT and other relevant Stakeholders to collaborate with FME in organizing a national advocacy/zonal programme for the popularization and implementation of Teacher Education Development Fund Account (TEDFA) in order to reposition Teacher Education and Development in the country;
- (cxi) The Private Sectors, development Partners and other relevant Stakeholders to collaborate with FME, States and the FCT for the successful take-off of TEDFA;
- (cxii) States and the FCT to provide incentives such as motor cycles, bicycles and hazard allowances for teachers in nomadic and other hard-to-reach schools;
- (cxiii) States and the FCT to provide facilities in nomadic and other hard-to-reach schools for teachers to facilitate teaching and learning for Self-Reliance;
- (cxiv) FME, States and the FCT to provide teacher training institutions with active and all-inclusive Entrepreneurship Centres with emphasis on Skills Acquisition for Self-Reliance;
- (cxv) FME to support States and the FCT to facilitate in building the capacity of trade subjects Teachers at post basic education level;
- (cxvi) States and the FCT to equally collaborate with professional bodies, Vocational Centres and training institutes such as NIEPA, NTI and other relevant agencies to sustain teachers' Capacity Development.
- (cxvii) FME, FMST, States, the FCT, and other Stakeholders to adopt and use the Implementation Guidelines of the National Policy on Science and Technology Education as a reference document and complementary publication;
- (cxviii) FME, States and the FCT to enhance Technical/Vocational and Entrepreneurial Centres for the development of knowledge, skills and character for Self-Reliance for the Achievement of Education 2030 Agenda;
- (cxix) FME, States and the FCT to enhance the sourcing of their scientific equipment and laboratory apparatuses needed in schools and technical colleges locally from Scientific Equipment and Development Institute (SEDI);

- (cxx) Proprietors to ensure that technical colleges and their trades are presented when due for accreditation in readiness for any intervention;
- (cxxi) funding Organisations to ensure that only technical colleges with accredited trades are eligible for intervention;
- (cxxii) States, the FCT and all Stakeholders to actively participate in the strategic activities for School Online Safety;
- (cxxiii) States, the FCT and all Stakeholders to encourage and support the establishment of Online Safety Clubs in Schools;
- (cxxiv) FME, States, the FCT and other Stakeholders to introduce multilingual simulative e-learning platform to supplement teaching and learning as a means of achieving education for self-reliance,
- (cxxv) FME, States and the FCT to mobilise students to join Young Entrepreneurs' Club;
- (cxxvi) States and the FCT to patronize all the Science Equipment Centres in the Country for optimal utilization of the personnel and machines provided for the Centres;
- (cxxvii) States and the FCT to send teachers of secondary schools and technical colleges for training on the use of science equipment produced by the Science Equipment Centres;
- (cxxviii) FME, States and the FCT to work out the modalities for schools to utilize skill acquisition Centres in their domain for practical work;
- (cxxix) FME, States and the FCT to sensitize schools, students and teachers to make use of Skills Acquisition Centres for practical work in their chosen trades;
- (cxxx) FME, States and the FCT to collaborate with Development Partners, Private Sector, Professional bodies, NGOs and the Media for successful implementation of nationwide advocacy, sensitisation and mobilization to popularize and rebrand TVET at all levels of education;
- (cxxxii) States and the FCT to reposition Entrepreneurship Education Centres in the provision of modern facilities and equipment;
- (cxxxiii) States and the FCT to train and retrain qualified personnel in the use of the modern facilities and equipment;
- (cxxxiii) FME, States and the FCT to put in place special incentives for students of Colleges of Education (Technical), Polytechnics and Universities of Technology in Nigeria;

- (cxxxiv) FME, States and the FCT to provide more qualified lecturers and facilities for Entrepreneurship Education in Tertiary Institutions;
- (cxxxv) Tertiary Institutions to intensify efforts at accessing the existing entrepreneurship intervention fund by TETFund;
- (cxxxvi) States and the FCT to intensify efforts in the provision of Infrastructure and deployment of ICT teachers in Hard-to-Reach schools for self-reliance as well as the achievement of Education 2030 Agenda;
- (cxxxvii) States and the FCT to collaborate with the National Commission for Nomadic Education (NCNE) in sourcing for additional support for effective deployment of ICT in Hard-to-Reach schools;
- (cxxxviii) FME, States, the FCT and other Stakeholders to patronize NIEPA for capacity building on entrepreneurial innovative skills of all Educational Managers and Administrators;
- (cxxxix) NYSC to review upward the implementation strategy considering the elongation period in respect to training duration from 10 days to 3 months of its Skill Acquisition and Entrepreneurship Development (SAED) Programme;
- (cxl) NYSC to integrate the SAED into the Community Development Services (CDS) in order to sufficiently develop and equip Corps members with saleable skills for self-employment and Self-Reliance;
- (cxli) FME, States and the FCT to strengthen the Quality Assurance Mechanisms for effective monitoring of the Vocational Centres for self-reliance; and
- (cxlii) FME, States and the FCT to scale up involvement of the Private Sector and other Stakeholders in supporting Vocational Centres;
- (cxliii) FME Parastatals, States and the FCT to intensify efforts in the implementation of NCE decisions;

approved:

- (cxliv) the Accelerated Basic Education Curriculum (ABEC) for the implementation of Accelerated Basic Education Programme in Nigeria;
- (cxlv) compliance with the National Policy on Library and Information Systems as a policy document for Library and Information Systems activities in Nigeria for the achievement of educational goals;
- (cxlvi) the Education in Emergency Curriculum for Basic Education level;
- (cxlvii) the reviewed National Policy on Albinism;

- (cxlvi) the Framework on Teacher Education Development Fund Account (TEDFA) for implementation of Teacher Education Development Plan (TEDPL) and the achievement of Education 2030 Agenda;
- (cxlix) the Implementation Guidelines of the National Policy on Science and Technology Education as a reference document for all education stakeholders;
- (cl) the National Policy on Library and Information Systems as a policy document for Library and Information Systems activities in Nigeria for the achievement of educational goals;
- (cli) the Career Path Policy for the Teaching Profession in Nigeria at the Basic and Senior Secondary Education levels for implementation;
- (clii) Capacity-building workshops for teachers that will implement the school's investment scheme;
- (cliii) the institutionalisation of at least one sport academy in each State and the FCT;
- (cliv) mandatory capacity building of existing teachers in talent hunt, sports organisation and administration;
- (clv) the re-positioning of the study of Trade/Entrepreneurial subjects through the introduction of SIWES programme for the students during long vacation;
- (clvi) the provision of adequate infrastructural facilities to enhance skill acquisition in Special Education schools and Centres as well as conventional schools;
- (clvii) collaboration of Education Stakeholders with the Federal Ministry of Science and Technology in ensuring that every secondary school and Vocational Centre in the country have standard laboratories to enhance the teaching of Science and Technology Education;
- (clviii) patronage of the products of Scientific Equipment Development Institute (SEDI) in Minna to ensure that Science Equipment are sourced locally from the Institute to save cost from the importation of Science Equipment into the country;
- (clix) that accreditation status of technical colleges be used as a benchmark for intervention;
- (clx) the introduction of multilingual simulative e-learning platform in schools for the achievement of Education for Self-Reliance;

- (clxi) a nationwide Advocacy and Sensitisation Programme for the popularization of TVET at all levels of education;
- (clxii) the mandatory Continuous Capacity Building and Development Programmes on entrepreneurial innovative skills for serving Educational Planners, Administrators and Managers; and
- (clxiii) **“Eradicating Out-Of-School Children Phenomenon: A Tool for the Achievement of Education 2030 Agenda”** as the theme for 2019/2020 JCCE and NCE meetings;

commended the:

- (clxiv) Plan International led-EU Consortium comprising Plan International, Save the Children International for supporting the development of the Accelerated Basic Education Curriculum;
- (clxv) FME Parastatals, States, the FCT and other stakeholders that attended the 79th JCCE Plenary meeting for their meaningful participation and presentation of reports on NCE decisions.
- (clxvi) Executive Governors of Imo, Osun and Rivers States for the successful hosting of 2018 JCCE Reference Committees, 79th JCCE Plenary and 64th NCE meetings respectively;
- (clxvii) Honourable Commissioners for Education, the Permanent Secretaries and other delegates for their large turnout and participation that made the 64th NCE meeting a huge success;
- (clxviii) Development Partners for their supports and interventions in the Nigerian Education sector;

8.0 THE THEME FOR 2020 JCCE AND NCE MEETINGS

The Theme for the 2020 JCCE and NCE Meetings is **“Eradicating Out-of-School Children Phenomenon: A Tool for the Achievement of Education 2030 Agenda”**.

9.0 The Hosting Roster for 2020 -2024

Council approved the hosting Roster for 2020 – 2024 as:

S/N	Year	JCCE Reference	JCCE Plenary	NCE
1.	2020	Bayelsa State	(80 th) Oyo State	(65 th) Taraba State
2.	2021	Enugu State	(81 st) Adamawa State	(66 th) Ekiti State
3.	2022	Benue State	(82 nd) Abia State	(67 th) Lagos State

4.	2023	Cross Rivers State	(83 rd) Yobe State	(68 th) Ebonyi State
5.	2024	Zamfara State	(84 th) Delta State	(69 th) Ondo State

10.0 HOSTING OF THE 2020 JCCE AND NCE MEETINGS

Council approved as follows:

- ❖ Bayelsa State – JCCE Reference Committees Meeting
- ❖ Oyo State – 80th JCCE Plenary Meeting
- ❖ Taraba State – 65th National Council on Education (NCE) Meeting

11.0 ADOPTION OF COMMUNIQUÉ

The Communiqué was adopted by the Council with a motion moved by Lagos State and seconded by Imo State on this day, the 8th November, 2019.