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THE 60TH MEETING OF THE NATIONAL COUNCIL ON EDUCATION (NCE) HELD AT THE VALLEY VIEW AUDITORIUM, GOVERNMENT HOUSE, ABEOKUTA, FROM MONDAY 3RD – FRIDAY 7TH NOVEMBER, 2014

DECISIONS

The 60th Meeting of the National Council on Education (NCE) was held in Abeokuta, Ogun State from 3rd to 7th November, 2014 with the theme *Access and Equity: Imperative for National Development*. The meeting was presided over by the Honourable Minister of Education, Malam Ibrahim Shekarau, *CON, (Sardaunan Kano)* and supported by the Honourable Minister of State for Education, Prof. (Mrs) Viola Adaku Onwuliri.

Council took the following decisions for implementation by FME, States, the FCT and other stakeholders.

Council:

Urged:

- States, the FCT and other relevant stakeholders to collaborate with Federal Ministry of Education (FME) on the national and zonal advocacy, sensitization and mobilization programmes on Open Distance Learning in Nigeria;
- States and the FCT to improve ICT infrastructural facilities in their institutions;
- JAMB to facilitate the migration from traditional Paper Pencil Test (PPT) to Computer Based Test (CBT);
- WAEC, NECO and NABTEB to emulate JAMB on CBT initiative;
- FME, States and Proprietors of the technological institutions to develop the teaching curriculum of each programme in line with National Board for Technical Education (NBTE) curriculum;
- States, the FCT and other stakeholders to support NUC, NBTE, and NCCE in their efforts to rid Nigeria of illegal satellites campuses, study centres and programmes;
- NUC, NCCE and NBTE to introduce new courses and expand the existing course contents to take care of Trade subjects in SSS Curriculum;
- NERDC to start the process of development of curriculum in these Trade subjects;
- NUC, NCCE and NBTE to ensure that teachers are trained in Tertiary Institutions for teaching Trade subjects in SSS curriculum;
- Federal, States, the FCT, Private sector, Communities and Philanthropists to support NOUN in the establishment of more Study Centres across the federation;
- NCCE, NBTE and NUC to collaborate towards including Space Science as a separate programme in the Tertiary Institutions;
- FME to fashion out modalities for expanding existing Presidential award to include State(s) that have demonstrated excellence in improving access and equity in the Education sector;

- FME to expand the existing Presidential awards to include other categories and make it more impactful;
- FME to increase the number of beneficiaries of its post-graduate scholarship scheme;
- FME to explore the possibility of increasing the value for Masters and PhD programmes;
- Federal, States and the FCT to provide enabling environment for the private sector and Philanthropists towards funding the scholarship schemes for Tertiary Education;
- States and the FCT to replicate the awareness campaign on Reading in all the Local Government Areas and Area Councils and the Reading facilitators' workshop in their schools;
- FME, States, the FCT and other relevant stakeholders to support the institutionalisation of Web-Based Geographical Information System (WEGIS) as a modern planning tool;
- FME, States and the FCT to patronise National Institutes of Educational Planning and Administration (NEIPA) training programmes in order to build the capacity of education planners, managers and desk officers;
- FME, States and the FCT to train teachers, students and security personnel on security consciousness, intelligence gathering and self-defence;
- FME, States and the FCT to install surveillance cameras and other technologies at strategic places as part of security measures in their schools;
- FME, States and the FCT to construct and strengthen school perimeter fence and gates against invasion and ensure the training of their Security guards;
- FME, States and the FCT to ensure that professionals in education are appointed as Heads of Educational institutions, Ministries, Departments and Agencies for effective service delivery in the education sector;
- FME, SMOEs and the FCT to advocate for direct and indirect participation of the private sector in the activities that would increase access and equity at the Basic and Senior secondary education levels;
- States and the FCT to intensify advocacy and sensitisation programmes at various levels for the improvement of Non-Formal Education delivery nationwide as well as open more women development centres for Non-Formal Education;
- States and the FCT to sensitise and mobilise women and girls for increased participation in Non-Formal Education;
- FME, SMOEs, the FCT Education Secretariat and other stakeholders to support the institutionalisation of NVQF in Nigeria;
- States and the FCT to ensure that ANFE facilitators are paid promptly and regularly for effective service delivery;

- States and the FCT to conduct sensitization campaigns at Market Squares for the Nomads;
- National Commission for Nomadic Education (NCNE) to collaborate with States and the FCT in the conduct of sensitisation campaigns;
- States, the FCT and NCNE to establish schools very close to settlements of migrant farmers in order to increase access;
- States, the FCT and the National Commission for Nomadic Education (NCNE) to extend supply of Nomadic education curriculum, relevant textbooks and instructional materials to schools;
- FME, SMOEs, FCT Education Secretariat, Examination bodies and other stakeholders to intensify efforts at stamping out examination malpractice and cultism in schools and campuses;
- various organisations and Government establishments to support the funding of the Examination Ethics and Campus Safety (EECS) initiative;
- States and the FCT to build Computer-Based Test (CBT) Centres in order to curb examination malpractices and be part of global trend as CBT will commence fully in 2015;
- FME, States and the FCT to carry out sensitisation and advocacy programmes to ensure attitudinal change towards examination malpractice at all levels of education;
- States and the FCT to train their School Supervisors/Inspectors on Quality Assurance using the FME and UBEC's documents on Quality Assurance for uniformity and effectiveness in the conduct of Quality Assurance in Basic Education;
- States and the FCT to properly fund the training of Quality Assurance officers from the teacher professional development budget;
- States and FCT to collaborate with NERDC in the training of teachers for effective implementation of the revised Basic Education Certificate (BEC);
- FME, States and the FCT to make budgetary provision and other support for the Continuous Professional Development of Library and Information Professionals in Nigeria;
- all employers of labour in Nigeria to engage only Librarian Registration Council of Nigeria (LRCN) Certified Librarians in their organisations;
- States and the FCT to access UBEC outstanding funds without further delay;
- NUC to ensure that all Universities offering teacher education programmes include Elements of Special Education in their curriculum content as a non-optional course unit;
- NUC to ensure that all Universities offering teacher education programmes recruit professionals in Special Education to teach the course;

- NUC to harmonize Post Graduate Diploma in Education (PGDE) programmes in Nigerian Universities to include Elements of Special Education;
- NUC to collaborate with relevant bodies for a holistic review of the curriculum on Elements of Special Education to capture emerging issues like albinism, autism etc;
- Federal and State Governments to put in place appropriate legislation to guarantee the rights and welfare of persons with special needs in Nigeria;
- Federal, States and the FCT to adapt the Basic and Senior Secondary education Curricula to meet the needs of persons with disabilities,
- Federal, States and the FCT to professionalise the handling of Special Needs Education in schools; and
- Federal, States and the FCT to collaborate with NUC in creating awareness for attitudinal change towards persons with special needs through General Studies (GST) and elective courses offered in Special Education Programme;
- Federal, States and the FCT to establish and equip language laboratories in schools for the hearing impaired;
- FME, SMOEs and the FCT to train, recruit and deploy more language and speech therapists to all schools for the hearing impaired;
- States, the FCT and stakeholders to support the Albino Foundation to drive the implementation of the policy;
- FME, States, the FCT, UBEC, TETFund, NECO, WAEC, JAMB, NERDC, NLN and NMC to support Albino Foundation to acquire any High Definition Low visual Assistive Device (HDLVAD) and set up pilot projects in the six Geo-Political Zones for demonstration;
- all Stakeholders in Sports to collaborate with FME in the implementation of the National Policy on Physical Education and Sports;
- States and the FCT to collaborate with NERDC to subscribe to and take advantage of the opportunity the e-Curriculum Portal provides for ensuring quality education delivery;
- States and the FCT to ensure that schools patronise only reputable cybercafé operators and supervise the progress of their on-line of registration of Examinations to avoid problems;
- States and the FCT to ensure that schools are conversant with the new SSCE subject/paper codes;
- States and the FCT to ensure that schools submit their 3rd Year CA Scores within the stipulated time to avoid late release of their results;
- FME, States and the FCT to establish Pilot Trade and entrepreneurial Workshops;
- FME, States and the FCT to renovate the existing Introductory Technology Workshops for Trade subjects;

- FME, States and the FCT to put in motion necessary mechanism to legislate on making Senior Secondary Education tuition free and compulsory;
- States and the FCT to adapt the prototype Physical and Academic Master Plan developed for Federal Science and Technical Colleges in Nigeria;
- the Proprietors of VEIs to liaise with National Business and Technical Education (NABTEB) for the conduct of the final year examinations for their candidates;
- FME to liaise with the Department of Establishment, Pension and Records in the Office of the Head of Service of the Federation for the placement of graduates of Vocational Education Institutions/Innovative Enterprise Institutions (VEIs/IEIs) in the Scheme of Service;
- FME, States and the FCT to construct Basic Science and Technology Laboratories, procurement of equipment and Kits in primary and junior secondary schools;
- FME, States and the FCT to support Teachers for Capacity building workshops;
- NUC and NCCE to direct the institutions to present their students for induction at the point of graduation;
- FME, States and the FCT to support TRCN to develop its database through information gathering from their teachers;
- Teachers' preparation institutions that have not keyed into the induction processes to do so;
- FME, States, the FCT and other stakeholders to implement the existing policies that will improve the remuneration, conditions of service, training and retraining of Mathematics and Science teachers for effective service delivery;
- States that have not completed training on the 2013 Teacher Professional Development (TPD) to do so and report accordingly;
- States to conduct impact evaluation of the training on teacher performance and achievement;
- non-pilot States (Akwa-Ibom, Bayelsa, Borno, Kwara, Oyo, Kano, Edo and Anambra) whose State trainers had been trained at SMASE National INSET NTI Headquarters Centre, Kaduna, but yet to cascade the training to Local Government level to do so;
- FME to equip the SMASE National Training Centre to International standard;
- States that have not come up with intervention for the SMASE project to do so and use the SMASE trainers for subsequent trainings;
- NTI to collaborate with TRCN and incorporate the components of TRCN's MCPD program in their teachers' education for Basic and Senior Secondary School teachers in Nigeria;
- States and the FCT to support the **MCPD** for professional teachers at Basic and Senior Secondary Education levels;
- States and the FCT to ensure that only teachers serving in public primary schools are nominated, while schools to be used for the workshops should have adequate facilities;

- States and the FCT to proactively train and re-train teachers in inclusive Education Programme to ensure Access and Equity;
- States and the FCT to set up functional structures and make budgetary provision for implementation of inclusive Education based programme;
- NTI, TRCN and other stakeholders to develop an aspect of their training contents to accommodate inclusive Education;
- FME, States and the FCT to make budgetary provision for the supply of instructional materials and enabling environment for its use to facilitate teaching and learning;
- NUC & NCCE to initiate round table discussions on better and equitable ways of admitting candidates into Teacher Training Institutes in Nigeria;
- FME to expedite action on the implementation of the new National Teacher Education Policy in order to improve practices in the teaching profession;
- Federal Government to key into post 2015 MDGs activities to enable more teachers benefit from the nationwide capacity building workshops;
- States and the FCT to provide continuous in-service training opportunity for teachers to enable them pursue higher degrees in recognized universities within and outside the country;
- States and the FCT to give priority to the implementation of Early Child Care Development Education (ECCDE) programme;
- States and the FCT to consider innovative strategies in the implementation of ECCDE such as Community Based Centres to increase access in Basic Education;
- States and the FCT to support and domesticate the Almajiri Education Programme (AEP) where Almajiri college exists;
- States and the FCT to replicate the Almajiri model schools;
- States and the FCT to mobilize and sensitize Stakeholders on the activities of both the National and State Committees on implementation of the Programme;
- States and the FCT to recruit and deploy teachers to the already completed Almajiri schools in their domains and also ensure the maintenance of the facilities of the programme;
- FME, SMOEs, the FCT Education Secretariat and the Proprietors of Private Basic Schools to provide adequate number of Personal Computers and accessories for practical examinations in Computer Studies in their schools;
- States and the FCT to partner with NCNE to enhance the capacity of personnel drafted to implement Nomadic Education;
- FME, States and the FCT to support the development of Mental Arithmetic Project (MAP);
- FME, States and the FCT to ensure implementation of the provision of National Strategic Framework for violence-free Basic Education in Schools;
- States and the FCT to support the need to improve access to Basic Education by launching Operation Build More Schools in all the communities;

- States and the FCT to make budgetary provisions for Nomadic Education and also involve designated officers that manage Nomadic Education in the design and implementation of Basic Education programmes and projects in their States;
- States and the FCT to establish stand-alone Agencies for Nomadic Education with adequate budgetary provision to provide Access and Equity among the marginalized Nomadic Communities;
- States and the FCT to establish a special Task Force that would enforce the Child Rights Act and enhance attendance, retention and completion of the Basic Education Programme in Nigeria;
- Federal, States and the FCT to collaborate with National Population Commission (NPopC) on campaign for the importance of birth registration and issuance of birth certificates to school age children;
- States and the FCT to provide adequate sports equipment and facilities in schools;
- States and the FCT to revisit inter-state school sport competition to sustain sports development and unity in our schools;
- States and the FCT to make adequate budgetary provision for the implementation of school feeding and health programme in order to increase students' enrolment, retention and completion rate at the basic education level;
- States and the FCT to ensure legislation to support the institutionalization of the school feeding and health programme in Basic Education level for sustainability;
- FME to train the Tsangaya Teachers/Alarammas as stated in the MoU of the Tsangaya Programme;
- States, the FCT and other Stakeholders to participate actively at the JCCE and NCE meetings and ensure implementation of NCE Decisions;

Approved

- National and Zonal advocacy, Sensitization and Monitoring programmes on Open and Distance Learning in Nigeria;
- the institutionalisation of Web-Based Geographical Information System (WeGIS) which is part of EMIS at FME, SMOEs and the FCT;
- the National Vocational Education Curriculum for adoption by the States, the FCT and other stakeholders;
- States that do not have ICT in NFE Centres to establish them;
- the provision of funds to NMEC/SAMEs/the FCT for equipping NFE Centres with ICT facilities;
- States and the FCT to put in place mechanisms for monitoring and evaluation of the NFE Centres;
- the National Education Quality Assurance Policy; and its adoption by States, the FCT and other relevant stakeholders;
- the Early Learning Development Standards for implementation by States, the FCT and other relevant Stakeholders,

- Uniform standards for the Non-formal Skills Acquisition Centres to enable them key into the existing examining body for assessment and award of Certificate;
- One-Year Pre-Primary Curriculum;
- the printing of Blue Print and National Policy on Albinism;
- the National Policy on Special Needs Education and Guidelines for implementation by stakeholders;
- that all Nigerian Universities offering Teacher Education Programme should include Elements of Special Education in their curriculum content as a non-optional course unit;
- the National Policy on Physical Education and School Sports and its Implementation Guidelines;
- that Science and Technology Teacher Standards be used for Professional Teacher Development;
- the construction of Basic Science and Technology Laboratories, procurement of equipment and Kits in primary and junior secondary schools by FME, SMOEs and the FCT;
- the conduct of National Advocacy to popularise TVET in order to reverse the negative perception about TVET in Nigeria;
- that FME should forward memorandum to the Federal Executive Council (FEC) for the establishment of Federal Science and Technical Colleges in Oyo and other States that have not benefited;
- FME, States, the FCT and other Stakeholders to support increased participation for girls in Mathematical Science Competitions;
- FME, States and the FCT to sponsor their teachers to STAN workshops;
- regular training and retraining of teachers for the effective implementation of Inclusive Education programme by FME, SMOEs and the FCT Education Secretariat;
- the developed Jukun Language Curriculum for Basic Education;
- the developed Urhobo Language Curriculum for Basic Education;
- that NERDC should infuse Mental Arithmetic Project (MAP) into Basic Education Curriculum;
- that NPoC builds the capacity of Head Teachers to register and provide birth registration certificates to school age children;
- that NPoC provides school age population data to FME and NEMIS to track and document school age enrolment rates to facilitate the implementation of Early Childhood Development Education programmes;
- Integration of Birth Registration activities at Basic Education level to protect most vulnerable children whose births are not registered;
- ***Teacher Quality: A Tool for Sustainable Human Capital Development*** as the theme for the next circle of 2015 meetings;

Directed:

- Schools to allocate more time in the time-table for speech and language training;
- NUC in collaboration with NBTE to conclude the process of articulation of ND graduates of IEs to 200-level into universities;
- the pre-service Teacher Development Programme (TDP) activities in the NCCE to replicate remaining Colleges of Education; and
- States and the FCT to complement the efforts of NTI and other stakeholders by training 10% of the teachers' workforce annually to widen their scope and knowledge in the relevant areas;
- FME to initiate the review of process/ procedures for accessing the Universal Basic Education Funds by States; and
- FME, SMOEs and the FCT Education Secretariat to adhere strictly to the admission of 30:70 ratio in favour of Technical/ Trade Subjects.

THE 61ST MEETING OF THE NATIONAL COUNCIL ON EDUCATION (NCE) WAS HELD AT THE LADI KWALI HALL, SHERATON ABUJA HOTEL, FCT, FROM TUESDAY 27TH – FRIDAY 30TH SEPTEMBER, 2016.

DECISIONS

The 61st Meeting of the National Council on Education (NCE) was held in Abuja, FCT, from Tuesday 27th – Friday 30th September, 2016 with the theme *Teacher Quality: A Tool for Sustainable Human Capital Development*. The meeting was presided over by the Honourable Minister of Education, Adamu Adamu, and supported by the Honourable Minister of State for Education, Prof. Anthony Gozie Anwukah. At the meeting, *the National Teacher Education Policy (NTEP)*, *the National Education Quality Assurance Policy (NEQAP)* and the Roadmap for the education sector tagged *Education for Change: A Ministerial Strategic Plan (2016-2019)* were presented, launched and adopted for use by FME, States, the FCT and other stakeholders.

Council took the following decisions for implementation by FME, States, the FCT and other stakeholders.

Council:

Urged

- all tiers of Government, the private sector and NGOs to liaise with the NBTE in its efforts to coordinate the activities of all Technical and Vocational Training Centres for parity of training and certification;
- NABTEB to improve its modular examination opportunities to assess and certify the centres, based on the developed Minimum National Standards;
- FME and the Office of the Head of Civil Service of the Federation to expedite action in the placement of the holders of National Vocational Qualifications (NVQs) into the National Scheme of Service;
- all stakeholders, especially State Governments to partner with NBTE in the institutionalization of the National Vocational Qualifications Framework (NVQF) by training their assessors and internal verifiers;
- FME, States, the FCT and other stakeholders to adequately fund Non-formal Education (NFE) programmes in order to achieve the Sustainable Development Goals (SDGs) 4;
- FME, States, the FCT and other stakeholders to comply with the National benchmark of ₦7,500 payment for part- time facilitators;

- States, the FCT and other stakeholders to utilize the reviewed NFE Literacy Materials;
- States, the FCT and other stakeholders to ensure the effective utilization of the community learning centres when finally completed and handed over to the respective State Agencies for Mass Education;
- States, the FCT and other stakeholders to procure more radio and mobile phones to enable post literacy learners benefit from the literacy by radio programme;
- States the FCT to employ more Adult Education facilitators and train the existing ones for effective service delivery;
- Corporate Organizations and International Donor Agencies to continue supporting the training of NFE instructors;
- States, the FCT and Local Governments to employ more Adult Education facilitators.
- All Colleges of Education to implement the NCE policy on Adult and Non-formal Education;
- NCCE to monitor the compliance of NCE directives on making ANFE full-fledged course in the Colleges of Education;
- States and the FCT to fund Adult and Non-formal Education adequately for effective implementation of the Special Home Craft Programme;
- States and the FCT to implement the provisions of the UBE Act 2004 on compulsory, free and Universal Basic Education;
- Federal, States and the FCT to put in place effective strategies for increased awareness and encouragement to enroll children in school;
- FME, States and the FCT to procure additional sets of the curriculum and Teachers' Guide for their teachers to ensure that the revised 9-year BEC and Teachers' Guide are available and accessible to every teacher;
- FME, States and the FCT to collaborate with NERDC for the training of their teachers in the use of the Revised Curriculum and Teachers' Guide;
- States and the FCT to increase the pace of accessing the UBE Intervention funds;
- States and the FCT to consider innovative strategies such as Community-Based Child Care Centres to increase access in basic education;
- States and the FCT to make judicious use of the Training Manual in training para-counselors in the UBE schools;
- States and the FCT to support the initiative of the Federal Government by replicating the Tsangaya schools and maintaining them;

- States and the FCT to commence academic activities in all the completed Tsangaya schools;
- States and the FCT to monitor and report to the Universal Basic Education Commission(UBEC) all lapses observed in the Tsangaya schools' construction projects;
- States and the FCT to employ qualified teachers, particularly female teachers in all girls' schools;
- States and the FCT to equitably distribute the textbooks supplied to them under the FGN and UBE Textbook Initiative;
- States and the FCT to ensure functionality of SBMCs to promote teaching and learning in schools.
- States and the FCT to equip their schools with adequate number of computers and printers to reduce the incidences of examination malpractice;
- States and the FCT to ensure that adequate number of qualified Computer Studies teachers are employed;
- FME to expedite action on the presentation of Memorandum on NBAIS to the Federal Executive Council (FEC);
- States and the FCT to support NBAIS in its activities;
- States and the FCT to collaborate with National Population Commission (NPop.C) in creating awareness on the importance of birth registration and issuance of birth certificates to school age children;
- States that are yet to sign the MoU with NPop.C to expedite action for effective on birth registration activities;
- States and the FCT to emulate Anambra State in adopting effective strategies for recruiting qualified teachers into the Teaching Service;
- UBEC and relevant Development Partners to support the Qur'anic and Islamic Schools Management Board;
- States and the FCT to emulate Plateau State in the provision of Unified General School Timetable (UGSTT) for the proper implementation of the 9-year Basic Education curriculum;
- Teacher Training Institutions to include entrepreneurship education in their programmes as a course of study;
- FME, States and FCT to employ enough teachers and ensure adequate training and re-training for them in entrepreneurship education;
- States and the FCT to provide adequate infrastructural facilities and instructional materials in entrepreneurship education in their schools.

- States and the FCT to set up functional EMIS Units for proper coordination of EMIS activities;
- States and the FCT to adequately fund EMIS activities through budgetary provision for education data management processes;
- States to accord importance to the National Committee on EMIS meeting by ensuring that the Directors of Planning Research and Statistics (DPRS) attend the meetings;
- States to ensure that EMIS officers are adequately trained and retained in the Units without frequent redeployment;
- States to ensure full participation of private schools in the Annual School Census (ASC) and other data update activities;
- States and the FCT to collaborate with FME on the national and zonal advocacy programmes for effective implementation of the policy in schools;
- FME and States to support the expansion of EMIS in respect of teachers' data as a means of ensuring teacher quality;
- FME, States and the FCT to take far-reaching steps that will ensure that the Education Sector is given top priority in budgetary provisions and releases;
- FME, States and the FCT to replace black boards with modern instructional materials such as white boards, interactive boards, projectors, computers, and web resources and also ensure that schools are encouraged to key in;
- FME, States and the FCT to include the provision of interactive boards and white boards, in the contract sum of any new classroom to be constructed;
- FME, States and the FCT to procure these modern instructional materials through UBEC's special intervention funds; collaborate with NDLEA and support the formation of functional Drug Free Clubs in their Schools at all levels;
- FME, States and the FCT to ensure proper implementation of drug abuse education curriculum in their schools;
- FME, States and the FCT to put in place advocacy and sensitization programmes on drug abuse;
- FME, States and the FCT to initiate periodic random drug screening for their students;
- FME, States and the FCT to collaborate with NDLEA on sensitization of stakeholders on the drug education curriculum of Adult and Non-formal Education sub-sector;

- States, the FCT, and other stakeholders nationwide to adopt the use of the newly published Handbook as the standard instrument for school evaluation;
- States and the FCT to collaborate with NERDC in monitoring the level of compliance of school textbooks to the curriculum;
- States and the FCT to make budgetary provision for Quality Assurance activities to SUBEBs and FCT UBEB;
- States and the FCT to ensure effective conduct of teaching and learning through regular visits of Quality Assurance Officers to schools;
- States and the FCT to ensure regular follow-up of Education Quality Assurance Evaluation;
- States, the FCT and other relevant stakeholders to support LRCN's continuous professional development programme by sponsoring their Librarians to attend the workshops;
- stakeholders to utilize the QR codes embedded on WASSCE certificates from 2014 onwards for confirming the authenticity of grades and bio-data as disclosed by applicants;
- States that have outstanding funds to access them without further delay and improve their level of accessing the funds;
- States and the FCT to establish more centres and gather data on education of Special Needs children.
- States and the FCT to provide adequate and suitable Information and Communication Technology Tools in all Special and Inclusive Schools;
- States and the FCT to replace the analogue teaching and learning tools with the digital and up-to-date Assistive Technology Tools in Special and Inclusive Schools.
- FME to coordinate regular debate competitions for pupils and students with special needs;
- States and the FCT to organize regular debate competitions for pupils and students with Special Needs;
- FME, States and the FCT to organize regular training workshop for teachers of pupils and students with special needs on the techniques of organizing school debate competition for pupils and students with Special Needs;
- FME, States, the FCT and other Education stakeholders to create structures to ensure that the National Policy Albinism is fully implemented and evaluated;

- FME, States, the FCT and other Education stakeholders to set up a reporting mechanism that tracks the level of implementation of the Policy;
- FME, States and the FCT to design a programme on re-tooling of teachers towards Inclusive Education;
- all teachers' employers to support the use of the TCRN MCPD manual for all the administration of MCPD by enlisting their accredited providers;
- Teachers' employers and service providers to submit to TRCN records of teachers that have undertaken MCPD and the type of training for inputting in the teachers' database;
- Teachers Institutions, teacher employers, Teachers Union and stakeholders to support in the conduct of Professional Qualifying Examination (PQE);
- Teacher employers to specifically give preference to registered teachers in future employment;
- FME, States and the FCT to enforce the mandatory presentation of TRCN Certificate to would-be teachers before employment.
- States, the FCT and other stakeholders to support NCCE in the implementation of the reform;
- TETFund to channel its interventions towards the implementation of all aspects of NCCE reform;
- NUC to encourage more Universities to start running degree programmes in:
 - Early Childhood Care and Education,
 - Primary Education,
 - Adult and Non-formal Education,
 - Special Needs Education.
- Lagos, Kebbi and the FCT that are yet to complete the 2014 training to expedite action in doing so and submit their reports to the Universal Basic Education Commission;
- States, the FCT and Education Stakeholders to support NTI to undertake a nationwide impact assessment of the workshop for Basic Education teachers from 2011 –2015;
- all stakeholders to cooperate with NTI for successful execution of its programmes and projects;

- all stakeholders to appreciate that one of the major functions of NTI is to run re-training programmes for teachers and therefore should patronise NTI for such professional exercise;
- Federal Government and Education stakeholders to upgrade the SMASE National INSET Centre to Standard International Training Centre;
- the Federal Government through UBEC to approve the release of the necessary fund to NTI in its 2016 Budget for sustainability of this laudable project in the interest of Science and Mathematics Education in Nigeria;
- States and the FCT to strengthen School Based Training (SBT) and include it in their schools' termly programmes;
- States to empower officers to monitor SBT meetings in their various States;
- FME to institutionalize School Based Training (SBT) in school system;
- FME, States and the FCT to collaborate with professional associations in relevant teaching subjects to upgrade the quality of teachers in their areas of specialization (e.g. Chartered Insurance Institute of Nigeria (CIIN), Institute of Chartered Accountants of Nigeria (ICAN) etc.;
- FME, States, the FCT and relevant stakeholders to step up action on the improvement of quality of teachers in the new subjects in the curricula;
- FME, States and the FCT to organize 'Train-the-Trainers' workshops on School-Based Teacher Development and Mentoring programme as a way of improving the quality of teachers in our school system;
- all stakeholders, particularly the State Universal Basic Education Boards (SUBEBs) to implement SMASE In-Service Education and Training (INSET) according to the Guidelines;
- FME, States, the FCT, Education Parastatals, Institutions of learning and other relevant stakeholders to adopt the National Post-Basic Education Strategy document as a reference document for addressing the challenges of Technology and Science Education in their domains;
- FME, States and the FCT to collaborate with the Federal Ministry of Science and Technology to facilitate the implementation of the 13th National Council on Science and Technology (NCST) resolutions as they relate to Education;
- States, the FCT, and other relevant stakeholders to co-operate with NTI to make the Technical Teacher Training Programme (TTTP) a success;
- FME, States, the FCT and other Education stakeholders to continue partnering with the NBTE Centre of Excellence for the development of technical education and vocational skills.

- Federal, States and the FCT to emulate Gombe State in the retrieval and redistribution of science and technical equipment, and instructional materials;
- States and the FCT to emulate Ondo State by regularly re-training their science teachers through the use of mobile teaching approach;
- Government agencies such as TETFund, UBEC etc. to increase funding to areas affected by the insurgency in order to improve Science and Technology Education;
- private individuals, communities and NGOs to partner with government to ensure the development of Science and Technology Education in the Zone;
- FME, States and the FCT to provide relevant and Intensive ICT training for pre-serving and serving teachers;
- FME, States and the FCT to deploy internet facilities in schools to support e-learning;
- FME, States and the FCT to obtain ICT certification as part of mandatory teacher training/upgrading;
- FME, States and the FCT to ensure their teachers benefit from the new STAN training programmes;
- States, the FCT, Proprietors of IIEs and other Stakeholders to collaborate with FME on the review of the Guidelines and Procedure for the Establishment of Innovation Enterprise Institutions in Nigeria;
- States and the FCT to improve ICT infrastructural facilities in their institutions for enhanced learning and assessment;
- States and FCT to improve teachers' skills in ICT;
- States, the FCT and other education stakeholders to support NUC, NBTE and NCCE in its efforts to rid Nigeria of illegal universities, campuses and programmes;
- States, the FCT and other education stakeholders to also support the NUC in achieving its aim of ensuring quality and standard in the Nigerian University System;
- States to enforce NCE decision banning the use of public school buildings for operation of illegal satellite campuses and study centres.
- FME, States and FCT to sponsor their French Teachers and Lecturers to the annual French Teachers' Workshop in Badagry or invite NFLV to organize such special workshops for teachers in their various States.
- FME and States to give automatic scholarship awards to JAMB students who scored 260 marks and commensurable post-JAMB scores in their 100

Level and to continue to enjoy the delivery on maintenance of CGPA of 4.0 for education related courses;

- FME and States to give automatic scholarship awards to students studying Education related courses with CGPA of a minimum of 4.00 (or equivalent) in their 200 Levels to the end of such courses of-study;
- FME and States to give Bursary awards of the Federal Scholarship Board (FSB) automatic scholarship awards to education students who are having CGPA of between 3.00 and 3.99;
- FME and States that the Scholarship deliveries by both the Federal Scholarship Board (FSB) and States Scholarship Board (SSB) in terms of financial value be higher and in favour of educational related disciplines than other disciplines;
- Federal Ministry of Education to implement the National Teacher Education Policy that proposes incentives to be given to encourage students in the study of education courses;
- FME to stimulate the process of ensuring the timeliness in the payment of the required allowances to the BEA scholars from Nigeria;
- FME to explore the possibilities of enlisting the interest of the citizens of the country into strategic support for the FME in funding its own financial aspect of the delivery;
- State Governments to also support their citizens on BEA scholarship;
- States that sponsored their students abroad should always liaise with the Federal Ministry of Education before going into agreement or contract with any country to authenticate the status of the institutions;
- FME to mandate NUC, NCCE and NBTE to encourage all tertiary institutions in Nigeria to ensure that certificates are promptly released to deserving graduates with correct year of completion of courses;
- examination bodies to ensure students' examinations records and results should be processed through ICT, for prompt release of certificates.

Approved

- the adoption and implementation of the *Education for Change: A Ministerial Strategic Plan (2016-2019)* document as a guide for improving the Education Sector in Nigeria;
- that adult literacy facilitators especially Adult Education graduates and NCE holders be employed for literacy centres on pensionable appointment;

- that the Federal, States and the FCT to coordinate and establish at least 4 Technical Skill Acquisition Centres in each Local Government Area in the country;
- the infusion of Financial Literacy into the existing Nigeria Basic Education curriculum;
- the National Enrolment Drive Framework as a national strategy for boosting enrolment and increasing access at the Basic Education level in Nigeria;
- the developed C'lela Language curriculum for Basic Education;
- that FME, States and the FCT should in the next 2 years dedicate part of UBE intervention fund for teacher refresher courses to the re-training of teachers in the use of the Revised Curriculum and Teachers' Guide;
- adequate budgetary provision for EMIS activities at all levels of education and timely release of such funds;
- the full implementation of the National EMIS Policy and its Implementation Guidelines at all levels so as to facilitate the production and provision of credible and timely data for informed education planning and administration;
- that State Ministries of Education (SMoEs) and State Universal Basic Education Boards (SUBEBs) should work together to produce instruments for the conduct of Annual School Census (ASC) and the production of credible State data;
- the mandatory participation of all public and private schools in Nigeria in the ASC and other data update requirements;
- that appropriate sanctions be imposed to enforce compliance with the participation in the ASC and other data update requirements;
- appropriate sanctions through legislation against unregistered schools in Nigeria.
- establishment of a National Steering Committee for the Implementation of Education 2030 Agenda to play an advisory role and provide overall policy guidelines and direction;
- setting up of Implementation Monitoring Committee at the Federal, States and FCT levels;
- establishment of Desk Offices for Education 2030 Agenda in the Ministries of Education and the FCT to ensure regular reporting;
- conduct of advocacy activities at national and zonal levels to sensitize stakeholders at all levels on the Education 2030 Agenda and the Education 2030 Framework for Action;

- the National School-Based Management Policy for implementation;
- FME, States and FCT should train school teachers, counselors, adult and non-formal education facilitators on drug abuse counseling;
- FME, States and FCT should formulate and implement drug policies in schools at all levels;
- that TETFund and UBEC should increase funding for the development of Technology and Science Education;
- the review of the 2009 Guidelines and Procedure for the Establishment of Innovation Enterprise Institutions (IEIs) in Nigeria;
- that the Guidelines and Procedure for the Establishment of IEIs in Nigeria be reviewed every five (5) years;
- the prompt release of certificates on completion of courses by Nigerian tertiary institutions and enforcement by NBTE, NCCE, NUC and other relevant regulatory agencies.

Directed:

- NCCE to enforce and monitor the compliance of the Colleges of Education with NCE directives on making ANFE full-fledged course;
- the use of National Post-Basic Education Strategy document by FME, States, the FCT and other education stakeholders as reference document for addressing the challenges of Technology and Science Education.

THE 62ND MEETING OF THE NATIONAL COUNCIL ON EDUCATION (NCE) HELD AT THE AFFICIENT EVENTS CENTRE, NASSARAWA GRA, KANO, KANO STATE, FROM MONDAY 24TH TO FRIDAY 28TH JULY, 2017

DECISIONS

The 62nd meeting of the National Council on Education (NCE) was held in Kano, Kano State, from Monday, 24th to Friday 28th July, 2017 with the theme *Inclusive education; creating quality learning opportunities for all: implications for concurrency in education in Nigeria*. The meeting was presided over by the Honourable Minister of Education, Adamu Adamu, and supported by the Honourable Minister of State for Education, Prof. Anthony Gozie Anwukah.

Council took the following decisions for implementation by FME, States, the FCT and other stakeholders.

Council:

Urged;

- States and the FCT to acquire official and functional e-mail addresses for easy access to information about meetings;
- States and FCT to give NERDC the necessary support to ensure a successful data collection exercise;
- States and the FCT to establish within one year inclusive Model Non-Formal Education Centres that can cater for different categories of learners;
- States and the FCT to recruit specialized facilitators who can teach all categories of learners;
- States and the FCT to upgrade existing capacity of Non-formal Education (NFE) facilitators within one year to accommodate people with special needs;
- States and the FCT to carry out sensitization and mobilization in the communities to enhance enrolment of all categories of learners;
- States and the FCT to increase their support for adult and youth literacy in the Non-Formal Education sub-sector in general;
- States and the FCT to adequately make funds available for literacy and NFE programmes/projects at all levels;
- States and the FCT to engage only qualified personnel as NFE facilitators so as to ensure quality learning outcomes.
- States and the FCT to intensify the adoption of best practice in NFE delivery;
- the Office of the Head of the Civil Service of the Federation to fast-track the inclusion of National Vocational Qualifications (NVQs) in the Scheme of Service;

- SMOEs, the FCT and other relevant stakeholders to ensure that all artisans and craftsmen are certified and licensed in their occupation before they can practice in line with global best practice;
- Cross River, Delta, Edo, Ekiti, Imo, Kaduna, Kogi, Nasarawa, Ogun, Ondo, Yobe, States and the FCT that have outstanding Special Education funds to access them without delay;
- States and the FCT to upgrade their existing learning centres/schools in order to ensure mainstreaming of learners with special needs;
- States and the FCT to equitably distribute the textbooks supplied to them under the FGN-UBE Textbook Initiative;
- States and the FCT to ensure commitment to the implementation of ECCDE/Pre-primary education by taking advantage of the re-introduction of 5% utilization of UBE matching grant for ECCDE;
- Adamawa and Lagos SUBEBs, FCT UBEB to expedite action on the implementation of 2015 Teacher Professional Development (TPD).
- States and the FCT to be involved in the *Tsangaya* initiative to make adequate budgetary allocation and funding of the initiative in the same way as they provide for conventional schools;
- States and the FCT to enforce the UBE Act of 2004 which make provisions for sanction on parents who fail to send their wards to school;
- States and the FCT to introduce school feeding programme as a retention strategy in the *Tsangaya* schools;
- States and the FCT to integrate the Mallams in their scheme of service;
- SUBEBs and the FCT UBEB to commence this initiative by selecting at least two (2) hard to reach and disadvantaged communities in each Local Government in their States as pilot initiatives; and
- States and the FCT to establish Community Based Early Childhood Care (CBECC) Centres in the selected communities as a means of giving learning opportunities to disadvantaged children;
- the SMOEs and the FCT Education Secretariat to enlighten schools and other stakeholders on the:
 - need to use the new BECE syllabus;
 - new grading format; and

- introduction of offline/online platform for registration of candidates in BECE.
- States, the FCT and other stakeholders to acquire the Braille-Note Apex (or similar devices) for their institutions and train their teachers and candidates with visual impairment on its use for enhanced teaching, learning and assessment;
- FME, States, the FCT and other relevant Stakeholders to take more proactive measures in intensifying advocacy, sensitization and campaigns for the achievement of inclusive education in the country;
- FME, States, the FCT and other relevant Stakeholders to recognise Inclusive Education as an inherent component of the right to education;
- FME, States and the FCT to recruit qualified teachers and sign language interpreters for the success of inclusive education;
- States and the FCT to improve the award of scholarship to learners with Special Needs at Basic, Post-Basic and Tertiary education levels;
- States and the FCT to plan and make regular annual budgets for the scholarship scheme of persons with special needs;
- States and the FCT to consider a contributory scholarship scheme to sustain the scholarship policy for learners with special needs at all levels;
- FME, States and the FCT to create continuous public awareness on the possibilities and opportunities of accessing Basic, Post-Basic and Tertiary education by learners with special needs;
- FME, States and the FCT to ensure access and equity for children with special needs in regular school settings;
- FME, States and the FCT to embark on training and re-training of all teachers on new approaches that will guarantee academic achievements of learners with special needs in an inclusive school setting
- FME, States and the FCT to ensure that approved textbooks and text materials are transcribed into Braille;
- FME, States and the FCT to ensure that Braille computers are provided for use by children with visual impairment for effective and inclusive teaching and learning in basic schools;
- States and the FCT to establish at least one Gifted and Talented students' Academy in their respective States;
- FME, States and the FCT to organise teachers' refresher courses on the use of cooperative learning strategies for teaching in an inclusive setting;

- FME, States and the FCT to incorporate scores on group work into the continuous assessment of students in order to popularise and encourage the use of peer assessment, cooperative teaching and friendship amongst students;
- FME, States and the FCT to sensitise teachers on how to handle children with special needs.
- FME, States, the FCT and Stakeholders of Tertiary Education to fund their institutions adequately for effective implementation of inclusive education;
- Public Tertiary Institutions to include courses on Inclusive Education as part of their staff development for TETFund intervention;
- States, the FCT and other stakeholders to support National Open University of Nigeria (NOUN) in the provision of the structures and facilities for the operation of Study Centres for effective delivery of inclusive education to all groups of learners;
- FME, SMoE, UBEC, NUT, NAPPS, SUBEBs, to be part of the advocacy and sensitization on the need for unqualified teachers to acquire teaching qualification before December, 2019;
- FME, SMoE, UBEC, NUT, NAPPS, SUBEBs, LGEAs, Colleges of Education, Polytechnics, Faculties and Institutes of Education to collaborate with TRCN to ascertain compliance;
- FME, States and the FCT to ensure the progressive reduction of unqualified teachers in their payroll, and cease further employment of same;
- all teacher employers; UBEC, SUBEBs, LGEAs, NAPPS, International Development Partners such as world Bank, JICA, USAID, DFID and CPD service providers to adopt the training manual in all teacher training programmes and adhere to the stipulated standards in the manual; and
- all teacher employers; UBEC, SUBEBs, LGEAs, NAPPS, International Development Partners such as World Bank, JICA, USAID, DFID, etc. and CPD service providers to adhere to the initiative and support TRCN in the control and monitoring of CPD implementation;
- FME, States and the FCT to embark on mass recruitment of qualified Special Education teachers for better handling of inclusive education;
- FME, States and the FCT to ensure continuous training and retraining of new and existing teachers to effectively handle students with varieties of learning needs;

- FME, States, the FCT and Proprietors of Private Technical Colleges to embark on Mandatory Staff Industrial Attachment Scheme (MSITS) for technical teachers in Technical Colleges;
- Nigeria Employers' Consultative Association (NECA), Nigerian Association of Chambers of Commerce, Industry, Mines and Agriculture (NACCIMA) and Manufacturers' Association of Nigeria (MAN) to accept the technical teachers during training which is for a period of one month every three years;
- FME, States and the FCT to prioritise Technical, Vocational Education and (TVET) teacher trainees in their scholarship schemes;
- States and FCT to collaborate with schools to ensure effective conduct of National Monitoring Learning Achievement (NMLA) using the Policy for quality assurance;
- States and the FCT to pay more attention to Physical Education and School Sports by fully implementing the National Physical Education and School Sports Policy;
- States and the FCT to transform the Physical Education and School Sports by allocating funds for its implementation;
- States and the FCT to allocate space and time for Physical Education and School Sports in schools.
- Private schools proprietors to send newly appointed School Heads to Nigerian Institute for Education Planning and Administration (NIEPA) for the mandatory capacity building programme;
- FME, States and the FCT to implement the approved and adopted mandatory capacity building for all newly appointed Managers, Administrators and Directors in the education system coordinated by NIEPA, Nigeria;
- FME, States, the FCT and other stakeholders to release budgeted fund for the implementation of Inclusive Education;
- FME, States and the FCT to strengthen the capacity, funding and provision of technology that will generate, process and disseminate timely information for implementing and sustaining inclusive education;
- FME, States and the FCT to avoid the falsification of data and ensure accurate data collection;
- FME, States and the FCT to establish a functional State Education Management Information (SEMIS) in the States for timely and accurate data;

- FME, States and the FCT to adopt and use the Service Learning Strategy (SLS) for expanded inclusion in learning by all learners;
- FME, States and the FCT to carry out advocacy and enlightenment on the use of Service Learning Strategy (SLS) to support inclusiveness in the classroom; and
- FME, States and the FCT to train and retrain teachers on the use of the Service Learning Strategy (SLS).
- FME, States and the FCT to adopt the strategies of Inclusive Education sensitive plans and budgeting process so as to widen opportunities for children to have access to school and learning in Nigeria;
- FME, States, the FCT and Parastatals to intensify efforts in the implementation of NCE decisions;

Approved:

- that only professionals in Education of the Directorate cadre from Federal and State Ministries of Education and the FCT, their Parastatals and other relevant institutions and agencies should attend JCCE and NCE meetings;
- that each State and the FCT should be represented by a maximum of five (5) delegates including the Director (PRS), representative(s) of SUBEB and the JCCE Desk officer, at the JCCE Plenary and NCE meetings;
- the distribution of documents for JCCE & NCE meetings should be done through email;
- that the Federal Education Quality Assurance Service (FEQAS) should drive the conduct of annual quality assurance self-assessment by all States and the FCT;
- the use of Policy Guidelines on Mass Literacy, Adult and Non-Formal Education Delivery in Nigeria by all tiers of government and other stakeholders;
- that all skills acquired through various skills acquisition centres, be appropriately assessed and certified through the Modular Trade Certificate system by NABTEB;
- the developed History Curricula (Primary 1-3, Primary 4-6 and JSS 1-3);
- the National Policy on Inclusive Education in Nigeria and its Guidelines for Implementation by States, the FCT and Stakeholders;
- that States and the FCT should formulate and implement a scholarship scheme for learners with special needs in order to increase their access to education at all levels.;
- assistive technologies such as computer games, embossers, earphones, audio meter, Braille watches, large print books, talking books, low vision devices and materials etc for improving access and equity in the education of children with special needs;

- special needs friendly structures such as rooms/wide toilets that will accommodate all categories of learners for effective implementation of inclusive education;
- resource rooms for inclusive education in our schools;
- the development of the framework that will drive Public-Private-Partnership in the establishment, management and administration of IEs as stipulated in the National Policy on Education (2013);
- that FME, States and the FCT in collaboration with Association of Proprietors of Innovative and Vocational Institutions (APIVI) should organize national advocacy for public recognition and acceptability of IEs to improve students enrolment and retention;
- the provision of earlier promised seed grant to IEs Proprietors for infrastructural development of the institutions;
- the National Policy on Science and Technology Education for adoption by all education stakeholders;
- the introduction of the Mandatory Staff Industrial Attachment Scheme (MSITS) for technical teachers in Technical Colleges which should be funded by proprietors of the institutions;
- Industrial training for technical teachers for a period of one month in every three (3) years;
- the National Policy on Counselling and its Implementation Guidelines for adoption for Counselling activities in Nigeria;
- the National Policy on Monitoring of Learning Achievement (NMLA) and its Implementation Guidelines for adoption by education stakeholders to facilitate, institutionalize and sustain a functional MLA system; and
- **Funding of Education for the Achievement of Education 2030 Agenda** as the theme for the 2017 JCCE and NCE meetings.

THE 63RD MEETING OF THE NATIONAL COUNCIL ON EDUCATION (NCE) HELD AT THE INTERNATIONAL CONFERENCE CENTRE ABUJA, FCT, FROM MONDAY, 30TH JULY – FRIDAY, 2ND AUGUST, 2018.

DECISIONS

The 63rd Meeting of the National Council on Education (NCE) was held in Abuja, FCT from Monday, 30th July – Friday, 2nd August, 2018 with the theme *Funding of Education for the Achievement of Education 2030 Agenda*. The meeting was presided over by the Honourable Minister of Education, Adamu Adamu and supported by the Honourable Minister of State for Education, Prof. Anthony Gozie Anwukah.

Council took the following decisions for implementation by FME, States, the FCT and other stakeholders.

Council:

Urged:

- States, the FCT and Owners of Schools to as a matter of urgency augment and support the services of uniformed security officers with Vigilante groups and Community Neighborhood Watch;
- NUC,NBTE, NCCE to develop endowment funds management framework in collaboration with the institutions;
- States, the FCT and other stakeholders to collaborate in the institutionalisation of endowment funds;
- Tertiary Institutions to collaborate with corporate bodies, alumni associations, community members and individuals for their contributions to the endowment funds;
- States, the FCT, private sectors and other stakeholders to key into Build Operate and Transfer (BOT) as a strategy for construction of hostel facilities for our tertiary institutions;
- States and the FCT to sensitise their populace on the importance of inclusive education and the need to invest in it in order to bring more children with special need into schools;
- States and the FCT to develop Corporate Social Responsibility (CSR) strategy to enable them source for additional funds for the implementation of inclusive education;
- All education stakeholders to adopt and use the funding and management strategies as suggested in the National Policy on Science and Technology Education;
- Corporate Organisations to assist in upgrading production units of Technical Colleges through the provision of grants;

- FME, States, the FCT and other education stakeholders to ensure that production units in Technical and Vocational Colleges are adequately equipped with modern equipment for commercial production;
- FME, States and the FCT to introduce Entrepreneurial and Enterprise Fair as an alternative source of funding in schools.
- States and the FCT to emulate Oyo and Sokoto State to establish State Education Development Fund (SEDFund) to improve education service delivery especially at post-basic school level;
- States and the FCT to liaise with relevant agencies such as States Inland Revenue Services to work out the modalities for achieving the objective of the SEDFund;
- FME, States and the FCT to increase funding of libraries at all levels for the attainment of pillar ten of "Education for Change" Ministerial Strategic Plan, SDG4 and Education 2030 Agenda;
- States, the FCT and other stakeholders to develop functional skills data bank for apprenticeship practitioners and trainees nationwide;
- States, the FCT and other stakeholders to identify apprenticeship trainees and practitioners in all States, Local Government Areas, communities and place them into skills clusters for easy location and patronage;
- States, the FCT and other stakeholders to encourage the formation of apprenticeship trainees and trainers cooperative societies for easy access to funding from intervention agencies;
- State Universal Basic Education Board (SUBEBs) to incorporate Adult and Non-Formal Education (ANFE) programmes in their work plans;
- Local Governments/Area Councils to release their 5% constitutional allocation to Non-Formal Education (ANFE) sub-sector regularly;
- Concerned NGOs to actively participate in the funding of Adult and Non-Formal Education Programmes;
- States, the FCT and other Stakeholders to build synergy with communities for increased support and funding of Adult Education Programmes in the community;
- States, the FCT and other Stakeholders to reward individuals and groups in the communities that support government in funding Adult and Non-Formal Education programmes;
- States, the FCT and other Stakeholders to strengthen Community Based Management Committees (CBMCs) in resource mobilisation and judicious utilisation to ensure sustainability of the support;

- FME, States and the FCT to intensify advocacy through mobilization/awareness campaigns to ICT Providers, Philanthropists and Non-Governmental Organisations on the urgent need to support Adult and Non-Formal Education on the use of Digital Technology to facilitate learning;
- FME, States and the FCT to include the use of digital devices to facilitate learning in Adult Literacy Centres;
- FME, States and the FCT to upgrade the knowledge and skills of the facilitators on the use of Digital Technology in Adult Literacy Centres;
- FME, States and the FCT to support the development of a Framework to drive Public Private Partnership in the funding and operation of Vocational Enterprise Institutes (VEIs) for sustainable development;
- Stakeholders of VEIs to revitalize the mechanisms for institutional collaboration and partnerships to ensure uniform standards in revenue generation and management;
- States and the FCT to embark on advocacy and sensitisation of communities to assist in the development of school farms in the basic education schools;
- States and the FCT to make school farm project mandatory in schools;
- States and the FCT to build the capacity of teachers and SBMCs in farm production and resource management for effective utilization of funds especially those generated from school farms;
- States, the FCT and other stakeholders to explore Public Private Partnership (PPP) for funding of Continuous Professional Development (CPD) programmes;
- States, the FCT and other relevant institutions to seek for support from Non-Governmental Organisations (NGOs) and individuals on in-service programmes;
- FME, States and the FCT to enforce section 10, Sub-section 155(e) of the National Policy on Education (2013) on the contributions of 1.5 percent of contract sum and fees to a special Corporate Social Responsibility Fund;
- FME, States and the FCT to intensify efforts in the implementation of NCE decisions;

Approved:

- the National Policy on Open Educational Resources (OER) for Higher Education in Nigeria for immediate Implementation;
- the separated Christian Religious Studies (CRS) Curriculum, Islamic Studies (IS) Curriculum and National Values Curriculum for implementation in Primary and Junior Secondary Schools nationwide;

- the teaching, learning and assessment of Christian Religious Studies (CRS), Islamic Studies (IS) and National Values as stand-alone subjects at the basic education level;
- that Federal, States, the FCT and relevant Stakeholders collaborate to develop a policy on safety and security in schools;
- that the National Policy on Science and Technology Education be adopted as amended, for use by all education stakeholders;
- that Governments, stakeholders and the public to patronize and commercialize the products from the production units of Technical and Vocational Colleges;
- that the proceeds from the commercialization of the products from the production units of Technical and Vocational Colleges be ploughed back to the Colleges;
- the re-establishment of State Education Development Fund (SEDFund) and other funds to create additional but sustainable funding source to improve education service delivery in post-basic schools for the achievement of Education 2030 Agenda,
- the development of a framework that will drive Public Private Partnerships in the establishment, management and administration of Vocational Enterprise Institutes; and
- **Education for Self Reliance: A Tool for the Achievement of Education Agenda** as the theme for the 2018/2019 JCCE and NCE meetings.

THE 64TH MEETING OF THE NATIONAL COUNCIL ON EDUCATION (NCE) MEETING, HELD AT DR OBI-WALI INTERNATIONAL CONFERENCE CENTRE, PORTHARCOURT, RIVERS STATE FROM MONDAY 4TH TO FRIDAY 8TH NOVEMBER, 2019.

DECISIONS

The 64th meeting of the National Council on Education (NCE) was held in Port Harcourt, Rivers State, from Monday, 4th to Friday, 8th November, 2019 with the theme *Education for Self- Reliance: A Tool for the Achievement of Education 2030 Agenda*. The meeting was presided over by the Honourable Minister of Education, Adamu Adamu and supported by the Honourable Minister of State for Education, Hon. Chukwuemeka Nwajiuba.

Council took the following decisions for implementation by FME, States, the FCT and other stakeholders.

Council:

Urged:

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

- States and the FCT to ensure that apprenticeship programmes in Nigeria are regulated, harmonized and certified by recognised awarding bodies before practising.
- NMEC, States, the FCT and NGOs to re-invigorate skills acquisition programmes in Adult and Non-Formal Education Centres;
- NMEC, States, the FCT and NGOs to create sustainable funding of the Centres;
- NMEC, States, the FCT and NGOs to strengthen the sensitisation and mobilisation of community dwellers for enrollment in vocational education programmes;
- States and the FCT to collaborate with Private Sector and Non-Governmental Organisations (NGOs) in building vocational structures for Adult and Non-Formal Education sub-sector in their States;
- States and the FCT to include Public and Private Sector participation in the year plan of their agencies;
- FME, States and the FCT to encourage clustering of artisans for workplace literacy and proficiency in order to promote self-reliance for the attainment of Education 2030 Agenda;
- FME, States and the FCT to provide workplace literacy centres to ensure that all artisans and craftsmen have access to functional education;
- FME, States and the FCT to encourage schools' investment schemes;
- FME, States and the FCT to ensure that every student acquires vocational and entrepreneurial skills for meaningful investment in later life;
- FME, States and the FCT to embark on intensive sensitisation and advocacy campaigns on the importance of school's investment schemes and skills acquisition for the achievement of Education 2030 Agenda in Nigeria;
- FME, States and the FCT to identify schools that could be transformed into sport academy for talent identification and grooming;
- FME, States and the FCT to ensure that all Basic Education schools organise sporting activities regularly;
- FME, States and the FCT to mobilise support from NGOs, philanthropists, political leaders, Development Partners to invest in sporting activities in Nigeria schools;
- FME, States and the FCT to embark on advocacy and sensitisation of parents and other stakeholders on the need for basic education graduates to undergo a 2 to 3 months mandatory school-to-work scheme;

- FME, States and the FCT to work with UBEC to put in place machinery and guidelines for implementing the school-to-work scheme for the achievement of self-reliance and education 2030 Agenda;
- States and the FCT to support the development of the National Reading Framework(NRF) through active participation at the different stages of developing the NRF;
- all Non-Governmental Organisations involved in reading initiative in Nigeria to support the process of developing the National Reading Framework (NRF);
- States and the FCT to include the provision of facilities for practical in Cultural and Creative Arts (CCA) and pre-vocational studies in their annual strategic work plan;
- UBEC to monitor and ensure that the strategic work plan from States include provision of facilities in the CCA and pre-vocational laboratories;
- FME, States and the FCT to provide adequate infrastructure for the teaching of trades and entrepreneurial subjects in Senior Secondary Schools;
- FME, States and the FCT to recruit qualified teachers with cognate experience and pedagogical skills in entrepreneurial areas in order to achieve set goals for Education 2030 Agenda;
- Development Partners (DPs) and NGOs to partner with Government in the provision of adequate infrastructure and qualified teachers for the teaching of entrepreneurial subjects in Senior Secondary Schools;
- FME, States and the FCT to monitor the provision of infrastructure and qualified teachers for the teaching of entrepreneurial subjects in Senior Secondary Schools;
- Examination bodies (WAEC, NECO and NABTEB) to ensure the availability of infrastructure and qualified teachers for the teaching and learning of entrepreneurial subjects in Senior Secondary Schools before granting them approval to be examined in the trade subjects;
- FME, States, the FCT and other Stakeholders to adopt the use of SIWES programme for the improvement of the study of Trade and Entrepreneurial subjects;
- NECO and Anambra State to collaborate with NBTE on the modalities of introducing SIWES in the Senior Secondary Education;
- FME, States and the FCT to engage experienced Artisans to teach the practical aspects of the entrepreneurial subjects in Senior Secondary Schools in Nigeria;
- FME, States and the FCT to collaborate with Development Partners, Private Sectors, Professional Bodies, Non-Governmental Organisations (NGOs) among others for the scaling-up of empowerment activities for People With

Disabilities (PWDs) through Skills Acquisition at all levels of education for the achievement of Education 2030 Agenda in Nigeria;

- the Federal Ministry of Education to constitute a committee for the review of the National Policy on Albinism;
- States, the FCT and other relevant Stakeholders to collaborate with FME in organising a national advocacy/zonal programme for the popularization and implementation of TEDFA in order to reposition Teacher Education and Development in the country;
- the Private Sector, Development Partners and other relevant Stakeholders to collaborate with FME, States and the FCT for the successful take-off of TEDFA;
- States and the FCT to provide incentives such as motor cycles, bicycles and hazard allowances for teachers in nomadic and other hard-to-reach schools;
- States and the FCT to provide facilities in nomadic and other hard-to-reach schools for teachers to facilitate teaching and learning for Self-Reliance;
- States and the FCT to explore the support for teachers by philanthropists, Development Partners (DPs), School-Based Management Committees (SBMCs) and Parent Teachers Associations (PTAs) in nomadic and other hard-to-reach schools;
- FME, States and the FCT to provide teacher training institutions with active and all-inclusive Entrepreneurship Centres with emphasis on Skills Acquisition for Self-Reliance;
- FME to support States and the FCT to facilitate in building the capacity of trade subjects teachers at post basic education level;
- States and the FCT to equally collaborate with professional bodies, Vocational Centres and training institutes such as NIEPA, NTI and other relevant agencies to sustain teachers' Capacity Development.
- FME, States, the FCT and other stakeholders to adopt and use the Implementation Guidelines of the National Policy on Science and Technology Education as a reference document and complementary publication;
- FME, States and the FCT to enhance the Technical/Vocational and Entrepreneurial centres for the development of knowledge, skills and character for Self-Reliance for the Achievement of Education 2030 Agenda;
- FME, States and the FCT to enhance the maintenance culture and ensure adequate security for facilities and equipment in schools;
- FME, States and the FCT to enhance Public Private Partnership (PPP) as a way of providing adequate and functional equipment to schools;
- FME, States and the FCT to enhance adequate funding and timely release of approved funds to equip the science laboratories and facilities;

- FME, States and the FCT to source for their science equipment and laboratory apparatuses needed in schools and technical colleges locally from Science Equipment and Development Institute (SEDI);
- Proprietors to ensure that technical colleges and their trades are presented when due for accreditation in readiness for any intervention;
- Funding organisations to ensure that only technical colleges with accredited trades are eligible for intervention
- States and the FCT to actively participate in the strategic activities for Online School Safety;
- States and the FCT to encourage and support the establishment of Online Safety Clubs in Schools;
- FME, States, the FCT and other Stakeholders to introduce multilingual simulative e-learning platform to supplement teaching and learning as a means of achieving education for self-reliance;
- FME, States and the FCT mobilise students to join Young Entrepreneurs' Club;
- States, the FCT and other stakeholders to patronize all the Science Equipment Centres in the country for optimal utilization of the personnel and machines provided for the Centres;
- FME, States and the FCT to work out the modalities for schools to utilise skill acquisition Centres in their domain for practical work;
- FME, States and the FCT to sensitise schools, students and teachers to make use of Skills Acquisition Centres for practical work in their chosen trades;
- FME, States and the FCT to collaborate with Development Partners, Private Sector, Professional bodies, NGOs and the Media for successful implementation of nationwide advocacy, sensitisation and mobilisation to popularize and rebrand TVET at all levels of education;
- States and the FCT to train and retrain qualified personnel in the use of modern facilities and equipment to reposition Entrepreneurship Education Centres;
- FME, States and the FCT to put in place special incentives for students of Colleges of Education (Technical), Polytechnics and Universities of Technology in Nigeria;
- FME, States and the FCT to provide more qualified lecturers and facilities for Entrepreneurship Education in Tertiary Institutions;
- Parents and Educational institutions to contribute towards the provision of startup kits for graduating students of Entrepreneurship Education;
- Tertiary Institutions to intensify efforts at accessing the existing entrepreneurship intervention fund by TETFund;

- States and the FCT to collaborate with National Commission for Nomadic Education (NCNE) source for additional support from Development Partners (DPs) and other donors in the provision of ICT infrastructure as well as training of ICT teachers in Hard-to-Reach schools to facilitate education for self-reliance and fast track attainment of goal 4 of SDGs among nomads in Nigeria;
- FME, States, the FCT and other stakeholders to support the plan of NIEPA to coordinate and conduct capacity development activities for Educational Planners, Administrators and managers on entrepreneurial innovative skills for self-reliance and quality education at all levels;
- FME, States and the FCT to implore all Educational Managers and Administrators to patronize NIEPA for their capacity building for programmes on entrepreneurial innovative skills;
- NYSC to review upward the implementation strategy considering the elongation period in respect to training duration from 10 days to 3 months of its Skill Acquisition and Entrepreneurship Development (SAED) Programme and integrate the program into the Community Development Services (CDS) in order to sufficiently develop and equip Corps members with saleable skills for self-employment and Self-Reliance;
- FME, States and the FCT to strengthen the Quality Assurance Mechanisms and scale up involvement of the Private Sector and other Stakeholders for effective monitoring and support of the Vocational Centres for self-reliance;
- FME Parastatals, States and the FCT to intensify efforts in the implementation of NCE decisions;

Approved:

- the Accelerated Basic Education Curriculum (ABEC) for the implementation of Accelerated Basic Education Programme in Nigeria;
- the Career Path for the Teaching Profession in Nigeria at the Basic and Senior Secondary Education levels for implementation;
- Capacity-building workshops for teachers that will implement the school's investment scheme;
- the Education in Emergency Curriculum for Basic Education level.
- the re-positioning of the study of Trade/Entrepreneurial subjects through the introduction of SIWES programme for the students during long vacation;

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

