FEDERAL MINISTRY OF EDUCATION
ABUJA



SUMMARY OF NATIONAL COUNCIL ON EDUCATION MAJOR DECISIONS

VOLUME V (2007 – 2013)

JCCE/NCE Secretariat
Federal Ministry of Education
Abuja

FEDERAL MINISTRY OF EDUCATION

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FOREWORD



The National Council on Education, established in 1972 is the highest decision making body vested with the mandate of evolving uniform policies on issues relating to all facets of the Nigerian Education sector.
A number of Sector transforming policies have evolved from past statutory meetings of this body. Some of these policies have been fully implemented while others are at different stages of implementation and therefore require more attention. The importance of these policies cannot be over emphasized, hence the need to document them appropriately.

Accordingly the 1989 meeting in Minna, resolved that summaries of NCE decisions should be compiled and produced every ten years. Volumes 1 – 3 spanning 1989 – 1999 and Volumes 4 and 5 spanning 2000 – 2013 have been compiled and documented into Digital Versatile DISC (DVDs) to guarantee ease of access to information.

This priceless document presents the summaries of decisions of the National Council on Education packaged into Volume 4 spanning 2000 – 2006 and Volume 5, 2007 – 2013. It is also an appraisal of the work done by the NCE in the last four years in line with the Transformation Agenda of the President in the development of Nigeria's Education sector.

I would therefore, recommend this document as a reference material to all decision makers, implementers and other stakeholders in the Nigerian Education sector.

Malam Ibrahim Shekarau, *CON*
(Sardaunan Kano)
Honourable Minister.

53RD NATIONAL COUNCIL ON EDUCATION MEETING CROSS RIVER STATE, 2006

DECISIONS

Council:

A. Urged:

- SMoEs to take active interest in identifying Children with Special Needs;
- SMoEs and FCT to monitor public and private schools and ensure they procure the road safety tips for children and monitor their use;
- State governments and proprietors of private schools to install road signs and zebra crossings near schools to ensure safety of the pupils;
- States and all stakeholders to show commitment and support for Girls' Education Project (GEP);
- The 36 States and FCT to make available free air time for the broadcast of radio lessons and also improve their funding support to their respective State Agencies for Mass Education;
- Federal and State Governments to make adequate financial allocation for Literacy Initiative For Empowerment (LIFE) to mobilize support;
- States to replicate LIFE programme in their various domains to reduce youth restiveness;
- Zamfara State to integrate Science and Technology Education into Islamiya Schools;
- more States to sponsor teachers to the NMC Mathematics Improvement Programme (MIP) and procure Mathematics kits and publications for their schools;
- Educational organizations to send their newly appointed Planners and Managers for induction/orientation courses at the National Institute for Educational Planning and Administration (NIEPA);
- FME and SMoEs to continue to recognize the" roles that Private School Proprietors play in the nation's education sector" and states to include them in meetings and other activities;
- States and LGAs to domesticate the National Education Sector HIV/AIDS Strategic Plan;
- State Governments to emulate the Federal Government by offering scholarships to individuals pursuing Technology Education; payment and review of Technology/Sciences teachers' allowances as incentive;
- States to give their ERCs a measure of financial, professional, and administrative autonomy for more effective performance;
- SMoEs to assist TRCN mobilize teachers in private schools to register and to collect their certificates from TRCN State offices and FCT;
- States that have not organized orientation programmes for teachers and school administrators on Drug Abuse education to do so;

- States that have not complied with the Council's earlier directive on sign language interpretation on NTA and State television stations to do so without further delay;
- State Governments to employ trained and retrained qualified Mathematics teachers and provide instructional materials for teaching of the visually impaired students;
- SMoEs, Special Education Centres and Examining Bodies to patronize the NERDC Braille Centre and NERDC to properly market its Braille press;
- Federal and SMoEs to equip and provide enabling environment for integration of Special Education into the regular school system, and to retrain Special Education teachers;
- Cross River State to liaise with NERDC for the development of Post Basic Curriculum for Tourism;
- States to set up Institute for Tourism;
- Federal and SMoEs to monitor the Continuous Assessment Committees in their schools and organize training of teachers on the proper practice of Continuous Assessment;
- State Ministries of Education to identify and compile the list of unqualified teachers in their schools;
- SUBEBs to include in their intervention, sub-heads for the procurement of mobile facilities for the monitoring of schools;
- Political leaders in position of governance at all levels to adhere to stipulated guidelines in appointing education personnel in order to guarantee quality assurance in the education profession;
- State governments to encourage their candidates to apply for Technical and Teacher Education by subscribing for the MPCEMatriculation Examination;
- All stakeholders to organize merit awards at all levels and support the NATSPMA project; and
- SMoES to ensure that Private School Proprietors sponsor their teachers to train-the-trainer workshops organized by FRSC.

B. Directed:

- States to integrate the Individual with Special Needs into the regular school system;
- FME to discuss with FRSC price reduction of the cartoon books for the safety of our children;
- That FIS and State Inspectorate Services be strengthened, so as to ensure that proprietors do not exploit teachers;
- States that have not established their ERC in line with NERDC guidelines to do so, so as to benefit from the e- Driven Work station to be installed by NERDC and that ICT should be integrated into ERC's activities;
- that in future, all correspondence from UBEC to SUBEBs be copied to the SMoEs.

C. Approved:

- The Guidelines for Establishment and operation of production units in Technical Colleges;
- The infusion of elements of Drug Abuse and preventive education into adult and non-formal education sub-sector;

- Edo Language Curriculum for the Senior Secondary School level;
- The draft Integrated Early Childhood Development Policy;
- The draft Framework/Guidelines for the Gender Policy in Basic Education;
- The use of the FLHE Curriculum/Implementation Guidelines as the benchmark for implementing an effective and qualitative FLHE;
- The change of name of the Reference Committee on Primary Education to Reference Committee on Basic Education, while the Reference Committee on Secondary Education is renamed the Reference Committee on Senior Secondary Education;
- That States and Local Governments affected by boys dropout phenomenon should develop strategies for tackling the problem of boys dropping out of school;
- The inclusion of vocational education into special education;
- The draft National School Health Policy as a legal framework for promoting learning;
- That the National Framework for Implementation of HGSFHP be reviewed in line with the new Public Private Partnership model;
- The utilization of part of the UBE Intervention Funds for the re-production of the Basic Education curriculum for distribution to all schools nationwide;
- That by 2009, evidence of date of birth be used to register primary one pupils into schools;
- the blue-print as prepared by the Federal Ministry of Education for the re-training of French Teachers nationwide;
- The National Education Sector HIV/AIDS Strategic Plan for implementation in the Education Sector;
- The Report of the Task Team on Upgrading of holders of Grade Two Teachers in the system to NCE with sharing of costs among the FME, States and the beneficiaries;
- That all States and FCT schools set up School Based Management Committees (SBMCs) by March 2007, adopt and institute the model consisting of monitors, prefects, and various germane committees headed by teachers;
- March, 2007, as deadline for States to implement the Sign language on NTA and State Television stations;
- Thursday 5th - Friday 6th April, 2007 for convening of Extra-Ordinary NCE meeting in FCT Abuja;
- The updated Basic Education Curriculum Structure.

PARASTATALS, ALLIED AGENCIES AND OTHERS

Council directed Universities to refund the money collected from the candidates for post UME screening and that any refusal to do so will lead to deduction of the amount collected from source to the institutions involved.

Council **Urged:**

- WAEC/NECO to draw up a 5-year examination schedule with details of registration deadline; etc by December 15, 2006;
- NUC, NBTE and NCCE to infuse Drug Abuse education in the relevant General Studies Curriculum;

- NUC, NBTE and NCCE to sponsor the preparation of appropriate Teachers' Guides and Training Manuals to enhance the quality of entrepreneurship education;
- Nigerian Universities to use only people with proven integrity to carry out the Post UME screening at no cost to the candidates;
- Institutions under NUC, NBTE and NCCE to create, fund, equip and provide entrepreneurial education centers and departmental units with appropriate personnel and instructional facilities for entrepreneurial education.

Council **directed** the Association of Business Educators of Nigeria (ABEN) to raise a memo on the deadline for phasing out of shorthand for presentation at the next JCCE Reference Committee Meetings;

Council accepted the offer made by Katsina State to host the 54th Session of the National Council on Education in 2007, and the offer by the Federal Capital Territory (FCT) to host the Extra-Ordinary NCE meeting scheduled for Thursday 5th and Friday 6th April, 2007. Delta State will host the JCCE Reference Committee meetings in March, 2007 while Lagos State is to host the 69th JCCE Plenary meeting in July, 2007.

54TH NATIONAL COUNCIL ON EDUCATION MEETING KATSINA, 2007

DECISION:

The 54th NCE Meeting was held in Katsina, Katsina State, from 9th – 15th December, 2007. The Officials' Session was under the Chairmanship of the Permanent Secretary, Federal Ministry of Education, Umaru Aji OON, while the Honourable Minister of Education, Dr. Igwe Aja-Nwachuku, JP, presided over the Ministerial Session.

The Meeting examined the state of education in Nigeria vis-a-vis the policy thrusts of government. The challenges confronting the education sector were exclusively deliberated on as well as how best such challenges could be tackled. A clarion call was made to all stakeholders to re-dedicate themselves to the course of quality education in Nigeria.

The Honourable Minister of Education was optimistic that the stakeholders' collective commitment to the spirit of the reform agenda of Government should drive them to commence immediate implementation of the decisions emanating from the 54th NCE Meeting. The highlights of the Council's decisions are as follows;

FEDERAL MINISTRY OF EDUCATION (FME)

Council **urged** FME to;

- redefine the Ministry's reform agenda and processes in conformity to the stance of this Administration to the rule of law and its resolve to carry all stakeholders along for synergy;
- initiate a review of the UBEC Act 2004 to address its identified flaws and make its provisions more realistic, enforceable and allow for Federal intervention in Basic Education to be needs- based and driven by States' Strategic Action-plans;
- harmonize the functions and activities of NCNE, NMEC and UBEC, for an effective and all-inclusive delivery of quality basic education in Nigeria;
- devolve more responsibilities to the States in the conduct of School Census and" the development of States Education management information System (SEMIS);
- step down the hybrid-privatization of the management of Federal Unity Schools and to identify the best management option for FUCs after consultations with all relevant stakeholders;
- in the meantime, use School Based Management Committees (SBMCs) to revamp and reposition the FUCs to effectively serve their objectives;
- restore the junior secondary component of FUCs without prejudice to the UBE Act 2004 which already precludes these institutions benefiting from the 2% CRF Federal Government grant for the UBE programme implementation;

- amend the National Minimum Standards and Establishment of Institutions Act 16 of 1985, from which the FIS derives its legal backing to upgrade it from a Department of the Ministry to an independent and autonomous education quality assurance parastatal;
- freeze the implementation of the merger of Federal Polytechnics and Colleges of Education into contiguous and proximate Federal Universities as they are still very relevant in Nigeria's socio-economic development context;
- review and strengthen the implementation of the HGSFHP **to be inter-sectoral** and to ensure that food served are locally produced and meet the nutritional needs of children; and
- to maintain the autonomy of and strengthen the language villages namely the Nigeria Arabic Language Village (NALV) Ngala, the Nigeria French Language Village (NFLV) Badagry and the Nigerian Indigenous language Aba Ngwa (NINLAN) to perform their mandates more efficiently and effectively.

Council also **urged:**

- the Federal Ministry of Education to seek the approval of the Federal Executive Council on the upgrading of NTA, Tejuoso, Lagos to the National Instructional Production Centre.
- FME to liaise with the Federal Ministry of Information and Communication to consider the issuance of Radio Short Waves (SW) license to NOUN and seek the approval of Mr. President on the Radio Short Wave license.
- FME, NERDC and SEC to collaborate in popularizing the teaching and learning of Capital Market Studies through National Debates and Quiz Competitions for Secondary Schools.
- FME and States to harness private sector support for the funding of special education.
- FME, States and FCT to collaborate to work out modalities to ensure effective implementation of necessary government incentives to encourage and sustain private sector participation in the Support A-Public School Programme.
- FME, States and LGAs to institutionalize the Whole School Development Planning (WSDP) policy to facilitate educational development in Nigeria.
- FME, State, FCT, SUBEBs and other Agencies to sensitize other stakeholders to adopt the WSDP approach.
- The FME, SMOEs, FCT Education Secretariat and Local Government Education Authorities (LGEAs) to ensure implementation of the National Policy on Leadership Capacity Building for Education sector planners and managers as approved at the 52nd NCE meeting in 2005;
- FME, SMoEs, FCT.ED, LGEA and other Agencies to begin to screen their managers and planners for nomination for the BPDP which takes off in January, 2008.
- FIS to harmonize the Whole School Evaluation (WSE) instrument with states and FCT;
- FME, States, FCT and LGAs to collaborate with relevant stakeholders to design and implement capacity building and training programmes for the empowerment of school inspectors and supervisors to ensure efficient service delivery;

- FME, States, FCT and LGAs to adequately fund and equip their Inspectorate Department with required working tools and functional vehicles for effective and regular schools inspection and supervision;
- FME, States, FCT and LGAs to provide ICT facilities and other necessary tools for the speedy processing of inspection reports as well as storage and retrieval of valid information;
- FME, States, FCT and LGAs to effectively utilize the training programmes and facilities provided by NIEPA for capacity building of their school inspectors and supervisors;

Council approved:

- that FME should constitute a committee that will include all examination bodies be constituted to harmonize and standardize all the Basic Education Examinations.
- that FME and NMEC should make adequate budgetary provisions for data collection nationwide for better planning and effective monitoring and evaluation.
- the award of certificates to Adult learners that will serve as equivalent to the formal schools. FME, NMEC, NERDC, NABTEB to work out the process.
- the new harmonized National L2 Curriculum for teaching Hausa, Igbo and Yoruba Languages as a second language;
- the institutionalization of National Building Engineers Scientists and Technologists (BEST) Programme to advance the popularization of Science and Technology in Tertiary Institutions;
- Draft NEMIS Policy;
- the Draft Policy on Partnership in Education.

Council directed:

- FME to direct Principals of the Unity Colleges to procure the cartoon books for their students and sponsor their teachers for the train-the-trainer workshop.
- FME to monitor the level of implementation of Council decisions in the various States;
- that a detailed guideline document for the National Teacher Education Policy be produced for proper implementation.

PARASTATALS

Council **urged:**

- Education Trust Fund (ETF), the private sector and NGOs to assist in the translation and production of cartoon books in Braille and sign writing for the visually and hearing impaired students;
- the inclusion of Nigerian and African History as a mandatory subject for the SS I and SS II Humanities Streams.
- the ETF to support the institution in the provision of services to the Special Needs Persons;
- **NMEC,** State and FCT Mass Education Agencies to make adequate provisions for Adult and Non-Formal Programmes to accommodate adult learners with special needs;

- States and FCT, **NUC, NBTE, NCCE, PTF, PTDF**, Corporate Bodies, Professional Associations and International Development Partners to collaborate with FME in the launching and successful implementation of BEST Initiatives;
- **NMC** to harness PPP to boost resources for attaining its objectives.
- **NBTE** to coordinate the revival of SIWES.
- **TRCN** to enforce the payment of annual subscription fees by registered teachers.
- the NMEC and all State Adult Literacy Agencies to deploy their, structures to support and assist ICPC in executing its mandate through its Grassroots Integrity Outreach.
- **UBEC, SUBEBsand FCT UBEB** to make use of the Whole-School Development Planning (WSDP) Manual for the training of SBMCs by inviting the institute to organize the training for them; ·

  the establishment of **National Virtual Library for all** institutions of higher education, to be domiciled in the National Library of Nigeria. And that the Library should have two complementary aspects:
- **National Library of Nigeria** to set up and coordinate, as a matter of urgency; Online National Union Catalog to facilitate resource sharing among institutions of higher education
- **NUC, NBTE and NCCE** to provide funds for cooperative subscription to online full text, bibliographic and statistical database which should then be made available to all institutions of higher learning;
- National Library of Nigeria to coordinate the orderly implementation of these initiatives;
- National Library to prioritize its ETF intervention fund to successfully implement the most critical projects.
- that the Nigeria French Language Village (NFLV) Centre be recognized as a clearing house for the French Language Immersion Programme in our Universities and Colleges of Education;
- all tertiary institutions, NUC, NBTE and NCCE to ensure that results should be out after three months and certificates released after six months of examination.

Council **approved:**

- The institutionalization of National BEST Programme to advance the popularization of Science and Technology in Tertiary Institutions.

Council **commended;**

- TRCN for their efforts in the CPD of teachers at no cost to the teachers

Council **directed:**

- all the examination bodies and NERDC to harmonize their text books schemes with a view to encouraging students to offer Literature-in-English in final examinations with effect from 2009 academic year;
- NERDC to include Nigerian and African History as mandatory subject for the SS 1 and SS II Humanities Streams.
- Further work on the Draft National Teacher Education Policy (NTEP) involving NCCE, NUC, UBEC, FME, NUT be carried out to fine-tune the policy.

STATES

Council **urged States:**

- to implement the UBE Law which stipulates the provision of ECCE centres in every public school.
- to collaborate with the relevant organs to promote ECCE at State and Local Government levels.
- to promote quality delivery of ECCE through regular monitoring and evaluation.
- to collaborate with the relevant organs to facilitate compliance with birth registration and immunization programmes for all new born babies;
- to implement the decision reached at the 53rd NCE meeting, which stipulates that by 2009, birth certificate would be required for registration into primary one.
- States to fast-track the pace of draw-down from the UBE Intervention Funds in order to accelerate the implementation of UBE Programme;
- States and other stakeholders to provide additional incentives particularly accommodation to the participants of the FTS to make the scheme attractive.

Council also **urged:**

- policy makers and stakeholders to support Family Life HIV and AIDS Education (FLHE) curriculum for classroom implementation.
- states and FCT to provide holistic scholarship for orphans and vulnerable children in their states as approved during the 51st NCE at Minna, Niger State in 2004.
- states that are yet to domesticate the National Policy on HIV/**AIDS** for the Education sector to do so.
- states and FCT to create budgetary line for HIV/AIDS activities.
- States and FCT to partner with **NCNE** in its specialized Teacher Training Programmes and the provision of curricular and textual materials in nomadic schools;
- To include Nomadic Schools in their inspection schedule/duties and supervision for quality assurance.
- States and FCT to harmonize the taxes and levies charged by private school proprietors;
- Federal and State governments to consider the possibility of establishing Education Development and Credit Bank for the benefit of private school proprietors and other stakeholders;
- States to create stakeholders' forum that will involve NAPPS on the management and delivery of quality education
- to come up with more pragmatic approach to effective implementation of the UBE programme;
- to provide adequate furniture and other facilities for both teachers and students in schools;
- to provide funds for essential requirements of the schools, including imprest to Principals for their logistics.
- to regularly monitor the programme of disarticulation of Junior Secondary Schools.
- States and FCT to cooperate with the ICPC for the success of the Integrity Lecture Series in Schools and other school - oriented programmes of the Commission.

- all tiers of government and other stakeholders to enforce the existing legislation on the free and compulsory Universal Basic Education (UBE 2004 Act, state and FCT);
- States, FCT and Local Governments to provide adequate facilities to accommodate more out-of-school children in schools;
- States and FCT to support the Converged Examination Management Technology Platform(CEMPT) to rectify anomalies within the examination system.
- all States and FCT to effectively undertake the registration of students and thoroughly validate the list before they are sent to NECO;
- States and FCT to ensure they appoint good Examination Supervisors.
- States to liaise with existing youth leadership training centres in the country including Shere Hills, Jos; Sea School, Apapa; and Aluu in Rivers State for leadership training of their students.
- States to put in place strategies for capacity building and establish Language Centres in their various Education Resource Centres and Institutions.
- States to put policies and modalities in place to ensure the implementation of the National Strategy on the education of people with special needs;
- States to adapt the guidelines for the identification of Gifted Children and Guidelines for Inclusive Education;
- States to support the passage of the **Disability Bill** to make education more accessible for children with special needs.

Council also **urged:**

- all GEP States to give more support to the project by employing and posting, especially to the rural areas, more female teachers who can also serve as role models for the girls and more male teachers as mentors for boys;
- all other States and FCT Education Secretariat to replicate the best practices of GEP to accelerate educational development;
- GEP States to strengthen their Inspectorate Divisions for effective supervision and monitoring of GEP.
- the Federal, States and Local Governments as well as the private sector to provide concessionary employment to qualified persons with special needs; and
- all stakeholders to sensitize the public against discrimination of persons with special needs on employment and deployment.
- States, FCT and other stakeholders to move towards total inclusive education provision for schools that have been delineated for special education;
- States to establish Special Education Resource Rooms to facilitate inclusive education at the Basic and Secondary levels.
- other States and FCT Education Secretariat to intensify efforts towards the implementation of inclusive education in their basic and senior secondary schools.

- States, FCT and private school proprietors to provide special education equipment and instructional materials in relevant/integrated schools for effective education delivery;
- States and FCT to support the training of teachers in special education;
- states to intensify collaborative efforts with International Development Partners (IDPs) and the private sector in the support of special education services and;
- Federal, State, local governments and private employers to pay 30% basic salary as special allowance to special education teachers.
- SMoEs to sensitize and encourage the private sector and/or relevant organizations to express interest in establishing IEIs and VEIs in their states;
- states to ensure adequate publicity of the activities and programmes of IEIs and VEIs;
- states and FCT to sensitize relevant private sector and other stakeholders to develop partnership and make funds available for the activities of VEIs and IEIs
- States, FCT and Local Governments to assume ownership of the Nigeria-UNESCO project by buying more kits and building laboratories for their schools.
- Proprietors (Federal, State and Private schools) to address the issue of production of Technical Teachers and provision of equipment to improve success rates in Technical Trades examinations;
- States and FCT to support the production of Science Technology and Mathematics (STM) teachers where they are in short supply;
- States to purchase and supply standard educational audio and video materials and equipment to schools for effective teaching and learning of Technology and Science subjects.
- States to increase their co-operation and support to NTI, to enable it accomplish the goals of STUP in the interest of basic education teachers and the pupils at large;
- States to make available to NTI the statistics of the actual number of TC II teachers currently in their schools. This is essential for planning the subsequent implementation stages of STUP;
- states should incorporate Adult & Non-Formal Education Components in the 10-Year Education Strategic Plan;
- that States should continue to award certificates to adult learners who complete post literacy programme to serve as incentives for mainstreaming to the formal education sector;
- States and LGAs to assist in the formation of cooperative societies; and to seek market outlets for products of adult learners in adult education centre:
- States, FCT and LGAs to establish literature libraries for neo - Iiterates;
- states that are yet to return the completed FME 2007 National School Census forms to Abuja for processing should do so immediately;
- SMoEs and SUBEBs to make budgetary provision for facilities required for their Education Management Information System (EMIS) Offices;

- states, FCT and LGEAs to acquire dedicated computers and accessories for the processing and storage of school census data;
- States to ensure provision of accurate and credible education data at all times;
- States to take charge of their EMIS development;
- States to set up Tactical Committees for the proper conduct and monitoring of the exercise;
- States to include School Mapping in their 2008 budget;
- States that have not appointed coordinators/resource persons to do so in accordance with set criteria;
- States to launch the Support - A - Public - School Programme at state level;
- States and FCT to expedite action on the establishment of SBMCs and to develop capacities for effective performance.
- States and FCT to establish and fund the State SBMC Desk offices and build the capacities of the relevant officers in the use of ICT, mobilization of resources, advocacy, and project monitoring;
- States, FCT and LGAs to collaborate with FME and UNICEF in using the ELP to develop 10-Year Basic Education Strategic Plan and 3-Year Operational Plans to guide phased implementation of the plans;
- States and the FCT to utilize the WSDP training manuals developed for capacity building of all SBMCs for school development
- States and FCT to collaborate with FME to develop a national generic framework for educational planning;
- SMOEs, FCT Education Secretariat and other education stakeholders to liaise with the Examination Ethics and Campus Safety (EE&CS) Desk at the FME on all matters relating to examination ethics and campus safety;
- The FME, SMOEs, FCT Education Secretariat and Local Government Education Authorities (LGEAs) to ensure implementation of the National Policy on Leadership Capacity Building for Education sector Planners and Managers as approved at the 52nd NCE meeting in 2005;
- States to ensure the effective implementation of the recommendations from schools' inspection reports of ORASS;
- All stakeholders to design and implement capacity building and training programmes for the empowerment of school inspectors and supervisors to ensure efficient service delivery;
- FME, States, FCT and LGAs to adequately fund and equip their Inspectorate Department with required working tools and functional vehicles for effective and regular schools inspection and supervision;
- States and FCT to intensify efforts to meet the 2009 deadline for the attainment of the National Minimum Standard in Education.
- States and FCT to train teachers in primary schools to effectively perform the functions of Guidance Counselors in schools;

- States and FCT to ensure that there is at least one guidance counselor in every secondary school who should not be saddled with teaching load;
- States & LGEAs Governments to empower their respective Inspectorate Supervisory Divisions with requisite logistic support;
- State Governments to ensure regular capacity building of the Inspectors;
- States and private proprietors to provide adequate funds in annual budgets for their tertiary institutions to always meet accreditation requirements for programmes;

Council **approved;**

- that all schools in Nigeria be directed to sing both stanzas of the National Anthem at every school assembly and official functions;
- the deployment of NYSC members to teach at Adult Literacy Centres;
- that all states, FCT and LGEAs to take responsibility for the entry of School Census Data Forms for 2009 School Census;
- the establishment of a PPP Desk in each state Ministry of Education and FCT Education secretariat;
- that award of certificates to adult learners that will serve as equivalent to formal schools;
- that states continue to award certificate to adult learners who complete post literacy programme to serve as incentive for mainstream to formal education sector;
- States and LGAs to assist in the formulation of Cooperative Societies; to seek market outlets for products for adult learners in Adult Education Centres;
- States and FCT should nominate an Education Secretary from each state and FCT to attend JCCE Reference Committee Meetings under the sponsorship of the State Universal Basic Education Boards.

Council **recommended;**

- the payment of a minimum of **10% Basic Salary** as the STM allowance

Council **directed** states that have not;

- been participating in French competitions to liaise with the French Language Village and register their students for future editions of the competition.
- participated in the expression of interest in VEIs and IEIs to quickly respond;
- States that are yet to complied with earlier NCE directive to constitute SBMCs in all Primary, Junior and Senior Secondary schools without further delay;
- established Examination Ethics and Campus Safety Desks to do so without further delay;

Council also **directed** states to make concrete arrangements;

- For the employment of FTS participants at the end of the 2year scheme

ALLIED AGENCIES AND OTHERS:

Council **urged;**

- NGOs, public spirited individuals and philanthropists to partner with states/FCT in rehabilitating Boarding Facilities in Schools in their domains in line with Support-A-Public-School reform initiative of the; Federal Ministry of Education.

Counci**l directed** that the issue of phasing out of shorthand from the Nigerian School Curriculum be kept in view.

Council stressed that attendance of National Council on Education (NCE) meetings in-person by Honourable Ministers and Commissioners of Education should be given utmost priority noting that, this is very essential for enriched interactions quality deliberations, ownership and prompt implementation of Council decision.

While commending the States for their commitment to education service delivery, Council urged them to immediately commence the implementation of its decisions emanating from the 54th NCE Meeting. The Honourable Minister of Education informed Council that the FME would be going round the states to monitor the level of implementation of Council decisions.

Council expressed its profound gratitude to the Government and people of Katsina state, especially to His Excellency, Barrister Ibrahim Shehu Shema, the Executive Governor of Katsina state, for their hospitality in hosting the 54th NCE Meeting.

Finally, Council accepted the offer made by Ebonyi State to host the 55th Session of the National Council on Education in 2008 and the offer by Gombe and Ondo states to host the JCCE Reference Committee Meetings and the 70th JCCE Plenary Meetings in April and July, 2008 respectively.

55TH NATIONAL COUNCIL ON EDUCATION MEETING ABUJA, 2009

DECISIONS:

The 55th Session of the National Council on Education (NCE) held at LadiKwali Hall, Sheraton Hotel and Towers, Abuja and hosted by the Federal Ministry of Education was presided over by the Honourable Minister of Education, Dr. Sam Egwu.

The meeting was attended by the Honourable Minister of the Federal Capital Territory, Senator AdamuAliero, Honourable Minister of State for Education, HajiyaAishatuJibrilDukku, State Commissioners for education and FCT Education Secretary, Permanent Secretaries of Federal and State Ministries of Education, Chief Executives of Federal and State Parastatals, Directors of Institutes of Education, NGOs, UNESCO, UNICEF and other International Development Partners (IDPs), Civil Societies, Proprietors of Private Schools, Computer Professionals Registration Council of Nigeria (CPN) and other Stakeholders.

The Ministerial Session was preceded by a three day Officials' Session which started from 7th January, 2009, under the Chairmanship of the Permanent Secretary, Federal Ministry of Education, Dr. GokeAdegoroye, OON. The Secretary for Education, Federal Capital Territory Administration (FCTA), AlhajiHussainiHaliluPai presented the welcome address and declared the meeting open.

The Chairman of the Officials' meeting and Permanent Secretary, Federal Ministry of Education, thanked the Governments and people of Katsina, Gombe and Ondo States for the successful hosting of the 54th National Council on Education (NCE), the JCCE Reference Committee Meetings and the 70th JCCE Plenary Session respectively. He reminded delegates of some of the challenges in the education sector and finally tasked them as technocrats and professionals on whom Governments would always depend to meet their electoral mandates, to brace up and face the challenges ahead.

In the Ministerial Session, which commenced on Thursday, 8th January, 2009, the Honourable Minister of Education in his keynote address emphasized the need for commitment of all stakeholders to the development of the nation and resolved to make her one of the twenty largest economies of the world by year 2020. He reiterated the need for all stakeholders to commence immediate implementation of the decisions emanating from the 55th NCE meeting. The highlights of the NCE decisions were given hereunder:-

FEDERAL MINISTRY OF EDUCATION (FME)

Council **urged** FME to:

- to liaise with the Office of the Head of Service of the Federation to issue a circular removing any disparity existing between the graduate teachers in primary schools and those of secondary schools concerning salary progression and terminal grade levels in conformity with what exists in the public service.
- FME and SMoEs to sensitize all stakeholders such as principals, teachers, parents, politicians and law makers to become aware of the problem of adolescents in Senior Secondary Schools and their roles in its management;
- FME, SMoEs and FCT to embark on national and state levels advocacy and sensitization towards a practice-based implementation of the entrepreneurship education curriculum;
- FME, SMoEs and FCT, educational parastatals and related agencies to sponsor their representatives to STAN's conferences, seminars and workshops;
- FME to intervene in the Drug Education Curriculum implementation process by monitoring the level of implementation in the States and FCT
- FME to liaise with NTI to train teachers on Inclusive Education programme for the successful implementation of the policy;
- Federal Government to expand the carrying capacity of tertiary institutions responsible for the training of teachers in readiness for the impending high enrolment for Inclusive Education programmes;
- FME to expedite action on the establishment of the Nation's Quality Assurance Commission;
- FME, SMoEs, and FCT to stem the tide of adolescent crisis through:
- the teaching of Civic and Moral Education in Schools;
- provision of sports and games facilities and equipment in schools;
- encouraging students to participate in extra-curricular activities and clubs such as the Boy's Scout, Girls Guide, Man-O-Bay, etc. which positively impact on discipline and socialization;
- encouraging the PTA and SBMCs, religious leaders and traditional rulers to initiate programmes that will enhance discipline and national consciousness in the Nigerian youth;
- encourage the Safer Schools Initiative programme; and
- re-introducing the culture of morning/afternoon assemblies in schools.

Council **approved:**

- the draft National IT education framework;
- the amended Draft National Teacher Education Policy (NTEP);
- the Education Quality Assurance Policy;
- the Draft Education Quality Assurance Handbook for use in Nigeria;

Council **Directed:**

- that the Nigeria Union of Teachers (NUT) be made member of the Integrated Early Childhood Development Consultative Committee (IECDCC);
- immediate implementation of Converged Examination Management Technology Platform (CEMPT) to reduce the incidence of examination malpractice, reduce cost and facilitate management of data.

PARASTATALS

Council **urged:**

- **NERDC, NBTE** and Stakeholders to organize workshops/programmes to train and retrain teachers on usage of Enterprise Education curriculum;
- **NECO** to ensure a user-friendly online registration system and issue out the Senior Secondary Certificate to candidates through their schools, free of charge;
- **NERDC** to release the teaching curriculum on Computer Studies to enable the students take the course;
- **NECO, NABTEB and WAEC** to develop examination syllabus in Computer Studies;
- **NCCE** and **NUC** to consider the establishment of Special Education Units in Colleges of Education and Faculties of Education in Universities where they are none, to facilitate the training of teachers of Special Education;
- **NUC** and **JAMB** to design a uniform guideline as well as valid and reliable instruments for conducting post UME screening exercise;
- **Examination Bodies** to improve on the test development and administration of their examinations;
- **NERDC** to urgently carry out the following so as to clearly bring forth the policy implications of the present study:
  - Post-UME performance as predictors of University students academic achievement;
  - Psychometric characteristics of public examiners;
  - Relative performance of students who gained entry with certificates obtained in one or two sittings at WASSC and SSC examination.
- **JAMB** to present a memo on workability of MPCEI\1E at the 2009 JCCE Reference Committee Meetings.

Council **Approved:**

- the first batch of revised SSS curricula in the following seventeen (17) subjects:-
  - English Studies
  - Literature in English
  - Mathematics
  - Computer Studies
  - Civics Education
  - Chemistry
  - Biology
  - Physics
  - Yoruba
  - Auto Mechanics
  - Woodwork
  - Home Management
  - Commerce
  - Financial Accounting
  - Insurance

- that a policy framework Action Plan be put in place on In-Service Training (INSET) for Mathematics and Science Education Teachers;
- that a processing fee of not more than N1,000 be paid per candidate in view of the logistic imperatives of the post-UME/MPCEME screening exercise;
- tertiary institutions should institutionalize standard test instruments and transparency in the post UME/MPCEME screening exercise and the results should be released within two (2) weeks.

Council **Directed:**

- **NECO** to:
  - modify her website for on-line registration of candidates for SSCE that will allow initial off line validation procedures before sending the entries online into the website;
  - extend the seven days deadline usually given for correction of limited errors in entries after registration to 14 days;
  - organize workshops and seminars for registration of officers from the states nationwide;
  - release backlog of certificates to principals of schools at no cost to candidates; and
  - to ensure that all costs related to the examination and certification (including ₦100 for collection of certificates) are contained within the registration fee.
- **NERDC** to develop curriculum in Kanuri language for Basic and Senior Secondary Education.
- **NTI** to extend Special Teachers' Upgrading Programme (STUP) to teachers in Nomadic Schools.
- **Universities** to ensure the release of Post-UME results within two (2) weeks.
- The immediate closure of all illegal tertiary institutions in the country and solicit the support of the law enforcement agencies in the implementation of this decision.

STATES

Council **Urged:**

- States and FCT that have not constituted the Integrated Early Childhood Development Consultative Committee (IECDCC) to do so;
- States and FCT to increase the pace of accessing the UBE Intervention Funds to enable Government to achieve its developmental goals;
- States and FCT to employ FTS teachers and make their appointment permanent and pensionable;
- SMoEs to make yearly budgetary provisions for the construction of fence round their schools;
- States and FCT to domesticate and implement the National Gender Policy on Basic Education;
- SUBEBs to finance the Nigerian Girls' Education Initiative (NGEI) to ensure sustainability;
- States and FCT to provide special funds for Science Technical and Vocational Education;
- States and FCT to collaborate with Private sector in the delivery of Technical and Vocational Education;
- States and FCT to put in place effective strategies to encourage high enrolment in Technical Colleges;

- States and FCT and other stakeholders to partake in the VEIs and IEIs by encouraging the establishment of these institutions through the appropriate agencies;
- States (employers of teachers) to consider paying teachers' annual subscription for them;
- States and FCT to vigorously monitor the implementation of Drug Education Curriculum and support drug free clubs;

Council also **urged:**

- States and FCT to provide scholarships, bursaries and other incentives to support gifted students in school;
- SUBEBs to ensure that Inclusive Education is part of their capacity building programmes for teachers;
- Federal, States and FCT to devote a substantial part of their budget to Adult and Non-Formal Education;
- SMoEs, FCT Education Secretariat and other stakeholders to support Teachers Investigating Panel (TIP) by providing a Secretariat and sensitization of the general public about the need to report cases of teachers' professional misconduct, incompetence and negligence;
- SMoEs and FCT Education Secretariat to organize at least three workshops/seminars for Inspectors every year;
- States and FCT to decentralize the National School Census;
- States and FCT to make provision for capacity-building for Education Management Information System (EMIS) staff;
- States and FCT to sustain the READ Campaign through the provision of more libraries and replenishment of existing ones;
- States and FCT to collaborate with National Library of Nigeria (NLN), NERDC, FME and other relevant stakeholders in carrying out an empirical study on the state of Libraries in schools nationwide and the trend of reading habits of our school children;
- States and FCT to comply with the guidelines in constituting their SBMCs;
- SMoEs, Local Governments, Community leaders, principals and all other stakeholders to collaborate with the examination bodies to eradicate examination malpractices in all its ramifications;
- States and Local Governments to purchase bulk Monotechnic, Polytechnic, Colleges of Education Matriculation Examinations (MPCEME) forms for their wards/children to encourage them to apply for technical Institutions and Colleges of Education.

Council **Approved:**

- that Kanuri language be taught in schools in States that it is the mother tongue or 2nd language at the Basic Education level;
- the application of 10-Year strategic and 3-year Operational. Plans to develop the documents that would provide the context for allocation of public funds in the development of the states and LGAs;

Council **Directed:**

- States and FCT to address extension of terminal point for Graduate Teachers in Primary Schools beyond salary Grade level 14 with the urgency it deserves;
- States and FCT to commence the immediate use of continuous assessment instruments in Basle Education Schools nationwide.

Council **Commended:**

- States, FCT, Parastatals and Institutions that had initiated programmes and activities towards increase of access or improvement of quality of education in our institutions of learning.
- FCT for the support rendered to FME towards a successful conduct of the 55th National Council on Education (NCE) meeting in Abuja.

ALLIED AGENCIES AND OTHERS

Council **urged:**

- Science and Technology Education professional Bodies, Development Partners, ETF and PTDF among others, to collaborate with Federal and SMOEs in organizing the capacity-building programmes in Science and Technology Education (STE);
- all levels of government, private proprietors and non-governmental organizations to promote Technical and Vocational Education (TVE) to adequately fund, equip and staff them to ensure the production of high quality manpower for the country;

OTHER ISSUES

- Council stressed the need for clearly articulated targets and outcomes for States and agencies against which performance can be monitored, evaluated and compared. Also, there was need to evolve an accountability system so that States and agencies that meet their targets are commended and those that do not are sanctioned.
- Council expressed its profound gratitude to the Government and people of FCT, especially to Senator Muhammad AdamuAliero, the Honourable Minister of the FCT, for their hospitality in co-hosting the 55th NCE meeting.
- Finally, Council accepted the offer made by Kaduna and Bauchi States to host the 2009 Reference Committee Meetings and 71st JCCE Plenary Meetings in April and July respectively. The 56th Meeting of the National Council on Education is to hold at Owerri, Imo State later in 2009.

56TH NATIONAL COUNCIL ON EDUCATION MEETING ABUJA, 2010

DECISIONS:

The 56th Meeting of the National Council on Education, (NCE), held in Abuja FCT from 1st – 5th March, 2010, Council took the following Decisions for implementation by STATES, FCT and other relevant stakeholders. **Council:**

A. urged States and FCT to:

- organize School exhibitions annually for LGAs/ Area Councils through collaboration with Public-Private Partnership;
- partner with private sector to provide training and facilities in record keeping in schools;
- recruit more French Language Teachers;
- train and re-train French language teachers on a regular basis using the trainers' programme and other available local and international institutions;
- sponsor teachers to local and international workshops on French language proficiency and methodology to pursue the Masters Degree programme in French as a Foreign Language;
- encourage teachers to participate in the activities of Associations of French teachers;
- encourage Faculties of Education in Universities and Colleges of Education to admit more students to read French and improve on the Teaching Practice exercise; and encourage the teaching and learning of French language at Basic Education level;
- provide suitable accommodation and other incentives for teachers in the rural areas;
- organize school exhibitions annually for local Area Councils through collaboration with Public-Private Partnership;
- ensure that private school proprietors employ professionally qualified teachers;
- set up and empower task/forces for the implementation of Special Technical Education Programmes in the country;
- convene a conference of appropriate officers from Federal and State COE(T)s, Universities and Polytechnics and the task force on ways of successful execution of the new initiatives for effective technical teacher education delivery through PPP;
- take necessary action to sensitize private establishments to be actively involved in adult education delivery as part of their development plan;
- initiate appropriate legislation and incentives that would require entrepreneurs to include a package on adult education delivery as part of their development plan;
- continually patronize NIEPA to build the capacity of their planners, managers and administrators;
- collaborate with FME and National Action Committee (NAC) in carrying out READ Campaign activities;
- form a liaison team for NIMIS and SIMIS confirm operations in Schools to adopt . appropriate methods of exposing students to necessary practical skills on regular basis;

- encourage Science Students in Senior Secondary School to study Further Mathematics;
- appoint Desk Officers for Schools Science Project Competitions, just as it was the case with School Sports;
- consider re-training of teachers in the area of Science Project designing and evaluation;
- sponsor their representatives to 2010 workshops and conferences;
- adequately fund all types of libraries and Information Centres to cater for persons with Special Needs;
- organize Parents Conferences and workshops for flow of information and exchange of ideas on positive parenting and participation in educational plans;
- empower Inspectorate Services to create unit offices to handle Evaluation and Accreditation matters in conjunction with State Ministries of Education;
- support the Universities Programming contests and the hosting of International Young Mathematicians Medal Award;
- initiate public-private establishment of entrepreneurship skill acquisition centres in all tertiary institutions;
- explore areas of possible co-operation and assistance towards mutual development of tertiary education in Nigeria.

B. Directed States and FCT to:

- intensify efforts on the sensitization of the general public towards successful partnership in inclusive education programme;
- pay 30% of basic salary as special allowance to qualified Special Education Teachers and Desk Officers as approved by the Council;
- attend the national advocacy workshop on the implementation of NTEP slated for 25th March, 2010 in Abuja;
- establish Roadmap Implementation Task Teams, Desk offices and appoint Desk officers to liaise with the national office to drive the programme;
- give preference in recruitment to holders of TRCN and FTS Certificates;
- conduct training for their teachers on the use of Unified Continuous Assessment Instruments for Basic Education Schools;
- collaborate with CPN in the accreditation of non-formal and private computer outfits in the country:
- create visible branches in their organizational structures to handle Evaluation and Accreditation matters;
- establish READ Campaign offices and appoint Desk officers;
- liaise with regulatory agencies (NUC, NBTE, NCCE, etc) to ensure compliance with standards by all the Private Higher Institutions operating in their areas and all identified illegal operators to be sanctioned;
- increase the pace of accessing the UBE Intervention funds (both matching and non-conditional);
- step up state level training for teachers and other personnel responsible for implementing the new 9-Year Basic Education Curriculum;
- establish Evaluation and Accreditation Units in appropriate Departments for evaluation of certificates;
- sponsor teachers and provide necessary logistics for active participation.

- employ more hands from States with extra and unemployed French Language teachers;
- sponsor training programmes for French Language teachers;
- provide Laptop computers and components for teaching, learning and research to all academic staff of tertiary institutions, free of charge;
- procure and utilize the NMC Instructional Materials;
- sponsor Mathematics teachers to NMC workshops;
- supervise local craft teaching in Primary Schools to complement internal supervision;
- encourage participants to register with TRCN before the end of their service;
- give preference in recruitment to holders of TRCN and FTS Certificates; carry out awareness programmes on READ Campaign;
- equip and resuscitate libraries in their schools;
- fight against the menace of cultism in schools;
- set up Anti-cultism Campaign Committees (to handle cult-related issues); and set up the state version of NACACC to be known as State Action Committee on Anti-Cultism Campaign (SACACC) and FCT Action Committee on Anti-Cultism Campaign;
- co-operate with UBEC in carrying out the School Mapping Exercise; seek assistance from UBEC for capacity building of their SBMCs;
- partner with the private sector in ensuring that the virtual library service is restored;
- have regular periodic meetings with proprietors of private schools;
- establish Guidance Units, provide Counseling Clinics and furnish them with necessary equipment in all Basic and Senior Secondary Schools;
- re-train professional Counselors, train para-counsellors and utilize them appropriately;
- ensure that at least one (1) period a week is dedicated to Guidance Counselling as indicated by the earlier approval of Counseling Association of Nigeria (CASSON's) Curriculum by the NCE;
- partner with NERDC in building the capacity of teachers on the effective implementation of the 9-Year Basic Education Curriculum;
- provide appropriate infrastructural facilities in nomadic schools;
- incorporate Nomadic communities in the implementation of IECD Programme;
- retrain teachers, mentors and monitors trained by the Commission in the Interactive Radio Instruction (IRI) pilot schools within the pilot phase;
- allocate funds for a sustainable capacity building of the Interactive Radio Instruction (IRI) personnel and for the procurement of air time from State Radio Corporations;
- partner with the Commission to ensure the provision of adequate and relevant textual materials in the nomadic schools;
- partner with NCNE in its specialized teacher training programme for teachers, in nomadic schools;
- intensify monitoring and inspection of nomadic schools for quality assurance; and improve on the funding of IRI programme;
- ensure that only teachers serving in public primary schools are nominated in line with existing guidelines and that schools to be used for the workshops have adequate facilities;
- operationalize and implement the aspects of Risk Management as contained in the Social Studies and Science curricula; ensure the development of books on Risk Management, and build capacity of teachers in the areas of Risk Management;

- include in their FGN/UBE Intervention Fund, Action Plans for the production of the materials;
- collaborate with government to fund and sustain the scale-up phases;
- embark on training of teachers on the use of computer through the establishment of computer centres in their various zones;
- improve BEST Centres and payment of allowances to motivate the trainees;
- set up State IT Education Committee (SITEC) to support the activities of NITCO;
- collaborate with Computer Professionals in Nigeria (CPN) in the accreditation of non-formal and private computer outfits in the country;
- increase their budgetary allocation for the sustainability of Gender Education Programme;
- develop programmes that would promote multi-lingual education;
- implement the decisions taken at the 51st NCE Meeting on provision of holistic scholarship to Orphans and Vulnerable Children (OVC);
- make it compulsory for all public and private schools to establish and equip resource rooms to facilitate inclusive Education;
- partner with private organizations to establish special education material centres;
- make simple adaptations to already existing facilities to ensure inclusion of Special Needs group;
- collaborate with NGOs in the identification of children and adults living with autism in Nigeria;
- create visible branches in their organizational structures to handle Evaluation and Accreditation matters;
- avail themselves of the services of Evaluation and Accreditation Branch of the FME in the area of capacity building of their officers;
- provide budgetary allocation for the purchase of reference materials needed for effective evaluation of Certificates;
- encourage their qualified teachers and wards to enroll for the programme;
- identify and shortlist all Private Higher Institutions operating in their domains and ensure compliance with rules and regulations establishing such institutions;
- liaise with regulatory agencies (NUC, NBTE, NCCE, etc) to ensure compliance with standards by all the Private Higher Institutions operating in their areas; and all identified illegal operators to be sanctioned;
- increase the pace of accessing the USE intervention fund (both matching and non-conditional;
- approve in-service training programmes for teachers/instructors whose minimum qualification is below NCE so as to up-grade their standard.

C. Approved:

- Quality Assurance Instrument for Basic and Secondary Education in Nigeria;
- Early Childhood Care Development and Education (ECCDE) centres at designated model nomadic education centres, gazette grazing reserves, major settlements, farm centres and fishing ports across the country;
- skill acquisition workshops for self-reliant activities;
- allocation of some percentage of the funds provided by FGN/UBE intervention fund towards adopting the models initiated by the Commission;
- provision of well-equipped Geographical Laboratories and Gardens through Public-Private Partnership and
- production of HIV/AIDS posters and billboards depicting individuals with special needs, i.e. wheelchair users, visually and hearing impaired individuals, as part of group scenes.

2. Council, accordingly, directed the Federal ministry of Education to put in place all necessary measures to ensure full implementation of these decisions.

3. I attach herewith the 56th NCE Communiqué for your information and action.

4. You are please requested to keep the JCCE/NCE Secretariat informed on the level of your implementation of these decisions on or before Friday, 28th May, 2010.

5. While thanking you for your anticipated co-operation, please accept the assurances of our highest regards.

57TH NATIONAL COUNCIL ON EDUCATION MEETING SOKOTO, 2011

DECISIONS:

The 57th Meeting of the National Council on Education (NCE) held in Sokoto, Sokoto State from 21st -25th February, 2011, Council took the following Decisions for implementation by **States** and **FCT**. **Council:**

Urged States to:

- Include Nomadic Education Programme in the implementation of activities and projects under the DRG/MDGs Conditional Grant Scheme.
- Situate nomadic education in SUBEBs without delay.
- Provide adequate teachers in terms of number and quality to ensure improved tuition in the nomadic schools.
- Expose nomads to ICT programmes.
- Collaborate with the National Commission for Nomadic Education (NCNE) in the selection of Pilot Centers for ICT programmes.
- Increase the pace of accessing and utilizing the FGN-UBE Intervention Fund.
- Complement the efforts of Universal Basic Education Commission (UBEC) by providing instructional materials for pupils in public basic education schools and mobilize the general public on the implementation of the UBE Programme through the use of local languages in the mass media.
- Embrace the NCE Specialist Teacher Education Programme by2011.
- Implement Teacher Salary Structure (TSS) immediately.
- Introduce the Special Teacher Education programme without further delay.
- Encourage and support the teaching of Home Economics at all levels of education.
- Establish more Technical and Vocational Institutions.
- Make Technical and Vocational Education and Training (TVET) free at Post-Basic level.
- Provide and improve the infrastructural facilities in the institutions to meet the ever changing challenges of technological development.
- Encourage all candidates admitted into Science and Technical Colleges to offer at least a Trade subject.
- Assist graduands of TVET to set up their own workshops to become self - reliant.
- Provide the necessary facilities for Technical and Vocational Education Teacher programmes in all Tertiary Institutions.
- Provide bursary and scholarship awards to motivate teacher trainees in Science, Technical and Vocational Education.
- Make adequate budgetary provision for instructional materials in Vocational and Technical Colleges and Centres.
- Recruit and re-train technical and vocational education teachers for rapid development in Science and Technology.

- Revamp Junior Engineers, Technicians and Scientists (JETS) activities through adequate budgetary allocation.
- Support National Agency for Food and Drug Administration and Control (NAFDAC) in its Food and Drugs Safety Education Programmes in Schools.
- Emulate Kebbi State by giving special grant to Technical Colleges to conduct regular practical.
- Establish Technical Incubation Colleges (TIC) in at least one out of every two Technical Colleges.
- Establish Boards for Science, Technical and Vocational Education and Training for effective administration of Science, Technical and Vocational Education Programmes in Nigeria.
- Set up necessary machinery for the involvement of professionals in re-invigorating Community involvement and support for Technical and Vocational Education and Training (TVET).
- Integrate Emergency Preparedness Responses (EPR) framework into the Multi-sector NEMA/SEMA plan for emergency.
- Establish Desk Offices for EPR in State Ministries of Education and appoint Desk Officers.
- Commence plan to replicate EPR training at State and Local Government levels to build response to emergencies as they unfold.
- Establish vocational centres as they play important role in poverty reduction while States that have existing centres should upgrade them.
- Collaborate with Development Partners to adequately upgrade their vocational centres.
- Provide modern equipment and facilities in the Junior Secondary Schools (JSS) and TVET Institutions.
- Recruit more Guidance Counselors to encourage TVET amongstudents.
- Support and institute Home Economics Chairs in institutions of higher learning.
- Pay TSS to all registered teachers regardless of their places of assignment.
- Co - operate with NTI for the successful execution of its Programmes and Projects.
- Adapt Teacher Education in Sub-Saharan Africa (TESSA) materials for use in Tertiary Institutions in order to enhance teacher quality.
- Ensure that only public primary school teachers are nominated in line with existing guidelines for MDGs capacity building workshops.
- Ensure that schools with adequate facilities are used for MDGs capacity building workshops.
- Include ICT training in their teachers' development programmes.
- Encourage and support the teaching of Home Economics at all levels of education.
- Create conducive environment and encourage private organizations and individuals in their localities to establish Innovation Enterprise Institutions (IEIs) and Vocational Enterprise Institutions (VEIs).

- Instruct their schools to participate in co-curricular activities for popularization of TVET.
- Establish Business Apprenticeship Training Centres (BATCs) in each of their LGAs.
- Provide Guidance & Counseling Services for students in Nigerian institutions as well as the streamlining of TVET Curriculum to enhance professionalism and provide adequate funds for the vocational and technical education sub-sector.
- Incorporate relevant institutions in the execution/ implementation of their projects/programmes to invigorate this initiative.
- Co-operate with NERDC to ensure successful monitoring of the implementation of the 9-Year Basic Education Curriculum.
- Follow up with Education Trust Fund (ETF) intervention in Entrepreneurial Education in Nigerian Polytechnic System by establishing Entrepreneurial Education Development and Resource Centres in their respective Polytechnics modeled after "Songhai Centre".
- Show interest in the acquisition of Higher Education by visually impaired students.
- Intensify efforts on the incorporation of compulsory computer education into the various curricula in Tertiary institutions.
- Encourage Tertiary institutions to foster collaborations with institutions in advanced countries so as to bridge the widening gap between developing and developed nations in terms of Science and Technology and Research.
- Match the programme on entrepreneurship development in Tertiary institutions with necessary assistance in terms of generous financial support and capacity building.
- Establish Desk Offices for Support-A-Public School and appoint Desk Officers to work with the National Programme Officers at the Federal Ministry of Education, Abuja.
- Make adequate budgetary allocation for READ Campaign activities.
- Equip school libraries adequately.
- Continually patronize the National Institute for Educational Planning and Administration (NIEPA) for capacity building programmes.
- Provide enough classrooms, well equipped laboratories and workshops to enable each student practice extensively the practical subjects.
- Provide sufficient training and re-training of TVE teachers with subsequent monitoring to ensure compliance.
- Create outside school locations/real life situations for students to acquire relevant skills through Public-Private Partnership (PPP) arrangements.
- Ensure timely release of funds for TVET.
- Provide adequate funding for judicious utilization of production units in post-basic institutions;
- Adequately budget for Technical and Vocational Education in Nigeria.
- Make practicable and realistic choices in strategies for re-positioning Technical and Vocational Education and Training and incorporate same in their State Education Sector and State Education Operational Plans.
- Establish more functional vocational and skills acquisition centres for wealth creation.
- Work closely with Teachers Investigating Panel (TIP) members and, when necessary, grant operational support to enable them dispense with cases as they arise.

- Report cases of professional violations, incompetence and negligence of registered teachers to TIP for investigation.
- Start preparing for the 2009/2010 National Assessment of Learning Achievement in Basic Education (NALABE) slated to hold before the end of June 2011.
- Conclude State level training on effective Continuous Assessment Practice in schools without further delay.
- Ensure that librarians in their various Institutions register with Librarian Registration Council of Nigeria (LRCN).
- Partner with LRCN to accomplish its mandate.
- Collaborate with Federal Ministry of Education to celebrate the International Day for Persons with Disabilities.
- Establish Sign Language Clubs in schools to promote the inclusive education policy.
- Increase budgetary allocations on supplies of essential learning packages to schools.
- Ensure sustainability and replication of programmes and projects that enhance gender parity in education.
- Replicate training on School Based Management Committees (SBMCs) and Student Tutoring, Mentoring and Counseling (STUMEC) at LGAs and school community levels.
- Establish Mothers' Associations as a follow-up to earlier sensitization done in 2009 to enhance girls'/boys' education.
- Set up Gender Desks at MoEs, SUBEBs & LGEAs and also build the capacity of the Desk officers for effective implementation of Girls/ Boys' Education activities.
- Employ more teachers in schools to serve as role models for thegirls and mentors for the boys.
- Establish Skills Acquisition Centres in all Special Education Schools.
- Make vocational subjects compulsory in all special schools in Nigeria.
- Deploy adequate and qualified personnel to the centres.
- Monitor, train and re-train Special Needs Teachers and other personnel for effective curriculum delivery in schools.
- Facilitate the training and sensitization of their teachers on Drug Education Programme.
- Embark on a gradual phasing out of unqualified teachers from the school system.
- Ensure that relevant agencies at the Federal and State levels organize regular induction programmes for untrained NYSC members deployed to the school system;
- Recruit adequate qualified teachers in schools to improve student's performance.
- Ensure regular and adequate development of TVET teachers.
- Organize capacity building workshops on reading skills for teachers.
- Liaise with Reading Association of Nigeria (RAN), Association of Nigeria Authors (ANA), UNICEF, and other professional associations to conduct workshops for the development of reading skills among teachers and learners.
- Provide and improve the infrastructural facilities in the institutions to meet the ever changing challenges of technological development.
- Organize capacity building workshops on entrepreneurial skills for Technical and Vocational Teachers.
- Mount awareness campaigns for the public on the advantages of TVET through mass media, career talks, and Guidance &Counseling programmes.

- Procure supportive state-of-the-art tools and equipment for the full implementation of the 9-Year UBE curriculum.
- Act decisively in the removal of all structural imbalances that hinderfemale enrolment in TVET.
- Give opportunity to female students studying TVET to benefit fromgrants, scholarships and bursary awards.
- Create esteemed status for TVET.
- Provide statutory allowances for TVE Teachers as their counterparts in the Sciences.
- Effectively support the School Farm Programme.
- Make yearly budgetary provisions for the successful implementation of the School Farm Programme.
- Establish Schools Enterprise Board and support it with budgetary allocation.
- Engage NYSC members in the implementation of School Enterprise Project Board (SEPB) initiative to work out modalities to reward outstanding schools at annual events.
- Provide relevant equipment for practical-oriented teaching and learning.
- Sensitize the general public on the benefits of TVET.
- Intensify efforts in implementing the NCE decisions as they relate to effective Counseling Service delivery in Schools.
- Constitute Monitoring Committees in collaboration with Counseling Association of Nigeria (CASSON) on the implementation of NCE decisions on Counseling Service delivery in schools.
- Ensure that all floors of Public buildings are made accessible to Persons with Special Needs via the provision of Ramp access.
- Embark on a gradual phasing out of unqualified teachers from the school system;
- Make adequate plans to celebrate the International Day for Persons with Disabilities on 3rd December and Autism Day on 2nd April, annually.
- Forward 2010 School Census data to FME in order to build a robust data base for effective educational management.
- Absorb the 2nd Batch FTS Participants that have successfully completed their service in the Federal Teachers Scheme.
- Provide infrastructure, monitor and fund the production and distribution of nomadic education tailor-made textual materials for their schools.
- Ensure submission of State name to JCCE & NCE Secretariat if experiencing problems in the implementation of ICT and French Language policies.

Commended:

- Adamawa, AkwaIbom, Anambra, Bauchi, Ebonyi, Ekiti, Jigawa,Kaduna, Kebbi, Niger, Osun, Oyo, Plateau, Rivers, Taraba States and FCT for sustaining and supporting the programme in the areas of teacher training.
- Ebonyi, Ogun, Oyo, Lagos, Imo States and FCT for their excellent patronage of the Institute's Training Programmes.
- The efforts of Kaduna State for the establishment of Business Apprenticeship Training Centres (BATC).

Approved:

- The reversal of the policy on the disarticulation of Junior Secondary Component from Senior Secondary School.
- The review of the National Master-Plan for Technical and Vocational Education in Nigeria with Blue-Print (2010 - 2020).
- The implementation of National advocacy and sensitization on Support-A-Public school programme.
- The implementation of States and FCT READ Campaign activities in collaboration with National Action Committee (NAC).
- The collaboration with NCNE to identify project and develop proposals relating to Nomadic Education Programme under the DRG/MDGs Conditional Grant Scheme.
- The equipping of all libraries and information resource centres particularly those in vocational and technical institutions with digital tools.
- The Training of Librarians and information officers on the use of digital tools.
- The regular monitoring of JSS and TVET institutions by Quality Assurance Departments for efficiency.
- The adoption of both' the User and Training Manuals of Best Practices of Teaching English Studies, Mathematics and Social Studies in Junior Secondary Schools.
- The hosting of the 2011 JCCE Reference Committee Meetings in Jigawa State; 73rd Plenary Meeting in Nasarawa State; and the 58thNational Council on Education (NCE) meeting by FME in collaboration with FCT.

58TH NATIONAL COUNCIL ON EDUCATION MEETING ABUJA, 2012

DECISIONS:

The 58th meeting of National Council on Education,(NCE), held in Abuja, Federal Capital Territory (FCT), from 27th February to 2nd March, 2012, Council took the following Decisions for implementation by States and FCT, Council:

Urged States and **FCT to:**

- Scale up their activities on EFA.
- Support the hosting of the 1st Regional Education Summit on HIV/AIDS in Africa.
- Implement the Revised 9-Year Basic Education Curriculum.
- Supply copies of Basic Education Curriculum to Schools.
- Implement the Guidelines on Harmonized Procedures and Standards for the BECE in the conduct of BECE in the States and FCT.
- Ameliorate, to the barest minimum, the shortcomings against the success of BECE in their various States and FCT.
- Sensitize the public on the need to register for the National Common Entrance Examination (NCEE) and National Entrance Examination into Federal Unity Senior Secondary Colleges (NEEFUSSC).
- Have adequate representation in the placement of candidates into the Federal Unity Colleges.
- Organize sensitization workshops for school proprietors and principals on the implementation of the new Basic Education Curriculum (BEC).
- Procure the new SSCE curriculum for their schools.
- Establish Junior Secondary Schools for Nomadic Education in peculiar places where there are no such schools.
- Improve the implementation of UBE programme;
- Complement the efforts of the Commission by providing additional science kits for their Junior Secondary Schools and also training of additional science teachers in the use of the kits.
- Give more priority to the implementation of Early Childhood Care and Development (ECCD) in the UBE Programme.
- Ensure that communities involved in the Self-Help Projects utilize the funds judiciously.
- Domesticate the Almajiri Education Programme and replicate the model schools.
- Continue supporting the activities of National Board for Arabic and Islamic Studies (NBAIS)
- Support the Federal Road Safety Corps (FRSC) in the implementation of approved standards for school buses.

- Ensure equity in the posting of teachers in the rural and urban areas.
- Embark on capacity building programmes for multi-grade teachers.
- Provide special allowance and free accommodation for teachers posted to multigrade basic schools.
- Complement Federal Government efforts by providing additional incentives to participants of teacher development and capacity building in Basic Education
- Absorb the participants that have completed the Federal Teachers' schemeinto their permanent teaching service and forward their report to UBEC.
- Ensure entry requirement is raised for various programmes in teacher training institutions.
- Adequately advocate counselling on teaching profession mounted in secondary schools to encourage would-be teachers.
- Emulate FCT by adopting the strategy as part of the capacity building programmes for their teachers.
- Assist their teachers in the payment of the National Teachers Institute/Distance Learning Studies (NTI/DLS) fees.
- Emphasize small group interaction and cluster systems that are more participatory.
- Collaborate with ESSPIN to provide capacity building for teacher-trainers on career path for pre-service teachers.
- Ensure teachers are trained under the National Strengthening Mathematics and Science Education (SMASE) Project and retrain other teachers at local government levels.
- Supply adequate number of computer laptops on soft loan basis to all teachers.
- Continually organize training workshops and seminars for teachers on effective use of computer.
- Access and use Teacher Education in Sub-Sahara Africa (TESSA) materials in their Institutions in order to enhance teacher quality.
- Ensure that teachers in Public and Private Primary Schools are nominated for the workshops and those schools to be used for the workshops have adequate facilities.
- Identify unqualified teachers in their schools for the purpose of systematic training.
- Devise means of redressing the problem of prevailing unqualified teachers.
- Improve on remuneration and condition of service of teachers.
- Provide logistics support to licensed Vocational Enterprise Institutions/Innovation Enterprise Institutions (VEls/IEls) and encourage greater participation of willing entrepreneurs.
- Strictly adhere to the Guidelines for establishing Production Units in Technical Colleges.
- Strengthen Polytechnic Education System for rapid technological development in Nigeria.
- Sponsor Technical and Vocational Education and Training (TVET) teachers for training and re-training programmes within and outside the country.
- Patronize NABTEB e-Iearning reference materials.
- Intensify efforts in training teachers on ICT skills and knowledge.

- Conduct advocacy and sensitization programmes to improve female enrolment in Science and Technical Education.
- Train their teachers on off-line registration of students for public examinations.
- Pay special allowances for Technical and Vocational Education and Training (TVET) of teachers.
- Domesticate Technical Teacher Training Programme (TTTP) with adequate budgetary provision.
- Collaborate with National Mathematical Centre (NMC) in re-engineering Teacher Education and Development.
- Procure new Senior Secondary Education (SSE) curriculum for their schools.
- Provide teachers' quarters in secondary schools for better service delivery.
- Support the use of ICT in teaching French Language in schools.
- Ensure an effective time management in their schools for adequate syllabus coverage.
- Procure copies of the new SSS curricula as well as the 34 Entrepreneurial Trades curricula for their Senior Secondary Schools.
- Provide more classrooms in order to implement the policy on Teacher-pupil ratio.
- Target time-frame for teacher-pupil ratio of 1:25 to be 5 years (2017) from the date of NCE approval.
- Invest more on education.
- Immediately start the process of development and management of the Software internally, before the next school census.
- Patronize National Institute for Educational Planning and Administration (NIEPA) to build the capacities of educational Planners, Managers and Administrators.
- Send their newly appointed Planners and Managers for induction/orientation course.
- Send participants to NIEPA for the Annual Professional Development Programme starting in January, 2012.
- Sponsor non-professional facilitators in the Non-Formal Sector to undertake courses in adult education.
- Organize capacity building activities for adult literacy facilitators.
- Follow due process through NCCE to facilitate the affiliation of Non-Formal Education Institutions.
- Support NMC in setting up simulation laboratory to complement Global Initiatives for Solving Human Problems using Modelling and Simulations (GISHPMS) programme.
- Support NUC in its efforts to rid Nigeria of illegal Universities, Campuses and programmes.
- Improve the computer literacy of teachers in their schools through appropriate in-service training.
- Support LRCN in the development and implementation of the minimum standards.

- Complete the conduct of the Unified National Continuous Assessment Programme (UNCAP) training at all levels, before the end of June, 2012.
- Conduct regular inspection, supervision and monitoring of Nomadic schools.
- Sensitize the schools on the need for Teacher Development Committees and provide necessary operational guidelines.
- Pay special allowance to the Quality Assurance Officers and School Supervisors.
- Sponsor the officers for training and re-training to enhance their performance.
- Enforce higher standard and professionalism for the Quality Assurance Officers (Inspectors) by sticking to the 10 years cognate teaching experience as stipulated in the National Policy on Education.
- Mandate Quality Assurance Agencies to produce quarterly educational journals on teacher education development and create e-teaching web site like other countries.
- Increase their budgetary allocations on mainstreaming of Gender Education to enhance enrolment, retention, completion and transition in schools.
- Access their outstanding funds without further delay.
- Re-tool teachers to manage effectively the challenges of Children with Special Needs.
- Propose upward review of Post-UTME Fee to N2, 000.00, taking effect from 2012.
- Implement the payment of 30% basic salary as allowance for Special Education Teachers as approved by the National Council on Education (NCE).
- Emulate Jigawa State in identifying Gifted Children and establish Gifted Schools.
- Support the Implementation of Albinism Education in Nigeria.

Commended

- Action Health Incorporated (AHI), Lagos for collaborating with NCCE on the Family Life and HIV/AIDS Education (FLHE) Initiative.
- Adamawa, AkwaIbom, Jigawa States and FCT for absorbing those who completed teacher development and capacity building in Basic Education in December, 2010.
- Department for International Development (DFID) for funding Girls' Education Project (GEP) I and II and her willingness to continue to sponsor GEP III.
- Bauchi, Katsina, Niger and Sokoto States for providing counterpart funds for GEP II.
- The Stakeholders that is steadfast in implementing policies, programmes, and initiatives for the development of the Education Sector.

Approved

- The draft of Non-Formal Education Curriculum (NFE).
- That States and FCT use of the Basic Education core textbooks developed by NERDC in their schools.

- That States and FCT should emulate Kaduna SUBEB for collaborating with NERDC to sensitize stakeholders on Family Life and Health Education (FLHE).
- The implementation of Approved Standards for school buses in Basic and Senior Secondary Schools.
- The inclusion of vocational skills in Nomadic Education Curriculum
- That 5th May of every year should be observed as National Albinism Day within and outside the School System in Nigeria.
- The Draft Blueprint on Albinism Education in Nigeria.
- That States collaborate with JCCE & NCE Secretariat in its activities.
- That efforts be Intensified efforts in implementing NCE decisions in order to move the Education sector forward.
- Development of Draft Instrument for Monitoring the Implementation of NCE decisions.
- Development of Draft Tenure Guidelines for JCCE&NCE Chairmen, Secretaries and Desk Officers.
- Roster for hosting JCCE&NCE Meetings from 2012 - 2016.
- The conceptual framework/revised structure for the 9-Year Basic Education Curriculum.
- The use of Tourism Curriculum in Senior Secondary Schools.
- The Draft matrix for use in the identification of gifted and talented children and youths by Federal, States and FCT.

2. You are please requested to keep the JCCE&NCE Secretariat informed on the level of your Implementation of these decisions on or before 27th September, 2012.

3. While thanking you for your anticipated cooperation, please accept the assurance of the Honourable Minister's regards and consideration.

59TH NATIONAL COUNCIL ON EDUCATION MEETING ABUJA, 2013

DECISIONS:

Council:

Urged States to:

- adhere strictly to the guidelines on the establishment of Nomadic Schools to halt the proliferation of non-viable Nomadic Schools;
- conduct school mapping exercise in collaboration with NCNE Zonal offices before establishing Schools for nomads;
- liaise with the NCNE on all matters relating to the implementation of nomadic education programme nationwide;
- intensify capacity building for teachers on Family Life HIV/AIDs Education (FLHE);
- make budgetary provision for HIV/AIDS capacity building activities for teachers;
- support and domesticate the Almajiri Education programme;
- replicate the Almajiri model schools;
- mobilize and sensitize stakeholders on the activities of both the National and State Committees on the Implementation of the Almajiriprogramme;
- recruit and deploy teachers to the already completed schools in their domains;
- maintain the facilities provided for the sustainability of the programme;
- involve all relevant stakeholders for successful implementation of the programme;
- increase the pace of accessing the UBE Intervention Funds;
- complement the efforts of the Federal Government in the provision of instructional materials to schools;
- cascade the training of Early Child Development (ECD) Desk Officers to other personnel, especially teachers and caregivers;
- encourage relevant Agencies to supervise the implementation of the National Board for Arabic and Islamic Studies (NBAIS);
- review curriculum in the Arabic and Islamic Schools in Nigeria;
- collaborate with NYSC to enlist Childhood Care and Development Education (ECCDE) campaign in her community development activities;
- appoint serving educators on Grade Level 14 and above as Education Secretaries;
- appoint only persons with a minimum of first degree in education as Education Secretary;
- develop a Teacher Recruitment and Deployment (TRD) procedure and guidelines for transparency and accountability in the recruitment and deployment of teachers to schools;
- supervise, support and mentor teachers at the basic education level;
- include Private school teachers in capacity building programmes at a cost to be borne by the proprietor;
- recruit adequate number of qualified Mathematics Teachers for their schools;

- key into Mathematical Improvement Project (MIP) without delay;
- sponsor their French Teachers for re-training at the Nigeria French Language Village, Badagry;
- take actions that will promote discipline, accountability and effective service delivery for improved learning outcomes;
- ensure that comprehensive data on the Federal Teachers' Scheme are available with UBEC;
- absorb participants who have completed the Federal Teacher Scheme;
- ensure that relevant stakeholders not participating in the Scheme to join, without delay, for effective realization of Universal Basic Education programme;
- ensure that only serving classroom teachers are nominated in line with the existing guidelines and schools to be used as venue for the workshops should have adequate facilities;
- cooperate with National Teachers' Institute (NTI) in the successful execution of its training programmes for Teachers;
- make budgetary provisions for capacity building of Technical and Vocational Education and Training (TVET) teachers in entrepreneurial education;
- include incentives to motivate TVET teachers;
- partner with the private sector to organize short-term entrepreneurial education courses for TVET teachers;
- recruit and deploy available qualified teachers from nomadic communities to teach in nomadic schools;
- give priority to teachers from nomadic communities when recruiting FTS teachers for nomadic schools;
- introduce the payment of a minimum of 10% of monthly Basic Salary as Rural Allowance to teachers in rural schools;
- establish Education Resource Centres (ERCs) and support them in the production of locally made instructional materials;
- ensure that appropriate processes of training and re-training are institutionalized to strengthen the competencies of Basic Education teachers for quality service delivery;
- collaborate with National Institute for Educational Planning, Management and Administration (NIEPA) in organizing regular workshops and Professional Development Courses for School Administrators;
- make adequate budgetary provision for the training of School Administrators;
- collaborate with the Centre for the development of Technical and Vocational Education and Training;

- encourage Private School Proprietors and other stakeholders to patronize WIZ-Electronic teacher and support its deployment for the teaching of Mathematics in schools;
- conduct needs assessment survey on how to strengthen the Vocational enterprise Institutions (VEIs);
- create conducive environment for private sector to establish VEIs;
- embark on sensitization and advocacy on Vocational Enterprise Institutions (VEIs) and Innovations Enterprise Institutions (IEIs);
- initiate action to reverse the trend in favour of Technical Education;
- ensure that their teachers participate in Science Teachers Association of Nigeria (STAN) workshops;
- collaborate with NTI for the resuscitation of Technical Teachers Training programme (TTTP). emulate Lagos and Ekiti States;
- employ professionally qualified Science Technology and Mathematics(STM) teachers and Laboratory personnel in their schools;
- re-activate the Teacher Vacation Course (TVC) to update the Knowledge of serving Teachers;
- provide major equipment, reagents as well as other sundry resource materials in schools;
- review upward the Contact Periods for Physics and Chemistry in the Senior Secondary Schools;
- collaborate with major Stakeholders to provide resources for the implementation of Science, Technology and Mathematics (STM) Curriculum in schools;
- collaborate with professional associations to mount awareness campaign on the need to improve students' enrolment and performance in Physics and Chemistry in secondary schools;
- collaborate with private sector and development partners to provide sufficient equipment and facilities for teaching and learning of Physics and Chemistry;
- Offer Scholarship/Bursary awards to Students studying Physics and Chemistry Education in Tertiary Institutions;
- assist parents and the colleges to sponsor students for the programme;
- sponsor students for the programme;
- improve on the funding and support for ineffectiveness of Students Industrial Work Experience Scheme (SIWES) in Technical Colleges;
- support SIWES programme in Technical Colleges;
- emulate Ekiti State in establishing enterprise projects in secondary schools;
- appoint only professionally qualified personnel with a degree in Science, Technical and Vocational Education as Heads of STV schools;
- appoint people with relevant educational qualifications/experience when constituting membership of Boards/Commissions of educational institutions and agencies to head such entities;
- direct Head-Teachers and Principals to constitute functional SBMCs in their schools;

- support their schools to build the capacity of School Based Management Committee (SBMC) members for effectiveness;
- provide adequate budgetary allocation to train teachers and students on the fight against HIV/AIDS pandemic;
- improve infrastructural facilities in their institutions for conducive conduct of examinations;
- instruct NCE-awarding institutions to adopt the toolkit for teaching practice supervision;
- encourage relevant stakeholders to support NUC in its efforts at strengthening University education in Nigeria;
- establish more Early Child Development (ECD) centres with adequate facilities in primary schools;
- pursue vigorously the objectives of teacher education as enshrined in the National Policy on Education;
- provide teachers with professional training and motivate them to serve in the rural areas;
- train teaching and non-teaching staff on ICT;
- encourage female enrolment into Science Technology and Engineering (STE) programmes;
- encourage enrolment into VEIs and IEIs through advocacy and sensitization;
- sponsor their staff for Annual Training Programme (ATP) and other short term courses;
- appoint Heads of Education Planning Departments from among professionals in Education;
- ensure regular specialized training for educational planners;
- sensitize school heads on the importance of Data;
- train Head-Teachers, School Principals and other education planners and administrators on Data gathering, analysis and application for effective service delivery;
- implement the Nigeria Education Management Information System (NEMIS) Policy by setting up functional Education Management Information System (EMIS) or maintain the existing ones;
- ensure that substantial and accessible budget is allocated annually for EMIS activities;
- visit FCT as a model of good practice on EMIS in Nigeria;
- empower Education Managers through provision of adequate funding for capacity building;
- intensify efforts at building the capacity of their managers for organizational effectiveness;
- collaborate with NBTE in the institutionalization of National Vocational Qualification Framework (NVQF) in their various domains;
- create Desk Offices for advocacy, sensitization and mobilization;
- build the capacity of Desk Officers for effective advocacy;
- mobilize an sensitize stakeholders on the improved enrolment into Adult Education Programmes;
- establish model Adult and Non-Formal Education (ANFE) Centres in Markets;

- ensure effective monitoring and supervision of NFE programmes;
- collaborate with Adult and Non-Formal Education Mass Literacy; Commission (NMEC) in providing vehicles for Mass Literacy Campaign;
- recruit Non-Formal Education (NFE) facilitators for Almajiri Education;
- emulate FCT in the use of REFLECT methodology for adult literacy delivery;
- provide learner-friendly environment in NFE Centres;
- appoint only qualified and experienced education personnel to manage ANFE for effective service delivery;
- intensify training and re-training of NFE managers through workshops and seminars;
- make adequate budgetary provision for the continuous professional development of the Library and information professionals;
- support Librarian Registration Council of Nigeria (LRCN) on its Continuous Professional Development (CPD) programmes for Librarians;
- collaborate with National Library of Nigeria (NLN) to ensure that all books recommended for use in schools and libraries are in compliance with published Standards;
- obtain the International Standard Book Number (ISBN), International Standard Serial Number (ISSN) and Cataloguing In Print (CIP) for all their publications in conformity with International Standards;
- comply with legal deposit provisions in the National Library Act;
- collaborate with Federal Inspectorate Service in the monitoring and evaluation of schools;
- deploy ICT in the conduct of Basic Education Certificate Examination (BECE);
- organize regular seminars/workshops for Principals, Head-Teachers and Record Officers on the conduct of BECE;
- give due attention to Special Education by carrying out more sensitization and capacity building programmes for teachers on inclusive education;
- meet the minimum requirement for accessing UBE intervention funds for Special Education;
- sustain their support for the activities of The Albino Foundation;
- build the capacity of teachers on the use of Family Life HIV/AIDs Education (FLHE) instructional materials;
- procure instructional materials on HIV/AIDS for the visually impaired;
- emulate Lagos State in providing formal education in Correctional Centres (Remand Homes);
- provide conducive learning environment in special needs schools;
- build capacity of teachers to manage children with special needs;
- make bulk purchase of textbooks that target learners with visual impairment with a view to encouraging the publication of books for the visually impaired;
- support publishers in producing bold/large prints as well as Braille versions of the 9-Year Basic Education Core Textbooks;
- intensify efforts in implementing NCE decisions in order to improve the quality of education in Nigeria in line with the Transformation Agenda;

Directed:

- that NECO must produce and release all outstanding Certificates before the next NCE meeting and thereafter ensure release of certificates before the conduct of similar examinations;
- relevant Regulatory Agencies and Institutions to recognize and accept Senior Arabic and Islamic School Certificate (SAISSC) for admission into Tertiary Institutions;
- FME to liaise with the Directorate of NYSC to enlist ECCDE campaign in her community development activities;
- FME to liaise with the Federal Ministry of Industry, Trade and Investments to ensure that the Industrial Training Fund (ITF) caters for and supervises Technical College students on SIWES;
- National Teachers' Institute (NTI) to interface with NERDC on the Teacher Education in Sub-Saharan Africa (TESSA) Toolkit for Teaching Practice Supervision for assessment and quality assurance;
- NUC, NBTE and NCCE to ensure that all lecturers in tertiary institutions possess teaching qualifications in conformity with the provision of the National Policy on Education;
- NUC to sanction Universities that charge above the approved Post-UTME fee of N2,000.00; and
- NERDC to produce Implementation Guidelines for the 2013, 6th edition of the National Policy on Education.

Commended

- FCT, Kogi, Bauchi, Zamfara, Benue, Gombe, Jigawa, Kebbi, Ekiti, Imo and Osun States for conducting SMASE first cycle training in their States;
- USAID for its support in strengthening the delivery of quality basic education in Sokoto State; and
- DFID/ESSPIN for intervention in strengthening the management skills of teachers and Head-teachers in Lagos, Kaduna, Kwara, Kano, Jigawa and Enugu States; and

Approved:

- that States and FCT should collaborate with the National Commission for Nomadic Education (NCNE) in the identification of projects and development of proposals under the DRG/MDGs Conditional Grant Scheme;
- that Nigerian Educational Research and Development Council (NERDC) should be on the Board of NBAIS in order to ensure mainstreaming and compliance with the National Policy on Education (NPE);
- that Federal Ministry of Education (FME) should regulate the activities of Federal, States, FCT, Corporate and Non-Governmental Organisations aimed at promoting Science, Technology and Mathematics Education in Nigeria;
- the review of the National Master-Plan for Technical and Vocational Education in Nigeria (Blue- Print, 2011 – 2020);
- the implementation of a National Advocacy and Sensitization on Support-A-Public School Programme;

- the implementation of State and FCT READ Campaign activities in collaboration with the National Action Committee (NAC) on READ Campaign;
- the adoption of National Framework for Implementation of Guideline on Emergency Preparedness Response by FME, SMoEs, FCT and other Stakeholders;
- the integration of Education Sector framework for Emergency Preparedness Response (EPR) into the Multi-sector NEMA/SEMA plan;
- establishment of Desk Offices and appointment of Desk Officers for EPR in Federal, States and FCT;
- that all Libraries and Information Resource Centres particularly those in Vocational and Technical Institutions be equipped with digitalization tools;
- that Librarians and Information Officers be trained on the use of digitalization tools;
- the establishment of more functional Continuing Education and Vocational Centres by FME, National Commission for Mass Literacy, Adult and Non-formal Education (NMEC), State Agencies for Mass Education (SAME), FCT and Local Government Authorities;
- the adoption of both the User and Training Manuals of Best Practices of Teaching English Studies, Mathematics and Social Studies in Junior Secondary Schools;
- that Federal, States and FCT should direct their Quality Assurance Departments/Agencies to regularly monitor Junior Secondary School (JSS) and TVET institutions for efficiency;
- that FME should work out the modalities for the monitoring of the implementation of NCE decisions across the Federation;
- that FME should co-ordinate the conduct of Impact Assessments of the training of teachers by States and FCT under the FGN-UBE Intervention Fund and that of training of teachers by NTI under MDGs;
- that all the trainings to be conducted for teachers by NTI, NIEPA, UBEC and other Agencies should be for a minimum of two weeks in order to ensure adequate coverage of curriculum contents and methodology; and
- the reversal of the policy on the Disarticulation of Junior Secondary Component from the Senior Secondary School System.

Next meeting:

(i) JCCE Reference Committee Meetings – Imo State
(ii) JCCE Plenary Meeting – Osun State
(iii) National Council on Education – Ogun State

APPENDIX

ABEN	-	Association of Business Educators of Nigeria
ANA	-	Association of Nigeria Authors
ANFE	-	Adult and Non-Formal Education
ATP	-	Annual Training Programme
AIDS	-	Acquired Immune Deficiency Syndrome
ANCOPSS	-	All Nigeria Conference of Principals of Secondary Schools
AHI	-	Action Health Incorporated
BEST	-	National Building Engineers Scientists and Technologists
BATCs	-	Business Apprenticeship Training Centres
BEC	-	Basic Education Curriculum
BECE	-	Basic Education Certificate Examination
CASS	-	Continuous Assessment
CASSON	-	Counselling Association of Nigeria
CCB	-	Code of Conduct Bureau
CERC	-	Community Educational Resource Centres
CBC	-	Computerized Braille Centres
CPD	-	Continuous Professional Development
COSST	-	Conference of Secondary School Tutors
CSSD	-	Centres for Supportive Services for the Deaf
CFTDS	-	Centres For French Teaching and Documentation
CRF	-	Consolidated Revenue Fund
CPN	-	Computer Professionals Registration Council of Nigeria
CIP	-	Cataloguing In Print
DFID	-	Department for International Development
DRG	-	Debt Relief Grant
DLS	-	Distance Learning Studies
EFA	-	Education For All
EFCC	-	Economic and Financial Crimes Commission
ECCE	-	Early Child Care Education
ECD	-	Early Child Development
EE&CS	-	Examination Ethics and Campus Safety
EDB	-	Education Data Bank
EMPT	-	Converged Examination Management Technology Platform
ERC	-	Educational Resource Centres
EPR	-	Emergency Preparedness Responses

EMIS	-	Educational Management Information Service
ESA	-	Education Sector Analysis
ESSPIN	-	Education Sector Support Programme in Nigeria
ETF	-	Education Trust Fund
e-Education	-	Electronic Education
FCT	-	Federal Capital Territory
FCTA	-	Federal Capital Territory Administration
FEC	-	Federal Executive Council
FGN	-	Federal Government of Nigeria
FTS	-	Federal Teachers' Scheme
FLHE	-	Family Life HIV/AIDs Education
FME	-	Federal Ministry of Education
FIS	-	Federal Inspectorate Service
FRCN	-	Federal Radio Corporation of Nigeria
FRSC	-	Federal Road Safety Commission
FUCs	-	Federal Unity Colleges
GEP	-	Girls' Education Project
GISHPMS	-	Global Initiatives for Solving Human Problems using Modelling and Simulations
HGSFHP	-	Home-Grown School Feeding and Health Programme
HSC	-	Higher School Certificate
HIV	-	Human Immunodeficiency Virus
ICTON	-	Institute of Certified Teachers of Nigeria
ICPC	-	Independent Corrupt Practices Commission
ICT	-	Information and Communication Technology
IDPs	-	International Development Partners
IEIs	-	Innovation Enterprise Institutions
IECD	-	National Integrated Early Childhood Development
IECDCC	-	Integrated Early Childhood Development Consultative Committee
INSET	-	In-Service Education and Training
IRI	-	Interactive Radio Instruction
ISBN	-	International Standard Book Number
ISSN	-	International Standard Serial Number
JAMB	-	Joint Admissions and Matriculation Board
JCCE	-	Joint Consultative Committee on Education
JETS	-	Junior Engineers, Technicians and Scientists

JHDP	-	Joint Higher Degree Programme
JICA	-	Japan International Cooperation Agency
JSS	-	Junior Secondary School
L1	-	First language
L2	-	Second language
LGEAs	-	Local Government Education Authorities
LIFE	-	Literacy Initiative For Empowerment
LRCN	-	Librarian Registration Council of Nigeria
MIP	-	Mathematics Improvement Programme
MDGs	-	Millennium Development Goals
MPCEME	-	Mono-technics, Polytechnics and Colleges of Education Matriculation Examination
MUNPE	-	Monitoring Unit of the National Policy on Education
NATSPMA	-	National Teachers and Schools Productivity Merit Award
NAPPS	-	National Association of Proprietors of Private Schools
NAC	-	National Action Committee
NACACC	-	National Action Committee on Anti-Cultism Campaign
NALABE	-	National Assessment of Learning Achievement in Basic Education
NBAIS	-	National Board for Arabic and Islamic Studies
NECO	-	National Examination Council
NEEFUSSC	-	National Entrance Examination into Federal Unity Senior Secondary Colleges
NCE	-	National Council on Education
NCE	-	National Certificate on Education
NERDC	-	Nigerian Educational Research and Development Council
NTI	-	National Teachers' Institute
NCNE	-	National Commission for Nomadic Education
NGEI	-	Nigerian Girls' Education Initiative
NPE	-	National Policy on Education
NFLV	-	Nigerian French Language Village
NOUN	-	National Open University of Nigeria
NLN	-	National Library of Nigeria
NEADS	-	Nigeria Experts and Academics in the Diaspora Scheme'
NAFDAC	-	National Agency for Food and Drug Administration and Control
NABTEB	-	National Business and Technical Examinations Board
NEEDS	-	National Economic Empowerment and Development Strategy

NETC	-	National Educational Technology Centre
NEMA	-	National Emergency Management Agencies
NCP	-	National Commission for Polytechnics
NCEE	-	National Common Entrance Examination
NFE	-	Non-Formal Education Curriculum
ND	-	National Diploma
NGOs	-	Non-GovernmentalOrganisations
NMC	-	National Mathematical Centre
NMEC	-	National Commission for Mass Literacy Adult and Non-Formal Education
NIEPA	-	National Institute for Educational Planning and Administration
NIMIS	-	National Inspectorate Management Information System
NITCO	-	National Information Technology Curricula Committee
NSA	–	National Statistical Association
NINLANs	-	National Institute for Nigerian Language's
NSG	-	Nigerian Schools Games
NTA	-	Nigeria Television Authority
NUC	-	National Universities Commission
NUT	-	Nigeria Union of Teachers
NISS	-	National Incentive Scheme for Students
NATT	-	National Association of Teachers of Technology
NCNE	-	National Commission for Nomadic Education
NTEP	-	National Teacher Education Policy
NVQF	-	National Vocational Qualification Framework
NYSC	-	National Youths Service Corps
ORASS	-	Operation Reach All Secondary Schools
OVC	-	Orphans and Vulnerable Children
PGDE	-	Post Graduate Diploma in Education
PTTP	-	Pivotal Teachers Training Programme
PRS	-	Policy Research and Statistics
PTA	-	Parents Teachers Association
PTF	-	Petroleum Trust Fund
PTDF	-	Petroleum Technology Development Fund
PPP	-	Public-Private Partnerships

PRA	-	Participatory Rural Appraisal
REFLECT	-	Regenerated Freirean Literacy through Empowering Community Techniques
RAN	-	Reading Association of Nigeria
SACACC	-	State Action Committee on Anti-Cultism Campaign
SAISSC	-	Senior Arabic and Islamic School Certificate
SAME	-	State Agencies for Mass Education
SEMIS	-	States Education management information System
SS	-	Senior Secondary
SBMCs	-	School Based Management Committees
SEPB	-	School Enterprise Project Board
SNEP	-	Strategic National Education Plan
SMoEs	-	State Ministries of Education
SPEB	-	State Primary Education Board
SIMIS	-	State Inspectorate Management Information System
SITEC	-	State IT Education Committee
SIWES	-	Students Industrial Work Experience Scheme
SEC	-	Security Exchange Commission
SSCE	-	Senior School Certificate Examination
SUBEB	-	State Universal Basic Education Board
STAN	-	Science Teachers Association of Nigeria
STE	-	Science and Technology Education
STE	-	Science Technology and Engineering
STM	-	Science, Technology and Mathematics
STUP	-	Special Teachers' Upgrading Programme
STUMEC	-	Student Tutoring, Mentoring and Counselling
STV	-	Science, Technical and Vocational
SEMA	-	State Emergency Management Agency
SMASE	-	Strengthening Mathematics and Science Education
SSE	-	Senior Secondary Education
SMUNPE	-	State Monitoring Units of the National Policy on Education
TESSA	-	Teacher Education in Sub-Saharan Africa
TRD	-	Teacher Recruitment and Deployment
TIC	-	Technical Incubation Colleges

TC II	-	Teachers Grade II Certificate
TIP	-	Teachers Investigating Panel
TRC	-	Teachers Registration Council
TSS	-	Teacher Salary Structure
TTTP	-	Technical Teachers Training Programme
TRC	-	Teachers Registration Council
TVC	-	Teacher Vacation Course
TVE	-	Technical and Vocational Education
TVET	-	Technical and Vocational Education and Training
UNICEF	-	United Nation International Children Education Fund
USAID	-	United States Agency for International Development
UBE	-	Universal Basic Education
UBEC	-	Universal Basic Education Commission
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UNCAP	-	Unified National Continuous Assessment Programme
UNWFP	-	United Nations World Food Programme
UME	-	Unified Matriculation Examination
VEIs	-	Vocational Enterprise Institutions
VTC	-	Vocational Training Centers
WAEC	-	West African Examinations Council
WB	-	World Bank.
WSDP	-	Whole School Development Planning
WSE	-	Whole School Evaluation
WHO	-	World Health Organization