



FEDERAL MINISTRY OF EDUCATION



# Education for Change

A MINISTERIAL STRATEGIC PLAN  
(2018 - 2022)

## **VISION STATEMENT**

The vision of the Federal Ministry of Education is to become an economy model, delivering sound education.

## **MISSION STATEMENT**

Our mission is to use education as a tool for fostering the development of all Nigerian citizens to their full potentials, in the promotion of a strong, democratic, egalitarian, prosperous, indivisible and indissoluble sovereign nation under God.

## **OUR MANDATE**

The Mandate of the Federal Ministry of Education is to:

- formulate and coordinate a national policy on education;
- collect and collate data for the purpose of educational planning and financing;
- prescribe and maintain uniform standards of education throughout the country;
- develop curricula and syllabi at the national level;
- control and monitor the quality of education in the country;
- harmonize educational policies and procedures of all the States of the Federation through the instrumentality of the National Council on Education (NCE); and
- effect cooperation in educational matters on an international scale.

## **Table of Content**

|                                    |           |
|------------------------------------|-----------|
| Vision, Mission and Mandate        | <b>i</b>  |
| List of Acronyms and Abbreviations | <b>iv</b> |

|   |             |
|---|-------------|
| Foreword  | <b>vii</b>  |
| <b>INTRODUCTION</b>   | <b>viii</b> |
| <b>SECTION 1: OUT-OF-SCHOOL CHILDREN</b>  |             |
| 1.1 Introduction  | 1           |
| 1.2: Situation Analysis of Out-of-School Children   | 1           |
| 1.3: Strategies for Addressing the Issues and Challenges of Out-of-School Children  | 2           |
| 1.4: Action Plan for Out-of-School Children   | 4           |
| <b>SECTION 2: YOUTH AND ADULT LITERACY</b>  |             |
| 7   |             |
| 2.1: Introduction   |             |
| 7   |             |
| 2.2: Situation Analysis of Youth and Adult Literacy   | 7           |
| 2.3: Strategies for Addressing the Issues and Challenges of Youth and Adult Literacy  | 8           |
| 2.4: Action Plan for Youth and Adult Literacy   | 9           |
| <b>SECTION 3: SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM) TECHNICAL, VOCATIONAL EDUCATION AND TRAINING (TVET)</b>  | <b>18</b>   |
| 3.1: Introduction   | 18          |
| 3.2: Situation Analysis of Science, Technology, Engineering, and Mathematics (STEM) Technical and Vocational Education and Training (TVET)                                      | 18          |
| 3.3: Strategies for Addressing the Issues and Challenges of Science, Technology, Engineering, and Mathematics (STEM) and Technical and Vocational Education and Training (TVET) | 20          |
| 3.4: Action Plan for Science, Technology, Engineering, and Mathematics (STEM) and Technical and Vocational Education and Training (TVET)  | 23          |
| <b>SECTION 4: BASIC EDUCATION</b>   | <b>30</b>   |
| 4.1 Introduction  | 30          |
| 4.2: Situation Analysis of Basic Education  | 30          |
| 4.3: Strategies for Addressing the Issues and Challenges of Basic Education   | 31          |
| 4.4: Action Plan for Basic Education  | 33          |
| <b>SECTION 5: TEACHER EDUCATION, CAPACITY BUILDING AND PROFESSIONAL DEVELOPMENT</b>   | <b>40</b>   |
| 5.1 Introduction  | 40          |
| 5.2 Situation Analysis of Teacher Education   | 40          |
| 5.3 Strategies for Addressing the Issues and Challenges of Teacher Education  | 40          |
| 5.4 Action Plan for Teacher Education   | 42          |

|   |           |
|---|-----------|
| <b>Section 6: CURRICULUM AND POLICY MATTERS</b>   | <b>48</b> |
| 6.1 Introduction  | 48        |
| 6.2: Situation Analysis of Basic Education Curriculum and Policy Matters                                  | 48        |
| 6.3: Strategies for Addressing the Issues and Challenges of Basic Education Curriculum and Policy Matters | 49        |
| 6.4: Action Plan of Basic Education Curriculum and Policy Matters   | 51        |
| <br>  |           |
| <b>Section 7: TERTIARY EDUCATION</b>  | <b>62</b> |
| 7.1: Introduction   | 62        |
| 7.2: Situation Analysis of Tertiary Education   | 62        |
| 7.3: Strategies for Addressing the Issues and Challenges of Tertiary Education                            | 63        |
| 7.4: Action Plan for Tertiary Education   | 64        |
| <br>  |           |
| <b>Section 8: EDUCATION DATA AND PLANNING</b>   | <b>73</b> |
| 8.1: Introduction   | 73        |
| 8.2: Situation Analysis of Education Data and Planning  | 74        |
| 8.3: Strategies for Addressing the Issues and Challenges of Education Data and Planning                   | 76        |
| 8.4: Action Plan for Education Data and Planning  | 78        |
| <br>  |           |
| <b>Section 9: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN EDUCATION</b>                             | <b>85</b> |
| 9.1: Introduction   | 85        |
| 9.2: Situation Analysis of ICTs in Education  | 85        |
| 9.3: Strategies for Addressing the Issues and Challenges of ICTs in Education                             | 86        |
| 9.4: Action Plan for ICTs in Education  | 87        |
| <br>  |           |
| <b>Section 10: LIBRARY SERVICES IN EDUCATION</b>  | <b>95</b> |
| 10.1: Introduction  | 95        |
| 10.2: Situation Analysis of Library Services in Education   | 95        |
| 10.3: Strategies for Addressing the Issues and Challenges of Library Services in Education                | 96        |
| 10.4: Action Plan for Library Services in Education   | 97        |

## **APPENDIX**

### **Monitoring and Evaluation Framework**

#### **LIST OF ACRONYMS AND ABBREVIATIONS**

|      |   |   |
|------|---|---|
| ANBC | - | Advanced National Business Certificate  |
| ANFE | - | Adult and Non-Formal Education          |
| ANTC | - | Advanced National Technical Certificate |

|       |   |  |
|-------|---|--|
| APIVI | - | Association of Proprietors of Innovation and Vocational Institutions |
| CAD   | - | Computer-Aided Design  |
| CAM   | - | Computer-Aided Manufacture   |
| CBOs  | - | Community-Based Organisations  |
| CoEs  | - | Colleges of Education  |
| DFID  | - | Department for International Development                             |
| ECCD  | - | Early Childhood Care and Development                                 |
| ECCE  | - | Early Childhood Care Education                                       |
| EFA   | - | Education for All  |
| FEC   | - | Federal Executive Council  |
| FCE   | - | Federal College of Education   |
| FEQAS | - | Federal Education Quality Assurance Services                         |
| FGN   | - | Federal Government of Nigeria  |
| FME   | - | Federal Ministry of Education  |
| FTC   | - | Federal Technical College  |
| FTTSS | - | Female Teachers Trainee Scholarship Scheme                           |
| HND   | - | Higher National Diploma  |
| ICT   | - | Information and Communication Technology                             |
| IDPs  | - | International Development Partners                                   |
| IEIs  | - | Innovation Enterprise Institutions                                   |
| IMC   | - | Implementation Monitoring Committee                                  |
| JAMB  | - | Joint Admissions and Matriculation Board                             |
| JCCE  | - | Joint Consultative Committee on Education                            |
| JICA  | - | Japan International Cooperation Agency                               |
| JSS   | - | Junior Secondary School  |
| LGA   | - | Local Government Area  |
| LGEA  | - | Local Government Education Authority                                 |
| LRCN  | - | Librarians' Registration Council of Nigeria                          |
| MDGs  | - | Millennium Development Goals   |
| M&E   | - | Monitoring and Evaluation  |
| MLA   | - | Monitoring of Learning Achievement                                   |

|       |   |  |
|-------|---|--|
| MSP   | - | Ministerial Strategic Plan                           |
| NASS  | - | National Assembly                                    |
| NBAIS | - | National Board for Arabic and Islamic Studies        |
| NBC   | - | National Business Certificate                        |
| NBS   | - | National Bureau of Statistics                        |
| NBTE  | - | National Board for Technical Education               |
| NCE   | - | National Certificate of Education                    |
| NCCE  | - | National Commission for Colleges of Education        |
| NEMIS | - | Nigeria Education Management Information System      |
| NER   | - | Net Enrolment Rate                                   |
| NERDC | - | Nigeria Educational Research and Development Council |
| ND    | - | National Diploma                                     |
| NGOs  | - | Non-Governmental Organisations                       |
| NID   | - | National Innovation Diploma                          |
| NIT   | - | National Institute of Technology                     |
| NLN   | - | National Library of Nigeria                          |
| NLP   | - | National Language Policy                             |
| NPoC  | - | National Population Commission                       |
| NTEP  | - | National Teachers Policy                             |
| NTI   | - | National Teachers' Institute                         |
| NUC   | - | National Universities Commission                     |
| NUNA  | - | National University of Nigeria, Abuja                |
| NVC   | - | National Vocational Certificate                      |
| NVQF  | - | National Vocational Qualification Framework          |
| OOSC  | - | Out-of-School Children                               |
| OPS   | - | Organised Private Sector                             |
| RBT   | - | Renewable Energy Technology                          |
| R&D   | - | Research and Development                             |
| SDGs  | - | Sustainable Development Goals                        |
| SEMIS | - | State Education Management Information System        |
| SMoE  | - | State Ministry of Education                          |
| STEM  | - | Science, Technology, Engineering, and Mathematics    |
| SUBEB | - | State Universal Basic Education Board                |
| TEDFA | - | Teacher Development Fund Account                     |

|         |   |  |
|---------|---|--|
| TETFund | - | Tertiary Education Trust Fund                                    |
| TP      | - | Teaching Practice  |
| TRCN    | - | Teachers Registration Council of Nigeria                         |
| TTC     | - | Teacher Training College   |
| TVET    | - | Technical and Vocational Education and Training                  |
| TVE     | - | Technical and Vocational Education                               |
| UBEC    | - | Universal Basic Education Commission                             |
| UNESCO  | - | United Nations Educational, Scientific and Cultural Organisation |
| UNICEF  | - | United Nations Children Fund                                     |
| USAID   | - | United States Agency for International Development               |
| UTME    | - | Unified Tertiary Matriculation Examination                       |
| VEIs    | - | Vocational Enterprise Institutions                               |

## **Foreword**

Early in December 2015, not long after our inauguration as ministers, I initiated sitting sessions of a consultative group of experts and professionals to discuss the key issues and challenges of the education sector, and chart a way forward. The issues discussed were subjected to further critique and are hereby presented as *Education for Change: A Ministerial Strategic Plan*.

The Federal Ministry of Education (FME) further engaged deeply with State governments, Ministries of Education, State Universal Basic Education Boards (SUBEBs), International Development Partners (IDPs) and other stakeholders across the country. The purpose of the engagement was to obtain an inclusive ownership of the Ministerial Strategic Plan, mobilize resources for its implementation, agree on targets and strategies for achieving them as well as the time line for each of the activities specified therein.

While every effort has been made to make it as factual as possible, it is an open document. Thus, we shall welcome rigorous discussion with all levels of stakeholders to ensure a sustainable and enduring document.

This Plan sets out clearly the key issues, challenges and the activities that need to be undertaken by various agencies and institutions in order to address them, the time frame for each activity, the targets that must be attained if a problem or issue is to be resolved.

The successful implementation of the Ministerial Strategic Plan (MSP) requires concerted efforts by all levels of government, stakeholders, community leaders, religious leaders, civil society organizations, organized private sector and International Development Partners.

It is our sincere hope that this noble initiative – *Education for Change: A Ministerial Strategic Plan* would bring about the desired improvement in the education sector.

**Adamu Adamu**  
Minister of Education  
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## 1.1 INTRODUCTION

Education is at the heart of all national development efforts. The Muhammadu Buhari Administration recognises that Nigeria's education system must prepare and equip the citizenry to effectively contribute their quota to national development. Education must be able to produce middle-level and high-level manpower with the requisite knowledge, skills and competencies needed to drive the country's quest for sustainable development and increased national prosperity. It must prepare and arm Nigeria's youths to take competitive advantage of the 21<sup>st</sup> century knowledge-driven economy within and outside the country.

Achieving this goal will require making radical changes in the nation's education sector. The development of the *Education for Change: A Ministerial Strategic Plan* is with this intention of articulating a pathway to repositioning Nigeria's education sector to effectively play its central role in national reform and in achieving the development agenda of President Muhammadu Buhari's Administration.

The Ministerial Strategic Plan (MSP) derives from six main sources – the objectives that the All Progressives Congress (APC) set out to achieve in the education sector as stated in its manifesto; the campaign promises of President Muhammadu Buhari, GCFR, during the 2015 electioneering campaign; contributions from departments and parastatals of the Ministry; the reports, plans and documents that were produced in the past; contributions from our development partners; and Federal Ministry of Education's vision and plans. These have been synthesised and articulated into this document which will be the roadmap to the sector.

The plan is built on ten pillars and around three result areas: access, quality, and systems strengthening.

For each pillar, there are clear and well-defined objectives, together with the strategies to be employed in achieving them. The ten pillars are:

1. Out-of-School Children;
2. Youth and Adult Literacy;
3. Science, Technology, Engineering, and Mathematics (STEM) & Technical, Vocational Education and Training (TVET);
4. Basic Education;
5. Teacher Education, Capacity Building and Professional Development;
6. Curriculum and Policy Matters;
7. Tertiary Education;
8. Education Data and Planning;
9. Information and Communication Technology (ICT) in Education; and
10. Library Services in Education.

Education is on the concurrent list of the Nigerian Constitution and as such its management and administration has a lot to do with interrelationship and interface among the different tiers of government i.e. Federal, State and Local Governments. Therefore, there is need for synergy, understanding and vibrant regular communication among these levels. If the interventions articulated in the MSP are to be implemented effectively, there is the need to put in place a multi-tier interactive and communication system that will engender collective ownership of educational policies and programmes, including participation in decisions on educational activities or matters among the Federal Ministry of Education, relevant committees of the National Assembly, State Governments, State Ministries of Education and Local Education Authorities.

The issues of educational planning, management and administration have been clearly articulated by the Constitution and most especially the National Policy on Education (NPE, 2013). The NPE especially states the role and responsibilities of the different tiers. It also states the strategic composition and functions of the National Council on Education (NCE) and Joint Consultative Committee on Education, whose members provide educational policy framework below the cabinet level. The NPE also stresses the need for effective communication in the system.

### **Strategic Plan Context**

#### *Out-of-School Children*

With about 12.7 million out-of-school children out of the 20 million worldwide, Nigeria has the highest number of out-of-school children in the world. These include the *almajiri*, girls of school age (who constitute 60 per cent), children of nomadic pastoralists and migrant fishermen and the one million children displaced by the *Boko Haram* insurgency. The continued existence of the phenomenon of out-of-school children is the strongest evidence yet, that Nigeria has failed to achieve one of the EFA (Education For All) goals and Millennium Development Goals (MDGs) of universalizing access to primary education for all school-age children, irrespective of social class, religion, region, or ethnicity. Nigeria, Afghanistan and Pakistan are the three countries that not only failed to address this problem but are also unlikely to do so even by 2020, according to informed predictions. There are many socio-cultural and economic factors that impede the eradication of the problem. Any realistic attempt to provide educational opportunities to Nigeria's over 12.7 million out-of-school children must necessarily review existing practices in order to determine where we are now and the obstacles that are in the way.

As a first step, the Federal Ministry of Education (FME) wishes to establish and make public the broad vision it holds for this group of children, the programmes and strategies it has planned for them, and its view about the roles and responsibilities of the affected states, development partners and NGOs in the implementation of these strategies.

The FME plans to come out strongly with its set targets, turn-around strategies and timelines regarding how it wishes to tackle this problem. It will do this by first declaring a state of emergency on education in the States mostly affected by insurgency and directing Universal

Basic Education Commission (UBEC) to come up with a strategic work plan for ensuring that all the basic education schools in the affected states are either rehabilitated or rebuilt,

provided with sufficient learning materials and ensuring that, through the Federal Teacher Scheme and in collaboration with the State Universal Basic Education Boards (SUBEB) of the affected states, the schools are adequately staffed with qualified teachers. Furthermore, it will ensure that every child of school age in the affected states has unrestricted access to basic education.

The Ministry will seek to check the tide of exclusion from schooling in the affected states through *targeted funding* that will adequately address the impediments to the universalisation of access to primary education. It will also focus on scaling up of the special initiatives already started by development partners (such as UNICEF) and NGOs and – in particular – the provision of special means of access to schooling, through the use of temporary structures where appropriate structures are not readily available.

An important strategy is to focus on building the confidence of teachers and their ability to handle children who suffer from traumatic experiences of violence and war.

### **Pre-service teacher education**

Pre-service training in Nigeria is provided by over 121 Federal, State and privately-owned Colleges of Education and Nigeria Certificate in Education (NCE) awarding institutions e.g. Polytechnics, National Teachers' Institute (NTI) and Faculties and Institutes of Education in the universities. The Colleges of Education offer three-year post-secondary programmes that lead to the award of the NCE, while the Faculties of Education and Institutes of Education in universities provide four-year degree programmes and three-year direct entry programmes that lead to the award of B.A. (Ed), B.Sc. (Ed), and B.Ed. degrees and the Postgraduate Diploma in Education (PGDE) for graduates who wish to teach but do not possess a teaching qualification.

Research findings have consistently shown that the most important factor that influences students' learning outcomes is the teacher. How teachers receive their initial training significantly affects the way they teach, their effectiveness in the classroom and their career-long commitment to the teaching profession. Unfortunately, pre-service training has not been receiving the support and attention that it deserves. Public outcry about the poor quality of graduates produced by teacher training institutions, the poor quality of teaching in primary and secondary schools, and poor learning outcomes prompted the National Commission for Colleges of Education (the regulatory body for pre-service training at the sub-degree level), to articulate a reform agenda for NCE-awarding institutions in 2012. Some of the challenges that are faced in pre-service training include:

- low quality of entrants into pre-service training;
- failure of the Colleges and Faculties of Education to match teacher supply with demand;
- inadequate funding of teacher education;
- poorly organised and implemented Teaching Practice; and
- non-implementation of the National Teacher Education Policy (February 2014)

Concrete steps should be taken by the FME and National Commission for Colleges of Education (NCCE) to ensure that the reforms of pre-service training initiated in 2012,

(especially the implementation of the new NCE Curriculum), are vigorously pursued; and that adequate monitoring mechanisms are put in place to ensure full compliance by all Colleges of Education and NCE-awarding institutions in the country. NCCE should undertake a quarterly review of the implementation process aimed at identifying factors that hinder the actualisation of the objectives of the reforms and how to address them. This should be done jointly with the Colleges of Education, through the Committee of Provosts of Colleges of Education. In this regard, NCCE's role is to provide guidance and support to the Colleges and generate further international donor support for the reforms, e.g. support from DFID's Teacher Development Programme, USAID, JICA, and the World Bank.

The present Administration attaches great importance to teacher education in Nigeria. Teacher production and quality are very important to quality education and delivery. The National Policy on Education (NPE) maintains that *in recognition of the pivotal role of quality teachers in the provision of quality education at all levels, teacher education shall continue to be emphasised in educational planning and development*. However, apart from the fact that there is shortage of qualified professional teachers in the various disciplines, the number of applicants for pre-service teacher training in the tertiary institutions is very low. Besides, entry into teacher training programmes remains unattractive and it is most often taken only as the last option.

Thus, those who enrol into teacher education programmes in colleges and universities grapple with the problem of understanding the concepts and principles of education that they come in contact with for the very first time. This signifies that there is a disconnect between secondary education from which teacher trainees are enrolled and teacher education at tertiary level. Therefore, there is every need to bridge this gap by introducing the basic principles of education in the curricula of senior secondary schools. The teaching of basic principles of education as a subject, not leading to certification for teaching, will among others:

- raise the interest of learners in education and their desire to take to teaching as a profession and career;
- close the gap existing between senior secondary education curriculum and teacher training curriculum in tertiary institutions;
- create another possible advantage or platform for selection and enrolment into teacher training courses; and
- enable and mobilise secondary school students to understand the basic principles and concepts of education as basic foundations for studying education at the tertiary level.

To actualise the objectives above, the project will involve stakeholder meetings, development workshops at various stages, production of curriculum and related materials, distribution of materials, sensitisation, capacity building, implementation and monitoring.

### **Areas Related to Curriculum**

Curriculum is very central to the delivery of educational contents, achievement of intended learning outcomes and overall educational attainment. It is a programme of activities, consisting of experiences and skills that are planned and designed for qualitative learning; so

as to achieve the objectives of formal education and national development. The issue of curriculum changes and strengthening based on national needs, circumstances and in line with global best practices are given the right emphasis – and are focused on the:

- development of pre-primary education curriculum as a component of basic education;
- disarticulation of the history curriculum for basic education which has already been done; and
- revision and strengthening of the curriculum for the 34 trades at the senior secondary school.

### ***Pre-primary Education Curriculum***

The *Revised National Policy on Education (2013)* stipulates that a one-year pre-primary education should be an essential component of the 10-year formal basic education programme to be implemented, funded and managed by government in Nigeria. This is an important development that characterises Early Child Care and Development Education (ECCDE) which has now been segmented into ECCDE (age 0–5) and 1-year pre-primary education (age 5–6). As a result of this, there is the need for the production and distribution of the developed pre-primary education curriculum to schools to enable the implementation of pre-primary education all over the Federation.

The main objectives are to:

- disseminate curriculum materials which include pre-primary school policy and minimum standards, the curriculum, implementation guidelines and other materials; and
- provide materials for effective educational delivery, capacity building and development of personnel and sensitisation of communities and the nation in general.

### ***Revision of the Curriculum for the 34 Trades at the Senior Secondary School***

Curriculum renewal and change constitute one of the basic methods and processes of curriculum development and practice; and it is one of the ways of addressing changing situations, human and societal needs. This was what necessitated the review of the entire primary and secondary school curricula in Nigeria, to usher in the new Basic Education Curriculum (BEC) and Senior Secondary Education Curriculum (SSEC). This development creates coherence in Nigeria's school system between basic and secondary education and generates changes at tertiary level. The SSEC contains enriched contents and areas of specialisation that are aimed at addressing developmental issues and provides wider opportunities and skills for manpower development. Apart from its four distinct fields of study and other cross-cutting subjects, the SSEC comprises 34 Trades and entrepreneurship subjects from which a student must learn at least one.

The implementation of the Entrepreneurial Trades curricula in senior secondary schools nationwide which started in September, 2011 has reached its first 4-5-year cycle and is due for review. There seems to be a lack of proper understanding of the philosophy, concepts, principles, organisation and content specifications of the entrepreneurial trades' curricula, and there are also assertions that the current 'Entrepreneurship Trade' subjects' curricula are

not sufficiently infused with adequate entrepreneurship content to impart the desired entrepreneurial competencies (i.e. knowledge, skills, qualities and attitudes including innovation and creativity) among Nigerian youth. There is also dearth of teachers, facilities and equipment which impedes effective implementation.

Clearly, therefore, there is the urgent need to review the senior secondary school curriculum in order to strengthen the entrepreneurship subjects. This is one of the important steps to take in order to achieve the desired goal of youth training and employment.

### ***Focal Policy Areas in Basic and Secondary Education***

This sub-sector of Nigeria's educational system comprises both formal and non-formal education. The seemingly autonomous entities are generally placed in the same category in view of the collective goals they pursue, content they offer and clients they serve. The only major point of departure is in the approaches they deploy to achieve their goals, although even here, the distinction is getting blurry in the light of the application of the new information and communication technology in "teaching" and learning. One other significant point to note is that with good quality formal education at the basic level, the scourge of illiteracy would be drastically contained. Hence, there is the ever-increasing need to comprehensively address simultaneously the challenges of basic and secondary education at both formal and non-formal levels.

#### *Basic and Secondary Education*

The major challenge in this aspect of the sub-sector is the non-articulation of the last three years of secondary education. Consequently, very little if any attention is paid to the senior secondary in matters of funding and management. A Commission to cater for the secondary education component was in existence but it was dissolved in 1999. Indeed, with the 9-year Basic Education and the articulation of the Junior Secondary Education within the Basic Education family, the senior secondary education component was left unattended to, especially when the government of the day, as a matter of deliberate policy, suspended the creation of additional Commissions within the education sector.

During the 7th National Assembly, an attempt was made to review the UBE Act of 2004, with the sole intention of addressing the senior secondary component. The proposed Basic and Secondary Education Commission (BSEC) law only went through the hearing stage in the House of Representatives. If the law were to be finalised, passed and assented to, the existing challenges associated with secondary school funding and management would have been a thing of the past.

With this new disposition, UBEC's role would be expanded to fully take charge of senior secondary schools and early child care education. Consequently, not only would the programmatic components of the proposed amended law be expanded, but the funding arrangement would also be robust and all-inclusive. Alternatively, the earlier the Commission is resuscitated to take care of senior secondary education, the better for the system.

### ***Mass Literacy Programme for Nigeria***

Previous efforts at providing mass literacy in Nigeria had suffered significant setbacks due to a litany of problems. These include lack of political will on the part of previous governments,

inadequate or poor planning and coordination as well as serious funding deficits, among others. But in order for the current APC Federal Government to bring about a big change to the status quo in Nigeria, it must chart a new course of action for the implementation of the proposed Mass Literacy Programme.

The programme should have clear goals which may include:

- drastic reduction of mass illiteracy in Nigeria by 2020 and its eradication by 2025;
- empowerment of marginalised groups such as women, the poor, rural dwellers, etc. and enabling them to function effectively in the society. The programme should be inclusive enough to accommodate the needs of all Nigerians, irrespective of social class, ethnicity, gender, region or religion;
- promotion of democratic norms and values for the good of all;
- enabling neo-literates to build their capacity for the enhancement of their socio-economic and political status;
- enabling Nigeria to fulfil its obligations and commitment to its citizens and the international community;
- strengthening collaboration with international organisations with common interests and similar challenges to share best practices towards achieving Education 2030 Agenda as enshrined in Sustainable Development Goal 4 (SDG-4) and its global targets (such as AU, E-9, D-8, etc.); and
- deepening collaboration with other Ministries such as Science and Technology, Agriculture and Rural Development, Defence, etc. to encourage synergy and promote professionalisation towards achieving Education 2030 Agenda.

Currently, there is no certainty about the number of available literacy instructors in the country. For this programme however, in order to cater for about 12.7 million illiterate Nigerians each year, there is the need to employ some 170,000 facilitators nationwide. This is on the assumption that each literacy instructor will handle two (2) groups (classes) of 30 adults each for the duration of the programme.

It is proposed that the Federal Government should deploy 100,000 out of the 500,000 basic school teachers it plans to employ in 2016 while the balance should be provided by the States

and Local Government Councils. Regarding the training and retraining of the facilitators, the Federal and State Government should work together through selected adult education centres, institutes and universities.

Currently, there are different adult education primers and other learning materials. These need to be carefully and critically examined to determine their adequacy, suitability and relevance to the needs of the learners and the nation.

A National Taskforce made up of experts and administrators drawn from Federal and State Governments, universities, NGOs and development partners should be constituted to examine the curricula and learning material needs for the proposed mass literacy programme. However, great care must be made to reflect the needs and interests of the

learners in order to enhance the success of the programme. As regards the production of the learning materials, the Federal Government will take a leading role, especially in funding mass production and distribution of such materials.

For the organisation and coordination of the mass literacy programme, a lot can be gleaned from the current National Policy on Education (2013) where mass literacy is placed under the care of all tiers of government as well as other stakeholders. This is how it should be. The Policy charged the Federal Government with policy formulation nationwide, provision of “adequate funds” to eradicate illiteracy, mobilisation of States and Local Governments, seeking the support of international development partners, setting standards and quality control, training of adult education personnel, development of learning resources and a host of others.

From the foregoing paragraph, it is clear that the Federal Government has a pivotal role to play for the success of the mass literacy campaign. The State and Local Governments on the other hand should implement the policies and programmes under the mass literacy campaign. The two levels of government must be responsible for the day-to-day management and operation of the literacy centres. They should also bear the administrative cost of the programme including its implementation, monitoring and other quality assurance activities.

#### *Funding*

The National Policy on Education (2013) has categorically stated that “Mass literacy programme shall be provided free by government to the beneficiaries.” It further stated that “public private partnership should be encouraged in the organization and funding of mass literacy” (NPE 2013, p.22). Funding the literacy programme has different components. The most outstanding and obvious ones are: payment of facilitators’ allowances; development and production of learning resources; and the cost of administration.

Although all tiers of government are expected to participate in funding the mass literacy programme, the Federal Government which is making a special intervention will take the lead especially with regards to learning resources and the provision of instructors.

The Federal Government should deploy 100,000 out of 500,000 teachers to mass literacy programmes and pay them. The states and local governments should be able to pay the allowances of the remaining 70,000 instructors.

#### *Youth, Adult and Non-formal Education*

This component of the system is undoubtedly the most neglected. By the 2010 figures of the National Bureau of Statistics, the illiterate population was said to be 38 percent of the nation’s population which was approximately 60 million people. More worrisome is that illiterate female

accounts for nearly 60 per cent of the country’s illiterate population. The implication here is that the country has to rededicate itself to the war against illiteracy by focusing more intensely on girls and women.



Unless the issue of illiteracy is addressed squarely and expeditiously, Nigeria can hardly realise her development aspirations, since it has long been established that there is a direct correlation between literacy and development.

Although Youth, Adult and Non-formal Education is constitutionally the role of States and Local Governments, the Federal Government must take the lead by intervening in this component of basic education. The most expedient approach is through selective intensive and nationwide campaigns against illiteracy, targeting States and groups that have high levels of illiteracy, with girls and women as the main target.

With leadership coming from the Federal Government and pursuing a nation-wide campaign with an intensive targeted-approach, it is possible to substantially reduce the army of illiterates in the country within 3-4 years. More especially, if a minimum of ten literacy centres could be established in each of the 9,572 wards with each centre enrolling a maximum of 30 learners in two sessions per annum; 5.7 million would be made literate at the end of each year under the national literacy campaign. Thus, by 2019, roughly 23 million people would be literate, which will be a significant leap. Additionally, this figure could be increased by 20 to 25 percent if effective mobilisation of the civil society sector is aggressively carried out. In other words, it is possible to achieve a threshold of 50 per cent reduction in illiteracy by the year 2020.

#### *Other Policy-related Areas*

Constitutionally, education is on the concurrent legislative list in Nigeria. Therefore, the different tiers of government (i.e. federal, state and local) have responsibilities for education. However, there are specified policies, laws, subsidiary laws, institutional frameworks and structures that govern and regulate the operations of these responsibilities at the different levels. Apart from the overall policy on education, there are other policies that relate to different subsectors or types of education as well as other educational activities. The present administration's drive for positive and result-oriented activities can best be achieved in the pursuit of laid-down policy provisions, pertaining to the operations of the different subsectors of education. New policies that are evidence-based should also be formulated on other important aspects of education needing serious attention. The policy matters to be focused on in this regard include the following:

- the development of National Language Policy (NLP);
- the establishment of a Secondary Education Commission under the enabling Act;
- the establishment of the National Board for Arabic and Islamic Studies;
- *National Book Policy and the Conduct of National Book Survey*

#### **National Language Policy (NLP)**

Language is a veritable tool for the attainment of broad educational objectives and facilitation of educational achievement. The positive effects of the utilisation of national languages are cross-cutting in nature and are replicated in different sectors including science, technology, parliament, communication, mass media, judiciary, agriculture and health, etc.

The development of a language policy and the utilisation of languages for national development in emerging advanced economies facilitated their economic growth. Nigeria does not have a language policy. This has caused the beneficial values associated with the development and utilisation of a language policy to elude Nigeria in all ramifications and with all the negative outcomes. Therefore, there is the need for a well-articulated language policy in Nigeria.

The Nigerian Educational Research and Development Council (NERDC), under the auspices of the Federal Ministry of Education has developed a strategic work plan for the articulation of a comprehensive national language policy but the plan could not be implemented due to budgetary constraints, despite the initial enthusiasm by the Government and the National Assembly.

The development of a National Language Policy for Nigeria will:

- foster pride in Nigerian's indigenous languages and enhance the learning of foreign and other international languages;
- preserve Nigerian languages and by extension, cultures and save them from extinction;
- enable the effective use of language in education with all the attendant positive outcomes;
- facilitate educational access and effective educational delivery to attain positive educational outcomes;
- enable the development of Nigerian languages, educational and literary materials, and increase readership and reading space in Nigeria;
- foster linguistic harmony and national unity by according each language an equitable share of role and attention within the national milieu;
- promote indigenous and other languages for effective communication in the media;
- promote grassroots democracy and good governance through effective use of indigenous languages for political campaigns, political literature, mass mobilisation and enlightenment;
- harmonise and effect the implementation of language provisions contained in national legal and policy documents; and
- enable Nigeria to keep and respect regional and international initiatives endorsed by Nigeria on the development and use of indigenous and other languages.

The National Language Project is a deliberate effort by the Government to regulate the coexistence, development and utilisation of languages in Nigeria for national development. The National Language Policy shall contain different sections and stipulations on various issues and activities on language plan, use and development that need to be enforced or carried out. These include assigning roles to languages at various levels of governance and in different domains, identifying language developmental needs, designing a language plan of action, and stating the responsibilities of governments, institutions, communities and other stakeholders.

The project shall be executed through different activities which involve a roundtable of stakeholders, constitution and inauguration of a technical committee, publicity, technical meetings, zonal/state public fora, report and synthesis of submissions, development of blueprint, production and presentation of blueprint at JCCE (Plenary and Reference) and NCE, submission of the final draft to FME to be passed to FEC for consideration as a bill, and submission to National Assembly for enactment.

### ***Establishment of National Secondary Education Commission***

The law for the establishment of a National Secondary Education Commission for Nigeria was enacted in 1999. It was established statutorily under Act No. 47 of 1999 of the Laws of the Federation of Nigeria (LFN). The Commission under the Act is charged with the following responsibilities, among others:

- prescribing minimum standards for secondary education throughout Nigeria;
- managing the National Secondary Education Fund;
- allocate the funds thereof to the States and FCT Secondary Education Commissions and other agencies related to secondary education, according to prescribed formula to be reviewed from time to time;
- inquire into and advise the Federal Government on the funding of secondary education in Nigeria; and
- collate, after consultation with all the State Governments, periodic master plans for a balanced and coordinated development of secondary education in Nigeria.

However, the actual implementation of the Act and establishment of the federal and state agencies was never and still not realised for no obvious positive reasons.

### ***Establishment of National Board for Arabic and Islamic Studies***

The National Board for Arabic and Islamic Studies (NBAIS) is a body charged with the conduct of Arabic and Islamic formal education in Islamic and Arabic Secondary Schools in Nigeria. The Board expanded from its establishment in 1960 and was placed under the management and

supervision of the Institute of Education of Ahmadu Bello University, Zaria. The NBAIS regulates and supervises teaching and learning in Arabic and Islamic Studies and science, art and vocational subjects in Arabic/Islamic Secondary Schools in 22 States spread in the six geo-political zones of Nigeria. The functions and responsibilities of NBAIS nationwide include the following:

- development of unique curriculum for Arabic and Islamic Studies and other subject curricula for use in Arabic and Islamic Secondary Schools in collaboration with relevant government agencies and in line with the National Policy on Education (NPE);
- regulation and monitoring of teaching and learning of Arabic, Islamic Studies and other subjects in Arabic and Islamic Secondary Schools;
- administration and conduct of certificate examinations; namely, Junior Arabic and Islamic Secondary Certificate Examinations (JISCEs) and Senior Arabic and Islamic Secondary Certificate Examinations (SISCEs) and issuance of certificates thereof; and
- collaboration with other relevant agencies, departments and stakeholders in the discharge of its responsibilities.

Processes should be set in motion to vigorously pursue the establishment of well-articulated legal, institutional, fiscal and administrative structures as well as sources of funding NBAIS so that its laudable goals can be achieved.

### ***National Book Policy and the Conduct of National Book Survey***

Books are essential educational materials / resources and are the repository of knowledge upon which effective teaching and learning depend. It becomes imperative that books should not only be developed for educational and general readership but the right quality. They must be specified, assessed, regulated, distributed and utilised based on a national policy and clear legal provisions. This is essentially what the National Book Policy is all about. The process for the development of National Book Policy in Nigeria has reached an advanced stage. A proposed draft document has already been developed and considered by stakeholders at different stages and will form the nucleus of an Executive Bill through which its enactment will:

- promote and regulate the development of books in Nigeria as well ensure the quality of texts and other reading materials that enter into the school system and for general readership;
- provide strategies for book development, production and distribution for all levels of education in Nigeria;
- promote indigenous authorship, reading culture and create an enabling environment for budding authors; and
- ensure discipline and protect intellectual property in authorship and publishing in order to maintain standards and ensure transparency and probity.

Apart from the National Book Policy, another important activity relating to book policy and development is the conduct of a National Book Survey. This is an international best practice for assessing book situation in a country in relation to types, subjects, contents, distribution, authorship, publishing outfits, levels of education, number of publications, standard of publications, etc. The National Book Survey provides adequate data upon which the operation of the book policy can rely on. It can be carried out as a precursor to the National Book Policy. While the processes of the book policy are in progress, the National Book Survey can go on to provide empirical evidence that will support the articulation of a National Book Policy and its subsequent implementation.

### ***Higher Education: Challenges and the Way Forward***

The key issues in Higher Education include: governance, equity and access, teacher quantity and quality, infrastructure, regulation, the disconnect between the curriculum of higher education and the workplace, funding, and the frequency and duration of disruptions to the calendar. Let us reflect on each of these areas from the standpoint of our strategic objectives.

1. **Governance:** Without doubt, many appointees as Chairmen or Members of Councils do not appreciate the weight or nature of such appointments. Many take such appointments as avenues to personally profit from. Clearly, there is the need to ensure that only persons of

proven integrity, knowledge and competence are brought as Chairmen and Members of Councils. The appointment of all Principal Officers by the Council alone makes this a crucial area of focus.

2. **Infrastructure:** The necessity of this is evident. Universities require an array of infrastructural resources to function. Adequate funding by federal, state and private proprietors of universities and very strong and effective monitoring and sanctioning mechanisms by the National Universities Commission (NUC) should be put in place so as to ensure that classrooms, laboratories, utilities, and hostels are available for a specified number of people in accordance with an approved strategic plan and the NUC's Minimum Standards.

3. **Curricula:** A concerted effort must be made to listen to employers of labour over the gap between their needs and what universities produce. Curriculum designs must systematically involve them. Beyond this, there is, for certain programmes, the need to provide room for individuality and creativity. Having up to 95 percent of courses as "core" and "compulsory" is not a good way to encourage innovation.

4. **Teacher Quality and Quantity:** It is a truism that no educational system can rise above its teachers. There have been concerns over both quality and quantity of university teachers. A focussed approach to solving both is an urgent matter. The new trend where one teacher has "visiting" appointments in several universities at the same period has further aggravated the situation. The quality of many doctoral theses is suspect, and more and more, so is the appointments of Associate Professors/Readers and Professors. Furthermore, in tackling teacher quality, some attention must be paid to moral questions. These involve taking the job seriously and fairness to all students, including addressing the issues of sexual harassment and other social vices.

5. **Disruptions to the Calendar:** Different reasons are advanced for the frequency and duration of strike actions involving tertiary institutions. Whatever the reasons might be, this is a serious issue necessitating a broad "social dialogue". The effects of instability in the calendar are manifold and deeply negative.

6. **Use of ICT in teaching, learning and management in Higher Education:** Much progress has been made in the last decade. However, Nigerian universities still lag behind in using ICT to facilitate teaching and learning. In the same vein, the use of ICT for data gathering, storage, retrieval and utilisation is very low in most Nigerian tertiary institutions. Without tackling this major problem, our institutions will continue to be ranked poorly.

7. **Access and equity:** Figures are available to suggest a crisis relating to access. Creative means need to be found to improve access. With about 17 percent of those qualified to seek placement in public universities being admitted, this is a crisis. So also is the issue of equity. This relates to classes and regions, but it has far-reaching implications for not only long-term social harmony, but also what our country is about.

8. **Sources of Funding for Higher Education:** It is a well-known fact that the higher education sector in Nigeria is grossly underfunded, which has affected the quality of teaching and research, resulting in the inability of Nigerian tertiary institutions of learning to be ranked among the best in Africa and globally (over the last ten years). The sector has received an average of 6-7 percent of the federal budget.

In Nigeria, government still remains the major source of funding for higher institutions of learning established by the Federal or State governments. As proprietors, the Federal and State governments that own these institutions must provide the minimum required funding for capital and recurrent expenditure. This minimum level of funding is the one required by the institutions to run and sustain normal academic programmes and activities, which will enable them to meet up with the challenges of accreditation of programmes by the relevant accreditation bodies. Federal and State Governments that own higher educational institutions should allocate a minimum of 15 per cent of their annual budgets to education. Governments at both tiers should further determine the minimum level of funding for each institution and utilise acceptable budgeting parameters which must be built on national accreditation and global benchmarks.

Over the years, it is obvious that the percentage of Nigeria's budget committed to education is very low. What is more worrisome is that well over 90 percent of the Federal and State governments' annual appropriations for the sector are committed to payment of staff salaries and allowances with virtually nothing allocated to research and less than 10 percent for capital projects and procurement of teaching materials.

In addition to statutory interventions from Tertiary Education Trust Fund (TETFund), Petroleum Trust Development Fund (PTDF) and the Raw Materials Research and Development Council (RMRDC), the Federal Government, in particular, needs to support private sector participation in the funding of research and other academic activities in Nigerian higher institutions of learning. These institutions could seek financial assistance from identified organisations in respect of research and other forms of academic activities in some special areas. Private sector

organisations could also sponsor professorial chairs in some of the institutions aimed at facilitating the development of Centres of Excellence.

If these areas have some bearing to the activities of the sponsoring organisations, long-term financial support could be secured, especially if the outcome of research is made available to the sponsoring organisations for their own benefit. This could reduce the financial burden of maintaining some laboratories and even academic departments and units. From a study carried out on funding of university research, evidence has shown that in many countries, over 50 per cent of research funding comes from industry. Belgium, Germany, Ireland, Sweden, Switzerland and the U.S.A. recorded industry funding of over 60 percent in 2004. Korea and Japan showed funding by industry of over 70 percent in the same period.

### **Technical Education in Nigeria**

The state of education in Nigeria, Technical Education in particular, requires urgent and decisive actions to reposition it for Nigeria's technological development. Nations such as India, Brazil, Singapore and Malaysia have taken these steps and their economies are now booming with the gains of technological innovations. Another model of great lessons is the Swiss dual system of vocational education which could provide us with useful leads. This is a short review on revitalising Technical Education in Nigeria to reposition the nation for the change we all aspire for. The lead agency in this change is the National Board for Technical Education (NBTE).

NBTE is responsible for coordinating all aspects of Technical and Vocational Education and Training (TVET), outside the universities in Nigeria. It is also responsible for setting national minimum standards in programmes leading to the award of National Diploma (ND), National

Innovation Diploma (NID), Higher National Diploma (HND), Post Higher National Diploma (HND), National Vocational Certificate (NVC), National Business Certificate (NBC), National Technical Certificate (NTC), Advanced National Technical Certificate (ANTC) and Advanced National Business Certificate (ANTC). Over 280 curricula have so far been developed and the Board is supervising over 550 technical institutions; 103 of them owned by the Federal Government, 219 state-owned and 237 privately-owned.

### ***Challenges Facing Technical Education in Nigeria***

Some of the challenges of Technical and Vocational Education and Training (TVET) in Nigeria that are creating gaps between its delivery and the labour market in both formal and informal sectors are identified (Nuffic, 2010) as follows:

- inability to review curricula within the five years' time frame;
- lack of tools and equipment or obsolete equipment;
- overcrowded practical sessions;
- curricula that are supply-driven instead of demand-driven;
- inadequate funding – funding has been a major constraint facing the regulatory agency which hindered its activities as they relate to prompt accreditation exercises, routine statistical data collection, monitoring of capital projects in the Federal Polytechnics, training of more assessors, verifiers and external verifiers for the delivery of the newly established National Vocational Qualifications Framework NVQF, etc.;
- low enrolment of girls in Technical and Vocational Education and Training (TVET) programmes, especially in Science and Technology. Generally, there is low enrolment in Science and Technology, even for boys;
- dearth of academic staff with cognate industry and academic experience relevant for the training of students to meet the contemporary needs of employers;
- lack of effective linkages with industries to facilitate staff exposure to the use of modern methods, processes and technology in industries; and
- lack of adequate infrastructural support for ICT applications in TVET Institutions.

### ***Review of Recent Measures Taken***

The Federal Government in its resolve to improve tertiary education changed the Law establishing the former Educational Trust Fund (ETF) to Tertiary Education Trust Fund (TETFund). This increased funding to tertiary education, including higher technical institutions. Funding is made available for infrastructural development, equipment, books and journals procurement as well as staff training and development. Special interventions are also given to institutions to improve the condition of critical infrastructure, laboratories, workshops, studios etc.

The NBTE on its part ensured that the carrying capacities for programmes in TVE institutions are complied with and they are in tandem with available resources (human and physical). This is to assure quality in TVE provisions. In partnership with UNESCO and AfDB, the Board has revised over 80 curricula and upgraded them to international standards. The Board also encourages institutions to sign MoUs with relevant industries. The policy is to allow TVE institutions have a close association with industry and thus be more responsive to the

economy. There is also an on-going effort to enable academic staff of institutions carry out their sabbatical leave in industries.

The Board has also provided a new initiative for skills development which involves the institutionalisation of National Vocational Qualifications Framework (NVQF) in Nigeria. This is aimed at providing a platform for assessing and qualifying learning/skills for the workplace in both the formal and informal sectors, thereby providing opportunity for up-skilling and re-skilling of the nation's work in the vocational and technical sector. NVQF is an instrument for the development, classification and recognition of skills, knowledge and competencies acquired through variety of ways, irrespective of the method of training or skill acquisition. It is a way of structuring existing and new qualifications which are defined by learning outcomes.

The plan envisages that if these pillars are addressed in accordance with the outlined strategies and objectives, Nigeria's education sector will not only be globally competitive, it will also address the yearnings and aspirations of the citizens. Besides, it will also grapple with the issue of unemployment by producing more entrepreneurs and job-creators. It will tackle the issue of the out-of-school children by creating opportunities and providing incentives. It will bridge the gender gap in enrolment, retention and completion by addressing the problems of girl-child education. It will also address the crises of the inadequacy and low quality of teachers with training, re-training, and recruitment. It will as well address the issues of quality and access to

higher education and improve the global ranking of Nigeria's tertiary institutions. In addition, it will fill the skill gap by deploying a workable and comprehensive Technical and Vocational Education and Training (TVET) policy that pays sufficient attention to skills and know-how.

This is in addition to the expected improvements in the quality and quantity of physical infrastructure for teaching and learning, the provision of state-of-the-art learning resources and other instructional materials, as well as the incentivisation of critical high-demand courses and programmes (STEM and teacher training courses).

Some of the strategies proposed in the Strategic Plan are conventional while many others are novel and revolutionary. The use of home-grown school meal as a strategy to get more pupils to enrol into school and reduce the out-of-school population and the provision of more school infrastructure to accommodate the increase in enrolment, are examples of conventional strategies. The recruitment and training of 500,000 teachers to address the present shortage of primary school teachers as well as the envisaged shortage arising from the increased enrolment is one such novel strategy. The implementation of the reports of the needs assessment committees in public tertiary institutions and the creation of more tertiary institutions are some of the novel strategies for expanding access to, and improving the quality and competitiveness of our tertiary education.

The document also proposes the review of some laws in order to create a better environment for achieving the strategic goals and strengthening the structures that support the implementation of education policies in the country. The laws to be reviewed include those of the intervention agencies – Universal Basic Education Commission (UBEC) and Tertiary Education Trust Fund (TETFund); regulatory agencies – National Universities



Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE).

The implementation of the plan has been structured in accordance with the mandates, responsibilities and assignments of agencies, parastatals and departments under the Ministry. As such, for all the objectives and goals, the Departments, Agencies and Institutions that are responsible for the implementation of the strategies to achieve them are clearly identified and timelines have been set to ensure that the Key Performance Indicators (KPIs) are evaluated and measured.

The MSP has been costed and a monitoring and evaluation framework developed to guide its implementation. This will provide the basis on which the sector's performance can be tracked and measured over the next three years. The section below provides an explanation for what the results framework is and how it can be used.

### **Results Framework**

The MSP aims to achieve three strategic results/outcomes, in the areas of Access, Quality and Systems Strengthening. These results are built around 10 programmatic pillars, each with clear strategic objectives, strategies and interventions/activities required to achieve them. The results framework that has been developed for this MSP, and which is in the appendices, explains how

the stated education sector's development objectives are to be achieved. It represents the underlying logic that explains how this will be achieved by translating the Results Chain of the sector's interventions into indicators that measure the degree to which inputs are transformed into specific activities and outputs, and the degree to which relevant sections of the target population is using those outputs as the anticipated outcomes.

Put simply, inputs (such as money, human resources, materials, technical know-how) are processed as activities to produce outputs (built classrooms, purchased textbooks, trained teachers). The processing and combining of outputs then produce the sought-after outcomes (better examination performances, reduced drop-out rates, for instance) which, when sustained over a period of time, lead to impact-level results (greater income opportunities, improved participation). This also represents the sector's intervention logic.

The Results Framework is made up of:

- a statement for each of the strategic objectives of the sector;
- a set of indicators to measure outcomes that are linked to the sector's strategic objectives and a set of intermediate results to track progress toward achieving outcomes;
- monitoring and evaluation arrangements specifying clear units of measurement for each indicator, baselines, annual and final year targets for each indicator as well as the roles and responsibilities for collecting, reporting and analysing performance data on the indicators.

The Results Framework will serve as a management tool that enables the Federal Ministry of Education (FME) senior management to track performance, and to adjust strategies accordingly, as a means of producing better performances in the future.

The Results Framework contains 10 sector strategic objectives - one for each of the education sector's pillars; a total of 25 outcome-level indicators - each pillar has between two to three indicators; and a separate Excel spreadsheet that lists out the key activities of the pillars, along with set performance indicators and annual milestones to 2022.

The Framework remains a work in progress as the baselines, annual and final year targets for the outcome-level indicators are yet to be established. Data from across the sector will have to be collected to inform the process. However, the basis for a strong performance management system has hereby been established along with this plan.

## **The Results Areas**

### **1. Access**

**Outcome Statement:** Enhanced capacity of Nigeria's formal and non-formal education systems that provide qualitative access to 100 percent of out-of-school and school-age children, boys

and girls in basic education; 70 percent of eligible youths to TVET and tertiary education and 75 per cent of adults to non-formal education and lifelong learning opportunities.

Presented under this result area are:

- Out-of-School Children;
- Youth and Adult Literacy; and
- Science, Technology, Engineering, and Mathematics (STEM) & Technical, Vocational Education and Training (TVET)

### **2. Quality**

**Outcome Statement:** Strengthened human capacity for child-centred interactive teaching and quality assurance at all levels of educational development in Nigeria, enhanced innovativeness, functionality, relevance, market-driven knowledge and skills acquisition and transitioning into formal and non-formal education.

Presented under this result area are:

- Basic education;
- Teacher Education, Capacity Building and Professional Development;
- Curriculum and Policy matters; and
- Tertiary education.

### 3. Systems Strengthening

**Outcome Statement:** Improved evidence-based decision making that will assist transparency, governance, accountability and innovation in education delivery.

Presented under this result area are:

- Educational data and planning;
- Information Communication Technology (ICT) in education; and
- Library services in education.

## SECTION 1 OUT-OF-SCHOOL CHILDREN

### 1.1: Introduction

Out-of-School Children (OOSC) refer to children of school age that are not in school. These include: the girl-child and *almajiri* child, predominant in the Northern part of the country; children of nomadic pastoralists, spread across the country; incidence of boy-child drop-out, predominant in the South East and South South geo-political zones; the area boys mostly in the South West geo-political zone and in particular at the Lagos axis; children of migrant fishermen in the South South geo-political zone; the growing number of children of migrant farmers emanating from some communities in Ebonyi State; and more recently, the children in the North East geo-political zone displaced by Boko Haram insurgency.

### 1.2: Situation Analysis of Out-of-School Children

According to UNESCO Institute of Statistics (UIS) Data, about 263 million children and youth are out of school worldwide. This number includes 61 million children of primary school age (about 12 to 14 years) and 142 million youth of secondary school age (about 15 to 17 years) for the school year ending in 2014. With 12.7 million out-of-school children, Nigeria has the highest number of out-of-school children (OOSC) in the world.

The last few decades have seen a steady growth of both governmental and donor-driven educational interventions for these marginalised groups from separate provisions, which seek to locate problems of exclusion in the organisation, structure and curriculum or mainstream schooling (e.g. nomadic and *almajiri* education), to the increasing number of targeted funding and other conditional cash transfer initiatives. These interventions aim to enhance attendance (such as the school feeding programmes) and create role models (such as Female Teachers Trainee Scholarship Scheme).

However, while these have to some extent, led to marginal increase in enrolment, reduced longstanding patterns of discrimination in access to education and attempted to produce a more equitable distribution of schools and teachers in some cases (e.g girl-child, nomadic-child, and *almajiri*-child), they have hardly affected the reality of low attendance and low attainment as well as completion rates among these disadvantaged groups. Sixty percent (60%) of the 12.7 million out-of-school children in Nigeria are girls (UNICEF, 2015); only a fraction (17%) of the 4.1 million nomadic children of school-age have access to basic education despite decades of intervention. Similarly, an increasing number of displaced children (1 million according to UNICEF's 2015 estimate) are being forced out of school in the insurgency-stricken States. These figures suggest that the educational process has given these groups of disadvantaged children very little access to education.

The key issues and problems affecting the education of out-of-school children include:

- socio-cultural factors, which include negative perception of the importance and value of western education as well as low status accorded girl-child education and early marriage;
- economic demand which factors include poverty of the family, child labour, distance from school and limited employment opportunities for school leavers; and
- supply side factors which include non-availability of schools in some communities, learner-unfriendly school environment, lack of provision for the education of special needs learners in basic education, incessant teacher strikes, shortage of teachers and care-givers at all levels of basic education as well as factors relating to politics and governance, including low level of political will, politicisation of basic education, weak school level governance and poor financing of education.

It should be recalled that the Federal Ministry of Education set up a Ministerial Technical Committee in 2012 to address the out-of-school boy-child syndrome in the South East and South South geo-political zones. The Federal Government had also approved funds to be sourced from UBEC for the project. The initiative was, however, not completed although some states had made land available and the process of curriculum integration had commenced. The curriculum was to be skills-based where the beneficiaries are to acquire technical, vocational and entrepreneurship trades within the framework of basic education.

### **1.3: Strategies for Addressing the Issues and Challenges of Out-of-School Children**

The Federal Ministry of Education is developing more effective strategies for engaging States in addressing the problem of out-of-school children, as outlined by the UNICEF's 2012 report, for example, the use of targeted funding that addresses the factors of exclusion. The prevailing inadequacy of federal and donor-driven policies including interventions focused on reducing the number of out-of-school children as well as the ineffective use of available resources noted in the UNICEF report, is a reflection of both low school level governance and the weak link between the Federal Government and the States in the implementation of national programmes. Apart from strengthening Federal and State linkages and partnerships, FME should ensure effective implementation and monitoring of its own policies in the States. The existing UBEC implementation guidelines fully recognise and emphasise this, but so far, the actions of successive State Governments have failed to live up to these expectations.

For the 12.7 million out-of-school children, the most urgent concern is raising the national net enrolment rate to ensure that all of them are enrolled in basic education schools in the next

four years. To achieve this target, Government must plan to enrol 2,875,500 children annually for the next three years through the:

- conduct of a National Survey on Out-of-School Children (OOSC);
- conduct of community and household mapping of OOSC in 774 LGAs to identify under-served and unreached areas;
- conduct of mass sensitisation campaigns annually in 19 focal states in line with the National Enrolment drive Framework to mobilise communities to increase girl-child enrolment in basic education;
- establishment of neighbourhood schools and promotion of community schools;
- removal of every form of payment (levies) in Basic Schools;
- provision of a meal per day to school children as an incentive to increase enrolment in basic education schools at a ratio of 25% in year 1, 45% in year 2 and 30% in year 3;
- reactivation of 14 Vocational Training/Special Schools for out-of-school boys in the South East and South South geo-political zones;
- establishment of 4 vocational skill acquisition centres in each of the 774 Local Government Areas;
- assessment and certification of trainees based on the National Skills Qualifications Framework (NSQF) to enhance their status;
- recruitment and training of 287,500 new basic education teachers over the next three years (2019-2021); and
- recruitment and training of 21,562 new female basic education teachers over the next three years (2019-2021).

**Table 1.1: Action Plan for Out-Of-School Children (Federal Activities)**

| S/N   | Objective   | Activity   | Target   | Action By                          | Cost Bearer | Cost (in ₦ Billion) |           |       |
|-------|---|--|--|------------------------------------|-------------|---------------------|-----------|-------|
|       |   |  |  |                                    |             | 2018-2019           | 2020-2021 | 2022  |
| 01.01 | To ascertain the number of Out-of-School Children (OOSC)  | Conducting a National Survey on Out-of-School Children   | Exact number of OOSC ascertained   | FME,UBEC, SMOE, SUBEB, NMEC, NCNE  | UBEC        | 2.2                 | 6.5       | 6.5   |
| 01.02 | To reduce the number of Out-of-School Children  | Monitoring the implementation of the National Enrolment Drive Strategy for out-of-school children in the 36 States and FCT | Additional 2, 875, 000 pupils enrolled for the next four years               | UBEC, SUBEBs, NCNE, NMEC           | UBEC        | 1.9                 | 2.1       | 2.1   |
| 01.03 | To achieve an equitable balance of male and female teachers between urban and rural areas to serve as role models for boosting girls' enrolment | Recruitment and deployment of female teachers to all schools   | 37,500 qualified female teachers recruited annually for the next three years | FME, UBEC, SUBEBs, SMOEs NCNE MNEC | UBEC        | 0.043               | 0.072     | 0.101 |
| 01.04 | To ensure equitable distribution of quality teachers for all children irrespective of their background.   | Increasing the number of relevant and qualified teachers for basic education   | 34,375 qualified teachers recruited annually for the next three years        | FME, UBEC, SMOE SUBEBs             | UBEC        | 2.1                 | 2.1       | 2.7   |
| 01.05 | To attract more children into Basic Education Schools   | <ul style="list-style-type: none"> <li>Establishment of neighbourhood/community schools</li> </ul>                         | Additional 1,000 neighbourhood/community schools established annually        | UBEC, SMOE SUBEBs NCNE             | UBEC        | 4.6                 | 5.4       | 5.9   |

|  |  |   |  |                        |      |       |       |       |
|--|--|---|--|------------------------|------|-------|-------|-------|
|  |  | <ul style="list-style-type: none"> <li>Removal of all forms of payments in schools</li> </ul> | Additional 2, 875, 000 pupils enrolled for the next four years | UBEC, SMOE SUBEBs NCNE | UBEC | 0.110 | 1.7   | 1.7   |
|  |  | <ul style="list-style-type: none"> <li>Implementation of school feeding programme</li> </ul>  | A meal per day provided to all children in schools             | UBEC, SMOE SUBEBs NCNE | UBEC | 0.071 | 0.134 | 0.205 |

**Table 1.1: Action Plan for Out-Of-School Children (Non -Federal Activities)**

| S/N    | Objective  | Activity   | Target   | Action By   | Cost Bearer |
|--------|--|--|--|---|-------------|
| 0.1.06 | To reduce the number of out-of-school children   | Raising the national net enrolment rate (NER) through enrolment drives   | 2, 875,000 pupils enrolled annually for the next four years  | FME, UBEC, SUBEBs   | SUBEB       |
| 01.07  | To provide more equitable distribution of learner-friendly schools   | Expanding existing school infrastructure   | Construction of 71, 875 classrooms with modern and learner friendly facilities annually for the next four years  | UBEC, SUBEBs  | SUBEB       |
| 01.08  | To reduce the existing educational gender imbalance between boys and girls   | Provision of gender friendly facilities in basic education schools   | Additional 1.5 million girls enrolled annually for the next four years   | UBEC, SUBEBs & Schools  | SUBEB       |
| 01.09  | To accommodate number of students resulting from the increased enrolment   | Introduce morning and afternoon sessions in existing schools using current infrastructure  | Additional 2, 875,000 pupils enrolled annually for next four years   | FME, SOME, UBEC, SUBEB  | SUBEB       |
| 01.10  | To provide technical, vocational and entrepreneurship skills and trade to the out-of-school children within the framework of basic education | i. Reactivation of initiative on the out-of-school boy child syndrome especially in the South-East and South-South geo-political zones as well as other geopolitical zones of the country. | Reactivation of 14 Vocational Schools and Establishment of more skill acquisition centres achieved<br><br>Certify candidates with Modular Trade Assessment and certification of trainees | FME, UBEC, NABTEB, NBTE, and South East & South South geo-political zones (SUBEB) | SUBEB       |

|  |  |   |  |   |  |
|--|--|---|--|---|--|
|  |  | <p>ii. Construction of Skill Acquisition Centres in affected zones.</p> <p>iii. Training of the Practical Examiners (Assessors) of the skill acquisition centres</p> <p>iv. Certification of learners through the Modular Trade Certificate (MTC)</p> | <p>i. Assessment and certification</p>   |   |  |
|  |  | <p>iv. Establish special Evening Short Courses on Vocational/Entrepreneurship skills in areas of special needs in different Geopolitical Zones.</p>   | <p>ii. Expansion of Facilities to train and certify at least 2,000 youths annually</p> | <p>FME, NBTE, NABTEB, SUBEB, Sector Skills Councils</p> |  |



## **SECTION 2**

### **YOUTH AND ADULT LITERACY**

#### **2.1 Introduction**

Literacy traditionally is the ability to read and write in any language and recently it includes the ability to operate the computer. Government and other stakeholders are increasingly interested in improving the literacy skills of their youth and adult population, in order to prepare them for the challenges of the modern knowledge-based society. Youths and adults are expected to use information in complex ways and to maintain and enhance their literacy skills to adopt to ever changing technologies. Literacy, is therefore important not only for personal development but also for positive educational, economic, social and cultural outcomes.

#### **2.2 Situation Analysis of Youth and Adult Literacy**

Many efforts to drastically reduce mass illiteracy in Nigeria have been made; but youth and adult literacy education has probably remained the most neglected component in the entire education sector. Various official estimates put youth and adult illiteracy level in Nigeria at 38% of the population (NBS/NMEC, 2012). This is compounded by the more than 10 million school-age Nigerian children who are currently said to be out-of-school and who, if care is not taken, would soon swell the country's youth and adult illiteracy population. To make matters worse, a significant number of children currently enrolled in school may not acquire the necessary basic literacy and numeracy skills and may therefore graduate into adulthood as illiterates.

Some of the major issues that may have hampered successful implementation of national mass literacy campaigns in Nigeria in the past include the following:

- poor and inadequate planning;
- lack of political will to formulate policies and diligently implement mass literacy programmes or mass literacy campaigns;
- insufficient mobilisation and deployment of human and material resources needed for a sustained effort to achieve mass literacy. These are demonstrated in the:
  - (i) non-recruitment of adequate number of trained and motivated instructors and facilitators;
  - (ii) inadequate attention to development and production of relevant literacy primers and other learning materials;
  - (iii) low quality of literacy programmes; and
  - (iv) non-provision of adequate financial resources.

- lack of synergy among key stakeholders in the mass literacy campaign in the country. The three tiers of government have hardly worked together in a coordinated and sustained manner towards attaining common goals;
- non-chalant attitude towards the literacy campaign shown by many potential youth and adult participants perhaps owing to insufficient sensitisation/motivation of participants which may have been made worse by non-payment of facilitators' allowance.

### **2.3: Strategies for Addressing Issues and Challenges of Youth and Adult Literacy**

In the light of the foregoing problems that have hampered previous mass literacy campaigns in the country, the Buhari-led Federal Government is determined to change the status quo.

In order to successfully attain full universal adult literacy in Nigeria, therefore, significant and drastic efforts are required to plan and diligently implement a nationwide mass literacy campaign within this plan period. In proffering strategies for eliminating youth and adult illiteracy, the contributory factors to the issue such as huge numbers of out-of-school children and low quality in basic education are also being addressed in the plan period. Thus, the existing formal basic education programme must absorb the over 12.7 million out-of-school children into primary schools, for which strategies for redress have been proffered in Pillar 1 for out-of-school children while Pillar 4 focuses on enhancing the overall quality of the existing basic education schools to allow pupils acquire the necessary literacy and numeracy skills that would prevent them from graduating into youth and adult illiterates.

The Federal Ministry of Education has taken up its leadership responsibility to mobilise all stakeholders as well as the necessary resources towards substantially reducing the current high rate of youth and adult illiteracy level in Nigeria within the next three years. The following strategies, among others have been identified to achieve that goal:

- Conduct National Literacy Survey in collaboration with NBS.
- Design, develop and implement a National Mass Literacy Programme.
- Conduct nationwide mass literacy sensitisation campaigns in 774 LGAs in Nigeria annually for the next three years using community-based resources.
- Establish 500,000 learner-friendly mass literacy centres over the next three years (2017-2019) harnessing community-based resources.
- Recruit and train 500,000 mass literacy instructors/facilitators and deploy in the mass literacy centres over the next three years (2019-2021).
- Strengthen post-literacy programmes for completers of basic literacy.
- Integrate vocational skills into mass literacy programmes.

**Table 2.1: Action Plan for Adult and Youth Literacy (Federal Activities)**

| S/N   | Objective   | Activity   | Target   | Action By   | Cost Bearer | Cost (in N Billion) |           |       |
|-------|---|--|--|---|-------------|---------------------|-----------|-------|
|       |   |  |  |   |             | 2018-2019           | 2020-2021 | 2022  |
| 02.01 | <p>i) To determine the current literacy level in the country</p> <p>(ii) To determine the number of Nigerian adults and youths who need the mass literacy programme</p> <p>(iii) To identify the types and location of potential Adult and Youth participants</p> <p>(iv) To ascertain the training needs of the potential youth and adult learners</p> | Conduct of National Literacy Survey                          | National Literacy Survey conducted and National Literacy level determined  | FME, NPC, NBS, NPoPc. NMEC, SMOEs, SAME                 | FME/NMEC    | 0.185               | 0.185     | 0.185 |
| 02.02 | <p>(i) To inform the Nigerian public on the need to revitalise the National Mass Literacy campaign</p> <p>(ii) To garner the necessary political</p>  | Nationwide sensitisation, advocacy and mobilisation exercise | <p>Deploy 2, 500 no. of radio jingles in 25 Nigerian Languages.</p> <p>Deploy 500 no. of television jingles in 5</p> | FME, NMEC, NOA, NCNE, SMOEs, SAME, NGOs, DPs, the Media | NMEC        | 0.147               | 0.147     | 0.147 |

|       |   |  |   |                             |           |       |       |       |
|-------|---|--|---|-----------------------------|-----------|-------|-------|-------|
|       | <p>will from major policy makers</p> <p>(iii) To mobilise stakeholders to support the National Mass Literacy programme.</p> <p>(iv) To motivate and enrol at least 30 million youth and adult learners by the end of 2019.</p>  |  | <p>languages weekly. Feature articles in at least 5 National Dailies for three years, 3870 Town Criers (5 for each LGA), 300 No. of High Level Advocacy visits at federal, state and LGA levels in three years.</p> |                             |           |       |       |       |
| 02.03 | <p>(i) To coordinate the implementation of the programme at the Federal, State and Local Government levels</p> <p>(ii) To mobilise resources and deploy the same in an approved manner throughout the programme implementation</p> <p>(iii) To liaise with key stakeholders for</p> | Set up National Programme Coordinating Committee | <p>National Programme Coordinating Committee inaugurated</p> <p>Effective collaboration ensured among the three tiers of government, DPs and NGOs on the programme</p>  | FME, NMEC, DPs, SMOEs, SAME | FME, NMEC | 0.007 | 0.007 | 0.007 |

|       |   |  |   |  |             |              |              |              |
|-------|---|--|---|--|-------------|--------------|--------------|--------------|
|       | <p>optimum use of resources and strategies during the literacy campaign</p> <p>(iv) To advise government and Development Partners on the most cost- effective means of implementing the programme.</p> <p>(v)To support States and FCT to review their enabling laws for sustainable funding of youth and adult literacy and NFE programmes</p> |  |   |  |             |              |              |              |
| 02.04 | <p>(i) To review existing teaching and learning materials such as Facilitators' Guide, Learners' Primers and Modules or develop new ones that are suitable to the learning needs of all categories of youth and adult</p>   | <p>Establish Minimum Resource Requirement (MRR) for literacy learning centres to enhance quality and efficiency</p> <p>Development and production of teaching/learning</p> | <p>Ensure the establishment of 167,000 literacy centres yearly for three years.</p> <p>30 million literacy kits (10 million yearly) in 25 local</p> | <p>FME, NMEC, NCNE, SMOEs, SAME, NGOs, DPs, NERDC, Tertiary Institutions</p> | <p>NMEC</p> | <p>0.667</p> | <p>0.677</p> | <p>0.677</p> |

|       |  |  |   |  |                         |                           |                           |                           |
|-------|--|--|---|--|-------------------------|---------------------------|---------------------------|---------------------------|
|       | <p>learners</p> <p>(ii) To produce the developed learning materials in adequate quantities to meet the yearly targets of the campaign.</p> <p>(iii) To distribute the produced learning materials to the literacy centres and participants.</p>  | materials  | <p>languages developed, produced and distributed.</p> <p>500,000 Facilitator Kits (167,000) yearly developed, produced and distributed.</p> |  |                         |                           |                           |                           |
| 02.05 | <p>(i) To recruit and train 500,000 literacy facilitators and deploy them to mass literacy centres over the next three years (2017-2019)</p> <p>(ii) To ensure sustained instructions in all literacy centres</p> <p>(iii) To ensure effective monitoring of the Mass Literacy programmes in all</p> | <p>Recruit qualified and competent facilitators</p> <p>Ensure regular payment of facilitators</p> <p>Monitoring and Evaluation of Mass Literacy activities</p> | <p>500,000 facilitators recruited and paid regularly in three years</p> <p>4 Routine monitoring conducted each</p>                          | <p>FME, NMEC, SMOEs, SAME LGAs, Donor Partners, NGOs</p> <p>National Programme Coordinating Committee,</p> | <p>NMEC</p> <p>NMEC</p> | <p>0.564</p> <p>0.378</p> | <p>0.546</p> <p>0.378</p> | <p>0.546</p> <p>0.378</p> |

|       |   |  |  |   |      |  |  |  |
|-------|---|--|--|---|------|--|--|--|
|       | <p>the stages (Learners' enrolment, facilitators' training, effective facilitation and assessment)</p> <p>(iv)To conduct summative evaluation after each literacy programme cycle</p> |  | <p>year involving: Federal Team to 36 States and FCT, 400 people, Supervision Team from States to LGAs 555 people</p> <p>Monitoring in LGAs, 3870 people</p> <p>2 No. Summative Evaluation carried out each year</p> | <p>State and Local Government Implementation Committees, FME, NMEC, SAME, NGOs and IDPs</p> |      |  |  |  |
| 02.06 | <p>Strengthening Post literacy programmes to accommodate completers of Basic Literacy</p>   | <p>Consultation with concerned stakeholders on the utilisation of community learning facilities for post literacy programmes</p> | <p>Identify and document community resources nationwide (both human and material) for post literacy programmes</p> <p>25% of basic literacy learners</p>   | <p>NMEC, SAME, LGA DPs, NGOs</p>  | NMEC |  |  |  |

|       |   |   |  |                         |      |       |       |       |
|-------|---|---|--|-------------------------|------|-------|-------|-------|
|       |   |   | transit to post literacy (7,500,000 learners)  |                         |      |       |       |       |
| 02.07 | (i) Integrate vocational skills into Mass Literacy Programmes<br><br>(ii) Strengthening the ability of learners to actively participate in diverse economic activities and reduce poverty | Identify community based facilities for TVE in collaboration with States, LGAs and relevant stakeholders<br><br>Establish Minimum Resource Requirement (MRR) for the vocational training facilities to enhance quality and efficiency<br><br>Identification and training of facilitators on Community-based TVE | Minimum Resource Requirement (MRR) guidelines developed<br><br>Vocational Educational Resource facilities established<br><br>NFE vocational/ technical education curriculum and manuals developed and disseminated | FME, NMEC, NBTE, NABTEB | NMEC | 0.283 | 0.283 | 0.283 |

**Table 2.2: Action Plan for Adult and Youth Literacy (Non-Federal Activities)**



| S/N   | Objective   | Activity  | Target   | Action By              | Cost Bearer |
|-------|---|---|--|------------------------|-------------|
| 02.08 | <p>(i) To coordinate the implementation of the programme at the Federal, State and Local Government Levels.</p> <p>(ii) To mobilise resources and deploy same in an approved manner throughout the programme implementation.</p> <p>(iii) To liaise with key stakeholders for optimum use of resources and strategies during the literacy campaign.</p> <p>(iv) To advise government and Development Partners on the most cost-effective means of implementing the programme.</p> <p>(v) To support States and FCT to review their enabling laws for sustainable funding of Adult and Youth literacy and NFE programmes</p> | Set up State and Local Government levels Implementation Committees. | 36 States and FCT and 774 Local Government Implementation Committees inaugurated. Effective collaboration ensured among the three tiers of government on the programme | FME, NMEC, SMOEs, SAME | SAME        |

|       |  |   |  |  |            |
|-------|--|---|--|--|------------|
| 02.09 | (i) To identify and recruit suitable instructors/facilitators for the mass literacy programme.<br><br>(ii) To train and/or retrain literacy instructors/facilitators for optimum performance.                                | Recruitment and training of literacy instructors/facilitators.  | 500,000 (167,000 per year) instructors/facilitators recruited in 3 years, 167,000 facilitators trained/re-trained twice each year. Thus, 500, 000 facilitators trained twice in three years. | FME, NMEC, NCNE, SMOEs, SAME, NGOs, DPs, Universities and other adult education training institutions. | SAME       |
| 02.10 | (i) Identify suitable locations for setting up mass literacy centres.<br><br>(ii) Designate the mass literacy centres.   | Establishment of mass literacy centres.   | 500,000 mass literacy centres established in three years.  | NMEC, NCNE SAME, LGAs NGOs, CBOs, etc.   | SAME       |
| 02.11 | (i) Enrol adult and youth participants into designated literacy centres.<br><br>(ii) train literacy participants through six months (two batches yearly).<br><br>(iii) To enrol subsequent batches of literacy participants. | Training sessions for the adult learners.   | 10,000,000 learners made literate each year. This multiplied by 3 years would yield 30,000,000 neo-literates between 2017 and the end of 2019.   | FME, NMEC, NCNE, SMOEs, SAME, LGAs, NGOs, FBOs, CSOs DPs   | SAME       |
| 02.12 | Strengthening Post-literacy programmes to accommodate completers of  | Consultation with concerned stakeholders on the utilisation of community learning facilities for post | Identify and document community resources nationwide (both human and material) for post literacy   | NMEC, SAME, LGA DPs, NGOs  | NMEC, SAME |

|       |  |   |   |                               |  |
|-------|--|---|---|-------------------------------|--|
|       | Basic Literacy   | literacy programmes   | programmes<br>25% of basic literacy learners transit to post literacy (7,500,000 learners in three years)   |                               |  |
| 02.13 | (i) Integrate vocational skills into Mass Literacy Programmes<br><br>(ii) Strengthen the ability of learners to actively participate in diverse economic activities and reduce poverty | Identify community-based facilities for TVE in collaboration with States, LGAs and relevant stakeholders<br><br>Establish Minimum Resource Requirement (MRR) for the vocational training facilities to enhance quality and efficiency<br><br>Identification and training of facilitators on Community based TVE | Minimum Resource Requirement (MRR) guidelines adopted<br><br>Vocational Educational Resource facilities established<br><br>NFE vocational/ technical education curriculum and manuals reproduced and utilised | FME, NMEC, NBTE, NABTEB, SAME |  |

## SECTION 3

### **SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) AND TECHNICAL, VOCATIONAL EDUCATION AND TRAINING (TVET)**

#### **3.1 Introduction**

STEM refers to the teaching and learning in the fields of science, technology, engineering, and mathematics across all levels of education, from pre-primary to post-doctorate level at both formal (classrooms) and informal (after - school programmes) settings. TVET on the other hand, refers to those aspects of the educational process that involve general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge related to occupations in various sectors of our economic and social life. Most of the countries that have emerged as global leaders achieved this status through the ingenuity and hard work of their scientists, engineers, technologists and mathematicians.

Thus, STEM and TVET affect every component of our everyday life, thereby making it imperative to equip the future generation leaders with the requisite 21st century skills and competencies.

#### **3.2 Situation Analysis of Science, Technology, Engineering, and Mathematics (STEM) and Technical and Vocational Education and Training (TVET)**

Technical, Vocational Education and Training (TVET) faces multiple challenges in Nigeria which are compounded by low public perception of the sub - sector. Dwindling enrolment in the technical schools led to the approval, by the government, of introducing the science component to Technical Colleges.

Technical, Vocational Education and Training (TVET) institutions are responsible for implementing programmes that equip students with the relevant skills and competencies to meet the needs of the labour markets. In all, Nigeria has a total number of 171 Technical Colleges, 108 Polytechnics, 61 Mono-technics, 98 Vocational Enterprise Institutions (VEIs) and 150 Innovation Enterprise Institutions (IEIs), equipping learners with technical and vocational skills through formal and non-formal channels.

Strict compliance with the carrying capacity in higher institutions has brought to fore the challenge of lack of adequate access to technical tertiary education in the country. Similarly, the IEIs/VEIs are finding it increasingly difficult to have workable Memoranda of Understanding (MoU) with industries for the purpose of training their students.

Enrolment into technical and vocational education courses have remained low because of low public perception of the sub-sector as a veritable education pathway to success. Meanwhile, many remain either unemployed or underemployed, having completed basic education with little or no skills to contribute to the economic development of the country.

There are many challenges that need to be addressed in order to reverse this trend and reposition TVET for national growth.

One of the major challenges confronting STEM and TVET is poor teaching and learning environment, characterised by dilapidated laboratories, technical workshops, obsolete equipment, expired chemicals and reagents, inadequate text books and other instructional materials. Also, due to low carrying capacity, the available Universities are not able to cope with the high demands for admission by qualified prospective students into STEM fields. This has led to the influx of Nigerian students into foreign educational institutions. However, even as the quest for admission into tertiary institutions by prospective students is increasing, female enrolment into STEM and TVE courses is still very low.

The major Challenges of STEM and TVET are as follows:

- curricula are out-dated and not tailored to meet labour market requirements and national needs
- inadequate infrastructure and instructional materials
- overcrowded practical sessions
- poor attitude and public perception of TVET
- poor career placement of TVET products, especially holders of the National Business Certificate (NBC) and Advanced National Business Certificate (ANBC) leading to low enrolment of candidates in the relevant trade
- inadequate funding of STEM and TVET programmes nationwide
- poor access to ICT Resources and Low Bandwidth problems in most institutions of learning, thereby hindering ICT applications in the teaching and learning of STEM and TVET
- inadequate space for qualified students willing to study STEM courses and programmes. This has led to the continuous influx of Nigerian students into foreign educational institutions
- inadequate capacity building of teachers and other technical staff
- inadequate qualified number of laboratory technologists and technicians at all levels of education
- Dearth of academic staff with cognate industry and academic experience relevant to the training of students
- high rate of graduate unemployment due to lack of relevant STEM and TVET skills and competencies; most industries are increasingly using advanced technologies and production techniques which require a workforce with continually increasing level of knowledge and skills
- there is no forum to bring together the industries, the institutions of learning and other relevant stakeholders to exchange views and insights on issues such as the skills gap in the Nigerian educational system, difficulties students experience when seeking placement for industrial attachment, curricula, research and infrastructural issues.

- lack of accurate data on unemployment and skills requirements in the country.
- students have little information about the career paths and opportunities in the industries.
- recruitment strategies in most industries target experienced professionals. The industries hardly recruit fresh graduates.
- institutional staff are unable to effectively use modern science equipment and other digital resources.
- weak linkages between educational institutions and the industries.
- poor dissemination of information on research outputs and lack of patronage by the industries.
- low female enrolment in STEM and TVET.
- low morale of STEM and TVET teachers due to poor remuneration and stagnation in promotion.
- B.Sc./HND dichotomy and societal estimation of HND as an inferior form of education
- lack of well-equipped vocational training centres that are supposed to provide basic skills for the youth and serve as feeders
- poor remuneration and welfare of STEM and technical teachers
- inadequate research-based knowledge of career progress of products of TVET programmes.
- dearth of technical teachers in secondary schools and technical colleges due to stoppage of the Technical Teacher Training Programme (TTTP.)

### **3.3 Strategies for Addressing the Issues and Challenges of Science, Technology, Engineering, and Mathematics (STEM) and Technical, Vocational Education and Training (TVET)**

The strategies for addressing the challenges include:

- strong political will on the part of governments at all levels with regard to making heavy investment in STEM and TVET
- massive infrastructure to improve teaching and learning environment
- prototype modern science, mathematics and ICT laboratories and technical workshops in TVET institutions and Secondary schools to facilitate effective teaching and learning, promote and innovation
- establishing and equipping 16 new FSTCs; and re-equip 21 existing FSTCs to improve access and quality.
- establishment of 6 Federal Universities of Science and Technology in the 6 geopolitical zones of the country to improve quality and access.
- establishment of a National Resource Centre of Excellence for STEM to promote innovation and improve quality.
- establishment of a National Institute of Technology in Abuja to act as a Centre of Excellence in TVET.

- upgrading of existing technical workshops in the 104 Federal Government Colleges
- upgrading the facilities at the Federal Science Equipment Centre, Ijanikin, Lagos
- provision of modern science and technical equipment, textbooks and other instructional materials in Secondary Schools and Technical Colleges.
- constructing and equipping modern central science and engineering laboratories in the tertiary education institutions.
- construction of e-libraries, e-lecture theatres, auditoria, classrooms, examination halls in educational institutions nationwide
- provision of ICT and video conferencing facilities in educational institutions nationwide.
- expansion of the facilities in the existing Universities to accommodate more STEM and TVET students nationwide to reduce the influx of Nigerian students to foreign educational institutions.

### **Human Capacity Development in STEM and TVET**

Regular capacity building of STEM and TVE teachers, laboratory technicians and technologists at all levels of education including:

- compulsory induction and mentoring programmes for newly recruited teachers;
- sensitisation, re-orientation workshops and training on the enhancement of pedagogical skills with emphasis on student-centered teaching approaches, inquiry and problem-based methods, group work, hands-on activities, and improvisation;
- training of teaching staff, laboratory technicians and technologists on the safety, handling, usage, and maintenance of modern equipment;
- introduction of up - skilling programmes for all unemployed STEM graduates; and
- development of a national career guide.

Popularisation of Science and Technology Education through:

- the Junior Engineers, Technicians and Scientists (JETS) quiz and projects competitions and students vocational skills competition;
- organisation of STEM and TVET camps, science fairs, debates , essay writing, etc.;
- conduct of national outreach campaigns in the six geo-political zones of Nigeria to make citizens aware of STEM and TVET courses and training programmes;
- recruitment of additional qualified STEM and TVET teachers, laboratory technologists and technicians to fill the existing gap;
- provision of scholarship/bursary/grants to undergraduates and postgraduate students yearly to encourage more students major in STEM and TVET courses;
- upward review of the science allowance for STEM and TVET teachers;
- creation of units that would be responsible for strengthening partnership and collaboration with the industries by institutions;

- organisation of regular career seminars to sensitise staff and students on job prospects and labour market issues;
- monitoring and evaluation of science laboratories, equipment, ICT facilities, TVET institutions and the periodic conduct of needs assessment in institutions of learning nationwide;
- effective information dissemination on Science and Technology education;
- development of Science and Technology education database in collaboration with relevant stakeholders;
- organisation of programmes and activities to improve female enrolment in STEM and TVET;
- STEM and TVET camps for girls;
- workshops and meetings on gender sensitivity and how to improve female enrolment in STEM and TVET;
- special scholarship or bursary to girls in STEM and TVET;
- development of National STEM and TVET curriculum and policy, ensuring that it responds to national industry's skills needs;
- Introduction of postgraduate training in polytechnics;
- conduct of a technical study on the skills gap in Nigeria's educational system;
- strengthening of STEM and TVET through awareness creation;
- provision of technical, vocational and trade centres to pastoral nomads, *area boys*, fisher folks, orphans, hunters and farmers;
- constitution of a forum by FME to bring together industries, institutions of learning and other relevant stakeholders annually to exchange views and insights on issues such as the skills gap, industrial attachment, curricula, training, research, infrastructure and non-recruitment of young graduates by the industries;
- enhancement of the career placement of holders of TVET certificates, especially the National Business Certificate (NBC) and Advanced Business Certificate (ANBC), to encourage enrolment and development;
- conduct of evidence-based research on career progress of products of TVET institutions;
- strengthening of Technical Teachers Training Programme (TTP) and STEM teachers Vocational Training Programme;
- appointment of post-qualified Technical Teachers to head Federal Science and Technical Colleges;
- upward review of science allowance for STEM and TVET teachers; and
- proper career placement for TVET graduates.



**Table 3.1: Action Plan for Science, Technology, Engineering and Mathematics (STEM) and Technical, Vocational Education and Training (TVET).**

| S/N   | Objective   | Activity  | Target   | Action by   | Cost Bearer                        | Cost in Billion Naira (₦) |           |       |
|-------|---|---|--|---|------------------------------------|---------------------------|-----------|-------|
|       |   |   |  |   |                                    | 2018-2019                 | 2020-2021 | 2022  |
| 03.01 | To ensure that curriculum meets global market needs.  | Review STEM and TVET policies and curricula regularly.  | 73 TVE and 80 STEM Curricula reviewed annually.  | FME<br>NUC, NBTE,<br>NCCE,<br>NERDC   | FGN,<br>IDPs,<br>OPS and<br>others | 0.153                     | 0.168     | 0.185 |
| 03.02 | To ensure that curriculum meets global market needs.  | Review the 2009 operational guidelines for the establishment of VEIs and IEIs   | The operational guidelines of the 2009 VEIs and IEIs reviewed.   | FME NBTE  | FGN<br>IDPs,<br>OPS and<br>others  | 0.186                     | 0.205     | 0.226 |
| 03.03 | To invest massively in critical STEM and TVET infrastructure in educational institutions nationwide to improve teaching and learning environment, access and quality. | Build 180 sets of modern prototypes Science, Mathematics laboratories and technical workshops in Federal Government Colleges and selected secondary schools in the 36 states of the federation and FCT. | 180 prototype laboratories and technical workshops built in Federal Government Colleges and selected secondary schools in the 36 States of the federation and FCT. | FME (TSE),<br>States of the<br>federation,<br>FCT and<br>educational<br>institutions. | FGN,<br>IDPs,<br>OPS and<br>others | 1.2                       | 1.3       | 1.4   |
| 03.04 | To improve teaching and learning environment and increase access and quality.   | Renovation and equipping 300 dilapidated science laboratories and technical workshops in the Federal  | 300 laboratories and technical workshops in the Federal Government Colleges  | FME (TSE),<br>Federal<br>Government<br>Colleges                                       | FGN,<br>IDPs,<br>OPS and<br>others | 1                         | 1.1       | 1.2   |

|       |  |  |  |  |                           |       |       |       |
|-------|--|--|--|--|---------------------------|-------|-------|-------|
|       |  | Government Colleges.   | rehabilitated.   |  |                           |       |       |       |
| 03.05 | To improve teaching and learning environment and increase access and quality | Procure modern science and technical equipment and ICT facilities in the 104 Federal Government Colleges and 40 selected State owned secondary schools                                   | 150 laboratories in selected educational institutions will be equipped.                            | FME (TSE), States of the federation, FCT and educational institutions. | FGN, IDPs, OPS and others | 0.400 | 0.440 | 0.484 |
| 03.06 | To improve teaching and learning environment and increase access and quality | Construct and equip 25 prototype cutting – edge central science and engineering laboratories in Federal tertiary educational institutions and 5 state owned public tertiary institutions | 30 cutting edge central laboratories would be constructed in the tertiary educational Institutions | FME (TSE, TE), Tertiary Institutions                                   | FGN, IDPs, OPS and others | 15    | 16.5  | 18.1  |
| 03.07 | To promote innovation in STEM and TVET.                                      | Establish and equip a national resource centre of excellence for technological innovations in (STEM).  | One national and 6 regional resource centers of excellence in STEM be established.                 | FME (TSE)  | FGN, IDPs, OPS and others | 10    | 11    | 12.1  |
| 03.08 | To promote innovation in STEM and TVET.                                      | Establish and equip a National Institute of Technology in Abuja as a hub for TVET  | National Institute of Technology, Abuja established and equipped                                   | FME (TSE, (NBTE)   | FGN, IDPs, OPS and others | 8     | 8.8   | 9.6   |

|       |   |   |   |                                     |                           |     |     |      |
|-------|---|---|---|-------------------------------------|---------------------------|-----|-----|------|
| 03.09 | To improve access and quality.  | Establish 6 Federal Universities of Science and Technology in the 6 geo-political zones of the country. | 6 Federal Universities of Science and Technology established in the 6 geo political zones of the country. | FME (TSE)                           | FGN, IDPs, OPS and others | 20  | 22  | 24.2 |
| 03.10 | To promote entrepreneurship and skills development centres in selected educational institutions | Establish entrepreneurship and skill development centres in selected educational institutions.          | 12 skill development centres established in selected educational institutions                             | FME (TSE, NBTE)                     | FGN, IDPs, OPS and others | 2   | 2.2 | 2.4  |
| 03.11 | To promote innovation   | Provide ICT and video conferencing facilities in 150 educational institutions nationwide.               | ICT and video conferencing facilities provided in 150 educational institutions                            | FME (TSE), educational institutions | FGN, IDPs, OPS and others | 2   | 2.2 | 2.4  |
| 03.12 | To improve the teaching and learning environment  | Upgrade the facilities at the Federal Equipment Centre, Ijanikin, Lagos.                                | It is expected that the facilities at the Federal Equipment Centre, Ijanikin, Lagos, would be upgraded    | FME, TSE                            | FGN, IDPs, OPS and others | 1.5 | 1.6 | 1.8  |
| 03.13 | Use of FSTCs and Vocational centres as the best vehicles to train and certify employable young  | Establish 16 FSTC across the country and upgrade the existing 21 FSTC to promote TVE education          | 16 new FSTC established across the country and 21 existing FSTC upgraded                                  | FME, TSE, NBTE and NABTEB           | FGN. IDPs, OPS and others | 2   | 2.2 | 2.4  |

|       |  |   |   |   |                           |       |       |       |
|-------|--|---|---|---|---------------------------|-------|-------|-------|
|       | Nigerians and create potential entrepreneurs to meet the skilled middle level manpower needs of the country.                   |   |   |   |                           |       |       |       |
| 03.14 | Establish more Technical colleges and skill acquisition centres in all the 774 LGAs in the 36 States of the Federation and FCT | Build new technical Colleges or convert regular secondary schools to technical schools to ensure that each LGA has adequate number of vocational schools.   | At least four new Vocational skill acquisition centres established in all the 774 LGAs in the 36 States of the Federation and FCT | STATES, SUBEB and LGAs                          | STATES, SUBEB and LGAs    |       |       |       |
| 03.15 | Strengthen human capacity development in (STEM) to improve quality   | Regular capacity building of STEM and TVE teachers, laboratory technicians and technologists at all levels of education including:<br><br>i. Compulsory induction and mentoring programmes for newly recruited teachers | 20,000 teachers and other technical staff trained   | FME (TSE), educational institutions nation wide | FGN, IDPs, OPS and others | 0.142 | 0.156 | 0.172 |

|       |  |   |   |  |                                      |       |       |       |
|-------|--|---|---|--|--------------------------------------|-------|-------|-------|
| 03.16 | Improve the capacity of teachers on pedagogical skills.                          | Sensitisation, re-orientation workshops and training on the enhancement of pedagogical skills with emphasis on student-centred teaching approaches  | 20,000 teachers nationwide  | FME, SOME, regulatory agencies, educational institutions | FGN, IDPs, OPS and others            | 0.218 | 0.240 | 0.264 |
| 03.17 | Strengthen the capacity of staff to handle modern equipment.                     | Capacity building of teaching staff, laboratory technicians and technologists on the safety, handling, usage, and maintenance of modern equipment.  | 15,000 teachers nationwide  | FME, SMOE, regulatory agencies, educational institutions | FGN, SMOE, FGN, IDPs, OPS and others | 0.978 | 1     | 1.1   |
| 03.18 | Empower unemployed STEM and TVET graduates for self-reliance.                    | Introduce up - skilling programme for all unemployed STEM and TVET graduates.   | 10,000 unemployed (STEM) graduates trained.                                 | FME (TSE)  | FGN, IDPs, OPS and others            | 0.116 | 0.128 | 0.140 |
| 03.19 | Strengthen capacity of principal officers of technical educational institutions. | Organise capacity building programmes for the operators and principal officers of Educational institutions (Polytechnics, Technical Colleges, etc). | 5,000 operators and principal officers of Educational institutions trained. | FME, TSE Regulatory agencies                             | FGN, IDPs, OPS and others            | 0.099 | 0.109 | 0.120 |

|       |  |   |   |   |                                 |       |       |       |
|-------|--|---|---|---|---------------------------------|-------|-------|-------|
| 03.20 | Provide information on career guidance.  | Develop a national career guide   | 5,000 copies of career guide produced.  | FME (TSE)   | FGN                             | 0.109 | 0.120 | 0.132 |
| 03.21 | Popularize Science and Technology Education to improve enrolment and quality       | Popularisation of Science and Technology Education through the Junior Engineers, Technicians and Scientists (JETS) quiz and project competitions  | Zonal and national JETS competitions organised  | FME (TSE), Ministries of education, SUBEB. educational institutions nation wide | FGN, SMOE IDPs, OPS and others  | 0.134 | 0.147 | 0.162 |
| 03.22 | Improve students competence and ICT.   | Organise STEM and ICT camps, science fairs, debates, essay writing etc. for students.   | STEM and ICT camps, science fairs debates, essay writing organised                                | FME (TSE), Ministries of Education, SUBEB. educational institutions nation wide | FGN, SMOE, IDPs, OPS and others | 0.462 | 0.508 | 0.559 |
| 03.23 | Organise programmes and activities to improve female enrolment and quality in STEM | i. Organise STEM and TVET camps for girls.<br>ii. Organise quiz and project competitions, debates, essay writing for girls in STEM<br>iii. Organise sensitisation workshops and meetings on gender sensitivity and how to | It is expected that the enrolment of girls in STEM and TVET courses would increase by 30 percent. | FME (TSE) Ministries of education, SUBEB. educational institutions nation wide  | FGN, IDPs, OPS and others       | 0.104 | 0.115 | 0.126 |

|       |  |  |   |  |                           |       |       |       |
|-------|--|--|---|--|---------------------------|-------|-------|-------|
|       |  | improve female enrolment in STEM.<br>iv. Provision of scholarship or bursary to girls in STEM and TVET.  |   |  |                           |       |       |       |
| 03.24 | Provide scholarship or bursary to under graduates and post graduate students yearly to encourage more students major in STEM and TVET courses and improve quality. | Provide scholarship or bursary to two undergraduates and post- graduate students yearly to encourage more students major in STEM and TVET courses. | It is expected that one million undergraduate and postgraduate students in STEM and TVET would be awarded scholarship | FGN  | FGN, IDPs, OPS and others | 2     | 2.2   | 2.4   |
| 03.25 | Conduct technical studies, needs assessments to improve quality.   | Conduct of technical studies on the skill gaps in the Nigerian educational system, needs assessment on facilities and personnel etc.               | Relevant data generated, and the skill gaps issue tackled.  | FME (TSE) and other relevant stakeholders  | FGN, IDPs, OPS and others | 0.081 | 0.089 | 0.098 |
| 03.26 | FME should constitute a forum to bring together annually the industries, the institutions of   | FME should constitute a forum to bring together the industries, the institutions of learning and other relevant                                    | It is expected that partnership and collaboration among the industries, Governments at all                            | FME (TSE), and other relevant stakeholders | FGN, IDPs, OPS and others | 0.083 | 0.091 | 0.101 |

|       |  |  |   |   |                           |       |       |       |
|-------|--|--|---|---|---------------------------|-------|-------|-------|
|       | learning and other relevant stakeholders to exchange views and insights on issues such as the skill gaps, industrial attachment, curricula, training, research, infrastructure and non-recruitment of young graduates by the industries. | stakeholders annually.   | levels, and educational institutions would be strengthened. |   |                           |       |       |       |
| 03.27 | Improve STEM and TVET teachers welfare   | Review upward the science allowance for STEM and TVET teachers | At least 20,000 teachers to be covered                      | FME, SMOE                                 | FGN, SMOE                 | 1.2   | 1.3   | 1.4   |
| 03.28 | To enhance the status of all TVET trainees in formal and non-formal settings.  | Assessment and certification in line with NSQF                 | All TVET trainees below tertiary level.                     | NBTE, NABTEB                              | FGN, IDPs, OPS and others | 0.150 | 0.165 | 0.181 |
| 03.29 | To provide research-based information on career status of products of TVET   | Commission Tracer Studies                                      | Graduates of Technical Colleges, Polytechnics, VEIs, etc.   | FME, Development Partners, Private Sector | FGN, IDPs, OPS and others | 0.152 | 0.167 | 0.184 |



|       |   |  |   |  |                           |       |       |       |
|-------|---|--|---|--|---------------------------|-------|-------|-------|
|       | institutions  |  |   |  |                           |       |       |       |
| 03.30 | To review public apathy and increase students' enrolment in TVET. | Create public awareness on TVET including Vocational Enterprise Institutions (VEIs) and Innovation Enterprise Institutions (IEIs). | Public awareness on TVET, Vocational Enterprise Institutions (VEIs) and Innovation Enterprise Institutions (IEIs) created | FME, NBTE, Association of Proprietors of Innovation and Vocational Institutions (APIVI), NABTEB. | FGN, IDPs, OPS and others | 0.233 | 0.257 | 0.283 |

## SECTION 4

### BASIC EDUCATION

#### 4.1: Introduction

Basic Education is the education given to children aged 0-15. It encompasses the Early Childhood Education (0-4) and 10 years of formal schooling. Early Childhood Education, however, is segmented into ages 0-4 years, situated in day care or crèches, largely in the hands of the private and social development services, whilst ages 5-6 are within the formal education sub-sector.

#### 4.2: Situation Analysis of Basic Education

The Universal Basic Education (UBE) programme was designed to be a veritable tool for achieving some of the Education for All (EFA) goals as articulated in the Dakar Framework of Action (2000). These include: expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children; ensuring that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality, eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality, and improving all aspects of the quality of education, and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Goal 4 of the 2030 Agenda, the SDGs, is to *ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*. Prior to the adoption of the SDGs, Nigeria had set some national targets based on the Education for All (EFA) Goals. These targets have largely not been met and the situation has created a need to review and set new milestones and targets.

The new targets to be set must address the issue of 12.7 million children that are currently out-of-school (the highest in the world), and gender disparities in basic education which still constitute a problem, 14 years after the launch of UBE and the enactment of the UBE Law in 2004. In terms of the quality of education, data from national MLA studies and the most recent national assessment indicate that pupils' learning outcomes are very unsatisfactory. Mean scores in literacy, numeracy and life skills are very low and range from 30% to 52%.

The key factors that are impeding the attainment of the national targets and the full achievement of new SDGs Targets include:

- inadequate funding;
- poor quality of teachers, who in general, lack the ability to implement the national curriculum as clearly indicated in MLA studies cited above;

- dilapidated and inadequate classrooms, furniture, sanitary, and toilet facilities;
- dearth of textbooks and other instructional materials. The textbook-pupil ratio in some States ranges from 1:5 to 1:9. This has had adverse effects on the quality of tuition provided in schools;
- a general lack of capacity at State and LG levels to implement UBE;
- weak monitoring systems at the three tiers of government;
- dearth of reliable data for planning and evaluating progress against set targets;
- socio-cultural barriers that impede female participation in basic education;
- lack of enforcement of the UBE Act 2004, on enrolment and retention.
- inability of some States to access the UBE Intervention fund, as and when due;
- inadequate deployment of ICT in basic education delivery;
- mismanagement of funds meant for basic education;
- inadequate number of physical education teachers in schools;
- inadequate provision of physical education and school sports facilities and equipment
- inadequate funding of physical education and school sports;
- poor attitude and low interest of school administrators, proprietors and parents in Sports;
- over-emphasis on academic qualifications;
- non-adherence to criteria for establishing schools' sports in schools; and
- lack of deliberate programme to promote sports in school.

#### **4.3 Strategies for Addressing the Issues and Challenges of Basic Education**

The strategies/actions that need to be taken to address the challenges being faced are to, among others:

- ensure that the national education sector provides unhindered access to quality basic education for all children of school age;
- ensure that all basic education learners have access to text books to attain the learning outcome benchmarks;
- broaden the scope of the UBE Act and include the ECCDE, Basic Education in matters of funding and management; Adult and Non-formal Education; and Nomadic Education in matters of funding only;
- address current teacher supply gaps in basic education schools;

- improve the capacity of State counterpart funding;
- make FEQAS, supervisors and Quality Assurance officers in the States more effective;
- enhance the quality of teachers, head teachers and school supervisors in basic education schools;
- undertake Whole School Evaluation of Basic and Post-Basic Schools to ensure that quality and set standards are maintained in schools nationwide;
- recruit and train specialised nomadic teachers;
- engage sport experts to organise programmes to encourage participation in sports;
- recruitment, training and re-training of required personnel for school sports;
- provision of facilities/equipment and conducive environment for school sports; and
- organise sporting competitions among students including those with disability.

**Table 4.1: Action Plan for Basic Education (Federal Activities)**

| S/N   | Objective  | Activity   | Target   | Action By  | Cost Bearer | Cost (in N Billion) |           |       |
|-------|--|--|--|--|-------------|---------------------|-----------|-------|
|       |  |  |  |  |             | 2018-2019           | 2020-2021 | 2022  |
| 04.01 | To improve capacity of States to access counterpart funding  | Review the process and conditionalities for accessing UBE- Intervention Fund by States and FCT.                  | Process around matching fund conditionalities for accessing UBE- Intervention Fund reviewed.                             | <b>UBEC</b><br>FME/UBEC<br>SMoE/SUBEBs<br>LGEAs                    | UBEC        | 0.030               | 0.020     | 0.030 |
| 04.02 | To enhance access to basic education for disadvantaged groups e.g nomads, <i>almajiris</i> and children with special needs   | Partner with States and FCT to establish new basic schools for disadvantaged groups and under-served communities | At least 30 schools for the disadvantaged groups established annually in each of the educationally disadvantaged States. | FME, UBEC, SMoEs, <b>SUBEBs</b> , NCNE, IDPs                       | NCNE        | 0.300               | 0.350     | 0.350 |
| 04.03 | To broaden the scope of the UBE Act and include ECCDE, Basic Education in matters of funding and management; and Adult and Non-formal Education (ANFE) and nomadic education in matters of funding only. | Engage the National Assembly to enact a revised UBE Act.   | Review of UBE Act completed by June 2017   | <b>FME</b> , UBEC, Federal Ministry of Justice, National Assembly, | FME         | -                   | -         | -     |

|       |   |  |  |  |            |       |       |       |
|-------|---|--|--|--|------------|-------|-------|-------|
| 04.04 | To make the FEQAS and supervisors and quality assurance officers in the States more effective.        | Strengthen the FME FEQAS and UBEC QA Department to effectively perform their responsibilities and functions.   | FEQAS re-structured and strengthened and capacity of quality assurance personnel in the States enhanced for the effective monitoring of UBE implementation nationwide. | FEQAS  | FEQAS      | 0.100 | 0.110 | 0.115 |
| 04.05 | To determine the level of pupils' and students' learning achievement in primary and JSS respectively. | Conduct regular national Monitoring of Learning Achievement (MLA) to monitor and improve learning outcomes in partnership with States and relevant stakeholders. | MLA study conducted annually as from 2017  | FME, <b>SMEs</b> , UBEC, NCNE, SUBEBs International Development Partners | FME - EPRD | 0.180 | 0.118 | 0.149 |
| 04.06 | To retain good teachers in the system   | Engage with states to sustain education spending and protect teacher salaries and conditions of work   | Education expenditure improved and sustained and teachers' salary promptly paid  | FME, SMOE, SUBEB   | SUBEB      | -     | -     | -     |

|       |   |   |  |  |                            |       |       |       |
|-------|---|---|--|--|----------------------------|-------|-------|-------|
| 04.07 | Provide interactive platform for countries review activities and share best practices   | Ministerial meetings, focal meetings, exchange of visits, Annual Reports on Status of SDG 4 in each country, web interactions etc   | Exchange of best practices   | FME, UBEC, NUC, NMEC etc                   | FME UBEC NUC NMEC          | 0.043 | 0.040 | 0.044 |
| 04.08 | To encourage synergy and promote professionally skilled manpower for the country.   | Create a platform for exchange of ideas and peer review   | Production of professionally skilled manpower                        | FME, FMA&RD FMD FMS&T etc                  | FME, FMA&RD FMD FMS&T etc. | -     | -     | -     |
| 04.09 | To provide regular, Systematic Instructional Physical Education, Recreational and Competitive sporting programmes to Basic, Secondary with a view to improving the three domains of knowledge (Psychomotor, Cognitive and Affective), health condition and physical | <p>i) Organise sporting competitions among students including students with disability.</p> <p>ii) Conduct sensitization programmes for Physical Education Teachers</p> <p>iii) Develop capacity to provide sports medicine</p> | Students in Basic and Secondary Educational Institutions nationwide. | FME, UBEC, FMY&S and Tertiary Institutions | FME & Other stakeholders   | 0.015 | 0.017 | 0.020 |

|       |  |  |   |  |                            |       |       |       |
|-------|--|--|---|--|----------------------------|-------|-------|-------|
|       | fitness of students.   | and advice on nutritional support to all school sports Personnel.<br><br>iv) Engage sport experts to organise Programmes to encourage participation in sports. |   |  |                            |       |       |       |
| 04.10 | To ensure availability of personeel to handle Physical Education and School Sports in schools              | i) To organise capacity building for Physical Education Teachers   | Students in basic and Secondary Educational Institutions nationwide | FME, UBEC, NUC, FMOYSD, NCCE, NBTE, SUBEB, F&SMH, F&SMW. | FGN and other stakeholders | 0.08  | 0.010 | 0.012 |
| 04.11 | Give opportunities to the physically challenged pupils /students to participate in sports of their choice. | iii) Organise sporting competitions among students including students with disability.   | Physically Challenged students                                      | FME  | FGN and other stakeholders | 0.030 | 0.035 | 0.040 |



**Table 4.2: Action Plan for Basic Education (Non-Federal Activities)**

| S/N   | Objective  | Activity   | Target  | Action By  | Cost Bearer |
|-------|--|--|---|--|-------------|
| 04.07 | Ensure that all basic education learners have access to text books to attain the learning outcome benchmarks.                | Support States and FCT to provide textbooks to basic education schools   | Text books provided in all subjects at the ratio of 1:1                                 | UBEC, NCNE, SUBEB  | SUBEBS      |
| 04.08 | To provide girls greater access to basic education.<br>To reduce gender disparities in basic education                       | Partner with States and FCT to rollout Girls Education initiatives to boost girls enrolment and completion of basic education.<br>Implement cash transfer initiative | 60% of families access the cash transfer initiative for girls to access basic education | FME, UBEC, SMOEs, <b>SUBEBS</b><br>NCNE<br>International Development Partners (IDPs) | SUBEBS      |
| 04.09 | To broaden access to basic education for children with special needs.<br>To promote equity and inclusion in basic education. | Collaborate with States to engage special-needs education teachers and facilities to broaden access for children with special-needs.                                 | 3 Special Needs schools established each year in each State of the Federation           | FME, <b>UBEC</b> , SMOEs, SUBEBs, NCCE<br>International Development Partners (IDPs)  | SUBEBS      |
| 04.10 | i. To upgrade 70% of unqualified teachers to NCE level ii. To enhance the quality of teachers                                | Expand teacher upgrading programmes and thereby upgrade all unqualified teachers   | All unqualified teachers upgraded   | FME, SMOEs, SUBEBs, NTI, Teacher training  | SUBEBS      |

|       |   |  |  |  |        |
|-------|---|--|--|--|--------|
| 04.11 | To enhance the quality of teachers, head teachers, school supervisors and principals in basic education schools   | States and FCT to institutionalise and rollout continuous in-service training and professional development of head teachers, teachers and school supervisors.        | The quality of teachers, head teachers and school supervisors and principals enhanced by March 2019  | FME, SMOEs, UBEC NTI, NIEPA, NCNE, SUBEBs, Teacher training colleges, DFID | SUBEBs |
| 04.12 | To ensure adequate supply of competent teachers to rural schools.   | Encourage States to provide special grants as incentives to attract and retain competent teachers in rural areas.  | States supported to provide special grants as incentives for teachers in rural areas.  | FME, SMOEs, UBEC, NCNE, SUBEBs   | SUBEBs |
| 04.13 | <p>i. To build prototype science and mathematics laboratories in secondary and primary schools to promote regular practical experiments, hands-on activities, creativity, innovation and skills acquisition in the sciences</p> <p>ii. to provide modern science equipment, kits, chemicals, reagents, text books and other instructional materials in institutions of learning to promote the conduct of regular practical experiments, hands-on</p> | Implement initiatives to improve the quality of teaching and learning of science, technology and mathematics in collaboration with States and relevant stakeholders. | <p>i. Prototype science and mathematics laboratories built in secondary and primary schools.</p> <p>ii. Modern science equipment, kits, chemical reagent textbooks and other instructional materials in institutions of learning provided.</p> <p>iii. Capacity of science, technical vocational teachers built</p> <p>iv. Science based clubs and societies in secondary schools resuscitated</p> | FME, NMC, UBEC, SMOEs, SUBEBs  | SUBEBs |

|      |  |  |  |   |      |
|------|--|--|--|---|------|
| 4.15 | <p>training creativity and innovation<br/> iii. to build capacity of science, technical and vocational education teachers and laboratory technicians to promote quality education iv. to resuscitate science based clubs and societies in secondary schools.</p> <p>To improve teacher supply and quality in nomadic schools</p> | Recruit and train 600 specialised nomadic teachers of nomadic background each year | 600 teachers for nomadic schools recruited and trained annually across six geo-political zones of the country for the next three years and deployed to States according to need. | NCNE, UBEC, SUBEBs, FCE Yola, CoE Sokoto, FCE Minna | NCNE |
|------|--|--|--|---|------|

## **SECTION 5**

### **TEACHER EDUCATION, CAPACITY BUILDING AND PROFESSIONAL DEVELOPMENT**

#### **5.1 Introduction**

Teacher Education encompasses both the first form of professional training that prospective teachers receive and the continuous professional development of serving teachers. In Nigeria, a minimum of three years following post-basic education in Colleges of Education is required to obtain the Nigeria Certificate in Education (NCE), which is the basic minimum qualification for teachers at the basic education level. For teachers at the senior secondary level, they require further 2-years of training/education at the university Faculties/Institutes of Education to obtain a university degree which qualifies them to teach at the senior secondary level. Alongside these pre-training programmes are a variety of Continuous Professional Education (CPE) opportunities for those already employed as teachers.

#### **5.2 Situation Analysis of Pre-service Teacher Education**

The quality of teachers produced by teacher education institutions and their classroom performance has been adjudged unsatisfactory. Using students' performance as a proxy measure of teacher quality, the results of the current monitoring of learning achievement (MLA) at which performance of pupils was below 50 per cent in literacy, numeracy and life skills, the poor quality of teaching is evident. The situation is exacerbated by the predominant low qualification among teachers with over 50% percent not having NCE, stipulated as the minimum qualification that a teacher should have to be qualified to teach.

Pupils' learning outcomes in Nigeria's public schools are generally unsatisfactory and should be a matter of serious concern to governments, employers and all teacher educators, parents and indeed all stakeholders.

The key issues and problems facing teacher education include:

- low quality of entrants into pre-service training;
- failure of the Colleges and Faculties of Education to match teacher supply with demand;
- inadequate funding of teacher education;
- teaching practice is badly organised and implemented; and
- non-implementation of the National Teacher Education Policy (February, 2014).

#### **5.3 Strategies for Addressing the Issues and Challenges of Teacher Education**

In order to address these issues, the Federal Ministry of Education will:

- ensure that all 151 CoEs and 200 NTI study centres nationwide key into the teacher education reforms;
- ensure that the 29 NCE curricula are updated regularly;

- enhance the status of the teaching profession and make it attractive to the best brains in the country;
- reform teaching and teacher education in order to make it more attractive;
- launch the National Teacher Education Policy; and
- improve the quality of teachers through consistent Teacher Professional Development.

**Table 5.1: Action Plan for Teacher Education (Federal Activities)**

| S/N   | Objective   | Activity  | Target   | Action By                            | Cost Bearer | Cost (in N Billion) |           |       |
|-------|---|---|--|--------------------------------------|-------------|---------------------|-----------|-------|
|       |   |   |  |                                      |             | 2018-2019           | 2020-2021 | 2022  |
| 05.01 | To ensure that all the 151 COEs and 200 NTI NCE Study Centres nationwide key into the teacher education reforms | Establish monitoring mechanisms for the implementation of teacher education reforms | Monitoring plans developed and monitoring teams constituted at federal and state levels. Reforms implemented by all COEs and NCE-awarding institutions by 2019 | NCCE, FME, SMOEs and COEs, CSOs,TRCN | NCCE        | 0.041               | 0.045     | 0.049 |
| 05.02 | To provide regular updating of the 29 NCE curricula   | Direct the periodic review of curricula in line with national goals and needs.      | The periodic review of curricula in line with national goals and needs directed.   | NCCE, FME, SMOEs and COEs, CSOs,TRCN | NCCE        | 0.063               | 0.069     | 0.076 |
| 05.03 | To generate ideas and stakeholder consensus on how to improve primary and secondary                             | Organise Stakeholders' meetings on the review and improvement of                    | Two national stakeholders' meetings organised and recommendatio  | FME, NCCE, TRCN, NTI,NUT, NMC, UBEC, | FME         | 0.08                | 0.09      | 0.010 |

|       |  |   |  |  |     |       |       |       |
|-------|--|---|--|--|-----|-------|-------|-------|
|       | school teachers' salary and conditions of service  | the salary and conditions of service of teachers  | ns discussed and approved by NCE.  | NCNE   |     |       |       |       |
| 05.04 | To enhance the status of the teaching profession and make it attractive to the best brains in the system | Liaise very closely with State governments and design a realistic and feasible new salary structure and career progression system for secondary and primary school teachers | A realistic and feasible salary structure and career progression system developed and approved by NCE, Federal Executive Council and National Council of State | FME,SMoEs, TRCN, NCCE, NTI, FMF, National Wages and Salaries Commission Budget Office, NUT | FME | 0.010 | 0.011 | 0.013 |
| 05.05 | To reform teaching and teacher education in order to make it more effective                              | Design and fund a Federal-State collaborative programme to motivate States to actively participate in the reform of teaching and teacher education.                         | Federal-State collaborative programme developed and funded   | FME, UBEC, SMoEs, SUBEBs, TRCN, NCCE, NTI.   | FME | 20    | 22    | 24    |

|       |   |   |   |  |                |       |       |       |
|-------|---|---|---|--|----------------|-------|-------|-------|
| 05.06 | To promote NTEP's acceptability and credence at federal and state levels of government.   | Formal launch of the National Teacher Education Policy (NTEP) by Mr President.  | NTEP formally launched by Mr President with approximately 500 stakeholders  | FME  | FME - Tertiary | 0.129 | 0.141 | 0.156 |
| 05.07 | To sensitise all stakeholders on the provisions of the NTEP and its Implementation Framework; and to engender its acceptance by stakeholders. | Organise nationwide sensitization workshops on the National Teacher Education Policy (NTEP).  | Sensitisation workshops organised in the six geo-political zones and stakeholders sensitised.                           | FME, SMOE, NCCE, NTI, TRCN, UBEC, NCNE, NMEC, CSOs | FME - Tertiary | 0.164 | 0.180 | 0.198 |
| 05.08 | To establish operational guidelines of TEDFA  | Develop and implement operational guidelines for the take-off of the Teacher Development Fund Account (TEDFA) as articulated in the National Teacher Education Policy | TEDFA's Operational guidelines developed and approved by NCE, Federal Executive Council, and National Council of State. | FME, FEC and National Council of State.            | FME            | 0.158 | 0.174 | 0.191 |



|       |   |  |  |                                      |               |       |       |       |
|-------|---|--|--|--------------------------------------|---------------|-------|-------|-------|
| 05.09 | To improve the quality of teachers of Basic and Post Basic institutions   | Continuous professional development of 100,000 teachers of Basic and post Basic schools through support from the SDG committee | Annual continuous professional development of 100,000 teachers of Basic and post Basic Schools   | FME, SUBEBs, SMOEs, NTI, NCCE, TRCN, | SDG Committee | 50    | 55    | 60    |
| 05.10 | To promote early release of results   | Fast tracking examination and result processing in teacher education ODL institutions  | 5 Nos. scanners, printers, and servers installed and put to use annually   | FME, NTI                             | NTI           | 0.020 | 0.022 | 0.024 |
| 05.11 | To improve competence of practising teachers in the school system in order to increase efficiency, resourcefulness and system of delivery | The development of the Teacher Continuing Professional Assessment Instrument from the existing framework                       | To have standardised assessment instrument which determines that the competency of teachers in the classroom is commensurate with their qualifications and | FME, TRCN, SMOEs, SUBEBs, NUT        | TRCN          | 50    | 55    | 60    |

|       |   |   |   |  |      |       |       |       |
|-------|---|---|---|--|------|-------|-------|-------|
|       |   |   | engagement  |  |      |       |       |       |
| 05.12 | Improve the skills and knowledge of teachers to ensure their continued relevance in the classroom | Review of the Mandatory Continuous Professional Development (MCPD) manual, sensitisation of stakeholders, screening of service providers and monitoring of the programme. | To capture professional development of 15,000 teachers annually | FME, TRCN, SUBEBs, UBEC, SMOEs, International Development Partners | TRCN | 0.007 | 0.008 | 0.009 |

**Table 5.2: Action Plan for Teacher Education (Non-Federal Activities)**

| S/N   | Objective   | Activity   | Target   | Action By                 | Cost Bearer |
|-------|---|--|--|---------------------------|-------------|
| 05.13 | To ensure that all the 151 COEs and 200 NTI NCE Study Centres nationwide key into the teacher education reforms | Nationwide implementation of the NCCE's teacher education reforms  | Reforms implemented by all COEs and NCE-awarding institutions by 2019                        | FME, SMOEs, NCCE and COEs | COEs        |
| 05.14 | To attract high quality candidates to enrol in teacher education programmes annually.                           | Design and implement attractive incentive schemes in the form of scholarships and bursaries for students enrolled in teacher education programmes. | A robust State scholarship/bursary scheme for student-teachers developed and implemented and | FME, SMOEs, FCT           | SMOEs       |

|       |   |   |   |  |       |
|-------|---|---|---|--|-------|
|       |   |   | 2,000 quality candidates enrolled annually.   |  |       |
| 05.15 | To have all NCE awarding institutions and other teacher education institutions have linkages with SMOEs, SUBEBs, COEs, NCNE, NMEC so as to match teacher supply with demand and to address issues related to teacher quality and performance. | NCE awarding institutions, faculties and institutes of education in the universities to establish linkages and partnerships with State Ministries of Education, state agencies for nomadic education and mass literacy, SUBEBs and schools in the States in which they are located. | SUBEB-COEs linkages and partnerships on teacher issues established; and teacher supply matched with teacher demand. | FME, NCCE, SMOEs, SUBEBs, COEs, NCNE, NMEC, TRCN, NUC  | SUBEB |
| 05.16 | To ensure that the Colleges have the requisite funds for carrying out their functions and responsibilities effectively.   | Increase the budgetary allocations to teacher education institutions, and faculties of education  | Budgetary allocations to teacher education institutions significantly enhanced.                                     | FME, NCCE, COEs, FMF, House Committee on Education, Senate Committee on Education, <b>State Governments,</b> Education Committees of State Houses of Assembly, Ministry of Budget and National | SMoFs |

|       |  |   |  |                      |         |
|-------|--|---|--|----------------------|---------|
|       |  |   |  | Planning             |         |
| 05.17 | To enhance training facilities and increase number of science and mathematics teachers trained annually                      | Strengthen SMASSE National Centre, Nigeria through TETFund funding                    | 100% increase in funding and number of trainees trained annually | FME, TETFund and NTI | TETFund |
| 05.18 | To enable the institutions to implement Teaching Practice (TP) effectively as specified in the TP guidelines and procedures. | TETFund to support the funding of Teaching Practice in Teacher Education institutions | Increased funding of Teaching Practice by TETFund                | FME, TETFund         | TETFund |

## SECTION 6

### CURRICULUM AND POLICY MATTERS

#### 6.1 Introduction

Curriculum and Policy Matters focus on planned, purposeful, progressive and systematic progress of positively improving the educational system. These deal with the total teaching and learning experiences of individuals in the schools as well as in the society. Curriculum and Policy Matters are often referred to as the “heart” of any teaching and learning, because no institution can operate without them. Functional and effective curriculum and policy are therefore key to addressing the challenges in the educational sector in Nigeria.

#### 6.2 Situation Analysis of Curriculum and Policy Matters

Education has always been an instrument par excellence for human capital development and attainment of national development, which is why it must constantly be focused to confront the challenges in the sector and meet the current national needs for economic reconstruction and social reengineering. However, this has often been confronted with some notable difficulties in Nigeria, especially in the identification and execution of specific activities on curriculum and related policy matters.

In many respects, our strategies and activities do not always meet the standards of the best global practices, but we are constantly challenged to advance the course of education as a means of adding value to the current national drive for social change, financial discipline and result-oriented programmes. At the moment, there are a number of problems associated with curriculum and policy matters at the basic and secondary levels of our education. They include:

- The production and distribution of the developed Pre-Primary Education curriculum to the schools through the Ministries of Education and the Universal Basic Education Boards in the States (SMoEs and SUBEBs).
- Obvious gaps have been observed in the awareness of learners at the Basic Education level for national and other important historical events; a situation which demands the disarticulation of the History component in the Basic Education curriculum for more emphasis.
- The curricula for the 34 Trades at the Senior Secondary School require further revision, in order to make teaching more effective.
- There is no reliable set of data to guide on book development in the country.
- Although there are guidelines at national and state levels for accessing the content and general quality of school books, the National Book Policy is yet to be concluded.
- Many Nigerian languages are in severe crises at the moment, due to pressure from the English Language and other global and domestic factors; thus, making it

imperative to develop a coherent National Language Policy (NLP) in order to protect our languages from extinction.

- Although there is an enabling law in the country (the National Secondary Education Commission Act of 1999), secondary education is not centrally supervised at the moment, thereby creating an obvious gap in its management and policy implementation.
- There is no official national body responsible for formulating policies or administering the activities, examination and certification of Arabic and Islamic schools in the country.
- Inadequate Guidance and Counselling Services in schools.
- Obvious gap in the implementation of Physical Education and Schools Sports at the basic and secondary education levels in spite of its recognition as an instrument for actualising optimal potential of learners.

### **6.3 Strategies for Addressing the Issues and Challenges of Curriculum and Policy Matters**

The formulation and implementation of policies are at the centre stage of effective educational development, as policies are the standard regulatory institutional frameworks and structures that govern operations in the educational sub-sectors at different levels. The Federal Ministry of Education is, therefore, expected to execute the following policy activities:

- Enable the passing into law of the bill already proposed on the National Book Policy and the conduct of National Book Survey, which would promote and regulate the development of books in Nigeria, as well as ensure quality assurance of textbooks and other reading materials that get into the school system and for general readers.
- Develop the National Language Policy (NLP) in compliance with regional and international initiatives endorsed by Nigeria on the development and use of indigenous and other languages.
- Promote policies on the preservation of Nigerian languages and facilitate the learning of other languages by recommending ways of assigning them roles at various levels of governance and in different domains.
- Establish the National Board for Arabic and Islamic Studies to serve as a national platform for regulating the educational contents of the Islamic schools for sound, appropriate output geared towards the acquisition of positive values for moral, human and national development.
- Provide the avenue for mainstreaming Arabic and Islamic Schools, into formal education, in line with the National Policy on Education where it does not exist.
- Strengthen the mainstreaming of the *Islamiyya* schools and *Madarasah* into formal education in line with the national policy.

- Design and articulate the specific objectives, strategies and stages of execution, executing bodies, targets and timelines, among others, in order to achieve the general objectives set for the various activities above.
- Produce and distribute the developed pre-primary, primary and secondary education curriculum to schools and states; and the National Policy on Education.
- Produce and distribute training manuals for on-going capacity building of evaluators, head teachers, care givers and proprietors of ECCDE centres.
- Detach the History component from the Social Studies curriculum at Basic Education.
- Produce and distribute copies of the developed History and Social Studies curriculum to schools and states.
- Develop and produce Teachers' Guides.
- Provide necessary facilities to support teaching and learning processes.
- Revise the curricula for the 34 Trade subjects at the senior secondary school level.
- Produce and distribute the revised 34 Trade Curricula to SMOEs and schools.
- Sensitise and build the capacity of evaluators, teachers, curriculum desk officers and examiners.
- Recruit counsellors and build their capacity to strengthen Guidance and Counselling in schools.
- Produce, disseminate and effectively implement the Physical Education and Schools Sport Policy at the different levels of education.

**Table 6.1: Action Plan for Curriculum and Policy Matters (Federal Activities)**

| S/N   | Objective  | Activity   | Target   | Action By                           | Cost Bearer | Cost (in N Billion) |           |       |
|-------|--|--|--|-------------------------------------|-------------|---------------------|-----------|-------|
|       |  |  |  |                                     |             | 2018-2019           | 2020-2021 | 2022  |
| 06.01 | Produce and distribute nationwide the new Pre-Primary Education Curriculum that has been revised, in line with the provisions of the revised NPE including making them available online on the website of FME. | Production and distribution of the developed Pre-Primary, Primary, Junior Secondary and Senior Secondary Education Curricula and the National Policy on Education (NPE) to schools and States. | Final print house editing, printing and production; as well as distribution (making them available online on the website of FME)                         | NERDC<br>UBEC,<br>SMoEs,<br>SUBEBs  | NERDC       | 0.048               | 0.055     | 0.062 |
| 06.02 | Conduct sensitisation and build the capacity of inspectors, head teachers, proprietors of ECCDE centres, and care givers.  | Sensitisation and capacity building of inspectors, head teachers, proprietors of ECCDE centres, and care givers.   | (i) Development of manuals and other related text materials (planning, critique, editing).<br><br>(ii) Printing, production, distribution of manuals and | NERDC,<br>UBEC,<br>SMoEs,<br>SUBEBs | NERDC       | 0.027               | 0.035     | 0.045 |



|       |   |  |  |                                    |       |       |       |       |
|-------|---|--|--|------------------------------------|-------|-------|-------|-------|
|       |   |  | related texts.<br>(iii) Sensitisation and capacity building workshops in the six Geo-Political Zones.  |                                    |       |       |       |       |
| 06.03 | Disarticulate and develop History and Social Studies curricula for Basic Education.                             | (a) To separate History component from Social Studies curriculum at the Basic Education level.                                     | Planning, writing, critique, editing, production of the draft copy, involving relevant agencies and stakeholders. Seeking official approval through administrative protocols and procedure (the JCCE and NCE). | FME NERDC                          | NERDC | 0.013 | 0.015 | 0.020 |
| 06.04 | Ensure that History and Social Studies curricula are produced and distributed to schools at the Basic Education | (b) Production and distribution of 150,000 copies each of the developed History and Social Studies curricula to schools and states | 300,000 copies of History and Social Studies curricula produced and distributed to schools nationwide  | NERDC<br>UBEC,<br>SMoEs,<br>SUBEBs | NERDC | 0.061 | 0.070 | 0.080 |

|       | Level   |  |   |   |       |       |       |       |
|-------|---|--|---|---|-------|-------|-------|-------|
| 06.05 | <ul style="list-style-type: none"> <li>• Develop the Teachers' Guide (planning, critique, editing).</li> <li>• Print, produce and distribute copies of the Teachers' Guide and related materials.</li> <li>• Sensitise and build the capacity of inspectors, teachers, Curriculum Desk Officers, and Examiners in the six geo political zones.</li> </ul> | (c ) Development of Teachers' Guide on History curriculum  | <p>i. Teachers' Guides for History and Social Studies curricula developed;</p> <p>ii. 151,554 copies of the Teachers' Guides produced and distributed (150,000 copies for schools and 1,554 for the capacity building of stakeholders).</p> <p>iii.Capacity of 1,554 inspectors, teachers, curriculum Desk Officers and Examiners built (42 per State and FCT).</p> | NERDC NCCE<br>UBEC,<br>SMoEs,<br>SUBEBs | NERDC | 0.031 | 0.036 | 0.042 |
| 06.06 | <ul style="list-style-type: none"> <li>• Sensitise and build the capacity of inspectors, teachers, Curriculum Desk</li> </ul>   | (d) History curriculum sensitisation and capacity building of inspectors, teachers, curriculum Desk Officers and | <ul style="list-style-type: none"> <li>• Sensitisation and Capacity Building workshops in the Six Geo-Political Zones</li> </ul>  | NERDC NCCE<br>UBEC,<br>SMoEs,<br>SUBEBs | NERDC | 0.063 | 0.070 | 0.080 |

|       |  |   |   |  |       |       |       |       |
|-------|--|---|---|--|-------|-------|-------|-------|
|       | Officers, and Examiners in in the six geo political zones.   | Examiners.  |   |  |       |       |       |       |
| 06.07 | Review the 34 Trade Subjects at the Senior Secondary School level, so as to enrich the skills and entrepreneurship content | (a) Revision and strengthening of the curricula for the 34 Trades subjects at the Senior Secondary School level | (i) Organise stakeholders meeting and needs assessment.<br><br>(ii) Planning, writing, critique, editing, production of draft involving relevant agencies and stakeholders.<br><br>(iii) Seek official approval through administrative protocols and procedure (the JCCE and NCE. | FME, NERDC, NABTEB, NBTE and development partners. | NERDC | 0.069 | 0.080 | 0.090 |
| 06.08 | Produce, print and distribute the 34 Trade Curricula all over the Federation including making them available online on the | (b) Production and distribution of the revised 34 Trade Curricula to SMOEs and schools.                         | Final print, house editing, printing and production by identified printers/publishers (making them available online on the website of   | NERDC SMOEs  | NERDC | 0.041 | 0.047 | 0.055 |

|       |  |  |  |                                 |       |       |       |       |
|-------|--|--|--|---------------------------------|-------|-------|-------|-------|
|       | website of FME.  |  | FME)   |                                 |       |       |       |       |
| 06.09 | <ul style="list-style-type: none"> <li>• Develop Teachers' Guides (planning, critique, editing)</li> <li>• Produce, print and distribute copies of Teachers' Guide and related materials.</li> <li>• Sensitise and build the capacity of evaluators, teachers, Curriculum Desk Officers, and Examiners in the six Geo-Political Zones</li> </ul> | (c) Sensitisation and capacity building of evaluators, teachers, Curriculum Desk Officers, Examiners on the revised Trade curricula. | <ul style="list-style-type: none"> <li>i. Teachers' Guides for the 34 Trade Subjects developed</li> <li>ii 25,000 copies of Teachers' Guides per Trade subject produced and distributed.</li> <li>iii.Capacity of 1,554 evaluators, teachers, Curriculum Desk Officers, book publishers and Examiners built on the revised Trade curricula.</li> <li>iv. Books on the 34 Trade subjects produced and published by identified publishers</li> </ul> | NERDC                           | NERDC | 0.063 | 0.070 | 0.080 |
| 06.10 | Pass into law the proposed National Book Policy, consisting  | i. Enrichment of the present Draft National Book Policy.   | i. Draft National Book Policy enriched   | FME NERDC<br>NASS<br>Publishers | NERDC | 0.025 | 0.031 | 0.040 |

|       |   |   |  |  |       |       |       |       |
|-------|---|---|--|--|-------|-------|-------|-------|
|       | of legislation that will assure the quality of books and text materials for use in schools; regulate their development, production, circulation and utilisation; and promote indigenous authorship.         | ii. Passing into law the proposed Bill on National Book Policy (Legislation).<br><br>iii. Production and distribution of the National Book Policy | ii. Bill on National Book Policy passed<br><br>iii. 3,700 copies of the National Book Policy produced (100 copies per state and FCT).  | ANAN   |       |       |       |       |
| 06.11 | i. To conduct Book Survey in Nigeria as a replication of global best practice in the sub-sector, in order to assess the book situation in the country.<br><br>ii. Conduct Book Survey in relation to types, | Conduct National Book Survey  | i. Concept Planning Workshop involving key stakeholders (2 days, 200 stakeholders from the 6 geo-political zones)<br><br>ii. Development of survey instrument and trial testing (5 days, 20 persons)<br><br>iii. Fieldwork administration and retrieval of | NERDC<br><br>National Library Publishers<br>ANAN<br>Academia<br>Research officials<br>Federal and state education authorities, agencies and schools. | NERDC | 0.040 | 0.048 | 0.060 |

|       |   |  |  |                                  |       |       |       |       |
|-------|---|--|--|----------------------------------|-------|-------|-------|-------|
|       | subjects, contents, distribution, authorship, publishing outfits, levels of education, number, standard, etc.   |  | instrument.( 5 days, 74 researchers)<br><br>iv.Collation and analysis (5 days, 20 persons).<br><br>v.Production of research report (10 persons, 5 days).   |                                  |       |       |       |       |
| 06.12 | <ul style="list-style-type: none"> <li>• Develop a National Language Policy (NLP) for the attainment of a number of broad educational objectives and achievement.</li> <li>• Develop a NLP to regulate and enable the effective utilisation of languages for the achievement of national goals; and explore the positive effects</li> </ul> | Development of the National Language Policy (NLP). | (i) Stakeholders Round Table on the proposed National Language Policy (2 days, 200 persons)<br><br>(ii) Constitution of Technical Committee ( 40 members)<br><br>(iii) Concept Planning and development of instruments (4 days, 40 persons)<br><br>(iv) Organisation of a local level policy dialogue at | FME NERDC, NINLAN, LAN FEC, NASS | NERDC | 0.107 | 0.120 | 0.130 |

|  |   |  |   |  |  |  |  |  |
|--|---|--|---|--|--|--|--|--|
|  | <p>across the different national sectors.</p> |  | <p>the Federal, Zonal and State levels on the National Language Policy</p> <p>(v) Media Publicity on the National Language Policy (Electronics and Print)</p> <p>(vi) Compilation and synthesis of reports from the 36 states and the FCT.(74 persons, 2 per State and FCT)</p> <p>(vii) Development, critique and adoption of an overall blueprint of the NLP (50 persons, 8 days)</p> <p>(viii) Presentation of the draft NLP to JCCE and NCE.</p> <p>(ix) Submission of the enriched Draft NLP Policy to the</p> |  |  |  |  |  |
|--|---|--|---|--|--|--|--|--|

|  |  |  |   |  |  |  |  |  |
|--|--|--|---|--|--|--|--|--|
|  |  |  | <p>FME.</p> <p>(x) FME Presents the NLP Blueprint to the Federal Executive Council for consideration.</p> <p>(xi) Passage as an Executive Bill to the National Assembly for enactment.</p> <p>( xii) Production of 4,000 copies of the National Language Policy (100 copies per State and the FCT, 300 copies for the general public)</p> <p>(xiii) Media publicity on the new National Language Policy (Electronics and Print)</p> |  |  |  |  |  |
|--|--|--|---|--|--|--|--|--|



|       |  |   |   |                     |     |       |       |       |
|-------|--|---|---|---------------------|-----|-------|-------|-------|
| 06.13 | <ul style="list-style-type: none"> <li>• Establish the National Board for Arabic and Islamic Studies (NBAIS) that will serve as an avenue for mainstreaming Arabic and Islamic Schools, Islamiyya Schools and Madarassah into formal Education; in line with the National Policy on Education.</li> <li>• Establish NBAIS to offer specialised knowledge on Arabic and Islamic Studies through the Arabic medium, as well as other formal school subjects in English.</li> </ul> | Establishment of the National Board for Arabic and Islamic Studies. (promulgate an act of parliament to legalise the NBAIS) | FME to present the matter to the FEC and vigorously pursue the establishment of the necessary legal, institutional, fiscal and administrative structures to enable the NBAIS to successfully undertake its functions nationwide, in line with its objectives. | FEC NASS<br>FMNBAIS | FME | 0.236 | 0.250 | 0.300 |
|-------|--|---|---|---------------------|-----|-------|-------|-------|

|       |   |  |   |     |     |       |       |       |
|-------|---|--|---|-----|-----|-------|-------|-------|
|       | <ul style="list-style-type: none"> <li>Establish NBAIS to provide the platform for regulating Islamic educational contents that are sound, appropriate and geared towards inculcating positive values for peaceful co-existence, as well as moral, human and national development.</li> </ul> |  |   |     |     |       |       |       |
| 06.14 | To make available policy document to stakeholders   | Printing and Distribution of 205,000 copies of Physical Education and Schools Sport Policy | Basic and Secondary Education Schools and relevant Stakeholders | FME | FME | 0.002 | 0.003 | 0.005 |
| 06.15 | Sensitise policy makers, teachers, administrators and other stakeholders on the existence of  | Organise Dissemination Workshop at National and Zonal Levels                               | Teachers, Education Managers, Administrators and Policy makers  | FME | FME | 0.015 | 0.017 | 0.020 |

|       |   |   |  |                                |                                |       |       |       |
|-------|---|---|--|--------------------------------|--------------------------------|-------|-------|-------|
|       | the policy  |   |  |                                |                                |       |       |       |
| 06.16 | To identify talents and actualise optimal potential of learners   | Organise National, Zonal and State level competitions   | Learners, teachers, administrators and policy makers | FME, UBEC, FMoY, SMOEs, SUBEBs | FME, FMoY, SUBEC SMOEs, SUBEBs | 0.030 | 0.035 | 0.040 |
| 06.17 | To ensure availability of qualified personnel to handle Physical Education and School sports in schools | Recruitment and deployment of qualified teachers  | Schools and qualified school sports teachers         | FME, SMOEs, SUBEBs             | FME, SMOEs, SUBEBs             | 0.008 | 0.010 | 0.012 |
| 06.18 | To ascertain the effective implementation of the Physical Education and Schools Sports Policy           | Conduct quarterly monitoring and evaluation of the implementation of Physical Education and Schools Sports in selected schools at the different levels of education | Schools at basic and secondary levels                | FME, UBEC, SMOEs, SUBEBs       | FME, UBEC, SMOEs, SUBEBs       | 0.010 | 0.012 | 0.015 |



## SECTION 7 TERTIARY EDUCATION

### 7.1 Introduction

Tertiary Education is the education given after Post-Basic Education. It incorporates Universities and Inter-University Centres, Polytechnics/Monotechnics, Colleges of Education, and Innovation Enterprise Institutions (IEIs). Tertiary Institutions award Post-Graduate Degrees, First Degree, Higher National Diploma (HND), National Diploma (ND), and National Certificate on Education (NCE).

The SDGs 4<sup>th</sup> Target for tertiary education is that it “*aims and ensures equal access for all women and men to affordable and quality technical, vocational and tertiary education including university*”

### 7.2 Situation Analysis of Tertiary Education

There are 143 Universities (40 Federal, 42 State, 61 Private) and four Inter-University Centres (Federal), 212 Polytechnics/Monotechnics (69 Federal, 100 State, 43 Private), 115 Colleges of Education (21 Federal, 47 State, 47 Private), and 147 Innovation Enterprise Institutions (IEIs) (Private) in Nigeria as at August, 2016. Over the years, the demand for tertiary education has increased with over 1.5 million usually seeking admission into the institutions annually.

The current situation in the Nigerian Tertiary institutions can be encapsulated as follows:

- High demand for tertiary education skewed mainly in favour of Universities
- Weak Governance and Regulatory structures
- Insufficient infrastructural resources such as Lecture Theatres, Laboratories, Libraries etc.
- Non-alignment of graduates to labour and manpower demands and needs
- Low quality of graduates as off-shoots of low graduates from basic education
- Inadequate quantity and quality of lecturers in most critical programmes/courses of study
- Frequency and duration of strikes
- Low utilisation in the use of ICT for teaching, research and development
- Low carrying capacity to admit qualified candidates
- Gender imbalance in the number of applicants and admission
- Inadequate funding for recurrent /personnel and capital expenditure
- Low enrolment of students in IEIs as a result of apathy towards Technical and Vocational Education and Training (TVET) programmes

### 7.3 Strategies for Addressing the Issues and Challenges of Tertiary Education

- Appointment of Chairmen and Members of Governing Council from among people with proven integrity and experience in education administration
- Strengthening the regulatory agencies in the establishment and running of the institutions
- Improved partnership and collaboration with private sectors in education
- Vigorous implementation of policies and agreements with tertiary institution-based staff Unions and other stakeholders
- Creating policy frameworks for the involvement of various industrial establishments in developing curricula for institutions of higher learning without necessarily compromising the academic freedom of the institutions
- Regular review of curricula in line with the best practices in the world
- Development of the capacity of selected universities to concentrate on postgraduate training so as to address the current situation of dearth of Ph.D. holders
- Establishment of international centres for scientific research in collaboration with the universities
- Establishment of more Specialised Universities i.e. Agriculture and Technology in each geo-political zone of Nigeria and a National Centre of Excellence in Abuja
- Improvement in the use of ICT to safeguard the authenticity and quality of research and publications in tertiary institutions and use of anti-plagiarism software
- Improvement of tertiary education funding by Federal Government, State Government and proprietors of private tertiary institutions and other funding agencies such as TETFund, Central Bank of Nigeria (CBN), Niger Delta Development Commission (NDDC), etc.
- Provision of scholarship for scholars at all levels of the tertiary education sub-sector
- Strengthening the Federal Ministry of Education and its agencies to improve on standards and regulation of the sector
- Encouragement and support of periodic fund raising initiatives especially through the launch of endowment funds, patents, consultancy and commercialisation of R&D as viable options of revenue generation
- Enactment of legislative bills on the operation of tertiary institutions and IELs without laws in Nigeria by Federal Ministry of Education/Federal Executive Council

**Table 7.1: Action Plan for Tertiary Education (Federal Activities)**

| S/N   | Objective   | Activity   | Target  | Action By                              | Cost Bearer    | Cost (in N Billion) |           |       |
|-------|---|--|---|--|----------------|---------------------|-----------|-------|
|       |   |  |   |  |                | 2018-2019           | 2020-2021 | 2022  |
| 07.01 | <ul style="list-style-type: none"> <li>•To ensure that only suitable persons who are capable of adding value are appointed as Council Chairmen and Members.</li> <li>•To ensure that quality governance is enhanced in tertiary institutions</li> </ul> | Appoint Chairmen and Members of Governing Councils from among persons with proven integrity and experienced in education administration in public and private sectors. | All Governing Councils constituted with experienced and successful patriots, knowledgeable in administration of tertiary institutions.                    | FME                                    | FME – Tertiary | 1.1                 | 1.2       | 1.3   |
| 07.02 | To improve in the efficiency and accountability of the management of tertiary institutions.   | Appoint professional, experienced and credible persons as Principal Officers in the Higher Education Institutions.   | To have all the tertiary Institutions efficiently managed and administered by persons of proven integrity with appropriate qualifications and experience. | FME                                    | FME – Tertiary | 2.5                 | 2.8       | 3.0   |
| 07.03 | To provide the needed legislation for the new tertiary Institutions   | Enactment of enabling laws for the new tertiary Institutions Prepare and submit to the   | All the new Institutions have Enabling Law.   | FME, Federal Ministry of Justice NASS. | FME – Tertiary | 0.010               | 0.011     | 0.012 |

|       |  |  |  |  |                |       |       |       |
|-------|--|--|--|--|----------------|-------|-------|-------|
|       |  | National Assembly, the laws establishing the new universities that currently lack the legal framework that defines their mandate and operational modalities. |  |  |                |       |       |       |
| 07.04 | To promote Public-Private Partnership in addressing the problem of inadequate hostel accommodation | Direct tertiary institutions to explore Public Private Partnership (PPP) and adopt endowment as options on infrastructural development.                      | (i) Tertiary institutions to explore PPP and adopt endowment for infrastructural development<br>(ii) implementation of PPP framework | FME, NUC, NCCE, NBTE private investors | FME - EPRD     | 2.7   | 2.9   | 3.2   |
| 07.05 | To ensure the currency of the curricula.   | Organise a 5-day federal workshop to create awareness of universities for periodic review of curricula in line with national goals and needs                 | Existing curricula reviewed in line with global best practice.   | FME, NCCE<br><b>NUC</b><br>NBTE        | NUC            | 0.164 | 0.180 | 0.199 |
| 07.06 | To improve the capacity of Nigerian tertiary institutions  | Establish linkages, or collaboration between Nigerian tertiary institutions  | 150 Linkages between Nigerian tertiary institutions and foreign counterparts   | <b>FME</b> , NCCE, NBTE, foreign       | FME – Tertiary | 2.8   | -     | -     |



|       |   |  |   |                                     |                |       |       |       |
|-------|---|--|---|-------------------------------------|----------------|-------|-------|-------|
|       |   | and foreign institutions for the purpose of reinforcing capacity building.   | established annually  | institutions                        |                |       |       |       |
| 07.07 | To enhance entrepreneurial skills of graduates of tertiary institutions for national development. | Provide an assessment of the specific 'trade skills' involved within each of the tertiary institutions courses, and provide technical support to strengthen these skills. Invite 500 people from industrial/private sector with the 100 core skills to support core tertiary institutions. | Assessment and recommendations report completed for 100 specific trade skills from the minimum academic standard (BMAS) at NUC, NBTE and NCCE | FME, NUC, NBTE, NCCE                | NUC            | 0.175 | 0.193 | 0.212 |
| 07.08 | To ensure strict adherence to core mandate  | Ensure that specialised tertiary and training institutions strictly comply with their programme focus  | All specialised tertiary institutions and training institutes run programmes in line with their mandate                                       | FME, NUC, NBTE, NCCE, NTI and NIEPA | FME            | 0.013 | 0.015 | 0.016 |
| 07.09 | To promote partnership with international academic  | Establish international centres for scientific research  | At least six selected legally functioning International Centres for Scientific Research   | FME, NBTE, NUC, NCCE,               | FME – Tertiary | 4.8   | 5.2   | 5.8   |

|       |  |  |   |                                   |     |       |       |       |
|-------|--|--|---|-----------------------------------|-----|-------|-------|-------|
|       | community in teaching and research   | attached to tertiary institutions, fully staffed and equipped to attract internationally acclaimed scientific researchers for regular interaction and training of postgraduate and post-doctoral students. | established –one in each geopolitical zone.   | NASS, Federal Ministry of Justice |     |       |       |       |
| 07.10 | To prevent abuse in visiting lectureship and ensure that academic staff do not neglect their institutions of primary responsibility. | Implementation of current policy of restricting visiting to a maximum of two (2) universities by any academic staff  | Regulations relating to Visiting Lectureships fully enforced by all Universities and monitored by NUC                                   | NUC Management of Universities    | NUC | 0.591 | 0.650 | 0.715 |
| 07.11 | To improve the quality of instructional delivery in Higher education   | Make the use of ICT in teaching mandatory in all tertiary institutions e.g. the use of star boards, online virtual learning tools, projectors, video conferencing, etc.                                    | The use of ICT for instructional delivery made mandatory and part of the process of accrediting the programmes of tertiary institutions | NUC, NBTE NCCE                    | NUC | 22.5  | 24.7  | 27.2  |

|       |   |  |   |   |              |       |     |     |
|-------|---|--|---|---|--------------|-------|-----|-----|
| 07.12 | To ensure that higher education institutions have adequate funds for infrastructural development and day-to-day operations and give them greater autonomy on how they generate and use their funds.   | Significantly raise the budgetary allocation to tertiary education and encourage a climate of autonomy in the generation, utilisation, saving and investment of funds in HEIs under the guidance and supervision of their Governing Councils | Budgetary allocation to tertiary institutions raised by 15% every year for three years  | FEC, FME, FMF, Directorate of Budget and Planning, NASS   | FMF          | 529   | 581 | 640 |
| 07.13 | <ul style="list-style-type: none"> <li>•To improve efficiency and effective coordination of the scholarship scheme</li> <li>•To eradicate duplication and wastages</li> <li>To increase the number of beneficiaries</li> <li>To support manpower development</li> </ul> | All MDAs awarding scholarship for students studying at home or abroad channel programmes through the Federal Scholarship Board for effective coordination  | <ul style="list-style-type: none"> <li>(i) Scholarship scheme properly coordinated</li> <li>(ii) Wastages and duplication eradicated</li> <li>(iii) Number of beneficiaries increased</li> <li>(iv) Manpower development supported</li> </ul> | FME, PTDF, NITDA, NIMASA, CBN and other relevant entities | FME Tertiary | - 1.8 | 2   | 2.2 |

**Table 7.2: Action Plan for Tertiary Education (Non-Federal Activities)**

| <b>S/N</b> | <b>Objective</b>  | <b>Activity</b>   | <b>Target</b>  | <b>Action By</b>   | <b>Cost Bearer</b>    |
|------------|---|---|--|--|-----------------------|
| 07.14      | To improve the quality of teaching-learning in tertiary institutions.                             | Implementation of NEEDS Assessment of tertiary institutions.  | All the recommendations of the Needs Assessment implemented  | FME, NBTE NUC, NCCE, TETFund Management of the selected Tertiary institutions. | Tertiary Institutions |
| 07.15      | To promote R& D in tertiary institutions that is relevant for economic development of the Nation. | Involvement of industries in the institutionalisation of R&D in tertiary institutions.  | 150 functional R & D activities in tertiary institutions valued at 1.5 billion Naira   | FME, NUC, NBTE, NCCE, Tertiary Institutions                                    | Tertiary Institutions |
| 07.16      | To address the current and projected teacher supply gap in higher education                       | Teacher Quality and Quantity: Develop the capacity of selected tertiary institutions to support postgraduate training so as to address the current situation where tertiary institutions are deficient of relevant academic staff by about 50%. | Selected Tertiary institutions from the six geo-political zones focus more on Postgraduate programmes (with a ratio of 70% Postgraduate students and only 30% Undergraduate students). | FME, NBTE NUC, NCCE, TETFund Management of the selected Tertiary institutions. | Tertiary Institutions |
| 07.17      | To fight plagiarism and promote originality in academic research and                              | Mandatory adoption and use of anti-plagiarism software by all tertiary institutions as part of the process of accreditation of each university's academic   | Anti-Plagiarism Software adopted and used by all Tertiary Institutions and made part of the process of accrediting academic programmes of all  | FME NUC NBTE NCCE Management of Tertiary                                       | Tertiary Institutions |

|       |  |  |   |   |                       |
|-------|--|--|---|---|-----------------------|
|       | publications.  | programmes as well as its use in the vetting of students' theses, projects or dissertations and the papers, reports and publications of academic staff   | institutions. ii. Anti-plagiarism software used to check/vet students' theses, projects or dissertations, as well as the papers, reports and publications of academic staff | Institutions  |                       |
| 07.18 | To enable staff and students acquire laptops and IPADs to enhance teaching and learning process.                                 | Encourage and facilitate donor assistance in the provision of laptops for academic staff and students for the purposes of teaching and learning.   | staff and students acquire ICT equipment through donor assistance.  | Managers of Tertiary institutions                               | Tertiary Institutions |
| 07.19 | To ensure the availability of and access to ICT to staff and students and improve internet connectivity in tertiary institutions | TETFund should establish computer laboratories in all departments in tertiary institutions and in order to maintain high quality and efficient bandwidth, connect all tertiary institutions to fiber optics. | Computer Labs established in all departments in the universities and Internet connectivity significantly enhanced.  | TETFund, Management of tertiary institutions                    | Tertiary Institutions |
| 07.20 | To train academic staff to use ICT and how to integrate it in their teaching.  | Direct TETFund to work with the tertiary institutions to develop and implement an ICT capacity building programme for all academic staff and students.   | All academic staff in tertiary institutions trained to use and integrate ICT in their teaching.   | TETFund NUC, NBTE, NCCE and Management of Tertiary institutions | Tertiary Institutions |
| 07.21 | To enhance   | Increase the current transition  | Access to University education  | FME, FMF,   | Tertiary              |

|       |   |  |   |                       |                       |
|-------|---|--|---|-----------------------|-----------------------|
|       | access to higher education for qualified graduates of secondary schools.                        | rate from secondary schools to universities from 17% to 30 – 35% in the next four (4) years through the expansion of existing facilities in the universities, the recruitment of more academic staff and the use and scaling up of distance learning strategies. Establish National University of Nigeria, Abuja. Establish six Federal Universities of Technology, one in each of the six geopolitical zones. Establish six Federal Universities of Education, one in each of the six geopolitical zones. Establish three new Federal Universities of Agriculture | increased by 7% every year in the next 3 years                          | JAMB, Universities    | Institutions          |
| 07.22 | (i) To ameliorate financial challenges faced by students<br><br>(ii) To reduce school drop-outs | Encourage tertiary institutions to create outlets for hiring students on part-time basis.  | Increased retention and completion rate                                 | Tertiary Institutions | Tertiary Institutions |
| 07.23 | (i) To generate additional funding for teaching and research in                                 | Encourage internationalisation by strengthening partnership, collaboration and cooperation with international donor  | Enhanced research capacity of Nigerian tertiary education institutions. | Tertiary Institutions | Tertiary Institutions |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  | <p>Nigerian tertiary institutions;</p> <p>(ii) To attract technical support to enhance tertiary institutional capacity;</p> <p>(iii) To foster networking between Nigerian institutions and their foreign counterparts</p> | <p>agencies, organisations and foreign development partners.</p> |  |  |  |
|--|--|--|--|--|--|

**SECTION 8**  
**EDUCATION DATA AND PLANNING**  
**NIGERIA EDUCATION MANAGEMENT INFORMATION SYSTEM (NEMIS)**

**8.1 Introduction**

The Education Management Information System (EMIS) is a system for the collection, storage, integration, processing, maintenance and dissemination of data and information to support decision making, policy formulation and analysis, planning, monitoring and management of all levels of the education sector.

It is a system of people, technology, models, methods, processes, procedures, rules and regulations that function together to provide education data to support the work of decision makers and managers at all levels, nationally and globally with a comprehensive, integrated set of relevant, reliable, unambiguous, and timely data and information.

The Nigeria Education Management Information System (NEMIS) supports the effective, efficient and timely Data management of the education system at Federal, State and Local Government levels. EMIS provides data for effective and strategic planning and budgeting, using empirical evidence for education goals to be measurable. As a planning tool, it is useful for guiding day-to-day decision making and for evaluating progress. This is to improve the performance of the education system as a whole and of students in particular. It also provides the basis for monitoring the effectiveness and efficiency of the educational system at all levels.

In Nigeria, EMIS is managed at all three tiers of government, namely: Federal (NEMIS); State (SEMIS) and Local Government (LEMIS). The availability of NEMIS Policy and its implementation, makes possible for data to be generated from the base which is the school, then moves from school to LGAs, the State and the National to address the general demand of education data for both national and demand.

Educational planning is the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of students and society. The aim of educational planning is to effectively utilise available resources to attain pre-determined objectives thereby ensuring that the education industry is effective in its activities. Planning process involves Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis, strategic formulation (setting strategic goals), strategic implementation, strategic control and monitoring and evaluation.

The Nigerian education system in the last few decades has encountered a number of significant challenges which largely border on lack of effective planning. The shortage of accurate statistical data, financing, qualified planners, poor national economic performance,



unstable governing structures, political interference and general instability contribute to low quality of planning in the country. The relevance of data as a planning tool therefore, cannot be over-emphasised.

## **8.2 Situation Analysis of Data and Planning**

In Nigeria, the major challenges of EMIS continue to be the flow of data across the various levels of data collection, from the schools to the NEMIS database at the Federal Ministry of Education.

The lack of accurate and timely data has long been the problem of policy formulation and planning in all sectors of the Nigerian economy. In fact, an International Labour Organisation (ILO) Mission to Nigeria in 1981 noted that “policy making in Nigeria, given the present state of statistics, is like trying to run through the forest in the dark without a torch light.”

The attempt to redress this ugly situation led to the establishment of the National Data Bank (NDB) in 1986, now National Bureau of Statistics (NBS) and later the sectoral data banks in 1988, including Education Data Bank (EDB) now known as Nigeria Education Management Information System (NEMIS).

The main function of Educational Management and Information System (EMIS) is to produce reliable, credible and timely education data which is highly essential for evidence-based planning and for achievement of education goals. Over the years, the system has suffered setbacks such as:

- inadequate human resource,
- lack of modern equipment,
- lack of required and desired output data from the system.

EMIS today in Nigeria should not be understood to be all about Annual Schools Census (ASC). EMIS is about holistic information on the educational system as well as on other systems in the society that are related to education. EMIS should equally include Geographic Information System (GIS) data of the school and catchment community information.

The future development of EMIS will depend largely on the successful integration of all education data, both within (internal) and outside (external) to the education system and at all levels of education. This integration will only be possible if there is compatibility across all the systems and the ability of all data generating agencies to cooperate with one another to have a single Data collation, processing, analysis and dissemination.

Major problems affecting educational planning in Nigeria over the years are ineffective use of human and material resources, inadequate funding, poor management and control of teacher education programmes, poor teacher training and retraining, inappropriate selection and organisation of curriculum content, inefficient curriculum implementation and evaluation.

Educational planning, therefore, attempts through organised and continuous processes to identify the different elements and aspects of the educational industry which will help to determine the present state and interaction within a given period of time. This can be achieved by analysing, formulating, implementing and controlling the actions that have evolved to attain the desired aim and objectives of education.

The realisation of NEMIS objectives is hindered by the following challenges:

- Lack of data generation, collection, management and poor information sharing across the various levels
- Poor response by States in the submission of education data
- Uncooperative attitude of the Military, Para-military and Private schools' proprietors in the submission of data to States
- Lack of coherent and holistic conduct of Annual School Census in all the States leading to a lot of data gaps
- Lack of co-ordination of development partners' interventions in the areas of education data collection and management which leaves the country with incomplete data for national and global reporting
- Inadequate Continuous Professional Development of EMIS Staff at all levels
- Lack of a NEMIS Software Development and Management Team to operationalise the already hosted NEMIS Software
- Inadequate EMIS Infrastructure at Federal and State levels
- Inadequate political commitment of Federal and State Governments in education data collection and management issues, especially funding
- Inadequate budgeting and timely release of funds for effective implementation of EMIS by all levels of government, based on roles and responsibilities
- Lack of public awareness on the relevance of education data collection and management
- Lack of consistency and coordination (vertical and horizontal) in the implementation and enforcement of the NEMIS policy at all levels of government
- Ineffective monitoring and evaluation of NEMIS
- Need for validation process for EMIS data

- Lack of evidence-based planning and budgeting at Federal, State, and Local Governments
- Inadequate provision of school record books for effective record keeping and completion of ASC forms
- Lack of culture of keeping relevant records and inadequate capacity building of teachers on school record keeping
- Inaccurate and sometimes inaccessible data
- Inadequate skilled personnel
- Poor attention to technological innovations in planning
- Poor budgetary allocation

### **8.3 Strategies for Addressing the Issues and Challenges of Data and Planning**

1. Strengthen the integrated data collection and management process of MDAs for all levels of education in the three tiers of government, including emphasis on accurate record keeping at school level, using the traditional method of collection of data/records in the rural/remote areas (pending the improvement of the situation) as well as Information Technology System at the different levels of Governance;
2. Sustainable and cost-effective conduct of Annual School Census;
3. Sensitisation and advocacy of State Governors and other stakeholders on the need to support EMIS for accurate data collection and management;
4. Harmonisation of data among MDAs and three levels of government and other educational data generating agencies;
5. Synergy and partnership with DPs and MDAs for coordinated approach in support of government to generate timely and accurate data;
6. Dissemination of data and commitment to open-data at all levels of government;
7. Provision of capacity development for EMIS staff at all levels (crosscutting strategy);
8. Harmonized functional EMIS software across all states for easy data integration;
9. Development of EMIS infrastructure at all levels;
10. Reactivation of data nodes at school, local government and state levels to make them functional;
11. EMIS policy review;
12. Conduct of school location and mapping; and
13. Monitoring and evaluation.

The quest for timely, accurate, credible and reliable education data cannot be over-emphasised. This is inevitable for strategic planning and administration for informed and evidence-based decision making and global competitiveness.

To achieve the above target, Government must plan to:

- Organise bi-annual NEMIS National Committee Planning meetings for reviewing and endorsing ASC conduct and processes as well as policies for emerging issues in EMIS for 120 members;
- Print and distribute 350,000 copies of ASC forms and also upload it on FME websites, train 8,552 data collectors, 148 supervisors, 74 coordinators and 370 data entry clerks for the conduct of ASC and retrieval of the completed forms in the 36 States and FCT;
- Carry out Monitoring and Evaluation process through the monitoring of ASC process across 36 States and FCT, Spot check and data validity assessment by 74 Federal officers;
- Carry out data analysis, generation of indicators, data validation, data harmonisation, report writing, publication and dissemination of the Nigeria Digest of Education Statistics every year;
- Carry out consistent training of 20,000 head teachers/facilitators annually on accurate school record keeping for the success of School Census exercise; and
- Develop EMIS infrastructure at LGA, State and Federal levels.

• **Table 8.1: Action Plan for Education Data and Planning (Federal Activities)**

| S/N   | Objective   | Activity  | Target   | Action By   | Cost Bearer | Cost (in N Billion) |           |       |
|-------|---|---|--|---|-------------|---------------------|-----------|-------|
|       |   |   |  |   |             | 2018-2019           | 2020-2021 | 2022  |
| 08.01 | (i) To have accurate and reliable education data<br><br>(ii) To ensure prompt global reporting of data  | Provide 40,000 copies of Annual School Census (ASC) manual to States to strengthen data collection and management processes at all levels                     | (i) Credible and reliable data available<br><br>(ii) Prompt global reporting of Nigerian education data ensured<br><br>(iii) 40,000 copies of ASC manual distributed | FME, NMEC, SMOE LGEAs, Military/Paramilitary Education Corps, private schools proprietors and other relevant agencies | FME         | 0.010               | 0.011     | -     |
| 08.02 | (i) To supervise the relevant activities of agencies and institutions that produce education data<br><br>(ii) To rationalise the flow of efficient and effective Education Management Information System in Nigeria | Organise NEMIS National Committee Planning meeting for 120 participants to review and approve the instrument, modality and EMIS Policy for the conduct of ASC | Comprehensive and accurate education data available  | FME, NIEPA, SMOEs, LGEAs  | SMOEs       | 0.013               | 0.015     | 0.016 |

|       |   |  |   |                          |     |       |       |       |
|-------|---|--|---|--------------------------|-----|-------|-------|-------|
| 08.03 | (i) To eliminate duplication in support by MDAs<br><br>(ii) To ensure standard quality of data<br>iii. to create synergy and allow for holistic dissemination of data | Organise two-day technical meetings for 120 participants from 20 MDAs, 36 States, FCT and 3 IDPs to harmonise MDAs intervention on EMIS. | (i) Adequate coverage of all priority through interventions<br><br>(ii) Nigeria Education Data holistically reported                            | FME, MDAs, SMOEs, LGEAs  | FME | 0.019 | 0.021 | 0.023 |
| 08.04 | To acquire necessary skills required for data management and data processing analysis   | Capacity development of 100 EMIS Staff in the 6 geo-political zones of the federation on Education Data Management                       | Capacity of EMIS Officers enhanced  | FME, MDAs, SMOEs, LGEAs  | FME | 0.009 | 0.010 | 0.011 |
| 08.05 | To create awareness on the need to support EMIS for accurate, reliable and timely data  | Carry out annual sensitisation and advocacy on EMIS for the 36 States and FCT using 10 national Stakeholders                             | Awareness created for State Governors, Legislators, Commissioners and LG chairmen while paramilitary and private schools proprietors sensitised | FME, NIEPA, SMOEs,       | FME | 0.010 | 0.011 | 0.012 |
| 08.06 | (i) To ensure that data is entered at the first   | Capacity development of 60,000 head  | (i) EMIS officers, schools heads,   | FME, NIEPA, SMOE, LGEAs, | FME | 0.208 | 0.229 | 0.252 |

|       |   |   |   |  |     |       |       |       |
|-------|---|---|---|--|-----|-------|-------|-------|
|       | node and transferred to other nodes (bottom-up)<br><br>(ii) To ensure accurate record keeping culture in schools  | teachers/facilitators on accurate school record keeping   | teachers acquire skills on entering of data from schools record to the nodes<br><br>(ii) EMIS nodes functional and operational<br>iii. statutory and non-statutory EMIS record kept | IDPs   |     |       |       |       |
| o8.07 | (i) To update the EMIS policy and implementation guidelines to include emerging issues of best global practice<br><br>(ii) To enhance effective implementation of EMIS policy<br><br>(iii) To include other policy matters for adherence to global best practices | Review of EMIS policy and implementation guidelines through 3 technical meetings of 50 members for 5 days and dissemination of revised EMIS policy to relevant stakeholders | EMIS policy, implementation guidelines reviewed and disseminated. EMIS policy implementation assured  | FME, SMOE, LGEAs, IDPs and other relevant stakeholders | FME | 0.007 | 0.008 | 0.008 |
| o8.08 | i. To assess States and agencies for  | ASC validation and data assessment by a team of 74 monitors   | i. EMIS compliance ensured<br>ii. Quality   | FME, NBS, SMOEs, IDPs                                  | FME | 0.031 | 0.034 | 0.038 |

|       |  |  |  |                   |     |       |       |       |
|-------|--|--|--|-------------------|-----|-------|-------|-------|
|       | compliance.<br>ii. To ensure quality and credible data                         | from NEMIS and 74 monitors from the SMOEs and SUBEBs for the 36 States and FCT                           | and credible data assured  |                   |     |       |       |       |
| 08.09 | i. To provide facilities and equipment for EMIS activities.                    | Provision of 20 desktops computers and accessories, 25 laptops, 3 network printers, 2 photocopiers.      | i. EMIS activities enhanced.   | FME, IDPs         | FME | 0.007 | 0.008 | 0.009 |
| 08.10 | i. To carry out exact school location for proper planning and decision-making. | i. Provision of 132 GPS devices.<br>ii. Conduct of school mapping and location in 36 states and FCT.     | i. Exact school location identified.<br>ii. Accurate school planning enhanced. | FME, SMOEs, IDPs. | FME | 0.154 | 0.169 | 0.186 |
| 08.11 | i. Printing of ASC instruments for non IDPs supported states                   | i. Provision of 175,000 ASC instruments for 17 States.<br>ii. Conduct of the ASC in 17 States.           | Conduct of ASC achieved in 17 States.  | FME, SMOEs.       | FME | 0.034 | 0.037 | 0.041 |
| 08.12 | Publication and dissemination of Nigeria Digest of Education Statistics        | i. Data entry<br>ii. Generation of tables<br>iii. Collection and collation of data from States and other | Nigeria Digest of Education Statistics published and disseminated              | FME               | FME | 0.032 | 0.036 | 0.039 |



|  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|
|  |  | agencies.<br>iv. Analysis/generation<br>of indicators.<br>v. Report writing<br>vi. Editing<br>vii. Publishing/<br>dissemination. |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|

|       |  |  |  |  |     |       |       |       |
|-------|--|--|--|--|-----|-------|-------|-------|
| 8.13  | To outline the activities that are necessary to achieve the goals of Education.<br>2. To undertake needs assessment survey of FUCs to update the ten-year FME plan as well as annual evaluation of performance of FUCs, parastatals and FME Departments.   | Quarterly monitoring and evaluation of plans, programmes, projects and Federal Executive Council Decisions in the Parastatals, Tertiary Institutions and 104 Federal Government Colleges.  | Evidence-based plans available to inform prompt implementation of programmes and projects to ensure value for money as well as maintenance of standards. | FME<br>Parastatals,<br>MB&NP, FMoF,<br>SMoEs             | FME | 0.221 | 0.243 | 0.268 |
| 08.14 | To define and articulate medium term goals and objectives of the education sector in line with the six pillars of the strategic thrust of the Federal Government of Nigeria (FGN) and the 10 pillars of the Education for change MSP (2016-2019) of the FME. To define the MSE framework including the KPIs for the sector | Preparation of Medium Term Sector Strategy (MTSS), operational plan and annual budget through costing the identified projects and programmes in a transparent manner in order of priority. | 2019-2022 MTSS for FME HQs, parastatals, tertiary institutions and FUCs prepared and disseminated  | FME<br>parastatals<br>tertiary<br>institutions &<br>FUCs | FME | 0.178 | 0.196 | 0.216 |
| 08.15 | To monitor and track progress effectively and transparently in line with the   | Monitoring of the implementation of the Education for Change: A Ministerial  | Implementation of the Education for Change: A Ministerial  | FME/EPRD   | FME | 0.221 | 0.243 | 0.268 |

|  |   |  |   |  |  |  |  |  |
|--|---|--|---|--|--|--|--|--|
|  | National Monitoring and Evaluation Policy Framework | Strategic Plan (2016-2019)<br><br>Develop detailed implementation plans and dashboards to track impact<br><br>Rigorously track and monitor strategy progress and report to the Honourable Minister | Strategic Plan (2016-2019) monitored in the 36 states and FCT |  |  |  |  |  |
|--|---|--|---|--|--|--|--|--|

**Table 8.2: Action Plan for Education Data and Planning (Non-Federal Activities)**

| S/N   | Objective  | Activity  | Target                                     | Action By | Cost Bearer |
|-------|--|---|--|-----------|-------------|
| 08.13 | To make available reliable, accurate and timely education data                   | Printing of 350,000 copies of Annual School Census forms, training of 8,552 data collectors, 148 supervisors, 74 coordinators, keying of 175,000 ASC forms and monitoring of ASC conduct in the 36 States and FCT | Availability of accurate and reliable data | SMOEs     | SMOEs       |
| 08.14 | To increase the capacity of the EMIS Staff to generate timely and accurate data. | Provide continuous professional capacity development of 1,716 EMIS staff annually at all levels of federation (20 federal, 37 x4 staff per State, 774 x 2 Staff per LGAs)   | Availability of competent EMIS Officers    | SMOEs     | SMOEs       |

## **SECTION 9**

### **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN EDUCATION**

#### **9.1 Introduction**

ICT has turned the world to a global village and transformed the world economy. It plays a critical role in the attainment of sustainable development and competitiveness in the world today. It is vital for the attainment of qualitative education as it helps in improving teaching, learning and educational administration. It also improves access to education at all levels.

As a result, efforts are being made towards the integration of ICT into education. These efforts are focused on increasing access through distance learning; enabling a knowledge network for learners; training teachers and trainers; broadening the availability of quality education materials; and enhancing the efficiency and effectiveness of educational administration and policy.

#### **9.2 Situation Analysis of ICT in Education**

ICT occupies a strategic place in the education sector. This is indicated in the series of initiatives and strategies which are targeted at integrating ICT into education. The initiatives and strategies include: the establishment of the Department of ICT in the Federal Ministry of Education to drive the delivery of innovative technology solutions and support services within the Ministry and to serve as an ICT co-ordination resource for the education sector at large; the development and use of the National Policy on ICT in Education; the provision of ICT infrastructure and services for teaching, learning and research; ICT capacity development for all staff, introduction of e-learning and use of ICT in open learning and distance education, among others.

In spite of these efforts, integration of ICT in Education still faces several challenges. These include:

- poor funding of ICT in Education;
- outdated policy on ICT in Education;
- dearth of critical ICT infrastructure, including bandwidth;
- insufficient ICT resources for teaching and learning;
- highly insufficient pool of ICT professionals especially at the school level;
- low capacity of teachers/staff to deploy existing ICT infrastructure and to transform education delivery;
- epileptic power supply;
- inadequacy of requisite training for professional ICT staff;

- disparate silo approach to ICT deployment in the sector leading to high costs and waste of resources;
- inability to cope with high ICT curriculum dynamism, resulting in obsolescence;
- inequities in ICT distribution between urban and rural schools and between public and private schools;
- low research on ICT in education which frustrates planning and evidence-based decision-making and effective buy-in by policy-makers and stakeholders;
- lack of innovation in the use of ICT to transform education delivery; and
- poor regulation of IT Education especially at the non-formal sector leading to proliferation of training outfits which offer all sorts of certificates and programmes based on undefined curricula.

### **9.3: Strategies for Addressing the Issues and Challenges of ICT in Education**

If Nigeria must attain sustainable development and enhance global competitiveness, innovations that align with global trends must be introduced especially, in the development of its human capital. The development of human capital needs to be bettered by a new set of knowledge, skills and attitude, and the learner equipped to be globally competitive and capable of meeting the challenges of the evolving environment. To achieve this target, the Federal Ministry of Education must among others:

- review the National Policy on ICT in Education and its Implementation Strategy to reflect emerging paradigms, print and circulate 100,000 copies nationwide to guide the development and deployment of ICT in Education;
- provide requisite ICT Infrastructure/Equipment (Hardware, Software and Networks) in schools at all levels in classrooms, laboratories/workshops, libraries and for administration as follows: 120,000 computers and accessories for universities; 100,000 for Polytechnics; 80,000 for Colleges of Education and 5,200 for FUCs, 1 Data Centre/Server Room each in 183 Federal Institutions, Campus Networks in 183 Federal Schools and Private Cloud in 79 tertiary institutions;
- establish a coordinated programme for mandatory development of competencies in ICT among teachers and educational administrators and train 27,000 staff on ICT proficiency programmes; 105,000 teachers to deliver on ICT-enabled teaching and learning and on new pedagogies; and 2,000 IT professional staff on IT professional courses;
- establish and sustain a common ICT infrastructure platform for education; strengthen and expand NgREN to interconnect additional 42 tertiary institutions;
- restructure the teaching and learning environment to be ICT-driven by providing classrooms in all schools with requisite ICT infrastructure and services including ICT facilities for learners with special needs;
- mainstream Open, Distance and e-Learning into tertiary and secondary education;

- review the IT curriculum to address emerging and future market needs including coding, artificial intelligence, robotics, among others; and integrate ICT into all subject areas.

**Table 9.1: Action Plan for ICT in Education (Federal Activities)**

| S/N   | Objective   | Activity   | Target   | Action By  | Cost Bearer | Cost (in N Billion) |           |       |
|-------|---|--|--|------------|-------------|---------------------|-----------|-------|
|       |   |  |  |            |             | 2018-2019           | 2020-2021 | 2022  |
| 09.01 | To review the existing policy and strategies to reflect emerging trends | Review the National Policy on ICT in Education, print and circulate 100,000 copies nationwide  | National Policy on ICT in Education reviewed and Implementation Strategy in place.<br>100,000 copies printed and circulated nationwide.  | FME, CPRCN | FME         | 0.013               | 0.060     | 0.065 |
| 09.02 | To restructure the teaching and learning environment to be ICT-driven.  | Provide ICT Infrastructure and services (computer hardware, networks and server rooms) to FME and FUCs (100 computer hardware and accessories purchased annually for FME, 5,200 computer hardware and accessories for FUCs, 1 Server Room each in 104 FUCs; 40 mobile devices (tablets) for each FUC annually; a minimum of 624 smart classrooms for | <ul style="list-style-type: none"> <li>• 100 computer hardware and accessories provided for FME HQs annually</li> <li>• 5,200 computer hardware and accessories provided for FUCs</li> <li>• 1 Server Room established in each FUC.</li> <li>• 40</li> </ul> | FME, FUCs  | FME         | 0.700               | 0.800     | 0.873 |

|       |   |   |   |  |  |    |    |    |
|-------|---|---|---|--|--|----|----|----|
|       |   | all FUCs to cover one stream annually and Internet and broadband access   | <p>tablets provided for FUCs annually.</p> <ul style="list-style-type: none"> <li>• 624 smart classrooms established in FUCs annually</li> <li>• Internet and Broadband access.</li> </ul>  |  |  |    |    |    |
| 09.03 | To restructure the teaching and learning environment to be ICT-driven | <p>Provide ICT Infrastructure and services (computer hardware, networks and data centres) to Tertiary Institutions (120,000 computer hardware and accessories for universities, 80,000 for Polytechnics and 60,000 for Colleges of Education, 1 Data Centre each; a minimum of 10 smart classrooms each, Campus Networks each and Private Cloud in 79 tertiary institutions.</p> <p>Strengthen and expand</p> | <ul style="list-style-type: none"> <li>• 120,000 computer hardware and accessories provided for Universities, 80,000 for Polytechnics and 60,000 for COEs</li> <li>• 1 Data Centre established in each tertiary institution.</li> <li>• 790 smart classrooms established in tertiary</li> </ul> | FME, NUC, NBTE, NCCE, TETFUND, Tertiary Institutions | FME, NUC, NBTE, NCCE, TETFUND, Tertiary Institutions | 51 | 52 | 55 |



|       |  |   |   |  |                       |       |       |       |
|-------|--|---|---|--|-----------------------|-------|-------|-------|
|       |  | NgREN to cover additional 42 tertiary institutions.<br><br>Coordinate a PPP-arrangement to support, mobile device provision in tertiary institutions. | <p>institutions.</p> <ul style="list-style-type: none"> <li>• Campus Networks in place in 79 tertiary institutions</li> <li>• Private Cloud in place in all tertiary institutions.</li> <li>• NgREN expanded and additional 42 tertiary institutions interconnected.</li> <li>• PPP-arrangement to support mobile device provision in tertiary institutions in place</li> <li>• Internet and Broadband access.</li> </ul> |  |                       |       |       |       |
| 09.04 | To provide interactive access to online data in education. | Develop Education Sector Data portal  | Education Sector Data portal developed.   | FME, and other Education stakeholders    | FME                   | 0.010 | 0.020 | 0.020 |
| 09.05 | To strengthen and expand Open, Distance and E-             | <ul style="list-style-type: none"> <li>• Develop and review content for e-learning, and digitise</li> </ul>   | <ul style="list-style-type: none"> <li>• e-content in place.</li> <li>• Additional courses delivered through</li> </ul>   | FME, NUC, NOUN, NBTE, NCCE, UBEC, NERDC, | FME, NUC, NBTE, NCCE, | 0.500 | 0.530 | 0.560 |

|       |   |  |   |   |                                   |       |       |       |
|-------|---|--|---|---|-----------------------------------|-------|-------|-------|
|       | learning (ODeL)                                     | <p>existing textbooks and other textual materials for all levels</p> <ul style="list-style-type: none"> <li>Expand courses on the ODeL platform</li> <li>Promote ODeL in all tertiary institutions.</li> <li>Establish virtual laboratories and libraries at tertiary level.</li> <li>Provide mechanism for the establishment of Open Polytechnics, Open COEs and Open Secondary schools.</li> <li>Train personnel on innovative delivery of education.</li> </ul> | <p>ODeL.</p> <ul style="list-style-type: none"> <li>ODeL in place in all tertiary institutions.</li> <li>Virtual laboratories and libraries established for Universities, Polytechnics and Colleges of Education.</li> <li>Open Polytechnic, Open COE and Open Secondary School established.</li> <li>Training of 50,000 teachers carried out.</li> </ul> | NOUN, NTI, CPN, TRCN, LRCN                            | UBEC, NERDC, NOUN, NTI, CPN, TRCN |       |       |       |
| 09.06 | To prepare learners for emerging and future markets | <ul style="list-style-type: none"> <li>Determine emerging and future market needs.</li> <li>Review the curriculum to align with emerging and</li> </ul>  | <ul style="list-style-type: none"> <li>Databases of emerging and future market needs in place.</li> <li>Relevant and</li> </ul>   | FME, NUC, NBTE, NCCE, NERDC, TETFUND, UBEC, NTI, TRCN | FME                               | 0.420 | 0.460 | 0.495 |

|       |   |  |  |                                     |     |       |       |       |
|-------|---|--|--|-------------------------------------|-----|-------|-------|-------|
|       |   | <p>future market needs.</p> <ul style="list-style-type: none"> <li>• Introduce such courses as coding from Basic and Secondary Education (BSE) levels, and artificial intelligence, nanotechnology, among others.</li> <li>• Employ teachers with requisite knowledge and skills from within and outside the country.</li> <li>• Train and retool existing teachers and curriculum developers.</li> <li>• Establish linkages internationally.</li> </ul> | <p>comprehensive curriculum in place.</p> <ul style="list-style-type: none"> <li>• Coding introduced at BSE level and Artificial Intelligence, Nanotechnology, etc. introduced at Tertiary level.</li> <li>• IT teachers employed for all levels</li> <li>• Retraining and retooling of teachers carried out.</li> </ul> |                                     |     |       |       |       |
| 09.07 | To build the capacity of staff/teachers to be computer- | ICT skills acquisition programme for 40,000 staff of FME, FUCs and tertiary institutions in 3  | ICT skills acquisition programme completed for 40,000 staff of FME, FUCs and   | FME, SMOEs, Education stakeholders. | FME | 0.300 | 0.330 | 0.370 |

|       |   |   |  |                                   |     |       |       |       |
|-------|---|---|--|-----------------------------------|-----|-------|-------|-------|
|       | literate for greater efficiency and productivity and to deliver on 21 <sup>st</sup> Century skills.   | years to be proficient in the use of ICT productivity tools.  | tertiary institutions  |                                   |     |       |       |       |
| 09.08 | To ensure a coordinated implementation of ICT in Education  | Coordination of the development and deployment of ICT in Education. Annual meeting with States and Biannual meeting with FME Parastatals and FUCs | Coordination meeting with SMOEs held annually; Coordination meeting with FME Parastatals and FUCs held biannually. | FME, SMOEs, FME Parastatals, FUCs | FME | 0.045 | 0.045 | 0.045 |
| 09.09 | To achieve a broad-based consensus on ICT in education; map out strategies for ICT in Education policy; sensitize and mobilize on emerging ICT in education trends. | Organise Annual National Conference on ICT in Education (12 meetings).  | Annual National Conference on ICT in Education held.   | FME                               | FME | 0.022 | 0.025 | 0.030 |
| 09.10 | To identify and showcase ingenuity among youth on ICT; train and engage   | Organise Annual National ICT Week   | Annual National ICT Week held.   | FME                               | FME | 0.022 | 0.025 | 0.030 |

|       |  |   |  |                                     |     |       |       |       |
|-------|--|---|--|-------------------------------------|-----|-------|-------|-------|
|       | students in competitions; and encourage career choice on ICT.                |   |  |                                     |     |       |       |       |
| 09.11 | To obtain value for money and efficient utilization of resources.            | Engage relevant MDAs and provide requirement specifications and scope on ICT deployment in education across the country                                 | Synergy with relevant MDAs (FMCT, NCC, USPF, NITDA, Galaxy Backbone, PTDF, etc.) established | FME                                 | FME | 0.055 | 0.070 | 0.080 |
| 09.12 | To ensure compliance with policy directives and set standards                | Monitor compliance with policy directives and set standards   | The guidelines on ICT in education complied with and standards met                           | FME                                 | FME | 0.055 | 0.070 | 0.080 |
| 09.13 | To establish a baseline on ICT infrastructure and ICT teachers in education. | Carry out inventory of existing ICT infrastructure and ICT teachers in education nationally and institute modalities for efficient resource utilisation | National Directory on ICT in Education produced and circulated.                              | FME, SMOEs, Education stakeholders. | FME | -     | 0.076 | -     |

**Table 9.2: Action Plan for ICT in Education (Non-Federal Activities)**

| S/N | Objective | Activity | Target | Action By | Cost Bearer |
|-----|-----------|----------|--------|-----------|-------------|
|-----|-----------|----------|--------|-----------|-------------|

|       |  |   |   |  |   |
|-------|--|---|---|--|---|
| 09.14 | To build the capacity of staff/teachers to be computer-literate for greater efficiency and productivity and to deliver on 21 <sup>st</sup> Century skills. | ICT skills acquisition programme annually for 103 tertiary institutions and 241,000 Basic and Secondary schools to be computer literate for greater efficiency and productivity   | ICT skills acquisition programme annually for 103 tertiary institutions and 5,000 Basic and Secondary schools.  | TETFUND, SMOEs, SUBEBs, Tertiary Institutions, Education stakeholders. | SMOEs<br>SUBEBs<br>Proprietors                        |
| 09.15 | To restructure the teaching and learning environment to be ICT-driven  | Provide ICT Infrastructure and Services (Hardware, Software, Networks and Data Centre) (40,000 Computers and Accessories For Universities; 35,000 for Polytechnics, 25,000 for Colleges of Education, 103 Campus Networks for tertiary institutions, 720,000 mobile tablets and 720,000 computers and accessories for Basic and Secondary Schools, 4,000 smart classrooms | 40,000 computers and accessories for universities; 35,000 for Polytechnics and 25,000 for Colleges of Education, 103 campus networks, 720,000 computers, 720,000 mobile tablets annually provided for Basic and Secondary schools, and 4,000 smart classrooms in place. | TETFund, SMOEs, SUBEBs, Tertiary Institutions, Education stakeholders  | SMOEs, Tertiary Institutions, Education Stakeholders. |
| 09.16 | To strengthen and expand Open, Distance and e-Learning   | <ul style="list-style-type: none"> <li>• Provide Internet and broadband access to schools.</li> <li>• Expand courses on the ODeL platform</li> <li>• Promote ODeL in all tertiary institutions.</li> <li>• Provide mechanism for the</li> </ul>   | ODeL strengthened and expanded.   | TETFund, SMOEs, SUBEBs, Tertiary Institutions, Education stakeholders  | SMOEs, Tertiary Institutions, Education Stakeholders. |

|       |  |  |                     |   |   |
|-------|--|--|---------------------|---|---|
|       |  | <p>introduction of Open Polytechnics, COEs and Secondary schools.</p> <ul style="list-style-type: none"> <li>• Train personnel on innovative delivery of education.</li> </ul> |                     |   |   |
| 09.17 | To provide content for any-time, any-where, any-pace and any-path learning | Develop and review content for e-learning, and digitize existing textbooks and other textual materials for all levels  | e-Content in place. | TETFund, SMOEs, SUBEBs, Tertiary Institutions, Education stakeholders | SMOEs, Tertiary Institutions, Education Stakeholders. |

## SECTION 10

### LIBRARY SERVICES IN EDUCATION

#### 10.1 Introduction

Library plays a critical role of improving the teaching and learning experience in the attainment of sustainable development and global competitiveness in education.

It is an invaluable component of education growth and development as it enhances teacher's proficiency, supports students towards improved learning outcomes, promotes independent learning, scales-up development of employable skills and broadens students' horizons.

Indeed, the provision of standard libraries is a game changer in the Nigerian education subsector as it will play a catalytic role by helping to:

- a. build a reading culture in the population, especially in children;
- b. expand the country's publishing industry, create more employment and by extension more wealth;
- c. reduce dumping of irrelevant published works from the developed worlds;
- d. conserve Nigeria's scarce foreign exchange; and
- e. promote a literate and informed society capable of contributing to the growth and development of Nigeria.

#### 10.2 Situation Analysis of Library Services in Education

Despite the significance of the library in teaching, learning and knowledge management, its development in Nigeria has suffered from severe neglect and poor resource allocation. This has in turn aggravated the poor reading habits and learning outcomes among the citizenry / population.

Critical challenges of Library Services that need to be addressed include the following:

- Absence of a National Library Policy
- Inadequate funding
- Dearth of functional libraries, (public, academic, school, special, private, government etc.)
- Absence of professionals, especially at the basic and post-basic education levels
- Insufficient professional tools of trade (cataloguing and classification, tools, etc.)
- Inadequate application of information technology
- Dearth of indigenous Library Management software
- Inadequate capacity building programmes for Librarians and Library officers (Continuous Professional Development)
- Poor attitude and perception of Library as necessary education support
- Near absence of Library standards and requirements
- Inadequate current (up-to-date) materials in the library
- Poor synergy among the stakeholders.
- Inadequate use of library promotion campaigns.



### **10.3 Strategies for Addressing the Issues and Challenges of Library Services in Education**

- Formulation of National Library and Information Services Policy
- Completion of the National Library of Nigeria Headquarters building complex in Abuja
- Increase in budgetary allocation for library development
- Recruitment and deployment of qualified and certified Librarians and Library officers to manage libraries and resource centres, especially at the basic and post-basic education levels.
- Legal Framework and Financial provisions for the establishment of Presidential Library at the expiration of the tenure of a President
- Encourage and promote indigenous library management software.
- Encourage Library Endowment by private citizens and corporate bodies. e.g, ex - Presidents
- Enhance capacity building programmes for librarians and library officers (Mandatory Compulsory Professional Development)
- Increase Library awareness into Adult and Non- formal Education especially for women and persons with special needs
- Promote mobile library services in the rural and less accessible areas (Internally Displaced Persons, swamps and among migrant labourers)
- Establish National, State and Local Government use of library and Readership promotion campaigns, (library, reading clubs)
- Ensure mass production, distribution, application and enforcement of library standards and guidelines
- Equip the library with current (up-to-date) collection in hard copies and electronic platforms.
- Motivate librarians and library officers.
- Establish functional libraries in all schools
- Introduce and utilise library hours in the school timetable
- Ensure regular monitoring and evaluation for provision of effective and efficient service

**Table 10.1: Action Plan for Library Services (Federal Activities)**

| S/N   | Objective  | Activity   | Target   | Action By                                       | Cost Bearer | Cost (in N Billion) |           |       |
|-------|--|--|--|---|-------------|---------------------|-----------|-------|
|       |  |  |  |   |             | 2018-2019           | 2020-2021 | 2022  |
| 10.01 | To provide minimum standards and guidelines for operating libraries.   | Development (workshop) and production of 5000 copies of a National Library Services Policy.                                  | National library policy developed and 5000 copies published and distributed to 36 States and 774 LGAs              | FME, NLN, LRCN and other relevant stakeholders. | LRCN        | 0.028               | -         | -     |
| 10.02 | (i) To promote e-learning<br>(ii) To increase availability of resource materials                                     | Establish e-Libraries and strengthen existing ones.  | New e-Libraries established and existing ones strengthened.  | FME, NLN, SMOEs development partners.           | LRCN        | 0.017               | 0.019     | 0.021 |
| 10.03 | (i) To promote e-learning<br>(ii) To increase availability of resource materials                                     | Establishment of E-resources (e-books, e-journals, etc.)   | Establishment of E-resources (e-books, e-journals, etc.)   |   | LRCN        | 0.008               | 0.009     | 0.010 |
| 10.04 | To scale up the knowledge and skills of Librarians and Library Officers and make them capable of delivering credible | Organise one annual capacity building programme for 1000 Librarians and Library Officers @ 167 per geopolitical zone @N 7.5m | Capacity of 1000 Librarians and Library Officers at all levels of Education are built through one annual mandatory | FME, NLN, NLA, LRCN.                            | LRCN        | 0.027               | 0.030     | 0.033 |

|       |   |  |  |                      |     |       |       |       |
|-------|---|--|--|----------------------|-----|-------|-------|-------|
|       | professional services.  |  | professional development programme.  |                      |     |       |       |       |
| 10.05 | To enhance reading culture amongst the students   | Procurement of Books and Reference Materials for junior and senior secondary school libraries in 104 Federal Government Colleges | Books and Reference Materials for Junior and Senior Secondary School libraries in 104 Federal Government Colleges procured | FME, NLN, NLA, LRCN. | FME | 2.808 | 2.808 | 2.808 |
| 10.06 | To prepare library resources for proper organization in the library for easy shelving and retrieval | Acquisition of Technical materials from authorized vendors   | Technical materials procured   | FME, NLN, NLA, LRCN. | FME | 0.224 | 0.224 | 0.224 |
| 10.07 | To display and organize the library resources in order of their discipline                          | Furnishing of 104 Federal Government College libraries (shelves and furniture)   | Libraries of 104 Federal Government College furnished  | FME, NLN, NLA, LRCN. | FME | 0.832 | 0.832 | 0.832 |
| 10.08 | To update students on the most current information in various fields                                | Purchase of Serial material for 104 Federal Government Colleges Libraries  | Serial material for 104 Federal Government Colleges Libraries purchased  | FME, NLN, NLA, LRCN. | FME | 0.208 | 0.208 | 0.208 |

**Table 10.2: Action Plan for Library Services (Non-Federal Activities)**

| S/N   | Objective   | Activity   | Target   | Action By                                    | Cost Bearer |
|-------|---|--|--|--|-------------|
| 10.05 | Improve quality library services delivery.  | Recruitment, motivation and deployment of 1000 number qualified and certified librarians and library officers @ 20,000 per month.                      | 1000 Qualified and certified librarians/library officers recruited and deployed to schools and public libraries based on needs assessment. | FCSC/FME, NLN, SMOEs, LGAs                   | SMOEs       |
| 10.06 | To promote the awareness of the use of library among pupils and students in early childhood and basic education, and in colleges and secondary schools, out-of-school children and children with special needs. | Organise three (3) Sustainable library use and Readership Promotion campaigns per year and establish 1,000 library users, book clubs in 1,000 schools. | One Readership Promotion campaign per term and 1000 Library users/Book Clubs established in 1,000 schools                                  | FME, LSD, SMOEs, LGAs, Tertiary Institutions | SMOEs       |
| 10.07 | To establish Local Government Public Libraries in all the 774 LGAs in Nigeria   | Establish 774 Public Libraries   | New LGA Public Libraries throughout Nigeria  | FME, SMOEs LGAs                              | SMOEs       |

## Annex 1: MSP Monitoring and Evaluation Activity Level Framework

| Pillar   | S/N   | Activity  | Indicators  | Milestone Planned |        |         | Target<br>(3 Years) | Data Source | Frequency                               |                    | Respon<br>sible | Data<br>Collecti<br>on<br>Method |                             |
|--|-------|---|---|-------------------|--------|---------|---------------------|-------------|---|--------------------|-----------------|----------------------------------|-----------------------------|
|  |       |   |   | BASE<br>LINE      | 2019   | 2020    |                     |             | 2021                                    | Data<br>collection |                 |                                  | Reporting                   |
| <p><b>ACCESS: By 2022, Nigeria's formal and non-formal education systems provide qualitative access to 100% of out-of-school and school-aged children, girls and boys in basic education; 70% of eligible youths to TVET and Tertiary education and 75% of adults to non-formal education and lifelong learning opportunities.</b></p> |       |   |   |                   |        |         |                     |             |   |                    |                 |                                  |                             |
| 01. Out of School Children   | 01.02 | Recruit and train 112,500 new female basic education teachers over the next three years (2017-2019) | Number of new female basic education teachers recruited, trained and deployed in service annually | 0                 | 37,500 | 67,500  | 45,000              | 150,000     | FME                                     | Annual             | Annually        | FME                              |                             |
|  | 01.03 | Recruit and train 215,475 new basic education teachers over the next three years (2017-2019)        | Number of new basic education teachers recruited, trained and deployed in service annually        | 0                 | 71,875 | 143,750 | 215,625             | 215,625     | FME<br>employment records; FCSC records | Annual             | Annually        | FME                              | Routine administrative data |

| Pillar | S/N   | Activity  | Indicators                          | Milestone Planned |     |     |     | Target<br>(3 Years) | Data Source                              | Frequency |           | Respon<br>sible | Data Collecti<br>on<br>Method |
|--------|-------|---|-------------------------------------|-------------------|-----|-----|-----|---------------------|--|-----------|-----------|-----------------|-------------------------------|
|        |       |   |                                     |                   |     |     |     |                     |  |           |           |                 |                               |
|        | 01.04 | Provide a meal per school day to Primary 1-3 children annually as an incentive to increase enrolment            | Number of focal states covered.     | 0                 | 18  | 29  | 37  | 37                  | State Report NBS; Annual School Census   | Annual    | Annually  | FME, SMOEs      |                               |
|        | 01.05 | Conduct community and household mapping of OOSC in 774 LGAs to understand the nature of OOSC                    | Number of communities/LGAs covered. | 0                 | 774 | -   | -   | 774                 | State Reports; NBS                       | Annually  | Annually  | FME             | Public Survey                 |
|        | 01.05 | Conduct mass sensitisation campaigns annually in 774 LGAs to mobilise communities to ensure that children enrol | Number of LGAs covered annually     | 0                 | 774 | 774 | 774 | 774                 | State Reports; NBS                       | Quarterly | Quarterly | FME             |                               |
|        | 01.05 | Conduct mass sensitisation campaigns annually in 19 focal states in line with the National                      | Number of focal states covered.     | 0                 | 19  | 19  | 19  | 19                  | State Reports NBS; Annual School Census. | Annual    | Annually  | FME, SMOEs      |                               |

| Pillar | S/N   | Activity  | Indicators   | Milestone Planned |        |         |        | Target<br>(3 Years) | Data Source | Frequency |           | Respon<br>sible | Data<br>Collecti<br>on<br>Method |
|--------|-------|---|--|-------------------|--------|---------|--------|---------------------|-------------|-----------|-----------|-----------------|----------------------------------|
|        |       |   |  |                   |        |         |        |                     |             |           |           |                 |                                  |
|        |       | enrolment   |  |                   |        |         |        |                     |             |           |           |                 |                                  |
|        | 01.06 | Construction of additional 287,500 classrooms over the next three years (2017-2019) across the country        | Number of additional classrooms constructed and brought to use annually  | 0                 | 71,875 | 129,375 | 86,250 | 287,500             | FME         | Annual    | Annually  | FME             |                                  |
|        | 01.09 | Introduce afternoon class sessions as a means of bridging the gap in the number of available classrooms       | Number of additional classrooms brought into service through the introduction of afternoon schools                     | 0                 |        |         |        |                     | 0           | 0         | 0         | 0               |                                  |
|        | 01.09 | Convene National Council on Education meetings to consider revisions to the conditions of service of teachers | Number of National Council on Education meetings held discussing the conditions of service of basic education teachers | 0                 | 2      | 2       | 2      | 6                   | FME         | Bi-annual | Bi-annual | FME             |                                  |

| Pillar                       | S/N   | Activity  | Indicators   | Milestone Planned |            |            |            | Target (3 Years) | Data Source | Frequency |          | Responsible | Data Collection Method |
|------------------------------|-------|---|--|-------------------|------------|------------|------------|------------------|-------------|-----------|----------|-------------|------------------------|
|                              |       |   |  |                   |            |            |            |                  |             |           |          |             |                        |
|                              | 01.10 | Reactivate 14 Vocational Training/special schools for out-of-school boys in the SE and SS geo-political zones | Number of Vocational Training/special schools reactivated and brought into service annually for out- | 0                 | 14         | -          | -          | 14               | UBEC        | Once      | Once     | UBEC        |                        |
| 02. Youth and Adult Literacy | 02.01 | Conduct National Literacy Survey through NBS National Household Surveys done in the six geo-politic           | National Mass Literacy Mapping Report produced   | 0                 | 1          | -          | -          | 1                | FME         | Once      | 0        | FME         |                        |
|                              | 02.02 | Conduct nationwide Mass Literacy sensitisation campaign in 774 LGAs in Nigeria (2 events per LGA) a           | Number of mass sensitisation events held in LGAs; and Number of jingles in 5 languages aired in 72   | 0                 | 2,000      | 1,644      | 1,000      | 4,644            | FME         | Annual    | Annually | FME         |                        |
|                              | 02.04 | Procure and place appropriate instructional materials and books in 500,000 Mass                               | Number of sets of instructional materials and books placed in Mass Literacy centres annually         | 0                 | 10,166,626 | 10,166,687 | 10,166,687 | 30,500,000       | FME         | Annual    | Annually | FME         |                        |



| Pillar | S/N   | Activity  | Indicators  | Milestone Planned |            |            |            | Target (3 Years) | Data Source | Frequency |           | Responsible | Data Collection Method |
|--------|-------|---|---|-------------------|------------|------------|------------|------------------|-------------|-----------|-----------|-------------|------------------------|
|        |       |   |   |                   |            |            |            |                  |             |           |           |             |                        |
|        |       | Literacy centres (5)  |   |                   |            |            |            |                  |             |           |           |             |                        |
|        | 02.05 | Ensure regular payment of the facilitators  | Number of facilitators paid annually  | 0                 | 500,000    | 500,000    | 500,000    | 500,000          | NMEC        | Annually  | Annually  | NMEC        |                        |
|        | 02.06 | Design, develop and implement a National Mass Literacy Programme                                      | National Mass Literacy Programme Strategy and Implementation Plan produced                          | 0                 | 1          |            |            | 1                | FME         | Once      | 0         | FME         |                        |
|        | 02.06 | Conduct monitoring and evaluation visit.  | Number of monitoring visits undertaken  | 0                 | Quarterly  | Quarterly  | Quarterly  | Quarterly        | NMEC        | Quarterly | Quarterly | NMEC        |                        |
|        | 02.08 | Recruit and train 500,000 Mass Literacy Instructors/ Counsellors and deploy in the Mass Literacy cent | Number of Mass Literacy Instructors recruited, trained and deployed in service annually             | 0                 | 166,666    | 166,667    | 166,667    | 500,000          | FME         | Annual    | Annually  | FME         |                        |
|        | 02.09 | Establishment of 500,000 learner-friendly Mass Literacy centres across 36 States and the FCT over     | Number of learner-friendly Mass Literacy centres constructed and brought into use annually across t | 0                 | 166,666    | 166,667    | 166,667    | 500,000          | FME         | Annual    | Annually  | FME         |                        |
|        | 02.10 | Provide training  | Numbers of adult learners trained   | 0                 | 10,000,000 | 10,000,000 | 10,000,000 | 10,000,000       | NMEC        | Annual    | Annual    | NMEC        |                        |

| Pillar   | S/N   | Activity   | Indicators  | Milestone Planned |           |           |           | Target (3 Years) | Data Source | Frequency |          | Responsible | Data Collection Method |
|--|-------|--|---|-------------------|-----------|-----------|-----------|------------------|-------------|-----------|----------|-------------|------------------------|
|  |       |  |   |                   |           |           |           |                  |             |           |          |             |                        |
|  |       | sessions for the adult learners.   |   |                   |           |           |           |                  |             |           |          |             |                        |
|  | 02.10 | Strengthen post-literacy programmes for completers of basic literacy   | Number of basic literacy graduates transiting to post-literacy programmes       | 0                 | 2,500,000 | 2,500,000 | 2,500,000 | 7,500,000        | NMEC        | Annually  | Annually | NMEC        |                        |
|  | 02.10 | Integrate vocational skills into mass literacy programme   | Number of learners acquiring vocational skills                                  | 0                 | 3,000,000 | 3,000,000 | 3,000,000 | 9,000,000        | NMEC        | Annual    | Annual   | NMEC        |                        |
| 03. Science Technology Engineering and Mathematics /Technical and Vocation Education | 03.01 | Review and revise the National STEM/ TVET curriculum and policy ensuring that it responds to national industry needs | Report on national STEM/TVET curriculum and policy review produced              | 0                 | 1         |           |           | 1                | FME, NBTE   | Once      | Once     | FME, NBTE   |                        |
|  | 03.02 | Construct and equip 16 new FSTCs ; and equip 21 existing FSTCs   | Number of new FSTCs constructed and equipped; Number of existing FSTCs equipped | 0                 | 6         | 5         | 5         | 16               | FME         | Annual    | Annually | FME         |                        |
|  | 03.03 | Establish a National Institute of  | National Institute of Technology accredited and                                 | 0                 | 1         |           |           | 1                | FME         | Once      | Once     | FME         |                        |

| Pillar | S/N   | Activity   | Indicators  | Milestone Planned |    |    |    | Target<br>(3 Years) | Data Source                 | Frequency |          | Respon<br>sible | Data<br>Collecti<br>on<br>Method |
|--------|-------|--|---|-------------------|----|----|----|---------------------|-----------------------------|-----------|----------|-----------------|----------------------------------|
|        |       |  |   |                   |    |    |    |                     |                             |           |          |                 |                                  |
|        |       | Technology in Abuja to act as centre of excellence in Technological Innovation                         | functional  |                   |    |    |    |                     |                             |           |          |                 |                                  |
|        | 03.04 | Introduce Postgraduate training in Polytechnics  | Number of existing Polytechnics making offering post-graduate studies across the federation | 0                 |    |    |    | 21                  | 0                           | 0         | 0        | 0               |                                  |
|        | 03.06 | Conduct skills gap assessment between STEM/TVET and industries (in 6 selected industrial sectors).     | Skills Gap Assessment Report  | 0                 | 1  | -  | -  | 1                   | 0                           | 0         | 0        | 0               |                                  |
|        | 03.07 | Conduct national outreach campaigns in six geo-political zones of Nigeria (2 events per zone per year) | Number of national outreach campaigns organised across the geo-political zones              | 0                 | 12 | 12 | 12 | 36                  | FME; NBTE; Activity Reports | Quarterly | Annually | FME             |                                  |
|        | 03.08 | Construction of 180 sets of  | Number of prototypes  | 0                 | 60 | 60 | 60 | 180                 | FME; NBTE; Activity         | Quarterly | Annually | FME             |                                  |

| Pillar | S/N   | Activity   | Indicators  | Milestone Planned |     |     |     | Target<br>(3 Years) | Data Source                 | Frequency |          | Respon<br>sible | Data Collecti<br>on Method |
|--------|-------|--|---|-------------------|-----|-----|-----|---------------------|-----------------------------|-----------|----------|-----------------|----------------------------|
|        |       |  |   |                   |     |     |     |                     |                             |           |          |                 |                            |
|        |       | modern prototypes science, mathematics laboratories and technical workshops in Federal Government Colleges and selected secondary schools in the 36 states of the Federation and FCT | science, mathematics laboratories and technical workshop constructed                  |                   |     |     |     |                     | Reports                     |           |          |                 |                            |
|        | 03.09 | Renovation and equipping 300 dilapidated science Laboratories and technical workshops in the Federal Government Colleges.  | Number of science Laboratories and technical workshops renovated                      | 0                 | 100 | 100 | 100 | 300                 | FME; NBTE; Activity Reports | Quarterly | Annually | FME             |                            |
|        | 03.10 | Strengthen TVEs by: reviewing the 2009 operational guidelines for establishing   | Report on the Review of Operational Guidelines for the establishment of VEIs and IEIs | 0                 |     |     |     |                     | 0                           | 0         | 0        | 0               |                            |

| Pillar  | S/N   | Activity   | Indicators                                  | Milestone Planned |    |    |    | Target<br>(3 Years) | Data Source           | Frequency   |          | Respon<br>sible | Data<br>Collecti<br>on<br>Method |
|---|-------|--|---|-------------------|----|----|----|---------------------|-----------------------|-------------|----------|-----------------|----------------------------------|
|   |       |  |   |                   |    |    |    |                     |                       |             |          |                 |                                  |
|   |       | Vocational Enterprise Institutes &IEIs   |   |                   |    |    |    |                     |                       |             |          |                 |                                  |
|   |       |  |   |                   |    |    |    |                     |                       |             |          |                 |                                  |
| <b><u>QUALITY: Strengthened human capacity for child-centred interactive teaching and quality assurance at all levels of educational development in Nigeria, enhance innovativeness, functionality, relevance, market-driven knowledge and skills acquisition and transitioning into formal and non-formal education.</u></b> |       |  |   |                   |    |    |    |                     |                       |             |          |                 |                                  |
| 04. Basic Education   | 04.01 | Review the conditionalities for accessing UBE- Intervention funds by States and FCT.               | UBE- Interventions Funds Review Report      | 0                 | 1  |    |    | 1                   | FME                   | 0           | 0        | FME; UBEC       |                                  |
|   | 04.02 | Partner with States and FCT to establish new schools annually for disadvantage groups and under-se | Number of disadvantaged schools established | 0                 | 30 | 30 | 30 | 90                  | NEMIS; FME            | Bi-Annually | Annually | FME             | NEMIS Report                     |
|   | 04.03 | Review of the UBE Act to accommodate ECCDE and post basic education                                |   | 0                 | 1  |    |    | 1                   | UBE Act Review Report | Once        | Once     | FME             |                                  |

| Pillar | S/N   | Activity  | Indicators  | Milestone Planned |       |       | Target (3 Years) | Data Source | Frequency                          |             | Responsible | Data Collection Method |   |
|--------|-------|---|---|-------------------|-------|-------|------------------|-------------|------------------------------------|-------------|-------------|------------------------|---|
|        |       |   |   |                   |       |       |                  |             |                                    |             |             |                        |   |
|        | 04.04 | Whole school evaluation of Basic and Post-basic schools nationwide at 500 schools per geo-political |   | 0                 | 3,000 | 3,000 | 3,000            | 9,000       | FME (FEQAS) SMOEs; UBEC and SUBEBS | Quarterly   | Annually    | FME                    | FEQAS Monitoring and Evaluation Report, Executive Summary |
|        | 04.06 | Procure and provide textbooks ( 4 core subjects) in schools   | Number of basic school textbooks distributed across states      | 0                 |       |       |                  |             | 0                                  | 0           | 0           | 0                      |   |
|        | 04.07 | Federal and State Governments to rollout Girls Education initiatives to boost girls enrolment and c | Percentage net enrolment of girls in basic education            | 0                 | 10    | 10    | 10               | 30          | ASC                                | Annually    | Annually    | FME; UBEC; SMOEs; FCT  | ASC Report  |
|        | 04.08 | Collaborate with States to recruit, train and deploy 185 special-needs education Teachers ( 5 per s | Number of special needs teachers recruited trained and deployed | 0                 | 185   | 185   | 185              | 555         | FCSC; FME; NTI                     | Bi-Annually | Annually    | FME                    | FCSC; NEMIS Report; NTI Report                            |

| Pillar  | S/N   | Activity  | Indicators  | Milestone Planned |        |        |        | Target (3 Years) | Data Source      | Frequency |          | Responsible | Data Collection Method   |
|---|-------|---|---|-------------------|--------|--------|--------|------------------|------------------|-----------|----------|-------------|--|
|   |       |   |   |                   |        |        |        |                  |                  |           |          |             |  |
|   | 04.09 | Train Head Teachers, Teachers and School Supervisors on schools management - 500 trainees per state | Number of Head Teachers, Teachers and School Supervisors trained annually                           | 0                 | 18,100 | 18,100 | 18,100 | 54,300           | FME; SMOEs; NTI  | Annually  | Annually | UBEC; SUBEB | SUBEB /UBEC Activity Report; NTI Activity Report                 |
|   | 04.12 | Build and equip 327 science laboratories (3 per state - 1 in each senatorial district - per year    | Number of science laboratories built and equipped and brought into use                              | 0                 | 109    | 109    | 109    | 327              | UBEC; SMOEs; FCT | Annually  | Annually | UBEC        | UBEC activity Report; SMOEs /FCT Education Dept Activity Report; |
| 05. Teacher Education, Capacity Building and Professional Development | 05.01 | Establish Monitoring mechanisms for the Implementation of Teacher Education reforms                 | Monitoring plans involving institutionalization of enhanced Micro-teaching, Teaching Practice super | 0                 | 54     | 53     | 54     | 161              | NCCE             | Annually  | Annually | NCCE        | SUBEB /UBEC Activity Report; NTI Activity Report                 |
|   | 05.01 | Conduct annual performance reviews of NCE awarding institutions (161                                | Number of institutions reviewed annually  | 0                 | 54     | 53     | 54     | 161              | NCCE             | Annually  | Annually | NCCE        | NCCE Annual Performance Report                                   |

| Pillar | S/N   | Activity  | Indicators  | Milestone Planned |   |   |   | Target<br>(3 Years) | Data Source | Frequency |          | Respon<br>sible | Data Collecti<br>on Method    |
|--------|-------|---|---|-------------------|---|---|---|---------------------|-------------|-----------|----------|-----------------|-------------------------------|
|        |       |   |   |                   |   |   |   |                     |             |           |          |                 |                               |
|        |       | institutions reviewed over the  |   |                   |   |   |   |                     |             |           |          |                 |                               |
|        | 05.03 | Organise Stakeholders' meetings on the review and improvement of the salary and conditions of service of teachers | No of stakeholders meetings organized                           | 0                 | 2 | - | - | 2                   | FME         | Annually  | Annually | FME             | FME Annual Performance Report |
|        | 05.04 | Liaise very closely with State governments and design a realistic and feasible new salary structure               | Review Report on the conditions of service of teachers produced | 0                 | - | 1 | - | 1                   | FME         | 2018      | 2018     | FME             | FME Annual Performance Report |
|        | 05.05 | Design and fund a federal-states collaborative programme to motivate States to actively participate               | Federal/States' Collaborative Programme developed and funded    | 0                 | 1 | - | - | 1                   | FME         | Annually  | Annually | FME             | FME Annual Performance Report |
|        | 05.05 | Design and implement attractive working   | Attractive working environment for Basic and Post               | 0                 | 1 | - | - | 1                   | FME         | Annually  | Annually | FME             | FME Annual Performance        |



| Pillar | S/N   | Activity  | Indicators   | Milestone Planned |        |        |        | Target<br>(3 Years) | Data Source | Frequency |          | Respon<br>sible | Data<br>Collecti<br>on<br>Method |
|--------|-------|---|--|-------------------|--------|--------|--------|---------------------|-------------|-----------|----------|-----------------|----------------------------------|
|        |       |   |  |                   |        |        |        |                     |             |           |          |                 |                                  |
|        |       | environment for Basic and Post Basic education levels   | Basic schools implemented                                  |                   |        |        |        |                     |             |           |          |                 | Report                           |
|        | 05.06 | Formal Presidential launch of the National Teacher Education Policy (NTEP)                            | Presidential launch of the NTEP                            | 0                 | 1      | -      | -      | 1                   | FME         | Once      | 2017     | FME             |                                  |
|        | 05.07 | Organize nationwide sensitization workshops on the National Teacher Education Policy (NTEP).          | Conduct of sensitization on NTEP in 6 geo-political zones  | 0                 | 6      | -      | -      | 6                   | FME         | 2017      | 2017     | FME             | FME Annual Performance Report    |
|        | 05.08 | Develop and implement operational guidelines for the take-off of the Teacher Development Fund Account | TEDFA operational guidelines developed and approved by NCE | 0                 | -      | 1      | -      | 1                   | FME         | 2018      | 2018     | FME             | FME Annual Performance Report    |
|        | 05.09 | Provide Continuous Professional Development   | Number of teachers accessing Continuous Professional       | 0                 | 33,333 | 33,334 | 33,333 | 100,000             | FME         | Annually  | Annually | NTI             | NTI/Annual                       |

| Pillar | S/N   | Activity   | Indicators   | Milestone Planned |       |       |       | Target<br>(3 Years) | Data Source | Frequency   |             | Respon<br>sible | Data Collecti<br>on<br>Method        |
|--------|-------|--|--|-------------------|-------|-------|-------|---------------------|-------------|-------------|-------------|-----------------|--------------------------------------|
|        |       |  |  |                   |       |       |       |                     |             |             |             |                 |                                      |
|        |       | for 100,000 existing teachers over the next three years  | Development programme annually   |                   |       |       |       |                     |             |             |             |                 |                                      |
|        | 05.11 | The development of the Teacher Continuing Professional Assessment Instrument from the existing framework | Approved Teacher continuing Professional Assessment Instrument                                   | 0                 | 1     | -     | -     | 1                   | TRCN        | 2018        | 2018        | TRCN            | TRCN Annual Report                   |
|        | 05.12 | Review of the Mandatory Continuous Professional Development (MCPD) manual                                | Report on the review of MCPD manual  | 0                 | 1     | -     | -     | 1                   | TRCN        | 2017        | 2017        | TRCN            | TRCN Annual Report                   |
|        | 05.13 | Nationwide Implementation of the NCCE's Teacher Education Reforms  | Number of NCE awarding institutions with approved education reform implementation plans in place | 0                 | 54    | 107   | 161   | 161                 | NCCE        | Bi-Annually | Bi-Annually | NCCE            | Annual Performance Evaluation Report |
|        | 05.14 | Design and implement attractive  | Number of scholarships offered annually  | 0                 | 2,000 | 2,000 | 2,000 | 6,000               | FME         | Annually    | Annually    | FME             | FME Annual Perform                   |

| Pillar | S/N   | Activity   | Indicators  | Milestone Planned |     |     |     | Target<br>(3 Years) | Data Source | Frequency   |             | Respon<br>sible | Data Collecti<br>on Method<br>ance Report |
|--------|-------|--|---|-------------------|-----|-----|-----|---------------------|-------------|-------------|-------------|-----------------|---|
|        |       |  |   |                   |     |     |     |                     |             |             |             |                 |   |
|        |       | Incentive schemes in the form of scholarships and bursaries for students                             | to high quality candidates enrolling on teacher education programmes                |                   |     |     |     |                     |             |             |             |                 |   |
|        | 05.15 | Recruit, train and deploy 500 specialist primary school teachers from Nomadic communities over the   | Number of Nomadic school teachers recruited and deployed in the field               | 0                 | 167 | 166 | 166 | 500                 | COEs        | Annually    | Annually    | COEs            | FME Annual Performance Report             |
|        | 05.15 | NCE awarding institutions, faculties and Institutes of Education in the universities to establish    | 161 NCE Awarding institutions establish linkages with SMOEs SUBEBs, COEs, NCNE, NMC | 0                 | 54  | 53  | 54  | 161                 | NCCE        | Bi-Annually | Bi-Annually | NCCE            | FME Annual Performance Report             |
|        | 05.16 | Increase to 15% the budgetary allocations to NCCE, and teacher education institutions, and faculties | Percentage of annual budget allocated to teacher education institutions (%)         | 0                 | 0   | 0   | 0   | 0                   | FME         | Annually    | Annually    | FME             | FME Annual Performance Report             |

| Pillar                            | S/N   | Activity   | Indicators  | Milestone Planned |         |    |    | Target<br>(3 Years) | Data Source       | Frequency |          | Respon<br>sible     | Data<br>Collecti<br>on<br>Method |
|-----------------------------------|-------|--|---|-------------------|---------|----|----|---------------------|-------------------|-----------|----------|---------------------|----------------------------------|
|                                   |       |  |   |                   |         |    |    |                     |                   |           |          |                     |                                  |
|                                   | 05.17 | Strengthening of SMASE National Insert Centre Nigeria through TETFund funding - (increase funding)   | Percentage of funding to SMASE National Centre to increase facilities and double number of trainees | 0                 | 34      | 33 | 33 | 100                 | TETFund           | Annually  | Annually | TETFund             | TETFund annual Report            |
|                                   | 05.18 | Utilise TETFUND funds (5% of TETFUND funds) to finance student teachers teaching practice  | Percentage of TETFund funds allocated to support teaching practice (%)                              | 0                 | 0       | 0  | 0  | 0                   | TETFund           | Annually  | Annually | TETFund             | TETFund annual Report            |
| 06. Curriculum and Policy Matters | 06.01 | Activity 1 Produce and distribute the developed pre-primary (95000), primary (95000) and secondary education (JSS 25000) (SS 24100) curriculum to States and schools and | Number of unit of curricular/policy documents distributed.  | 0                 | 439,100 |    |    | 439,100             | Distribution list | Annual    | Annual   | UBEC, NERDC, SUBEBs |                                  |

| Pillar | S/N   | Activity  | Indicators   | Milestone Planned |                |  |  | Target<br>(3 Years) | Data Source             | Frequency |        | Respon<br>sible        | Data<br>Collecti<br>on<br>Method |
|--------|-------|---|--|-------------------|----------------|--|--|---------------------|-------------------------|-----------|--------|------------------------|----------------------------------|
|        |       |   |  |                   |                |  |  |                     |                         |           |        |                        |                                  |
|        |       | National Policy on Education.(200000) :   |  |                   |                |  |  |                     |                         |           |        |                        |                                  |
|        | 06.02 | Produce and distribute 1554 ( 42 trainees per state and FCT) training manual for on-going capacity building programme | Number of training manuals distributed.                                  | 0                 | 1,554          |  |  | 1,554               | Distribution list       | Annual    | Annual | UBEC, NERDC, SUBEBs    |                                  |
|        | 06.03 | Detach the history component from the current social studies at basic education.                                      | Curriculum for history at basic education developed .                    | 0                 | 1              |  |  | 1                   | History curriculum      | Annual    | Annual | UBEC, NERDC, SUBEBs    |                                  |
|        | 06.04 | Produce and distribute 150,000 copies of the developed History and social study curriculum to States                  | Number of History and Social Studies curriculum produced and distributed | 0                 | 150,000        |  |  | 150,000             | NERDC , UBEC and SUBEBs | Once      | once   | NERDC, UBEC and SUBEBs |                                  |
|        | 06.05 | Develop and produce   | Number of teachers guide produced and                                    | 0                 | 151,554 copies |  |  | 151,554             | NERDC , UBEC and        | Once      | once   | NERDC, UBEC and        |                                  |

| Pillar | S/N   | Activity   | Indicators  | Milestone Planned |       |  |  | Target<br>(3 Years) | Data Source                   | Frequency       |          | Respon<br>sible                 | Data Collecti<br>on Method |
|--------|-------|--|---|-------------------|-------|--|--|---------------------|-------------------------------|-----------------|----------|---------------------------------|----------------------------|
|        |       |  |   |                   |       |  |  |                     |                               |                 |          |                                 |                            |
|        |       | teachers' guide  | distributed to States and Schools   |                   |       |  |  |                     | SUBEBS                        |                 |          | SUBEBS                          |                            |
|        | 06.05 | Provide necessary facilities to support teaching and learning processes                            | Number of facilities provided e.g power, water and sanitization etc. in all schools       | 0                 |       |  |  |                     | NERDC ,<br>UBEC and<br>SUBEBS | once            | once     | NERDC,<br>UBEC<br>and<br>SUBEBS |                            |
|        | 06.07 | Revise and strengthen the curricula for the 34 trade subjects at the senior secondary school level | Number of curricula for trade subjects revised  | 0                 | 34    |  |  | 34                  | NERDC,<br>UBEC,<br>SUBEB      | Bi-<br>Annually | Annually | NERDC,<br>UBEC,<br>SUBEBS       |                            |
|        | 06.08 | Produce and distribute the revised 34 Trades curricular to SMOEs and schools.                      | Number of revised curricular produced and distributed.                                    | 0                 |       |  |  |                     | 0                             | Once            | once     | 0                               |                            |
|        | 06.09 | Sensitise and build capacity of evaluators, teachers, curriculum desk officers                     | Number of sensitisation sessions and capacity building conducted for evaluators, teachers | 0                 | 3,145 |  |  | 3,145               | NERDC ,<br>UBEC and<br>SUBEBS | Once            | Once     | NERDC,<br>UBEC<br>and<br>SUBEBS |                            |

| Pillar                       | S/N   | Activity   | Indicators   | Milestone Planned |         |         |         | Target<br>(3 Years) | Data Source | Frequency |                      | Respon<br>sible | Data Collecti<br>on Method            |
|------------------------------|-------|--|--|-------------------|---------|---------|---------|---------------------|-------------|-----------|----------------------|-----------------|---------------------------------------|
|                              |       |  |  |                   |         |         |         |                     |             |           |                      |                 |                                       |
|                              |       | and examiners  | curriculum   |                   |         |         |         |                     |             |           |                      |                 |                                       |
| 07.<br>Tertiary<br>Education | 07.01 | Appoint Chairmen and members of Governing Councils from among persons with proven integrity and experience | Chairmen and Members of Governing Council appointed for public tertiary institutions | 0                 | 500     | -       | -       | 500                 | FME; SMOEs; | 2017      | Expiration of tenure | FME; SMOEs      | FME ; SMOEs Annual Performance Report |
|                              | 07.02 | Appoint professional, experienced and credible persons as principal officers in the Higher Educ.           | Principal Officers in all public higher institutions appointed                       | 0                 | 500     | -       | -       | 500                 | FME; SMOEs  | 2017      | Expiration of tenure | FME; SMOEs      | FME; SMOEs annual report              |
|                              | 07.03 | Enactment of enabling laws for the new tertiary Institutions Prepare and submit to the National Assembly   | Enabling law for New tertiary Institutions enacted                                   | 0                 | 1       | -       | -       | 1                   | FME; SMOEs  | 2017      | Expiration of tenure | FME; SMOEs      | FME; SMOEs annual report              |
|                              | 07.04 | Direct that tertiary institutions should explore   | 150,000 room space annually  | 0                 | 150,000 | 150,000 | 150,000 | 450,000             | FME         | Annually  | Annually             | FME             | FME Annual Performance                |

| Pillar | S/N   | Activity   | Indicators   | Milestone Planned |             |            |             | Target (3 Years) | Data Source          | Frequency |          | Responsible          | Data Collection Method               |
|--------|-------|--|--|-------------------|-------------|------------|-------------|------------------|----------------------|-----------|----------|----------------------|--------------------------------------|
|        |       |  |  |                   |             |            |             |                  |                      |           |          |                      |                                      |
|        |       | Public Private Partnership (PPP) and adopt endowments  |  |                   |             |            |             |                  |                      |           |          |                      | Report                               |
|        | 07.05 | Organise federal workshop to create awareness for universities to periodically review their curricula        | 150 endowment worth 1.5 billion achieved annually  | 0                 | 1.5 billion | 1.5billion | 1.5 billion | 4.5 billion      | Tertiary Institution | Annually  | Annually | Tertiary Institution | Tertiary Institution's Annual Report |
|        | 07.06 | Establish linkages, or collaboration between Nigerian tertiary institutions and foreign tertiary institution | 150 linkages between Nigerian tertiary institutions and their foreign counterpart established annually | 0                 | 150         | 150        | 150         | 450              | Tertiary Institution | Annually  | Annually | Tertiary Institution | Tertiary Institution's Annual Report |
|        | 07.07 | i) Set benchmark for identifying specific 'trade skills' within the basic minimum academic standard          |  | 0                 |             |            |             |                  | Tertiary Institution | Annually  | Annually | Tertiary Institution | Tertiary Institution's Annual Report |



| Pillar | S/N   | Activity  | Indicators | Milestone Planned |  |  |  | Target (3 Years) | Data Source          | Frequency |          | Responsible          | Data Collection Method               |
|--------|-------|---|------------|-------------------|--|--|--|------------------|----------------------|-----------|----------|----------------------|--------------------------------------|
|        |       |   |            |                   |  |  |  |                  |                      |           |          |                      |                                      |
|        | 07.08 | Ensure that specialised tertiary and training institutions strictly comply with their programme focus               |            | 0                 |  |  |  |                  | Tertiary Institution | Annually  | Annually | Tertiary Institution | Tertiary Institution's Annual Report |
|        | 07.09 | Establish international centres for scientific research attached to tertiary institutions fully                     |            | 0                 |  |  |  |                  | Tertiary Institution | Annually  | Annually | Tertiary Institution | Tertiary Institution's Annual Report |
|        | 07.10 | Implementation of current policy of restricting visiting to a maximum of two (2) universities by any academic staff |            | 0                 |  |  |  |                  | Tertiary Institution | Annually  | Annually | Tertiary Institution | Tertiary Institution's Annual Report |
|        | 07.11 | Make the use of ICT in teaching mandatory in all tertiary   |            | 0                 |  |  |  |                  | Tertiary Institution | Annually  | Annually | Tertiary Institution | Tertiary Institution's Annual        |

| Pillar | S/N   | Activity   | Indicators  | Milestone Planned |             |            |             | Target<br>(3 Years) | Data Source          | Frequency |          | Respon<br>sible      | Data Collecti<br>on<br>Method        |
|--------|-------|--|---|-------------------|-------------|------------|-------------|---------------------|----------------------|-----------|----------|----------------------|--------------------------------------|
|        |       |  |   |                   |             |            |             |                     |                      |           |          |                      |                                      |
|        |       | institutions e.g. the use of star boards,  |   |                   |             |            |             |                     |                      |           |          |                      | Report                               |
|        | 07.12 | Significantly raise the budgetary allocation to tertiary education and encourage a climate of autonomy                             |   | 0                 |             |            |             |                     | Tertiary Institution | Annually  | Annually | Tertiary Institution | Tertiary Institution's Annual Report |
|        | 07.13 | Tertiary scholarship schemes across all Federal Ministries properly coordinated and integrated under the Federal Scholarship Board |   | 0                 |             |            |             |                     | Tertiary Institution | Annually  | Annually | Tertiary Institution | Tertiary Institution's Annual Report |
|        | 07.14 | Implementation of NEEDS Assessment of tertiary institutions.   | All the recommendations of the NEEDS Assessment Implemented | 0                 | 1           | -          | -           | 1                   | FME                  | 2017      | Annually | FME                  | FME Annual Performance Report        |
|        | 07.15 | Involvement of industries in the   | 150 functional R & D activities in tertiary                 | 0                 | 1.5 billion | 1.5billion | 1.5 billion | 4.5 billion         | Tertiary Institution | Annually  | Annually | Tertiary Institution | Tertiary Institution's               |

| Pillar | S/N   | Activity  | Indicators   | Milestone Planned |  |  |  | Target<br>(3 Years)  | Data Source | Frequency |                      | Respon<br>sible                      | Data<br>Collecti<br>on<br>Method |
|--------|-------|---|--|-------------------|--|--|--|----------------------|-------------|-----------|----------------------|--------------------------------------|----------------------------------|
|        |       |   |  |                   |  |  |  |                      |             |           |                      |                                      |                                  |
|        |       | institutionalisation of R&D in tertiary institutions.   | institutions valued at 1.5 billion naira achieved annually |                   |  |  |  |                      |             |           |                      | Annual Report                        |                                  |
|        | 07.16 | Teacher Quality and Quantity<br>Develop the capacity of selected tertiary institutions to support postgraduate training                                       |  | 0                 |  |  |  | Tertiary Institution | Annually    | Annually  | Tertiary Institution | Tertiary Institution's Annual Report |                                  |
|        | 07.17 | Mandatory adoption and use of anti-plagiarism software by all tertiary institutions as part of the process of accreditation of university academic programmes |  | 0                 |  |  |  | Tertiary Institution | Annually    | Annually  | Tertiary Institution | Tertiary Institution's Annual Report |                                  |
|        | 07.18 | Encourage and facilitate donor assistance in the provision of laptops for academic staff  |  | 0                 |  |  |  | Tertiary Institution | Annually    | Annually  | Tertiary Institution | Tertiary Institution's Annual Report |                                  |

| Pillar | S/N   | Activity  | Indicators   | Milestone Planned |   |      |      | Target (3 Years) | Data Source          | Frequency |          | Responsible          | Data Collection Method               |
|--------|-------|---|--|-------------------|---|------|------|------------------|----------------------|-----------|----------|----------------------|--------------------------------------|
|        |       |   |  |                   |   |      |      |                  |                      |           |          |                      |                                      |
|        |       | and students  |  |                   |   |      |      |                  |                      |           |          |                      |                                      |
|        | 07.19 | TETFund should establish computer laboratories in all departments in tertiary institutions and  |  | 0                 |   |      |      |                  | Tertiary Institution | Annually  | Annually | Tertiary Institution | Tertiary Institution's Annual Report |
|        | 07.20 | Direct TETFund to work with the tertiary institutions to develop and implement an ICT capacity building for academic staff and students |  | 0                 |   |      |      |                  | Tertiary Institution | Annually  | Annually | Tertiary Institution | Tertiary Institution's Annual Report |
|        | 07.21 | Establish National University of Nigeria, Abuja   | National University established                          | 0                 |   | Once | Once | Once             | FME, NUC and TETFUND | Once      | Once     | FME, NUC and TETFUND |                                      |
|        | 07.21 | Establish six Federal Universities of Technology, one in each of the six geopolitical   | Number of Federal Universities of Technology established | 0                 | 2 | 2    | 2    | 6                | 0                    | 0         | 0        | 0                    |                                      |

| Pillar | S/N   | Activity  | Indicators  | Milestone Planned |   |   |   | Target<br>(3 Years) | Data Source          | Frequency |          | Respon<br>sible      | Data<br>Collecti<br>on<br>Method     |
|--------|-------|---|---|-------------------|---|---|---|---------------------|----------------------|-----------|----------|----------------------|--------------------------------------|
|        |       |   |   |                   |   |   |   |                     |                      |           |          |                      |                                      |
|        |       | zones   |   |                   |   |   |   |                     |                      |           |          |                      |                                      |
|        | 07.21 | Establish six Federal Universities of Education, one in each of the six geopolitical zones  | Number of Federal Universities of Education established   | 0                 | 2 | 2 | 2 | 6                   | 0                    | 0         | 0        | 0                    |                                      |
|        | 07.21 | Establish three new Federal Universities of Agriculture   | Number of Federal Universities of Agriculture established | 0                 | 1 | 1 | 1 | 3                   | FME, NUC and TETFUND | 0         | 0        | FME, NUC and TETFUND |                                      |
|        | 07.23 | Encourage tertiary institutions to create outlets for hiring students on part time basis.   |   | 0                 |   |   |   |                     | Tertiary Institution | Annually  | Annually | Tertiary Institution | Tertiary Institution's Annual Report |
|        | 07.23 | Encourage internationalisation by strengthening partnership, collaboration and cooperation with international donor agencies, organisations |   | 0                 |   |   |   |                     | Tertiary Institution | Annually  | Annually | Tertiary Institution | Tertiary Institution's Annual Report |

| Pillar   | S/N   | Activity  | Indicators   | Milestone Planned |        |        |        | Target<br>(3 Years) | Data Source           | Frequency |          |                       | Respon<br>sible         | Data Collecti<br>on Method |
|--|-------|---|--|-------------------|--------|--------|--------|---------------------|-----------------------|-----------|----------|-----------------------|-------------------------|----------------------------|
|  |       |   |  |                   |        |        |        |                     |                       |           |          |                       |                         |                            |
|  |       | and development partners.   |  |                   |        |        |        |                     |                       |           |          |                       |                         |                            |
| <b>SYSTEMS STRENGTHENING: Improved evidence-based decision-making that will assist transparency, governance, accountability and innovation in education delivery</b> |       |   |  |                   |        |        |        |                     |                       |           |          |                       |                         |                            |
| 08. Education data and planning  | 08.01 | Provide 40,000 copies of ASC manual to States to strengthen data collection and management processes  | Number of copies of ASC manual distributed across states                       | 0                 | 10,000 | 15,000 | 15,000 | 40,000              | FME/NEMIS. S.MoE      | Annually  | Annually | FME/NE MIS. S.MoE     | Monitoring / Spot Check |                            |
|  | 08.02 | Organise NEMIS National Committee Planning meeting for 120 participants to review and approve the instrument, modality & EMIS policy for the conduct of ASC | Report of Instruments, modalities and policies for the conduct of ASC produced | 0                 | 37     | 37     | 37     | 37                  | FME attendance record | Annually  | Annually | FME attendance record | Monitoring              |                            |
|  | 08.03 | Organise two days technical meeting for 120 participants  | Report of the MDAs intervention on EMIS  | 0                 | 60     | 60     | 60     | 60                  | FME/NEMIS. S.MoE      | Annually  | Annually | FME/NE MIS. S.MoE     | Monitoring              |                            |

| Pillar | S/N   | Activity   | Indicators   | Milestone Planned |        |        |        | Target<br>(3 Years) | Data Source      | Frequency          |                    | Respon<br>sible   | Data Collecti<br>on Method |
|--------|-------|--|--|-------------------|--------|--------|--------|---------------------|------------------|--------------------|--------------------|-------------------|----------------------------|
|        |       |  |  |                   |        |        |        |                     |                  |                    |                    |                   |                            |
|        |       | from 20 MDAs, 36 States, FCT and 3 IDPs to   | harmonised   |                   |        |        |        |                     |                  |                    |                    |                   |                            |
|        | 08.04 | Capacity development of 60,000 head teachers/facilitators on accurate school record keeping                  | Number of Head Teachers/Facilitators receiving capacity building on accurate school record keeping | 0                 | 15,000 | 25,000 | 20,000 | 60,000              | FME/NEMIS. S.MoE | Annually           | Annually           | FME/NE MIS. S.MoE | Monitoring                 |
|        | 08.04 | Capacity development of 100 EMIS Staff in the six geo-political zones of the federation on Education         | Number of EMIS staff receiving capacity building   | 0                 | 100    | 100    | 100    | 300                 | FME/NEMIS. S.MoE | Annually           | Annually           | FME/NE MIS. S.MoE | Monitoring                 |
|        | 08.05 | Carry out annual sensitisation and advocacy on EMIS for the 36 States and FCT using 10 national stakeholders | Number of States (including FCT) covered by the sensitisation campaign                             | 0                 | 37     | 37     | 37     | 37                  | FME/NEMIS. S.MoE | Annually           | Annually           | FME/NE MIS. S.MoE | Monitoring                 |
|        | 08.07 | Review of EMIS policy and implementation   | Report of Reviewed EMIS Policy and guidelines  | 0                 | 1      |        |        | 1                   | FME/NEMIS. S.MoE | Once in five years | Once in five years | FME/NE MIS. S.MoE | Monitoring                 |

| Pillar | S/N   | Activity   | Indicators   | Milestone Planned |       |       |       | Target<br>(3 Years) | Data Source      | Frequency |          | Respon<br>sible   | Data Collecti<br>on Method |
|--------|-------|--|--|-------------------|-------|-------|-------|---------------------|------------------|-----------|----------|-------------------|----------------------------|
|        |       |  |  |                   |       |       |       |                     |                  |           |          |                   |                            |
|        |       | guidelines through 3 technical meetings of 50 members for 5 days and dissemination of reviewed EMIS policy to relevant stakeholders        | produced and disseminated  |                   |       |       |       |                     |                  |           |          |                   |                            |
|        | 08.08 | ASC Validation and data quality assessment by a team of 74 monitors from NEMIS and 74 monitors from SMOEs and SUBEBs for 36 States and FCT | Validation and quality assessment of the Annual School Census assessment | 0                 | 1     | 1     | 1     | 3                   | FME/NEMIS. S.MoE | Annually  | Annually | FME/NE MIS. S.MoE | Monitoring                 |
|        | 08.09 | Printing of 226,226 copies of Annual School Census forms, training of 774 data collectors, 37 supervisors, 37 coordinators,                | Conduct of Annual School Census  | 0                 |       |       |       |                     | FME/NEMIS. S.MoE | Annually  | Annually | FME/NE MIS. S.MoE | Supervision/Monitoring     |
|        | 08.10 | Provide continuous   | Number of EMIS staff receiving   | 0                 | 1,716 | 1,716 | 1,716 | 5,148               | FME/NEMIS.       | Annually  | Annually | FME/NE MIS.       | Monitor                    |



| Pillar               | S/N   | Activity  | Indicators  | Milestone Planned |        |        |        | Target (3 Years) | Data Source         | Frequency |           | Responsible | Data Collection Method           |
|----------------------|-------|---|---|-------------------|--------|--------|--------|------------------|---------------------|-----------|-----------|-------------|----------------------------------|
|                      |       |   |   |                   |        |        |        |                  |                     |           |           |             |                                  |
|                      |       | professional capacity development of 1,716 EMIS staff annually at all levels of                                   | capacity building   |                   |        |        |        |                  | S.MoE               |           |           | S.MoE       | ing                              |
| 09. ICT in Education | 09.02 | Review the National Policy on ICT in Education at N2m per meeting for 5 meetings; and print and distribute copies | Number of copies of the National ICT in Education Policy printed and circulated | 0                 | 10,000 | 10,000 | 10,000 |                  | Policy Document     | Quarterly | Quarterly | FME/ICT     | Meeting Report/ Inventory Record |
|                      | 09.04 | Organise Annual National Conference on ICT in Education   | Conference Report   | 0                 | 1      | 1      | 1      | 3                | Conference Report   | Annual    | Annual    | FME/ICT     | Conference Report                |
|                      | 09.05 | Organise Annual National ICT Week   | ICT Week Report   | 0                 | 1      | 1      | 1      | 3                | ICT Week Report     | Annually  | Annually  | FME/ICT     | ICT Week Report                  |
|                      | 09.06 | Organise Coordination meetings for the development and  | Coordination Report   | 0                 | 3      | 3      | 3      | 9                | Coordination Report | Quarterly | Quarterly | FME/ICT     | Monitoring                       |

| Pillar | S/N   | Activity   | Indicators  | Milestone Planned |        |        |         | Target (3 Years) | Data Source       | Frequency |           | Responsible  | Data Collection Method |
|--------|-------|--|---|-------------------|--------|--------|---------|------------------|-------------------|-----------|-----------|--|------------------------|
|        |       |  |   |                   |        |        |         |                  |                   |           |           |  |                        |
|        |       | deployment of ICT in Education   |   |                   |        |        |         |                  |                   |           |           |  |                        |
|        | 09.08 | Monitor compliance with policy directives and set standards  | Monitoring Report   | 0                 | 1      | 1      | 1       | 3                | Monitoring Report | Annually  | Annually  | FME/ICT  |                        |
|        | 09.09 | Conduct ICT inventory assessment to determine gap between existing ICT and what is recommended                                   | ICT Inventory Assessment report produced  | 0                 |        |        |         |                  | Inventory Report  | Once      | Once      | FME/ICT  | Survey                 |
|        | 09.11 | ICT skills acquisition programme for FME (1,600 education staff) to be computer-literate for greater efficiency and productivity | Number of education sector staff that trained in the use of computers; on ICT-enabled teaching and learning | 0                 | 640    | 480    | 480     | 1,600            | Evaluation Report | Quarterly | Quarterly | FME/ICT , FME Parastatals, Tertiary Institutions, FUCs | On the spot Assessment |
|        | 09.14 | Provide ICT Infrastructure /Equipment (Hardware, Software and  | Number of ICT hardware procured and distributed across educational  | 0                 | 40,000 | 70,000 | 100,000 | 100,000          | Inventory Record  | Annually  | Annually  | FME/ICT , FME Parastatals, Tertiary Institution        | Inventory Record       |

| Pillar                            | S/N   | Activity   | Indicators  | Milestone Planned |       |       |       | Target (3 Years) | Data Source                        | Frequency |           | Responsible                          | Data Collection Method                       |
|-----------------------------------|-------|--|---|-------------------|-------|-------|-------|------------------|------------------------------------|-----------|-----------|--------------------------------------|--|
|                                   |       |  |   |                   |       |       |       |                  |                                    |           |           |                                      |  |
|                                   |       | Networks) to all tertiary institutions   | institutions in the country   |                   |       |       |       |                  |                                    |           |           | s, FUCs                              |  |
|                                   | 09.15 | Provide 4,000 smart classrooms (Interactive whiteboards, projectors, connectivity)                 | Number of smart classrooms in place   | 0                 | 1,600 | 1,200 | 1,200 | 4,000            | Inventory List                     | Quarterly | Quarterly | FME/ICT, Tertiary Institutions, FUCs | Inventory Record                             |
|                                   | 09.16 | Provide 40 mobile devices (tablets) for each of the 104 FUCs per year                              | Number of mobile devices distributed. ICT-driven classrooms in place.             | 0                 | 354   | 354   | 354   | 1,062            | Inventory Record/Suppliers Records | Quarterly | Quarterly | FME/ICT, Tertiary Institutions, FUCs | Inventory Record/Suppliers Records           |
| 10. Library Services in Education | 10.01 | Produce and print 5,000 copies of the National Libraries service Policy                            | Number of copies of the National Libraries service Policy printed and distributed | 0                 | 2,000 | 1,500 | 1,500 | 5,000            | FME                                | Quarterly | Annually  | FME/NLN                              | Requisition, store RV and recipient Schools, |
|                                   | 10.02 | Establish 30 Libraries (traditional and e-libraries) (5 libraries per six geopolitical zones) 30 x | Number of new libraries established across the country.                           | 0                 | 30    | 30    | 30    | 90               | FME/NLN                            | Quarterly | Annually  | FME/NLN                              | No of Libraries established                  |
|                                   | 10.03 | Strengthen and upgrading 30  | Number of Libraries   | 0                 | 30    | 30    | 30    | 90               | FME/NLN                            | Quarterly | Annually  | FME/NL                               | No of Libraries                              |

| Pillar | S/N   | Activity  | Indicators  | Milestone Planned |       |       |       | Target (3 Years) | Data Source                | Frequency  |          |                      | Responsible                         | Data Collection Method |
|--------|-------|---|---|-------------------|-------|-------|-------|------------------|----------------------------|------------|----------|----------------------|-------------------------------------|------------------------|
|        |       |   |   |                   |       |       |       |                  |                            |            |          |                      |                                     |                        |
|        |       | existing libraries x 3 years = 90   | upgraded  |                   |       |       |       |                  |                            |            |          | N                    | upgraded                            |                        |
|        | 10.04 | Organise capacity building programme for 1,000 Librarians and Library Officers @ 167 per geo-political zone | Number of Librarians & Library Officers accessing the capacity building programme | 0                 | 334   | 334   | 332   | 1,000            | FME/NLN/LRCN               | B-Annually | Annually | FME/NL/LRCN          | workshop Attendance slips, Pictures |                        |
|        | 10.05 | Recruitment and deployment of 1,000 qualified librarians @ N20,000  | Number of qualified librarians recruited and deployed in service                  | 0                 | 334   | 334   | 332   | 1,000            | FME/NLN/LRCN               | Annually   | Annually | FME/NLN/Host Schools | Employment documentation records    |                        |
|        | 10.06 | Establish 1,000 book clubs in basic education and secondary schools   | Number of book clubs established in schools,                                      | 0                 | 400   | 300   | 300   | 1,000            | FME/NLN                    | Quarterly  | Annually | FME/NLN/Host Schools | Book clubs Established              |                        |
|        | 10.06 | Organise 3 readership Promotion campaigns and continuous orientation on use of Library                      | Number of students and citizens enlightened on reading/ library use               | 0                 | 1,000 | 1,000 | 1,000 | 3,000            | Events attendance register | Annually   | Annually | FME/NLN/Host Schools | Attendance Records, Pictures        |                        |

| Pillar | S/N   | Activity   | Indicators                             | Milestone Planned |  |  |  | Target<br>(3 Years) | Data Source | Frequency |   |   | Respon<br>sible | Data Collecti<br>on<br>Method |
|--------|-------|--|--|-------------------|--|--|--|---------------------|-------------|-----------|---|---|-----------------|-------------------------------|
|        | 10.06 | Organise 3 readership Promotion campaigns and continuous orientation on use of Library | Number of monitoring visits undertaken | 0                 |  |  |  |                     | 0           | 0         | 0 | 0 |                 |                               |