

Roadmap for the Nigerian Education Sector

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Honourable Minister
of Education

Access and
Equity

Standards &
Quality
Assurance

Technical and
Vocational
Education &
Training

Funding and
Resource
Utilisation



**Federal Ministry of
Education**

April 2009



TEACHER?

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THIS REPORT CONTAINS 151 PAGES

DOCTOR?

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Abbreviations

| Abbreviation | Description |
|--------------|---|
| BON | Broadcasting Organisation of Nigeria |
| BPP | Bureau of Public Procurement |
| CATI | Community Accountability and Transparency Initiatives |
| CBO | Community-Based Organisation |
| COAN | Computer Association of Nigeria |
| BPP | Bureau of Public Procurement |
| COE | College of Education |
| COL | Commonwealth of Learning |
| CSO | Civil Society Organization |
| DFID | Department for International Development |
| ETF | Education Trust Fund |
| FAO | Food and Agricultural Organization |
| FBO | Faith-Based Organisation |
| FME | Federal Ministry of Education |
| FMH | Federal Ministry of Health |
| FMIC | Federal Ministry of Information and Communication |
| FRCN | Federal Radio Corporation of Nigeria |
| ICT | Information and Communications Technologies |
| IDP | International Development Partner |
| IEI | Innovative Enterprise Institution |
| JAMB | Joint Admissions and Matriculations Board |
| JICA | Japanese International Cooperation agency |
| KOICA | Korean International Cooperation Agency |

| Abbreviation | Description |
|--------------|--|
| LGEA | Local Government Education Authority |
| MDG | Millennium Development Goal |
| MTSS | Medium Term Sector Strategy |
| NACA | National Action Committee on AIDS |
| NABTEB | National Business and Technical Examinations Board |
| NAPTAN | National Parents-Teachers Association of Nigeria |
| NAPEP | National Poverty Eradication Programme |
| NASS | National Assembly |
| NBTE | National Board for Technical Education |
| NCCE | National Commission for Colleges of Education |
| NCE | Nigeria Certificate in Education |
| NCNE | National Commission for Nomadic Education |
| NCVE | National Commission for Vocational Education |
| NDE | National Directorate of Employment |
| NECO | National Examination Council |
| NEP | Nomadic Education Programme |
| NERDC - | Nigerian Educational Research and Development Council |
| NMC | National Mathematical Centre |
| NMEC | National Agency for Mass Literacy & Adult Education Commission |
| NOUN | National Open University of Nigeria |
| NTA | Nigeria Television Authority |
| NTI | National Teachers' Institute |
| NUC | National Universities Commission |
| NURESDEF | Nigerian Universities Research and Development Fair |
| NUT | Nigeria Union of Teachers |

| Abbreviation | Description |
|--------------|--|
| OAGF | Office of Accountant-General of the Federation |
| PHCN | Power Holding Company of Nigeria |
| SACA | State Action Committee on AIDS |
| SAME | State Agency for Mass Education |
| SBMC | School-Based Management Committee |
| SCU | State Coordinating Unit |
| SMEDAN | Small and Medium Enterprise Development Agency of Nigeria |
| SMOE | State Ministry of Education |
| STUMEC | Student, Tutoring, Mentoring and Counselling |
| SUBEB | State Universal Basic Education Board |
| TRCN | Teachers Registration Council of Nigeria |
| TSS | Teachers' Salary Scheme |
| TVE | Technical and Vocational Education |
| TVET | Technical and Vocational Education and Training |
| UBEC | Universal Basic Education Commission |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNICEF | United Nations International Children's Fund |
| VEI | Vocational Enterprises Institution |
| WAEC | West African Examinations Council |

1 Executive Summary

The Federal Ministry of Education is the organ of Government with the overall responsibility for laying down national policies and guidelines for uniform standards at all levels of education in Nigeria as enshrined in various statutory instruments, including the 1999 Constitution of the Federal Republic of Nigeria and National Policy on Education amongst others.

The role of the Ministry centres around the following:

- Formulating a national policy on education
- Collecting and collating data for purposes of educational planning and financing
- Maintaining uniform standards of education throughout the country
- Controlling the quality of education in the country through the supervisory role of the Inspectorate Services Department within the Ministry
- Harmonizing educational policies and procedures of all the states of the federation through the instrumentality of the National Council on Education
- Effecting co-operation in educational matters on an international scale
- Developing curricula and syllabuses at the national level in conjunction with other bodies

The Education Sector in Nigeria is on the Concurrent Legislative List, which makes it a shared responsibility of the Federal, States and Local Governments. As a result, there exists a plethora of stakeholder including regulators, policy formulators, examination bodies and the like who work together to give direction to the sector.

The Education Sector in Nigeria is further divided into three sub-sectors. The institutions under these sub-sectors are presented in the table below:

| ECCDE/ Basic Sub-Sector | Post-Basic | Tertiary |
|---|--|---|
| <ul style="list-style-type: none"> • Early Childhood Care and Development • Primary Schools • Junior Secondary Schools • Nomadic and Adult Literacy | <ul style="list-style-type: none"> • Senior Secondary Schools • Technical Colleges • Vocational Enterprise Institutions (VEIs) • Vocational Schools • Open Apprenticeship Centres | <ul style="list-style-type: none"> • Universities • Polytechnics/Monotechnics • Colleges of Education • Innovative Enterprise Institutions (IEIs) |

An overview of the Nigerian Education Sector can be seen below



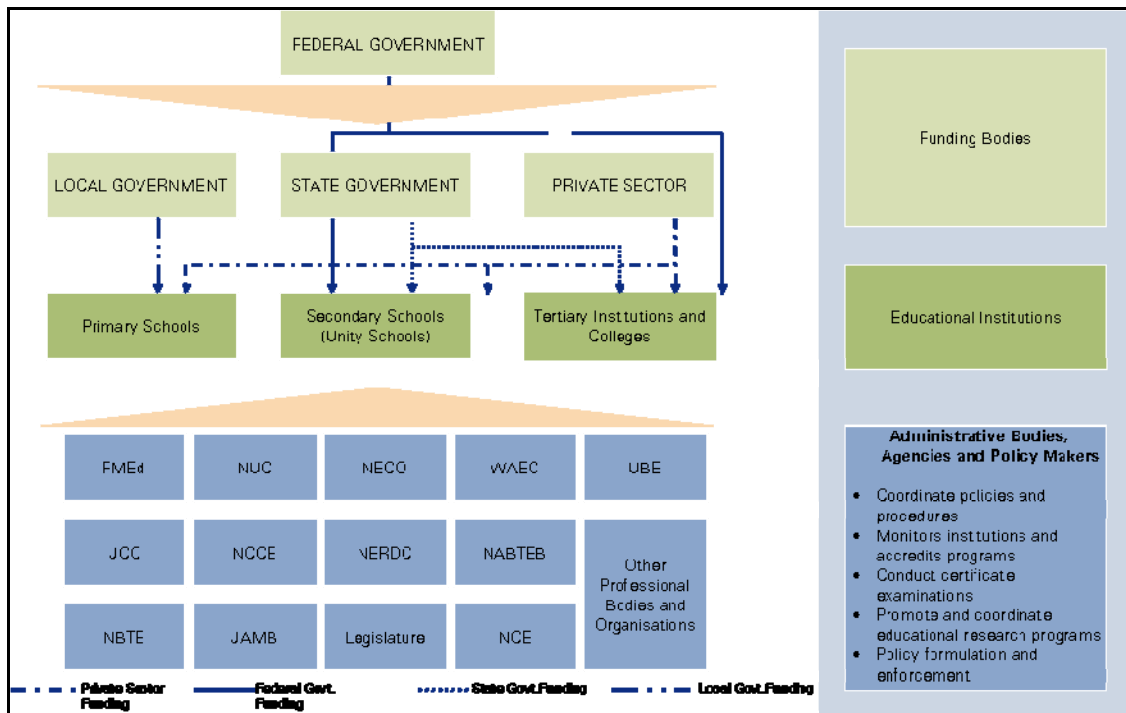


Figure 1.1. Overview of the Nigerian Education Sector

The review of the state of the educational sector was focused along four (4) priority areas. Specific focus areas are presented in the schematic below:

| Access & Equity | Standards & Quality Assurance | Technical and Vocational Education and Training | Funding, Resource Mobilisation and Utilisation |
|--|---|--|--|
| <ul style="list-style-type: none"> Physical Access Quality Access Economic Access Equity | <ul style="list-style-type: none"> Infrastructure Teacher Quality, Motivation and Retention Curriculum Relevance and Review Learner Support Services ICT | <ul style="list-style-type: none"> Preference for University Education Academic Staff Availability Infrastructure & Teaching Facilities | <ul style="list-style-type: none"> Budgetary Allocation Access to Budgeted Funds Funds Management and Budget Implementation |

The sector has historically suffered from years of neglect and mismanagement and inadequacy of resources commensurate with national needs, population growth and demand. As a result, education as a strategic priority of the Government has not been well positioned as a transformational tool and a formidable instrument for socioeconomic empowerment.



Specifically, the education sector has been inundated with a myriad of challenges. Some of the general issues along various sub-sectors of education are documented in the table below:

| Access and Equity | Standards & Quality Assurance | Technical & Vocational Education Training | Funds & Resource Utilization |
|---|--|---|---|
| <ul style="list-style-type: none"> • Out-of-school children • Lack of essential infrastructure • Gender disparity • Poverty • <i>Almajirai</i> Challenge | <ul style="list-style-type: none"> • Infrastructural needs • Teacher development, motivation & retention • Curriculum relevance & review • Information & Communications Technology (ICT) | <ul style="list-style-type: none"> • Dearth of qualified teaching staff • Low societal estimation of vocational education • Inadequate number of technical and vocational colleges | <ul style="list-style-type: none"> • budgetary allocation • Inadequate funding of schools • Poor management and utilization of funds |
| Institutional and Legislative Issues | | | |
| <ul style="list-style-type: none"> • Inadequate capacity for policy formulation • Low private sector involvement | | <ul style="list-style-type: none"> • Ineffective, obsolete and outdated policies and legal framework | |

Basic Education

This is the education which every Nigerian receives between the ages of three (3) and fourteen (14) years. It consists of the Early Childhood, Primary, Junior Secondary, as well as Adult and Non-Formal Education. The agency which coordinates the affairs of this sub sector is the Universal Basic Education Commission (UBEC). Other coordinating agencies in this sector include National Commission for Nomadic Education and National Mass Education Commission.

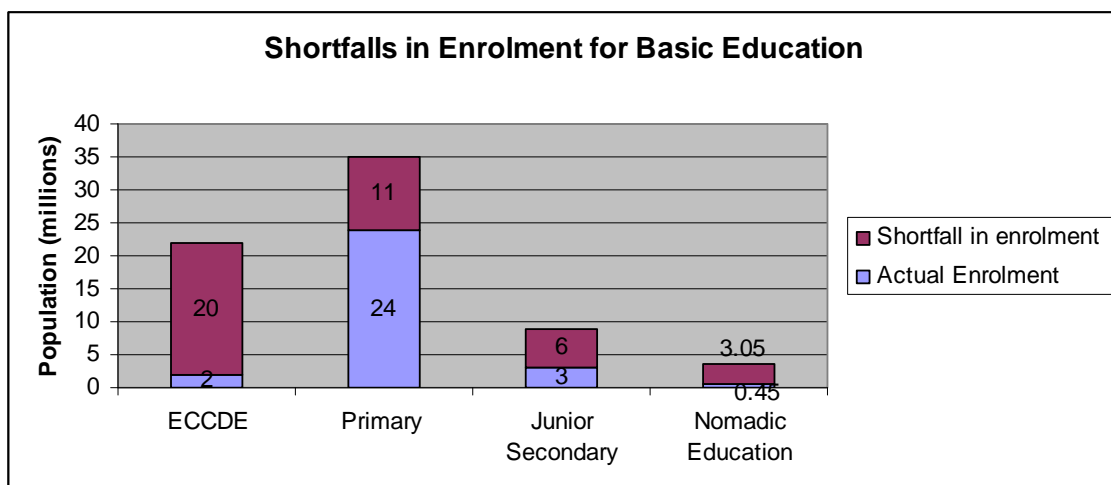


Figure 1.3. Actual Enrolment figures against potential enrolment population for Basic Education

Strategies to address these issues include:

- Wide sensitization and advocacy in support of enrolment, retention and funding
- Inventory of infrastructure needs of schools, as well as urgent rehabilitation of schools in line with a plan of action as developed
- Establishment of a National Agency for Education Quality Assurance at all levels below the Tertiary level
- Ensure appropriate staffing in schools, implement National Teacher Education Policy, institutionalise career development and provide conducive working environment for teachers
- Ensure timely review and enrichment of the schools curriculum
- Increase of budgetary provision for ICT and provision of ICT laboratories in all schools with requisite ICT infrastructure and services to also accommodate children with special needs.

Deliverables to tie in with the specific strategies have also been articulated and timelines included.

Post Basic Education

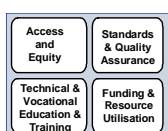
This refers to the education received after successful completion of nine years of Basic Education and passing the Basic Education Certificate Examination (BECE). It includes

- 3-year Senior Secondary School
- 3-year Technical Colleges
- Continuing Education provided in Vocational Enterprise Institutions (VEIs).

Post Basic Education is aimed at producing a community of Nigerians well prepared for higher education, sustainable national development and global competitiveness.

Peculiar problems facing the post-basic education sub-sector include:

- Inadequate enrolment in senior secondary schools (Fig. 1.3)
- Inadequacy of legal backing and absence of quality control organ
- Low learning outcomes in literacy, numeracy and life skills
- Non conducive teaching and learning environment due to dilapidated infrastructure
- Dearth of relevant textbooks and other instructional materials
- Extremely low enrolment in Technical and Vocational Educational Institutions (Fig. 1.4)



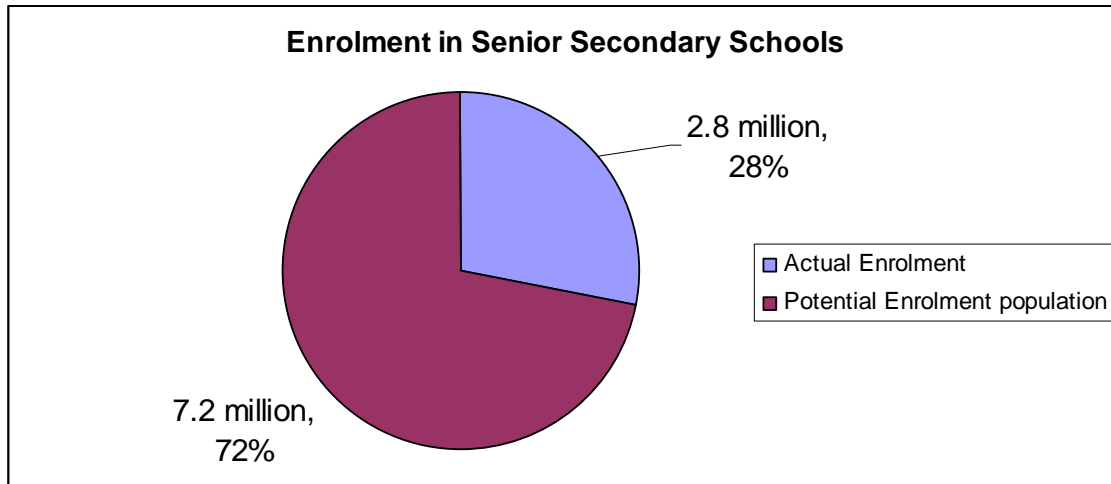


Figure 1.4. Enrolment Gap in Senior Secondary Schools

Some of the turn-around strategies to address issues in post-basic education sub-sector include:

- Wide sensitization and advocacy in support of enrolment and funding
- Provision of seed grants for VEIs
- Funds and resource utilizations are to be based on approved Medium Term Sector Strategy Plans and Ministry Work Plans.
- Empowerment of NERDC, NBTE and other bodies to review, update, print and circulate curriculum and examination syllabi
- Provision of extensive trainings to upgrade the skills of the unqualified teachers to enable them teach technology in the VEIs
- Reinstatement of the moribund Teacher Vacation Courses (TVC) in science and technology
- Implement recommendations in the ORASS report

Deliverables to tie in with the specific strategies have also been articulated and timelines included where feasible.

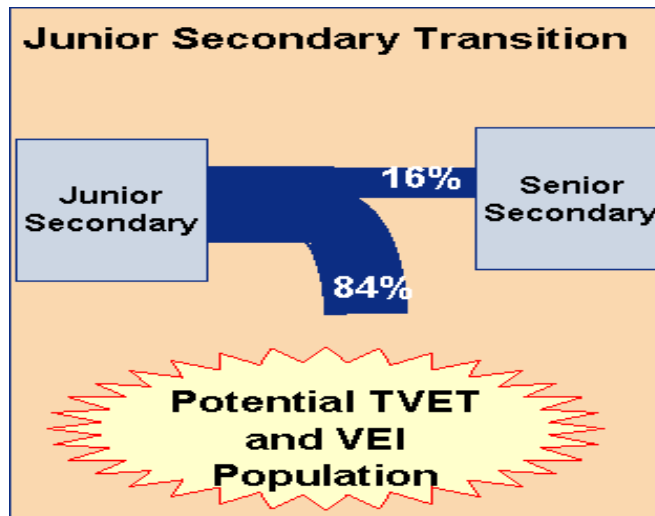


Figure 1.5. Transition Rate from Junior Secondary to Senior Secondary Schools

Tertiary Education

Tertiary Education in Nigeria is classified into Universities, Polytechnics and Monotechnics, Colleges of Education and Innovative Enterprise Institutions. Tertiary Education is the education which is obtained by choice, after successful completion of Post-Basic Education.

The Nigerian Universities Commission (NUC), the National Board for Technical Education (NBTE) and the National Commission for Colleges of Education (NCCE) are the supervisory bodies which coordinate the activities of the institutions within this sub sector.

Peculiar challenges facing this sub-sector include:

- Low carrying capacity of Nigerian tertiary institutions
- Inequality of education across the States
- Academic staff shortages across board and the absence of a system to produce teaching staff for the polytechnics
- Divided interests by academics (moonlighting)
- Illegal institutions/ satellite campuses/ external campuses

Some of the strategies to address issues in tertiary education include:

- Increase in the carrying capacity in existing tertiary institutions
- Provision of grants for State Governments to establish more tertiary institutions and upgrade existing ones
- Improve conditions of service and working environment to attract and retain the best academics
- Implement government directive on ICT initiatives for tertiary institutions

- Ensure periodic review of curricula in line with national needs and goals every five years
- Encourage self reliance through internal funding
- Improve funding sources by exploring strategies such as cost-sharing, private sector involvement, alumni, endowments, international development partners and consultancy services etc.

Deliverables to tie in with the specific strategies have also been articulated and timelines included.

Institutional and Legislative Issues

In this section, a critical look at the cross cutting institutional and legislative issues which affect the implementation of strategies for the successful transformation of the sector was undertaken. This review was along the following areas of concern:

- *Policy, planning and implementation management*

This section addresses the issues that arise within the context of policy recommendations and the need to express them in a financial context framework. Specific strategies revolve around building capacity of officials responsible for policy formulation and implementation, linkage of resource utilization to strategic plans, MTSS and annual work plans, as well as strengthen on due process in policy implementation.

- *Education Management Information Systems (EMIS)*

This section addresses the challenges faced with coordination of the Education Management Information Systems (EMIS) to ensure the maintenance and update of relevant, credible data for use in educational planning and resource management. It also covers implementation of approved policies and strengthening of data linkages between organisations that generate and use information.

- *Legislative Review and Reform*

Support for the roadmap articulation through review and update of the existing Federal legislation that impacts upon the education sector in Nigeria, identification of the inconsistencies or contradictions between the different Acts and review and strengthening of the legal frameworks for all extra-ministerial departments, institutions and regulatory agencies.

- *Stakeholders' partnership and collaboration*

In this area, the roadmap document focused on highlighting strategies to strengthen the synergy among stakeholders through alumni and organised private sector involvement, governance of schools through State Based Management Committees (SBMCs) and rehabilitation of the Support-a-School Programme

On an overall basis, this report provides a roadmap for the implementation of strategies developed to ensure an entire sectoral transformation and is documented around the four priority areas of the Honourable Minister for Education, Dr. Sam Egwu. These priority areas are:

- **Access and Equity**
- **Standards and Quality Assurance**
- **Technical and Vocational Education and Training**
- **Funding and Resource Mobilisation and Utilisation**

Implementation Planning

In order to address the identified problems in the sector, a strategy that will ensure results-focused implementation at the school level will be adopted. This strategy will be a phased implementation of the reform that transforms schools from their current status to high performing schools.

The first phase of implementation will occur at a stratified sample of schools including the Unity Schools and other selected demonstration schools. The programme will deliver comprehensive intervention rolled out through a well conceived replication strategy over the medium term to be reflected in the Education Sector Plans and MTSS of all SmoEs and the FME.

Implementation of the roadmap will involve various stakeholders, from other tiers of Government, the organised private sector as well as international funding partners in ensuring that this attempt in comparison to previous attempts achieves the intended purpose of revamping the educational sector, and ultimately transforms all Nigerian schools into high performing schools that produce high achieving, functional and self-reliant students.

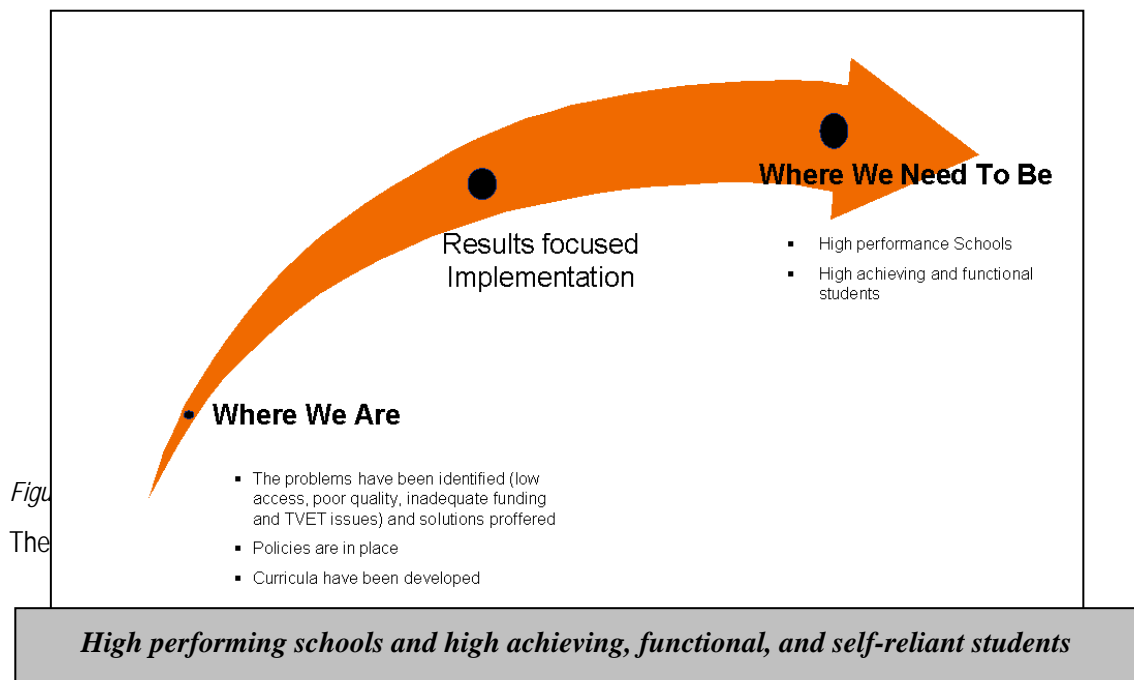


Figure
The

2 Introduction

2.1 Vision

Become an economy model, delivering sound education for public good

2.2 Mission

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

2.3 Overview

Nigeria's ability to realize its vision of becoming one of the twenty largest economies in the world by the year 2020 is largely dependent on its capacity to transform its population into highly skilled and competent citizens capable of competing globally. The Education Sector is consequently pivotal to the actualization of current national and global government policy objectives.

The Federal Ministry of Education (FME) is the organ of Government charged with policy formulation, monitoring of implementation and setting and maintenance of standards within the nation's education sector. However, the Constitution places education on the Concurrent List thus, making it a shared responsibility of the Federal, States and Local Governments.

There are three sub-sectors of education in Nigeria:

| SUB-SECTOR | INSTITUTIONS |
|----------------------|---|
| Basic Education | <ul style="list-style-type: none"> - Early Childhood Care Education - Primary - Junior Secondary - Nomadic - Adult - Non-Formal Education |
| Post-Basic Education | <ul style="list-style-type: none"> - Senior Secondary - Technical Colleges - Vocational Enterprise Institutions (VEIs) |
| Tertiary Education | <ul style="list-style-type: none"> - Polytechnics/ Monotechnics and Universities - Colleges of Education - Innovation Enterprise Institutions (IEIs) |

Generally, the poor quality of the products of the sector constitutes a major constraint to the actualisation of Vision 20-2020. Other challenges of the sector include:

- Low enrolment, retention and transition at the basic education level;
- Low carrying capacity at the tertiary level;
- Inadequate and obsolete infrastructure, equipment and library facilities;
- Inadequate numbers of teachers
- Low capacity of staff especially in ICT and management skills, qualification and content delivery;
- Inadequate instructional materials and resources;
- Inadequate funding; and
- Weak leadership.

In view of the foregoing, this document charts the strategies and road-map for the education sector for the achievement of the goals of Vision 20-2020, 7-Point Agenda, National Economic Empowerment and Development Strategy II (NEEDS II), Education For All (EFA) and Millennium Development Goals (MDGs).

This report dwells on the challenges, proposed turn-around strategies and necessary interventions in the sector that would lead to the achievement of the national vision in four priority areas:

1. Access and Equity
2. Standards and Quality Assurance
 - Infrastructure
 - Curriculum Content and Relevance
 - Teacher Development, Motivation and Retention
 - Learner Support Services
 - Information and Communications Technologies (ICT)
3. Technical and Vocational Education and Training
4. Funding, Resource Mobilisation and Utilisation

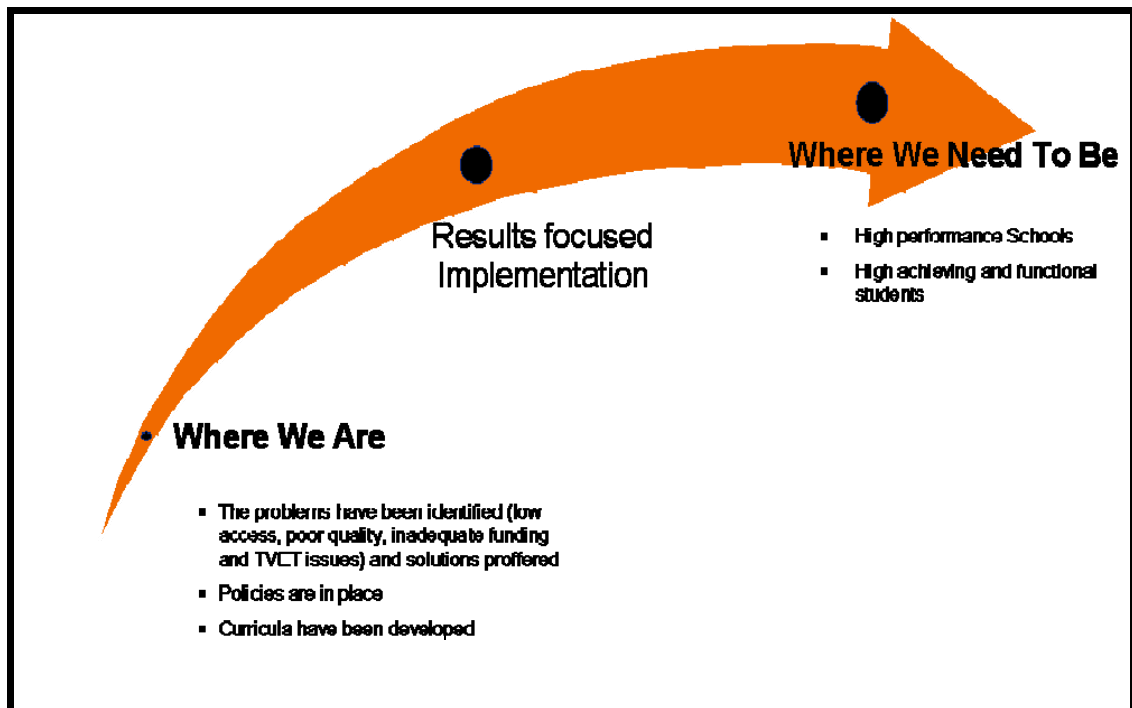
This document presents a roadmap for educational reform and outlines a plan for implementing reform in the four priority areas in each of the three subsectors (Basic Education, post-basic education and tertiary education). The document also addresses cross cutting issues within the system that need to be addressed in order to sustain the improvement. These areas include:

- Planning, Policy Implementation and Management
- Establishing an effective Education Management Information Systems (EMIS)
- Legislative Review and Reform
- Strengthening Stakeholders' Partnership and Collaboration



3 Implementation Framework

In order to address the identified problems in the sector, a strategy that will ensure a results-focused implementation at the school level will be adopted. This strategy will be a phased implementation of the reform that transforms schools into high performing schools. The first phase of implementation will occur at a stratified sample of schools including the Unity Schools and other selected Demonstration Schools at the State level. The programme will deliver comprehensive intervention rolled out through a well conceived replication strategy over the medium term to be reflected in the Education Sector Plans and MTSS of all SmoEs and the FME. The ultimate goal is to transform all Nigerian schools into high performing schools that produce high achieving and functional students.



The Roadmap to Success

3.1 The Strategic Implementation Model

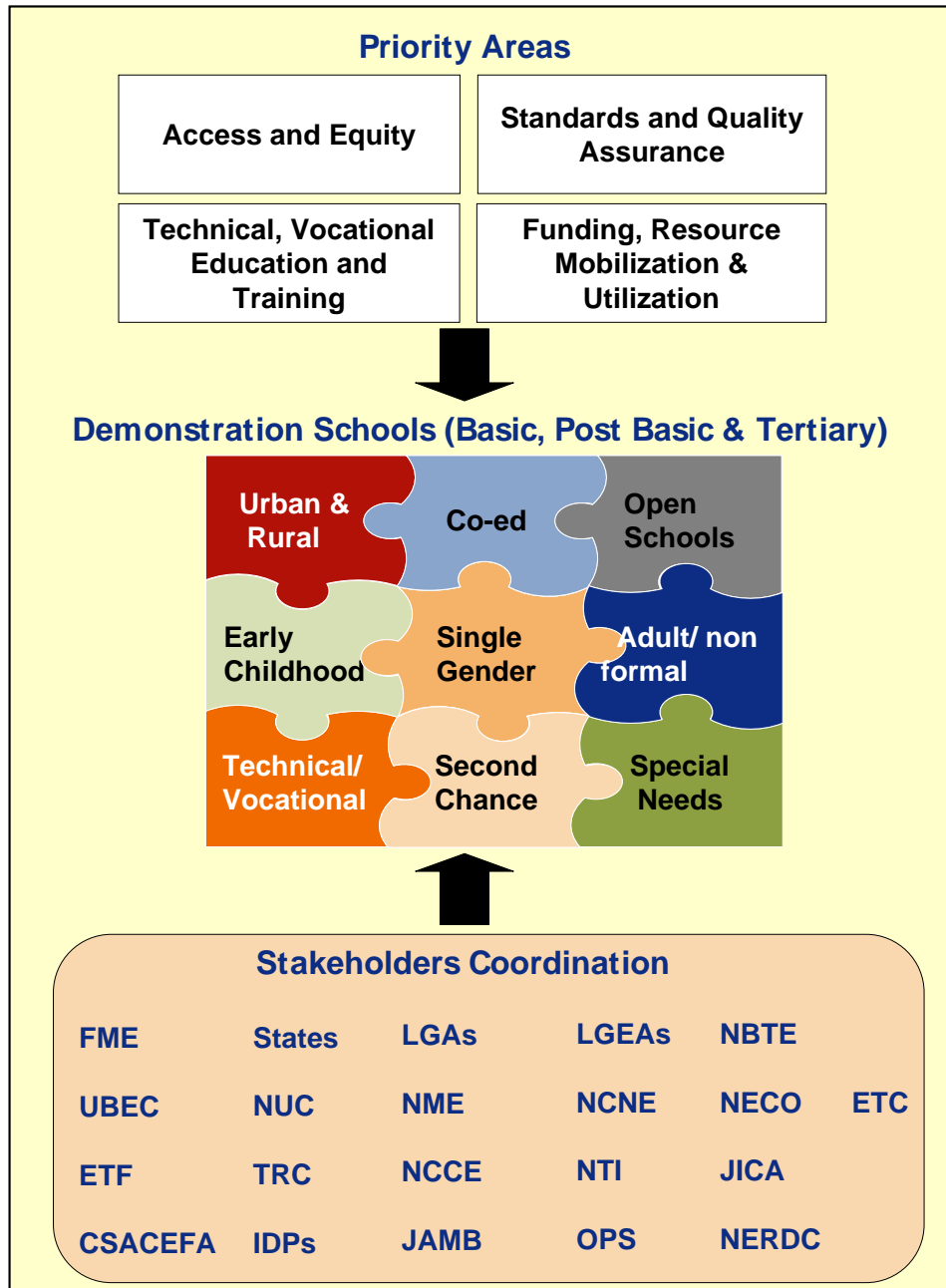
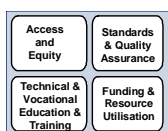


Figure 1.7 The Strategic Implementation Model to Success

Note: This model utilizes **Demonstration Projects** to implement proposed turn-around strategies that address the priority issues. The lessons learned from the demonstration sites will then be mainstreamed into other schools and institutions across the sub-sectors



4 Basic Education

Basic Education is the education offered to children aged between 3 and 14 years. It comprises:

- 3 years of Early Childhood Care Development and Education (ECCDE)
- 6 years of Primary and
- 3 years of Junior Secondary Education.

It also covers special interventions directed at nomadic and migrant children, mass literacy as well as the almajirais and other vulnerable and excluded groups.

The main agency coordinating the implementation of basic education is the Universal Basic Education Commission (UBEC). Other agencies involved are National Commission for Nomadic Education (NCNE) and National Mass Education Commission (NMEC).

Statistics from the 2006 National Personnel Audit show that there are 54,434 public primary schools in Nigeria (while the 2006 School Census states 87,941 as the number of primary schools) with an enrolment figure of 24,422,918 of which the male accounts for 13,302,269 (or 54.5%) while the female accounts for 11,120,649 (or 45.5%) indicating a gender parity of 83.6%. More males are enrolled in the primary schools than females in the North while a near parity is recorded in the South. About 65% of primary school children in the North are male while 35% are female. There are also 7,129 public Junior Secondary Schools in Nigeria with a total enrolment figure of 3,266,780. Gender disparity exists in male and female enrolment figures at the JSS level nationwide. About 55% are male while 45% are female.

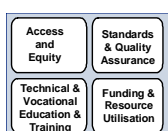
For nomadic education, the required number of teachers is 23,835 while only 11,506 (48%) are available. This leaves a shortfall of 12,329 (52%) and a teacher-pupil ratio of 1:50.

4.1 Access and Equity

Challenges

Wide disparity exists between the expected and actual enrolments. For example, the expected enrolment in ECCDE is 22 million but the actual is 2.02 million, leaving 19.98 million out-of-school; the expected enrolment in Primary Education is 34.92 million but the actual is 24.42 million, hence a shortfall of 10.5 million; in junior secondary Education, the expected enrolment is 9.27 million but the actual is 3.27 million, leaving 6.0 million unenrolled (Fig. 4.1).

The picture is not different at the non-formal level. Out of the current population figure of 40 million non-literate adults, current enrolment stands at 500,000 leaving 39.5 million unenrolled. For the Nomadic and Migrant children, only 450,000 are enrolled out of the 3.5 million school-aged learners, hence 3.1 million out-of-school. Other challenges are inadequate and inaccurate data as well as poverty. Available classrooms in formal education as at 2006 is 497,871 and the shortfall is 1,152,412 while the existing classrooms for nomadic education is 10,469 with a shortfall is 28,931.



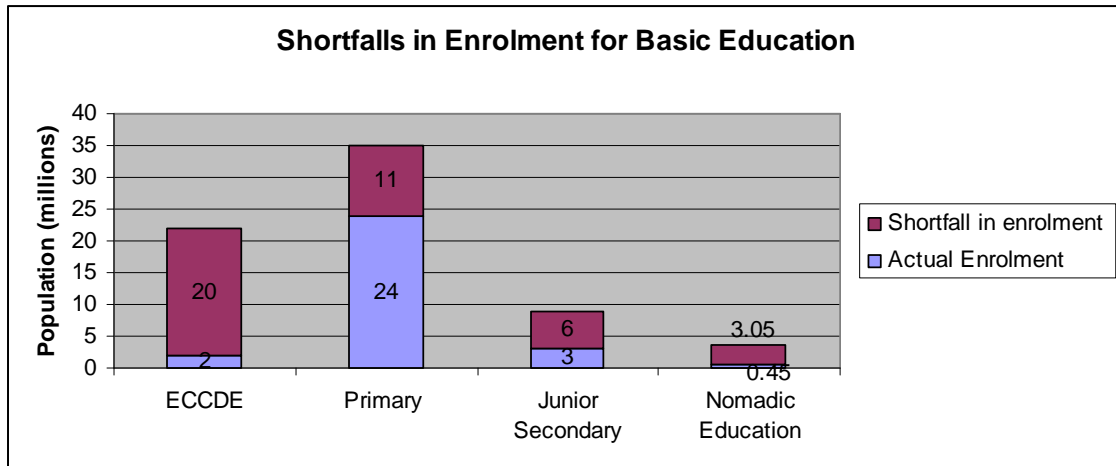


Figure 4.1. Enrolment Shortfalls in Basic Education

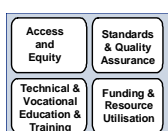
The non-existence of an Open School System in Nigeria poses a great challenge to the achievement of EFA and MDGs. Some early leavers and graduates of primary schools, who are unable to transit to JSS and are not enrolled in schools, can be accommodated in the Open School System.

In terms of Access there are deep issues of physical access, quality access and economic access. Provision of uniform access to quality basic education presents a big challenge to the sector in view of economic, cultural, urban-rural dichotomy, public-private schools and other disparities across the country. These disparities have implications for provision of infrastructure, instructional materials, supervision and monitoring of learning achievements, and teacher morale, especially those deployed to rural schools, etc. The children in our schools need to be guaranteed quality education in learner environment that results in high learning outcomes.

Equity issues have always played a significant role in measuring the success or otherwise of basic education delivery. To provide equal opportunity to all children of school age irrespective of gender, location and physical attributes is a major challenge. Apart from gender disparity, other factors of exclusion include: urban-rural dichotomy, access to school from home, aversion to western education by some communities, poverty, vulnerable groups such as nomadic and migrant fisherfolks, out-of-school children, almajirais, street children, non-literate adults, children with special needs and in difficult terrains, persons infected and affected by HIV/AIDS, etc.

Turn around Strategies and Deliverables:

The turn around strategies and deliverables which have been articulated to address the foregoing challenges are highlighted below:



| Turn-Around Strategies | Deliverables | Timeline |
|---|--|-----------------------------|
| <ul style="list-style-type: none"> • Launch an aggressive National Campaign on Access in order to intensify sensitization, advocacy and mobilization in support of enrolment and retention • Review and update the UBE Act to enforce the provisions that stipulate compulsory enrolment and retention of children in schools • Synergize with agencies such as SMEDAN, NDE, NAPEP etc., to provide incentives to parents/ guardians of school children in areas with low enrolment and ensure that parents who benefit from these agencies send their children to school • Encourage and support the establishment of more neighbourhood schools by communities, Voluntary Agency Organisations (VAOs) and Faith-based organisations (FBOs) • <i>Declare a national literacy emergency for five years</i> • <i>Create a program that utilizes youth corpsers and other volunteers as teachers in mass literacy programs</i> | <ul style="list-style-type: none"> • Attainment of the following enrolment targets: <ul style="list-style-type: none"> ➤ 3,127,395 in ECCDE; ➤ 27,900,796 in primary education; ➤ 4,407,071 in junior secondary education; ➤ 50% increase in mass literacy, <i>10 million adults trained every year</i> ➤ 1,379,000 in nomadic education based on 30% increase in enrolment at 2.32% growth rate <p><i>A well established mass literacy program that trains 25million participants every year</i></p> | <p>May 2009</p> <p>2011</p> |
| <ul style="list-style-type: none"> • Provide infrastructure – <ul style="list-style-type: none"> ➤ 4,000 additional classrooms per annum for pre-primary, ➤ 22,000 additional classrooms per annum for primary, ➤ 10,160 classrooms per annum for JSS and ➤ 950 additional classrooms per annum for nomadic education and other facilities. <p>This can be achieved by strengthening such initiatives as Support-a-Public School, providing the enabling environment for private sector involvement as part of their corporate social responsibility</p> | <ul style="list-style-type: none"> • Additional fully furnished and functional classrooms: <ul style="list-style-type: none"> ➤ 4,000 for ECCDE, ➤ 22,000 for primary, ➤ 10,160 for JSS, and ➤ 1764 for Nomadic that meets UBEC's minimum standards | <p>Dec.2009</p> |
| <ul style="list-style-type: none"> • Develop strategies for systematic recruitment of potential teachers for the Colleges of Education from the pool of secondary school leavers • Consider recruitment campaigns that profile the teaching profession positively • Develop incentives to motivate teachers and | <p>Attainment of:</p> <ul style="list-style-type: none"> ➤ 124,696 care-givers for ECCDE ➤ 797,166 for Primary ➤ 110,177 for JS | <p>2011</p> |

| Turn-Around Strategies | Deliverables | Timeline |
|--|--|--------------|
| attract high quality students to take up teaching as part of the institutional reform required for Teacher Development and Motivation | | |
| <ul style="list-style-type: none"> Introduce the National Open School System | <ul style="list-style-type: none"> Open School System established | 2011 |
| <ul style="list-style-type: none"> Restructure and decentralize the school census exercise and make it state-driven, coordinated by SMOEs and FME Support School Mapping and make it State-driven, coordinated by UBEC | <ul style="list-style-type: none"> State-driven school census State-driven school mapping | 2011 2011 |
| <ul style="list-style-type: none"> Promote State-driven incentives, such as mid-day meals, uniforms, transportation, etc | <ul style="list-style-type: none"> Improved health and nutrition of pupils and students | |
| <ul style="list-style-type: none"> Promote gender parity through sensitization and modelling | <ul style="list-style-type: none"> 90% gender parity | 2011 |
| <ul style="list-style-type: none"> Improve rural schools and mainstream nomadic and Adult and Non-Formal centres bringing them up to the approved Minimum Standards | <ul style="list-style-type: none"> At least 5 "second chance" schools established in each State | 2011 |
| | <ul style="list-style-type: none"> Schools established within a maximum radius of 3-4 km | 2011 |
| <ul style="list-style-type: none"> Provide facilities like toilets, water supply and sanitation to encourage the girl-child Promote a child-friendly school climate i.e. effective learning, healthy and protective of children and encouraging the involvement of parents and the communities | <ul style="list-style-type: none"> Schools to be made gender-friendly through provision of water, sanitation, separate toilet facilities, etc for the girl-child and boy-child especially in rural schools; | 2011 |
| <ul style="list-style-type: none"> <i>Review and improve current processes of identification and monitoring of special needs students to ensure access/ equity</i> | <i>Increased enrolment of special needs students</i> | 2010 |
| <ul style="list-style-type: none"> Provide attendance incentives for teachers in rural areas as an integral part of the National School Transformation Programme (NSTP) | <ul style="list-style-type: none"> Improved teacher attendance in rural schools | 2011 |

(see Appendix - Section 8.1.1)

4.2 Standards and Quality Assurance

The Education National Minimum Standards and Establishment of Institutions Act 16 of 1985, together with the 1999 Constitution, empowers the Minister of Education to ensure that Minimum Standards are set, maintained and constantly improved in all schools of the federation. This responsibility, aimed at ensuring uniformity of standards, is delegated to the Federal Inspectorate Service (FIS) Department and other bodies by the Minister of Education and carried out through inspection and monitoring of educational

provisions in schools and colleges. Under the Ministry, however, FIS lacks legal authority to superintend over quality assurance functions in schools nationwide.

Quality Assurance in Education is a paradigm shift from the current practice of school inspection to a monitoring and evaluating process that provides a new operative mode of evaluation. It ensures that inputs, processes and outputs of the education system meet set standards to bring about improvement in teaching and learning. This involves the process of monitoring, assessing and evaluating according to set standards and communicating the outcomes to all concerned in order to ensure quality with integrity, public accountability and consistent improvement. Thus, the process is open and the findings are valid, reliable and consistent and inform national and state planning, training and policy formulation.

Quality standards are the goals to which all learners, teachers, staff and school leaders should aspire. There are 8 components of quality standards outlined in the approved National Education Quality Assurance Policy and the Education Quality Assurance Handbook for Nigeria namely:

1. learner achievement and standards
2. learners' welfare and participation
3. Care, guidance and support
4. Leadership and Management
5. School community relationships
6. Learning Environment
7. Teaching and learning
8. Curriculum and other activities

To maintain quality standards in the basic and post basic sub-sectors, there must be in place an effective and efficient organ for quality control with a mandate similar to those of Central Bank of Nigeria (CBN) in the financial sector, National Agency for Food and Drug Administration and Control (NAFDAC) in the health sector and regulatory bodies of the tertiary education sub-sector. It is important to note that some states have already established autonomous agencies for Quality Assurance while others are in the process of doing so.

Challenges

Assuring Quality is a major challenge of our educational system. From general public opinion and particularly the incidences of infrastructural decay, declining standards, cultism, examination malpractice, maladministration as well as facts and statistics from the 2006 General Inspection of 14,942 Secondary Schools nationwide, (i.e. ORASS) it is obvious that the state of education in Nigeria is poor, necessitating urgent remedial actions.

The performances of inspectorate services at the 3 tiers of government have also been considerably poor. For example, at the Federal level, only 4.9% and 4.7% of Secondary Schools were inspected by the Federal Inspectorate Service in 2004 and 2005 respectively. While some State Inspectorate Services may be better off, a few States do not have distinct Inspectorate Services department.

Significantly also, the current model of education inspection practice which was inherited from the colonial government has remained unchanged despite the changing circumstances of the country. The model has been described variously as "ineffective", "inefficient", "too-expensive" and "seemingly irrelevant" as it is

non-collaborative, diagnostic rather than remedial, does not inspire quality consciousness and lacks power of independence to sanction erring proprietors and school operators.

Key challenges include:

- Weak and outdated Quality Assurance legal framework with ineffective sanctions that do not evoke appropriate corrective action by defaulters
- Absence of an institutionalized quality assurance system and regulatory body for Quality Control
- Low learning outcomes in literacy, numeracy and life skills
- Weak capacity of inspectors (Quality Assurance Agents) resulting in use of archaic 'policing' method rather than quality assuring the school system
- Lack of standardized and uniform quality assurance instruments and reporting mechanisms
- Inability to provide unfettered access to quality education at all levels
- Continued production of "half- baked" products who are not sufficiently resourceful and globally competitive
- Non professionalization of Education Quality Assurance practice
- Non provision of a comprehensive Quality Standards document
- Low awareness and poor understanding of the concept of Quality Assurance
- Lack of synergy among relevant stakeholders resulting in institutional constraints and role conflict
- Weak linkages/ networking with field inspectors for data collection and information sharing
- Scarcity of current reliable data on quality issues
- Inadequate allocation and channelling of funds/resources for Quality Assurance

Turn around Strategies and Deliverables:

The turn around strategies and deliverables which have been articulated to address the foregoing challenges are highlighted below:

| Turn-Around Strategies | Deliverables | Timeline |
|---|---|------------|
| <ul style="list-style-type: none"> ● Amend Act 16 of 1985 to provide adequate legal backing for the institutionalization of Education Quality Assurance at basic and post-basic education levels | <ul style="list-style-type: none"> ● Memo on the establishment of NAEQA submitted to FEC | April 2009 |
| | <ul style="list-style-type: none"> ● Executive Bill for the establishment of a National Education Quality Assurance Agency passed into law | Dec.2009 |

| Turn-Around Strategies | Deliverables | Timeline |
|--|---|-----------|
| <ul style="list-style-type: none"> Constitute a National Steering Committee and similar committees at the State level to facilitate the establishment of NAEQA | <ul style="list-style-type: none"> Inaugurate a National Steering Committee on Education Quality Assurance Programme | May 2009 |
| <ul style="list-style-type: none"> Establish a National Agency for Education Quality Assurance (NAEQA) | <ul style="list-style-type: none"> A National Agency for Education Quality Assurance | Dec 2009 |
| <ul style="list-style-type: none"> <i>Capacity building of school leaders to empower them to assume the role of monitoring supervising and assuring quality performance in the schools</i> | <ul style="list-style-type: none"> <i>Capacity building workshops</i> <i>New roles of school leaders and quality assurance agents</i> | June 2009 |
| <ul style="list-style-type: none"> Professionalize education quality assurance practice by training, accrediting and certifying practitioners | <ul style="list-style-type: none"> All stakeholders sensitized on the Nigerian model for Education Quality Assurance | Dec.2010 |
| <ul style="list-style-type: none"> Institute practices for school self monitoring and evaluation | <ul style="list-style-type: none"> School Development Planning (SDP) and School Self Evaluation institutionalized | Mar.2011 |
| <ul style="list-style-type: none"> Establish a standardized assessment system that annually monitors and reports academic achievement in the core subjects | <ul style="list-style-type: none"> A standardized assessment | June 2010 |
| <ul style="list-style-type: none"> Development, adoption and utilization of standardized and uniform quality assurance instruments and reporting format | <ul style="list-style-type: none"> Standardized and uniform quality assurance instruments produced and in use nationwide | Dec 2009 |
| <ul style="list-style-type: none"> Provide adequate capacity building schemes and exposure to world best practices in Quality Assurance for school leaders, federal and state inspectors and LGEA supervisors | <ul style="list-style-type: none"> Capacity building workshops | Dec 2009 |
| <ul style="list-style-type: none"> Produce and disseminate a comprehensive Quality Standards Document to replace the National Minimum Standards | <ul style="list-style-type: none"> Quality Standards Documents | Dec 2009 |
| <ul style="list-style-type: none"> Undertake full general inspection of all basic and post basic schools once in every 3 to 5 years for school status evaluation and ranking | <ul style="list-style-type: none"> Schedule of school inspections | June 2010 |
| <ul style="list-style-type: none"> Establish a Quality Assurance Management | <ul style="list-style-type: none"> National Quality Assurance | June 2010 |

| Turn-Around Strategies | Deliverables | Timeline |
|---|--|-----------|
| Information System that links with EMIS | Management system | |
| <ul style="list-style-type: none"> Strengthen partnerships/ collaboration among the various Quality Assurance agencies and relevant stakeholders from the Public and Private Sectors | <ul style="list-style-type: none"> Better coordination among agencies | June 2010 |
| <ul style="list-style-type: none"> Use differentiated instruction to address diverse learning styles and student needs | <ul style="list-style-type: none"> <i>Differentiated instruction used in classrooms</i> | 2010 |
| <ul style="list-style-type: none"> <i>Ensure stability in the school calendar</i> | <ul style="list-style-type: none"> <i>Stable school calendar</i> | June 2010 |
| <ul style="list-style-type: none"> <i>Institute a standardized assessment at the end of the 6th year of basic education</i> | <ul style="list-style-type: none"> <i>A formal assessment at the end of primary 6</i> | June 2010 |

(see Appendix - Section 8.1.2)

4.2.1 Infrastructure

Many schools lack the essential infrastructure to enable them to function as safe, efficient and effective schools. The vast majority, whether urban or rural, have no water, sanitation and electricity and these services need to be addressed as a matter of urgency. The physical state of classrooms is very poor, with floors full of holes, roofs and ceilings broken, overall, the fabric is in a poor state of repair. Windows have shutters at best but these and doors are often not lockable so schools lack security. Few schools have a perimeter fence or enclosure, again making them open to intruders and vandalism. In some circumstances furniture is stolen and classrooms are used as toilets.

Turn around Strategies and Deliverables:

The turn around strategies and deliverables which have been articulated to address the foregoing challenges are highlighted below:

| Turn-Around Strategies | Deliverables | Timeline |
|--|---|-----------------------------------|
| <ul style="list-style-type: none"> Take an inventory of schools' infrastructural needs | <ul style="list-style-type: none"> A baseline report on the state of schools | June 2009 |
| <ul style="list-style-type: none"> Develop a plan of action with a timetable to within which schools must have the needed infrastructure that meet the minimum standards established by UBEC: <ul style="list-style-type: none"> ➤ Urgent rehabilitation of Schools in line with the plan of action ➤ Provide appropriate and sufficient furniture in classrooms ➤ Provide toilet facilities with the appropriate | <ul style="list-style-type: none"> Action plan for rehabilitation Rehabilitated schools Adequately furnished classrooms Adequate toilet and | <p>June 2009</p> <p>Sept 2009</p> |

| Turn-Around Strategies | Deliverables | Timeline |
|--|---|------------------|
| <p>cleaning staff to maintain a satisfactory level of cleanliness</p> <ul style="list-style-type: none"> ➤ All schools should have a cleaning team to maintain classrooms and remove this responsibility from the children ➤ Functional laboratories (science, technology, etc.) ➤ <i>Well equipped libraries</i> ➤ <i>School farms</i> ➤ <i>Recreational and sports facilities</i> | <p>sanitary facilities</p> <ul style="list-style-type: none"> ➤ Functional laboratories (science, technology, etc.) ➤ Well equipped libraries ➤ School farms ● Recreational and sports facilities | |
| <ul style="list-style-type: none"> ● <i>Encourage schools to institute campus beautification projects to improve the physical</i> | <ul style="list-style-type: none"> ● <i>Beautiful and well maintained campuses</i> | <i>Sept 2009</i> |

4.2.2 Teacher Quality, Development, Motivation and Retention

No education system can rise above the quality of its teachers as the standard of our teachers invariably affects the performance of the pupils and students. The major challenges include inadequate number of qualified teachers with a large number of Grade II teachers and secondary school leavers teaching; uneven distribution of teachers between urban and rural schools; poor remuneration and motivation and low teacher support.

A large number of teachers with certificates below the NCE (38.75%) still abound in the system. In the North-East and North-West regions, the figure is about 70%. The existing shortfalls in teachers are 969,078 for ECCDE; 338,147 for Primary education; 581 for JSS; 1,580,000 for adult literacy and 12,329 for nomadic education (see fig. 4.2).

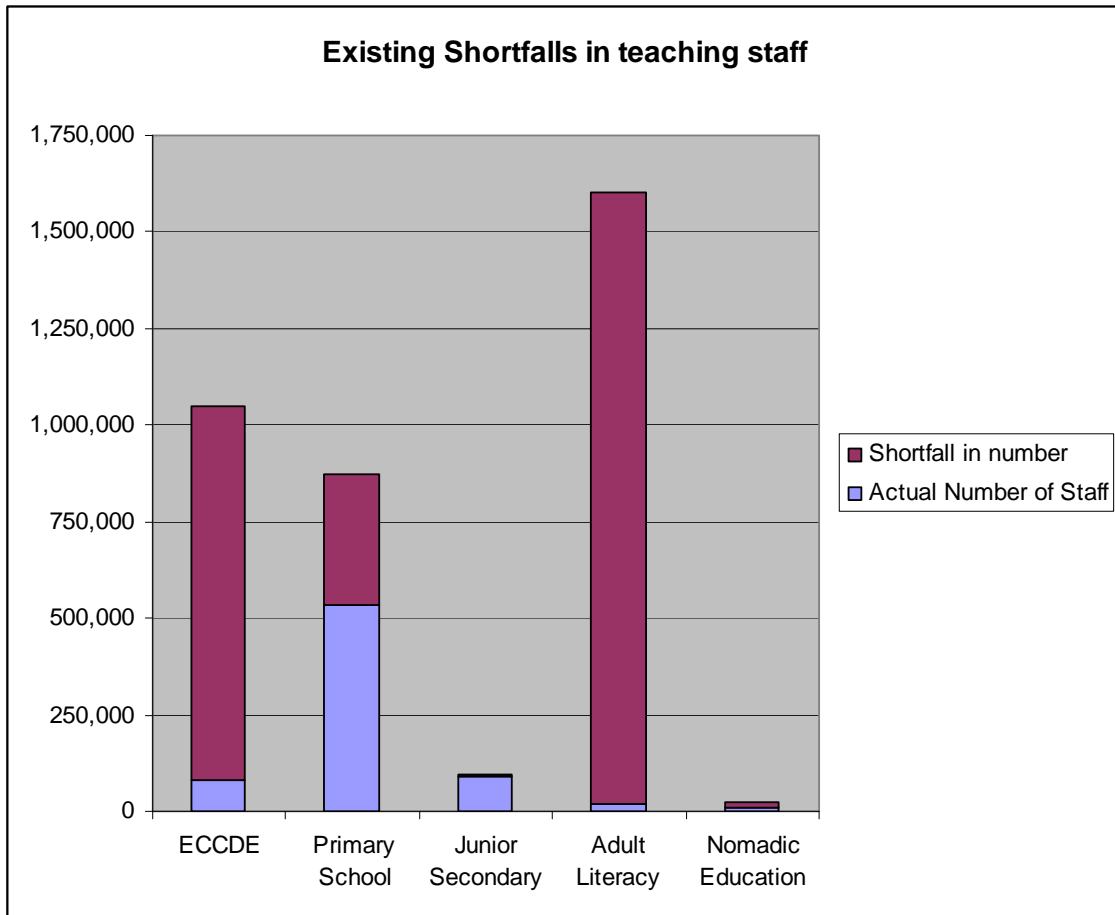


Figure 4.2. Existing Shortfalls in Teaching Staff

Another major challenge is the alarming discrepancy between teacher certified qualifications and their actual teaching competence and performance on the job. The Teachers Registration Council of Nigeria of Nigeria will play a critical role in ensuring the continuous professional development of teachers.

Turn around Strategies and Deliverables:

The turn around strategies and deliverables which have been articulated to address the foregoing challenges are highlighted below:

| Turn-Around Strategies | Deliverables | Timeline |
|--|---|----------|
| <ul style="list-style-type: none"> Employ, train, re-train and mentor qualified and licensed teachers | <ul style="list-style-type: none"> Increased number of qualified teachers | Aug.2009 |
| <ul style="list-style-type: none"> Implement the reviewed Teacher Education Curriculum | <ul style="list-style-type: none"> 2000 copies of Teacher Education curriculum | Dec.2009 |

| Turn-Around Strategies | Deliverables | Timeline |
|---|---|-----------|
| | printed, distributed and monitored | |
| <ul style="list-style-type: none"> Implement the National Teacher Education Policy (NTEP) | <ul style="list-style-type: none"> Program implemented, copies of National Teacher Education Policy (NTEP) printed and distributed | Dec.2009 |
| <ul style="list-style-type: none"> Ensure that all schools are staffed according to the National Policy on Education and UBEC Minimum standards for teacher: pupil ratio and teacher/ staff qualifications | <ul style="list-style-type: none"> Additional 900,000 qualified teachers employed | 2011 |
| <ul style="list-style-type: none"> <i>Provide more incentives for teachers to attract and keep quality teachers in schools</i> | <ul style="list-style-type: none"> <i>Better quality teachers in schools</i> | 2011 |
| <ul style="list-style-type: none"> <i>Implement the initiatives contained in the National Teacher Quality and Development Strategy (NTQDS) document</i> | <ul style="list-style-type: none"> <i>Better quality teachers in schools</i> | 2011 |
| <ul style="list-style-type: none"> Upgrade all unqualified serving teachers through Special Teacher Upgrading Programme (STUP) | <ul style="list-style-type: none"> Increase in qualified teachers | 2011 |
| <ul style="list-style-type: none"> All States and FCT to strive to implement the Teacher Salary Structure (TSS), to be backed by enabling legislation | <ul style="list-style-type: none"> Legislation enacted and TSS implemented by States and FCT | 2009 |
| <ul style="list-style-type: none"> Develop programmes that recognise and reward teachers through incentives such as Housing for All Teachers Scheme (HATS), TSS, Teachers' Merit Awards, promotion, etc., especially for teachers in the rural areas | <ul style="list-style-type: none"> Increase in incentives programs | Dec 2010 |
| <ul style="list-style-type: none"> Empower Head teachers to take responsibility and ownership for school improvement so that they can bring about development in their own schools | <ul style="list-style-type: none"> School Improvement Plans approved and implemented by School Based Management Committees | Sept 2009 |
| <ul style="list-style-type: none"> Ensure gender parity in teacher recruitment | <ul style="list-style-type: none"> Gender parity in recruitment and deployment of teachers achieved | 2011 |
| <ul style="list-style-type: none"> Implement needs-based deployment of available teachers | <ul style="list-style-type: none"> Teacher deployment based on needs | 2011 |

| Turn-Around Strategies | Deliverables | Timeline |
|---|--|-------------|
| <ul style="list-style-type: none"> Implement the National Framework for Continuing Professional Development for teachers Implement the National Framework for School-Based Induction for Beginning Teacher Train Head teachers and assistant heads in instructional leadership and supervision | <ul style="list-style-type: none"> 145,000 teachers trained annually for three years | 2011 |
| <ul style="list-style-type: none"> Institutionalise career development | <ul style="list-style-type: none"> Career development institutionalised | 2010 |
| <ul style="list-style-type: none"> Provide conducive working conditions for teachers | <ul style="list-style-type: none"> Improved teacher working conditions | 2010 |
| <ul style="list-style-type: none"> Accelerate the phasing out of all unqualified teaching staff from the system | <ul style="list-style-type: none"> Qualified teachers in schools | 2011 |
| <ul style="list-style-type: none"> Staff not employed in direct teaching should be utilised to support pupil groups | <ul style="list-style-type: none"> Utilisation of staff in pupil support services | 2009 |
| <ul style="list-style-type: none"> All staff appointments should be based on the needs of the school with input from Head teachers | <ul style="list-style-type: none"> Staff appointments made with input from head teacher | 2010 |
| <ul style="list-style-type: none"> The route to promotion needs to be based on performance | <ul style="list-style-type: none"> A system that rewards good performance | 2010 |
| <ul style="list-style-type: none"> <i>Increase teacher retirement age to 65 and the last five years of service teachers could be redeployed to mass literacy programs</i> | <ul style="list-style-type: none"> <i>Experienced and motivated teachers in mass literacy programs</i> | <i>2010</i> |
| <ul style="list-style-type: none"> <i>Increase the capacity of Colleges of Education to produce quality teachers</i> | <ul style="list-style-type: none"> <i>Increased number of qualified teachers</i> | <i>2011</i> |
| <ul style="list-style-type: none"> <i>Collaborate with TRCN to ensure sustainability of teacher development efforts</i> | <ul style="list-style-type: none"> <i>A sustainable system of teacher development</i> | <i>2009</i> |
| <ul style="list-style-type: none"> <i>Explore the possibility of designing a system where teacher remuneration is based on qualifications and experience not the sector</i> | <ul style="list-style-type: none"> <i>A feasibility report on the cost/benefit of a redesigned system</i> | <i>2010</i> |

(see Appendix - Section 8.1.3)

4.2.3 Curriculum Relevance and Review

The curriculum and instructional materials have a direct impact on the quality of teaching and learning in schools. The major challenges include: effective implementation of the new 9-year Basic education curriculum; lack of regular review and updating of existing curricula to meet changing societal needs; low

capacity of curriculum developers and implementers; lack of digitisation of curriculum including the use of computer simulation and inadequate funding for curriculum development and review.

Turn around Strategies and Deliverables:

The turn around strategies and deliverables which have been articulated to address the foregoing challenges are highlighted below:

| Turn-Around Strategies | Deliverables | Timeline |
|--|--|----------|
| <ul style="list-style-type: none"> Print and distribute the new 9-year Basic Education Curriculum and training manuals to all schools | <ul style="list-style-type: none"> 9-year Basic Education Curriculum available in all schools | 2009 |
| | <ul style="list-style-type: none"> 100,000 copies of the Training manuals and Handbooks for Teachers/Facilitators to support preparation for effective curriculum implementation produced and distributed | 2010 |
| <ul style="list-style-type: none"> Train and support teachers, head teachers, inspectors and other stakeholders on the implementation of the new 9-year Basic Education Curriculum | <ul style="list-style-type: none"> 500 teachers per State and the Education Secretary and 1 Supervisor per LGEA sensitized annually for the next 3 years on the new 9-year Basic Education Curriculum | 2011 |
| <ul style="list-style-type: none"> Train master trainers and teachers on the implementation of the new curriculum | <ul style="list-style-type: none"> 1554 Master-Trainers and 150,000 teachers trained on the implementation of the new curriculum | 2010 |
| <ul style="list-style-type: none"> Ensure timely review and enrichment of schools curriculum | <ul style="list-style-type: none"> Curriculum review calendar | 2010 |
| <ul style="list-style-type: none"> Consider developing a uniform national assessment aligned to the new curriculum in the core content areas and remove this responsibility from the children | <ul style="list-style-type: none"> Standards-based assessments aligned to new curriculum | 2010 |
| <ul style="list-style-type: none"> Encourage major publishers to produce relevant textbooks and instructional materials to feed the basic education sub-sector through Public Private Partnership (PPP) | <ul style="list-style-type: none"> Increase in availability and variety of textbooks and instructional materials | |

| Turn-Around Strategies | Deliverables | Timeline |
|---|--|----------|
| <ul style="list-style-type: none"> Mass produce relevant textbooks at Pre-primary, Primary and JS levels in line with the new 9-year Basic Education Curriculum, to achieve the recommended book ratio | <ul style="list-style-type: none"> Adequate textbooks | |
| <ul style="list-style-type: none"> Sustain procurement of textbooks and other instructional materials | <ul style="list-style-type: none"> At least 4 million textbooks in core subjects procured per annum for the next three years in accordance with the approved Book Policy Procurement of instructional materials sustained. | |
| <ul style="list-style-type: none"> Procure adequate number of play and recreational equipment, charts, computers, etc | <ul style="list-style-type: none"> Adequate number of play equipment, charts and computers procured | |

(see Appendix - Section 8.1.4)

4.2.4 Information and Communications Technologies (ICT)

The potential of ICT in fostering sustainable national development generally, and quality education delivery in particular, is globally recognised. As a result, concerted efforts have been made, especially at the policy level, to ensure the inculcation of ICT skills into pupils from the Basic Education level. Unfortunately, the implementation of the policies is plagued by lack of requisite ICT infrastructure, institutional weaknesses such as dearth of qualified ICT teachers and other personnel, as well as low capacity of ICT teachers at the Basic Education level.

Other challenges include:

- Lack of commitment to the delivery of Computer Education
- Obsolete curriculum. The existing curriculum which was launched in 2007 is already obsolete in view of the highly dynamic nature of ICT
- General misunderstanding of ICT on the part of education administrators leading to lack of political will
- Phobia for technology on the part of teachers resulting in poor utilisation of existing facilities
- Problems of power and energy

Turn around Strategies and Deliverables:

The turn around strategies and deliverables which have been articulated to address the foregoing challenges are highlighted below:



| Turn-Around Strategies | Deliverables | Timeline |
|--|---|----------|
| <ul style="list-style-type: none"> Provide ICT laboratories in all schools with requisite ICT infrastructure and services to also accommodate children with special needs Restructure the teaching/learning environment and administration of Basic Education to be ICT-driven Introduce e-learning to expand access to quality education | <ul style="list-style-type: none"> Functional ICT laboratories with a minimum of 10 computers each and Internet connectivity in 20% of Primary and Junior Secondary Schools in place | 2011 |
| <ul style="list-style-type: none"> Establish a coordinated programme for mandatory development of competencies in ICT among teachers and educational administrators Implement the policy on compulsory computer education at all levels | <ul style="list-style-type: none"> 50% of teachers at the Basic Education level attain computer literacy | 2011 |
| <ul style="list-style-type: none"> Facilitate and support the Computer Acquisition Scheme for teachers and educational administrators | <ul style="list-style-type: none"> 40% of teachers own computers | 2011 |
| <ul style="list-style-type: none"> Review the Computer Education curriculum every three years to reflect emerging societal needs and global trends | <ul style="list-style-type: none"> Computer Education curriculum reviewed | 2011 |
| <ul style="list-style-type: none"> Initiate short-term conversion courses to produce ICT teachers Implement the provision of additional incentives for ICT professionals in education | <ul style="list-style-type: none"> Number of ICT teachers increased by 20% | 2011 |
| <ul style="list-style-type: none"> Increase budgetary provision for ICT Increase collaboration with the Private Sector and IDPs for necessary interventions on ICT in Basic Education | <ul style="list-style-type: none"> Funding of ICT deployment increased by 40% | 2010 |
| <ul style="list-style-type: none"> Establish national ICT awareness machinery for Basic Education such as National ICT competitions, ICT Week, ICT clubs, etc | <ul style="list-style-type: none"> Calendar of activities | 2010 |
| <ul style="list-style-type: none"> Regulate IT education delivery in liaison with the Computer Professionals Registration Council of Nigeria (CPN) | <ul style="list-style-type: none"> IT programs regulated in collaboration with Computer Professionals Registration Council of Nigeria (CPN) | 2010 |
| <ul style="list-style-type: none"> Introduce ICT awareness and proficiency into adult and non-formal education with emphasis on women, the physically challenged and other disadvantaged groups | <ul style="list-style-type: none"> IT awareness programs in adult/ non-formal education | 2010 |

| Turn-Around Strategies | Deliverables | Timeline |
|--|---|----------|
| <ul style="list-style-type: none"> Provide alternative power supply such as solar panels in schools to support ICT deployment | <ul style="list-style-type: none"> Alternative power supply in schools | 2010 |

(see Appendix - Section 8.1.5)

4.3 Technical and Vocational Education and Training

In the basic education sector, technical and vocational education and training is infused into the subject areas. Schools will be expected to ensure that adequate attention is paid to developing the foundational skills upon which TVET will be developed in the higher levels

4.4 Funding, Resource Mobilization and Utilization

There are no accurate data on public expenditure in education in Nigeria because of a lack of information on the education expenditures of state and local governments. This has been partially addressed in a recent work done on Public Expenditure Review in nine (9) States but gaps still exist in collating the total expenditure in Education from both the Federal and State Governments. Within the existing structure, there is no constitutional obligation for State Governments to provide funding information yet transparency in funding is critical in order to obtain a broad picture of funding.

Commitment to education can be judged by its resource allocation. There is often significant discrepancy between, political pronouncements about the importance of education to human capital development and actual allocation of funds to the sector. For instance, during the years 1997 to 2002 when the UBE program was supposedly receiving government's attention, the recurrent expenditure on education as a share of the total federal expenditure declined from 12.3% to 9.1% and the share of capital expenditure has remained unchanged. (World Bank Report, 2004).

Tracking of expenditure also helps to ensure that funding allocations goes to where it is most needed in the education system.

An improved system for collecting, collating and analyzing information on expenditures in the States is certainly needed as recommended in the 2004 World Bank Report. The responsibility of achieving this should be shared between the Central Bank of Nigeria, the Federal Ministry of Finance and the Federal Ministry of Education (specifically PPMR and ETF).

The role of PPMR in monitoring and evaluation is critical to the success of the reform of the Education Sector and needs to be strengthened to ensure greater accountability.

Another area that needs urgent attention is the fact that the FGN- UBE Intervention Funds are not being accessed by the States. As at January 2009 a total of 28 states had not accessed their 2007 intervention funds totalling N12.513bn, and 34 states had not accessed their intervention funds for 2008 totalling N29.551bn. A strategic plan for addressing these weaknesses in the funding mechanisms is necessary.

Recent work on the FME MTSS 2009-2011 in July 2008 reveals the challenges in the area of budgetary allocation and utilisation that include:

- Untimely release of project funds

- Inappropriately costed projects resulting in abandoned projects
- Inadequate monitoring of projects due to logistics and poor capacity
- Low budget utilization (60% in 2007 to 1.2% as at June 2008)

Challenges

In summary the major challenges include inability to access and judiciously utilize funds; inefficient resource mobilization and utilization; lack of transparency and accountability; low political will, low commitment on the part of States in funding basic education, inadequate planning, weak implementation of Medium-Term Sector Strategy (MTSS) and Annual Work Plans, weak synergy between funding agencies and alienation of LGEAs in the implementation of Basic Education.

Turn around Strategies and Deliverables:

The turn around strategies and deliverables which have been articulated to address the foregoing challenges are highlighted below:

| Turn-Around Strategies | Deliverables | Timeline |
|---|---|----------|
| <ul style="list-style-type: none"> • State and Local Government-level sensitization and advocacy, for accessing and judiciously utilizing available resources • Intensify the tracking of funds by UBEC • Strengthen coordination between the UBE Intervention Fund, the ETF and the VPF at the Federal level in order to better support the implementation of state education plans • Use Strategic Plans, Medium-Term Sector Strategy (MTSS) to prepare Annual Work Plans and quarterly Action Plans for the utilisation of the FGN-UBE Intervention Funds, ETF and the VPF | <ul style="list-style-type: none"> • All backlogs of FGN-UBE Intervention funds accessed and utilised by all States and FCT | Dec.2009 |
| <ul style="list-style-type: none"> • Institutionalise the Community Accountability and Transparency Initiatives (CATI) at all levels of Basic Education | <ul style="list-style-type: none"> • CATI operational guidelines finalized and implemented | Dec.2009 |
| <ul style="list-style-type: none"> • Strengthen school management and accountability by involving communities through SBMCs | <ul style="list-style-type: none"> • SBMCs established in all schools | Dec.2009 |
| <ul style="list-style-type: none"> • Build capacity for basic education officials responsible for financial management at both Federal and State levels • Enhance judicious utilisation of funds by sustaining the Good Performance Award | <ul style="list-style-type: none"> • Capacity for fund utilisation improved • Improved resource utilisation by States | 2010 |

| Turn-Around Strategies | Deliverables | Timeline |
|--|---|----------|
| <ul style="list-style-type: none"> Involve LGEA secretaries in the administration of Basic Education | <ul style="list-style-type: none"> Defined roles for LGEA secretaries in the administration on basic education | 2010 |
| <ul style="list-style-type: none"> Improve budgetary allocation for Basic Education by the States and explore other sources of funding | <ul style="list-style-type: none"> Improved flow of funds/deliverables to schools | 2010 |
| <ul style="list-style-type: none"> Institutionalise regular meetings of all agencies involved in funding basic education at both the Federal and State levels. (FMF, OAGF, FME, UBEC, NCNE, NMEC, MDGs Office, SMOFs, SMOEs, SUBEBs, SPCs, LGCs, LGEAs, etc.) | <ul style="list-style-type: none"> Calendar of meetings | Dec 2009 |
| <ul style="list-style-type: none"> Entrench regular financial and project monitoring, auditing, funds tracking and stakeholders' fora | <ul style="list-style-type: none"> Schedule of monitoring activities | Dec 2009 |
| <ul style="list-style-type: none"> Promote the 'Support-a-Public School Initiative' | <ul style="list-style-type: none"> Improved funding through the 'Support-a-Public School Initiative' | Dec 2010 |
| <ul style="list-style-type: none"> Review role of private sector in education provision, which would involve clarifying and simplifying the process and standards for private sector entry | <ul style="list-style-type: none"> Define roles and processes for private sector engagement | 2010 |

(see Appendix - Section 9.1.6)

5 Post-Basic Education

Post-Basic Education (PBE) is the education received after successful completion of nine years of Basic Education and passing the Basic Education Certificate Examination (BECE). PBE includes:

- 3 – year Senior Secondary Education;
- 3 – year Technical Colleges; and
- Continuing Education, provided in Vocational Enterprise Institutions (VEIs) to those who have successfully completed basic education as well as those who completed senior secondary education but may not be proceeding to the tertiary level.

Post-Basic Education is aimed at producing a community of Nigerians well-prepared for higher education, sustainable national development and global competitiveness. This section presents the challenges of effective post basic education delivery in the country.

5.1 Access and Equity

Challenges

The 2005 Education Sector Analysis (ESA) study report shows that enrolment in Senior Secondary Schools (SSS) was 2,773,418 with females constituting 43.8%. The Gross Enrolment Ratio (GER) at the secondary school level was merely 31.4% in 2005; with 7,210,378 young persons (15 -19 yrs+) not enrolled in school. There is also the problem of low transition rates of 16% from junior secondary to senior secondary schools. This picture is even more daunting with respect to Technical and Vocational Education and Training (TVET), where shortfall in enrolment is over 80%.

In terms of equity, the national Gender Parity Index (GPI) has improved progressively in recent years reaching 0.86 in 2006. In spite of the increase, there is need to address the Girl-Child education in the North and out-of- school-boys syndrome in the South-East. In the same vein, people with special needs, people living in difficult terrain and other vulnerable groups such as almajirais, poor/deprived persons, etc. are presently underserved.

Among the barriers to access to Post-Basic Education are:

- Inadequate infrastructure and facilities
- Direct and indirect costs that make education unaffordable for the poor
- Dearth of qualified and competent teachers
- Low intrinsic value for education by some communities
- Inadequate number of schools and classrooms. School census data (2006) put the shortfall in the number of available classrooms at 32,677 at the senior secondary level
- Lack of conducive school environment
- Low esteem and remuneration for teachers and vocational skilled workers
- Weak regulation and coordination of Senior Secondary Education

- Lack of standardization & development of non-formal Technical & Vocational Education and Training (TVET)

Turn around Strategies and Deliverables:

The turn around strategies and deliverables which have been articulated to address the foregoing challenges are highlighted below:

| Turn-Around Strategies | Deliverables | Timeline |
|---|--|----------|
| <ul style="list-style-type: none"> • Faculties of education and polytechnics to review existing teacher education curricula in line with the approved Senior Secondary Education (SSE) Curriculum | <ul style="list-style-type: none"> • Better alignment of teacher education program with the secondary school curriculum | 2009 |
| <ul style="list-style-type: none"> • Build and equip 32,677 classrooms (i.e. 11,000 classrooms per year) to accommodate more secondary school entrants | <ul style="list-style-type: none"> • Access to senior secondary schools increased by 70% | 2011 |
| <ul style="list-style-type: none"> • Complete the development of the National Vocational Qualification Framework (NVQF) led by the NBTE • Establish a National Council for Vocational Education to facilitate the implementation of NVQF • Accelerate the take-off and development of VEIs | <ul style="list-style-type: none"> • Enrolment in vocational technical colleges Increased to 65% | 2011 |
| <ul style="list-style-type: none"> • All States to strive to implement Teachers Salary Structure (TSS) • State governments should review their Schemes of Service for teachers to make it at par with what obtains in the public service | <ul style="list-style-type: none"> • TSS implemented in states | 2011 |
| <ul style="list-style-type: none"> • Promotion of inclusive education by federal, state and private school providers to ensure integration of special needs and other excluded children | <ul style="list-style-type: none"> • Improved inclusive education programs | 2010 |
| <ul style="list-style-type: none"> • Intensify the implementation of the Girls Education Programme (GEP) and Student Tutoring, Mentoring and Counselling (STUMEC) initiative | <ul style="list-style-type: none"> • 20% boost in gender-focused enrolment and participation of other disadvantaged groups in education | 2011 |
| <ul style="list-style-type: none"> • Accelerate the mainstreaming of Quranic education programme | <ul style="list-style-type: none"> • Quranic education mainstreamed in schools | 2011 |
| <ul style="list-style-type: none"> • Provision of flexible schools e.g. market schools | <ul style="list-style-type: none"> • At least one school per major Market | 2011 |
| <ul style="list-style-type: none"> • Provide adequate infrastructure and facilities for the | <ul style="list-style-type: none"> • Adequate infrastructure | 2011 |

| Turn-Around Strategies | Deliverables | Timeline |
|---|---|----------|
| disadvantaged groups and the hard-to-reach | for special needs students | |
| <ul style="list-style-type: none"> • Create child friendly school environment | <ul style="list-style-type: none"> • Child friendly schools | 2011 |
| <ul style="list-style-type: none"> • Integrate children with special needs, nomadic groups, migrant fisher-folks and farmers, those in difficult terrain and other excluded children | <ul style="list-style-type: none"> • School programs for special needs populations | 2011 |
| <ul style="list-style-type: none"> • Value re-orientation through advocacy and sensitization in the affected areas in the South-East | <ul style="list-style-type: none"> • Improved enrolment of vulnerable children | 2011 |
| <ul style="list-style-type: none"> • Implement UBE law in full to ensure the provision of education to all groups | <ul style="list-style-type: none"> • UBE law implemented | 2011 |

(see Appendix - Section 8.2.1)

5.2 Standards and Quality Assurance

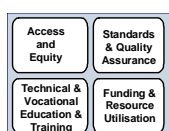
A situation analysis of current standards and quality in our post basic institutions reveals that standards and quality of our schools and products are low. Quality assurance mechanisms are weak and inadequate. There is a need to improve the capacity of school leaders and the Inspectorate Services (at the three tiers of government) to deliver better supervision and monitoring.

Other challenges include:

- Inadequate legal backing and absence of quality control organ
- Low learning outcomes in literacy, numeracy and life skills
- Inadequate equipment and facilities for teaching and learning
- Non-conducive teaching and learning environment due to dilapidated structures
- Poor collaboration between relevant government agencies for monitoring learning achievements
- Poor performance of students in national and international examinations particularly STM due to weak internal regulatory system
- Weak management structure of post basic schools
- Poor identification and inadequate services provided to special needs students including gifted students

Turn around Strategies and Deliverables:

The turn around strategies and deliverables which have been articulated to address the foregoing challenges are highlighted below:



| Turn-Around Strategies | Deliverables | Timeline |
|--|---|----------|
| <ul style="list-style-type: none"> Produce uniform quality standards instruments for post basic level | <ul style="list-style-type: none"> Uniform standard instruments for post basic level produced and utilized | Dec.2009 |
| <ul style="list-style-type: none"> Strengthen collaboration between and among relevant government agencies responsible for quality assurance | <ul style="list-style-type: none"> Strong collaboration and partnership among relevant government agencies for quality assurance | Dec.2009 |
| <ul style="list-style-type: none"> Implement the Converged Examination Management Technology Platform (CEMTP) for examination bodies to chart the course for monitoring standards | <ul style="list-style-type: none"> Operational Converged Examination Management Technology Platform (CEMTP) <i>implemented</i> | 2009 |
| <ul style="list-style-type: none"> Introduce framework for school development planning and internal self evaluation | <ul style="list-style-type: none"> School framework for self evaluation | Jan 2010 |
| <ul style="list-style-type: none"> Establish adequate mechanism for monitoring learning outcomes/ learning achievements | <ul style="list-style-type: none"> Established systems for monitoring achievement | Dec 2009 |
| <ul style="list-style-type: none"> Implement the recommendations contained in the 2006 Operation Reach All Secondary Schools (ORASS) <i>and other inspection reports</i> | <ul style="list-style-type: none"> All outstanding recommendations of 2006 ORASS <i>and other inspection reports</i> fully implemented | 2010 |
| <ul style="list-style-type: none"> Conduct standardized assessments and rank schools by performance levels Produce minimum standards document for Post Basic Education Introduce incentive schemes for promoting excellence in post basic schools | <ul style="list-style-type: none"> Periodic/annual publication of performance of schools | 2010 |
| <ul style="list-style-type: none"> Provide science laboratories (physics, chemistry, biology), technology labs, workshops, studios, functional libraries, e-libraries, ICT equipment & software and STM kits | <ul style="list-style-type: none"> Well equipped schools | 2009 |
| <ul style="list-style-type: none"> <i>Identify and provide appropriate education for special needs students (low achieving and gifted, etc.)</i> | <ul style="list-style-type: none"> <i>Appropriate programs for special needs students</i> | 2010 |
| <ul style="list-style-type: none"> <i>Revamp and reposition the existing school for the gifted (Federal Gifted Academy, Suleja)</i> | <ul style="list-style-type: none"> Improved <i>Federal Gifted Academy</i> | 2010 |

(see Appendix - Section 9.2.2)

5.2.1 Teacher Quality, Development, Motivation and Retention

Challenges

Senior Secondary Schools and Technical Vocational Colleges are characterized by:

- Lack of adequate staffing in terms of quality and quantity. Out of a total of 180,540 teachers in the secondary schools, only 141,517 are qualified teachers, while 39,023 are unqualified
- Poor staff development schemes at all levels;
- Difficulty in attracting and retaining top talents in the teaching profession;
- Little or no relevant skills in ICT;
- Low utilization of modern educational technology for instructional purposes.

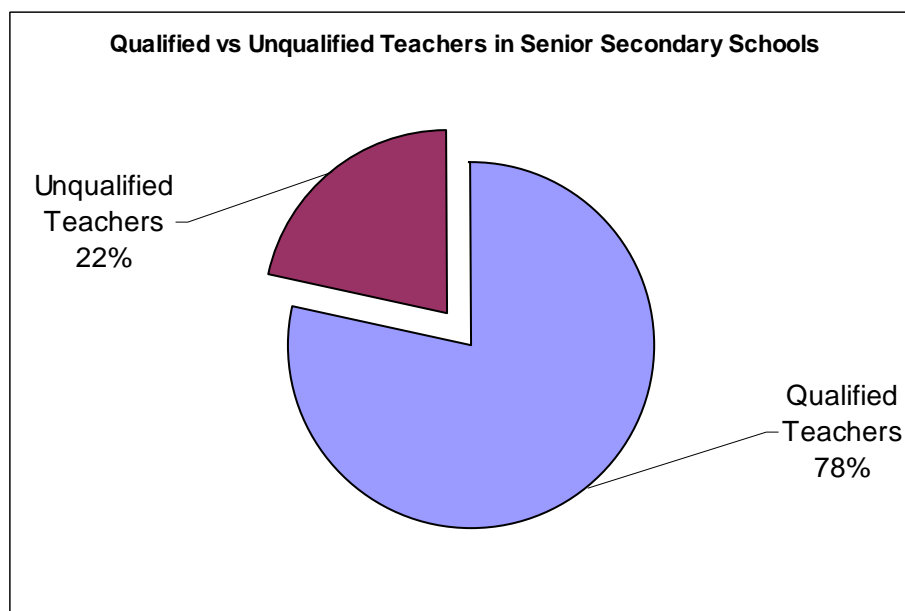


Figure 5.1 Qualified versus Unqualified Teachers in Senior Secondary Schools

Turn around Strategies and Deliverables:

The turn around strategies and deliverables which have been articulated to address the foregoing challenges are highlighted below:

| Turn-Around Strategies | Deliverables | Timeline |
|--|---|----------|
| <ul style="list-style-type: none"> • FME and States to <i>immediately</i> commence the implementation of relevant provisions of the National Teacher Education Policy (NTEP) recently approved by the National Council on Education (NCE) | <ul style="list-style-type: none"> • Relevant sections of NTEP implemented by FME and States | 2009 |

| Turn-Around Strategies | Deliverables | Timeline |
|---|--|-------------|
| <ul style="list-style-type: none"> • NUC, NBTE, NCCE (as applicable) to ensure that Faculties of Education, Institutes of Education, Polytechnics and CoEs upgrade their teacher education programme in line with the newly approved Senior Secondary Education Curriculum | <ul style="list-style-type: none"> • Teacher education curricula/programmes in Universities, Polytechnics and CoEs are revised and upgraded in line with the newly approved curricula | 2010 |
| <ul style="list-style-type: none"> • FME to reactivate the Technical Teacher Training Programmes (TTTP) in selected institutions by 2010 | <ul style="list-style-type: none"> • TTTP re-activated and funded | 2010 |
| <ul style="list-style-type: none"> • States with shortage of teachers to initiate policy of recruiting teachers (<i>including unemployed, qualified youth</i>) where they are available outside their states of origin | <ul style="list-style-type: none"> • At least 1000 teachers for secondary and technical colleges are employed by States and FCT | 2010 |
| <ul style="list-style-type: none"> • Recruitment of additional 2,811 teachers for Unity Schools | <ul style="list-style-type: none"> • Additional 937 teachers recruited for the Unity colleges each year | 2009 – 2011 |
| <ul style="list-style-type: none"> • Provide training to upgrade the skills of the outstanding 13,396 unqualified teachers in Unity Schools | <ul style="list-style-type: none"> • Teacher Vacation Courses reintroduced to afford unqualified teachers opportunity to upgrade skills | 2009 – 2011 |
| <ul style="list-style-type: none"> • Ensure that 70% teachers are exposed to ICT and also participate in local and overseas bridge programmes | <ul style="list-style-type: none"> • ICT skills and modern educational technology used for classroom instruction by at least 50% of teachers | 2011 |
| <ul style="list-style-type: none"> • FME and States to reinstate the moribund Teacher Vacation Courses (TVC) in science and technology | <ul style="list-style-type: none"> • TVCs reinstated | 2011 |
| <ul style="list-style-type: none"> • FME, SMOEs and FCT to reinstate the special bursary award for teachers in order to attract prospective teachers | <ul style="list-style-type: none"> • Scholarships and bursary awards are reinstated by the Federal and State governments as special incentives to attract prospective teachers | 2011 |
| <ul style="list-style-type: none"> • <i>Explore the establishment of a commission for post basic education</i> | <ul style="list-style-type: none"> • <i>Report on benefits of establishing a commission on post basic education</i> | 2010 |
| <ul style="list-style-type: none"> • <i>Collaborate with TRCN to ensure sustainability of teacher development efforts</i> | <ul style="list-style-type: none"> • <i>A sustainable system of teacher development</i> | 2009 |

(see Appendix - Section 8.2.3)

5.2.2 Curriculum Relevance and Review

Challenges

The NERDC has completed the review and upgrading of all extant Senior Secondary School (SSS) curricula as well as developed thirty-five (35) entrepreneurial trade curricula as approved by NCE. The NBTE has completed the curricula for technical colleges (35 Trades) and they have been reviewed to make them competency-based, demand-driven and relevant to the world of work. NABTEB has developed examination syllabi for the conduct of the National Technical Certificate (NTC) and National Business Certificate (NBC) examinations.

However, the following are the major challenges:

- Society is dynamic: therefore the need to keep pace with societal changes puts pressure on the curriculum, Thus the need for constant review of the curriculum
- Dearth of relevant textbooks and other instructional materials
- Digitisation of curriculum including the use of computer simulation to make curriculum delivery and learning more effective

Turn around Strategies and Deliverables:

The turn around strategies and deliverables which have been articulated to address the foregoing challenges are highlighted below:

| Turn-Around Strategies | Deliverables | Timeline |
|--|--|----------|
| <ul style="list-style-type: none"> • Design a system that aligns updated curricula with an articulated and timely teacher training program | <ul style="list-style-type: none"> • Teacher training programs in line with updated curricula | 2010 |
| <ul style="list-style-type: none"> • NERDC and NBTE to produce teaching syllabi for the curriculum as applicable • NERDC and NBTE should complete the printing and distribution of the teaching syllabi in partnership with publishers by 2011 | <ul style="list-style-type: none"> • Teaching syllabi for the newly approved curricula developed, printed and distributed to teachers | 2009 |
| <ul style="list-style-type: none"> • WAEC, NECO, NABTEB to produce examination syllabi by 2009 | <ul style="list-style-type: none"> • Examination syllabi are developed and printed | 2009 |
| <ul style="list-style-type: none"> • NBTE to review the TVET curriculum by 2010 | <ul style="list-style-type: none"> • All TVET curricula revised | 2010 |
| | <ul style="list-style-type: none"> • Copies of TVET curricula made available to teachers | 2011 |

| Turn-Around Strategies | Deliverables | Timeline |
|--|--|----------|
| <ul style="list-style-type: none"> Digitization of all curriculum by NERDC and NBTE in partnership with major e-publishers should commence | <ul style="list-style-type: none"> All existing SSE and TVET curricula digitized | 2010 |
| <ul style="list-style-type: none"> WAEC, NECO and NABTEB should complete the printing and distribution of the examination syllabi in partnership with publishers | <ul style="list-style-type: none"> Exam syllabi distributed to schools | 2011 |
| <ul style="list-style-type: none"> NERDC, NBTE, publishers should commence and complete the review/development of school textbooks and other instructional materials in line with the new curriculum specifications by 2010 | <ul style="list-style-type: none"> Textbooks and other instructional materials in line with the new curricula developed/revised and distributed | 2011 |
| <ul style="list-style-type: none"> NERDC to upgrade the primary school component of the 9-year Basic Education curriculum | <ul style="list-style-type: none"> Primary school component of the basic education curriculum is upgraded | 2012 |
| | <ul style="list-style-type: none"> Copies of 9-year curriculum made available to teachers | 2013 |
| <ul style="list-style-type: none"> NERDC and NBTE should complete the printing and distribution of the new SSE and TVET curricula in partnership with publishers | <ul style="list-style-type: none"> SSE and TVET curricula disseminated | 2013 |

(see Appendix - Section 8.2.4)

5.2.3 Learner Support Services

Support services are the services provided in schools to enhance teaching and learning. There is need for such support to ensure that academic excellence is complemented with sound character, emotional stability, good health and respect for fellow men. To this end, the learner in addition to the core academic subjects should be exposed to other teachings to produce a well-grounded and wholesome individual.

Such areas of support include:

- i. **Guidance and Counselling** i.e. Emotional Support, Career Guidance, Character building.*
- ii. **Health Care** i.e. Hygiene, Sports and Recreational activities, Nutrition, HIV/AIDS/other health threatening issues (Awareness and prevention).*
- iii. **Appreciation and Protection of the environment***
- iv. **Appreciation of Arts and Culture** i.e. Visual and Communication Arts, Music, Dance, Drama, Crafts, etc.*

Challenges

Majority of our schools have inadequate or sometimes no Guidance Counsellors or Counselling Units. Learners are therefore not benefiting from the necessary and often needed emotional support and career counselling required for a well-rounded educational experience.

Lack of awareness and knowledge on the part of parents, teachers and learners of the importance of proper nutrition in the overall mental and physical development and motivation of the learner leading to desirable level of achievement.

Inadequate provision of Sports and Recreational facilities/equipment deprive learners of the needed avenue for exercise, dissipation of abundant energy, body building and healthy living.

Schools for the most part are not provided with adequate gender-sensitive sanitation facilities (toilets, urinals, hand-washing facilities) this exposes learners to untold health hazards and even prevents some from attending school, a major drawback on the nation's literacy drive.

The issue of provision of potable water points is another sore point in our education delivery.

As emphasis is being laid on the scaling up of Science and Vocational education to boost the middle level manpower production, the arts should also take centre stage.

Learners should be adequately exposed to the humanities, the arts and crafts, to better appreciate, protect and control their environment. A deep appreciation of the arts promotes deep thinking, creativity and healthy minds set, a mark of true intellectualism.

Turn-around Strategies

The turn around strategies and deliverables which have been articulated to address the foregoing challenges are highlighted below:

| Turn-Around Strategies | Deliverables | Timeline |
|---|--|----------|
| <ul style="list-style-type: none"> Provision of adequate number of Guidance Counsellors in schools at a ratio of 1:500 | All post-basic schools should have one counsellor | 2011 |
| <ul style="list-style-type: none"> Establishment and equipment of Guidance and Counselling Units in all schools, | Well established Guidance and Counselling Unit in schools | 2011 |
| <ul style="list-style-type: none"> Encourage and support intra and extra mural sports competitions in schools, | Sports competitions in schools | 2011 |
| <ul style="list-style-type: none"> Train and recruit more Health and physical education teachers | Increased number of health and physical education teachers | 2011 |

| Turn-Around Strategies | Deliverables | Timeline |
|---|---|----------|
| <ul style="list-style-type: none"> Sensitization and awareness campaigns on the need to provide and maintain healthy environments | Improved health conditions in homes and schools | 2010 |
| <ul style="list-style-type: none"> Promote the teaching of Culture, Music Dance character development, etc, | Culture, music, dance etc. taught in schools | 2010 |
| <ul style="list-style-type: none"> Provide literature on appreciation and protection of the environment in the libraries | Rich and diverse literature in school libraries | 2010 |
| <ul style="list-style-type: none"> Encourage competitions among schools/states in Music, Drama, Poetry, Dance, Arts and Crafts, etc. | School arts and sports competitions | 2010 |
| <ul style="list-style-type: none"> Utilize PPPs (Re-introduce The National Festival of The Arts & Culture) | PPP partnerships to promote arts education in schools | 2010 |

(see Appendix - Section 9.2.5)

5.2.4 Information and Communications Technologies (ICT)

Challenges

Although attempts have been made at introducing ICT at the Post-Basic Education level, a number of challenges hamper effective development and deployment of ICT at this level. Pertinent among these are lack of requisite ICT infrastructure and instructional materials, institutional weaknesses such as dearth of qualified ICT teachers and other IT personnel, low capacity of ICT teachers as well as poor regulation of IT education leading to a proliferation of quacks. Other challenges include:

- Lack of commitment by schools to the delivery of Computer Education.
- Low appreciation of ICT on the part of education administrators.
- Phobia for use of computers, on the part of teachers, resulting in poor utilisation of existing facilities.
- Problems of power and energy.

Turn-around Strategies

The turnaround strategies and deliverables which have been articulated to address the foregoing challenges are highlighted below:

| Turn-Around Strategies | Deliverables | Timeline |
|---|--|----------|
| <ul style="list-style-type: none"> Provide ICT laboratories in all schools with requisite infrastructure and services including ICT facilities for students with special needs | Fully equipped ICT labs in schools | 2011 |
| <ul style="list-style-type: none"> Establish a mechanism for mandatory training of teachers and education administrators | 70% of teachers at the Post-Basic Education level attain | 2011 |

| Turn-Around Strategies | Deliverables | Timeline |
|--|--|----------|
| | computer literacy | |
| <ul style="list-style-type: none"> Facilitate and support the Computer Acquisition Scheme for teachers and educational administrators | 60% of teachers own computers | 2011 |
| <ul style="list-style-type: none"> Implement the policy on compulsory computer education at all levels | Number of ICT teachers increased by 40% | 2011 |
| <ul style="list-style-type: none"> Introduce e-learning to expand access to quality education | Preparation of SSS students for SSCE Examinations on Computer Studies in place | 2011 |
| <ul style="list-style-type: none"> Implement the provisions of the National IT Education Framework with respect to development of books and other instructional materials | National IT Framework implemented | 2011 |
| <ul style="list-style-type: none"> Facilitate the provision of additional incentives to encourage secondary school leavers to read ICT and ICT-related disciplines | Increased number of students in ICT-related disciplines | 2010 |
| <ul style="list-style-type: none"> Provide incentives such as in-service training to teachers to study ICT and ICT-related disciplines | Incentives structure for the study of ICT and ICT-related courses. | 2010 |
| <ul style="list-style-type: none"> Review the Computer Education curriculum every three years to reflect emerging societal needs and global trends | Computer Education curriculum for Technical Colleges and VEIs reviewed | 2011 |
| <ul style="list-style-type: none"> Establish national ICT awareness machinery for Post-Basic Education such as National ICT competitions, ICT Week, ICT clubs, etc. | A national ICT Awareness program in place | 2011 |
| <ul style="list-style-type: none"> Provide alternative power supply such as solar panels in schools to support ICT deployment | Alternative power supply in place | 2010 |
| <ul style="list-style-type: none"> Restructure the teaching/learning environment and management and administration of Post-Basic Education to be ICT-driven | More effective teaching/learning, and administrative systems in place | 2010 |
| <ul style="list-style-type: none"> Regulate IT education delivery in liaison with the Computer Professionals Registration Council of Nigeria (CPN) | Enhanced quality of ICT education delivery | 2010 |
| <ul style="list-style-type: none"> Increase budgetary provision for ICT deployment | Funding of ICT deployment increased by 40% | 2011 |
| <ul style="list-style-type: none"> Increase collaboration with the Private Sector and IDPs for necessary interventions on ICT in Post-Basic Education | Increased investments in ICT in education | 2010 |

5.3 Technical and Vocational Education & Training

The main purpose of technical and vocational education and training (TVET) is to provide skilled manpower in applied science, engineering technology and commerce to operate, maintain and sustain the Nation's economic activities for rapid socio-economic development. TVET is designed to impart necessary skills and competencies leading to the production of craftsmen, technicians and technologists who will be enterprising and self-reliant, thus having the greatest potential to generate employment, reduce poverty & eliminate the 'Area Boy Syndrome'. Unfortunately, these objectives have, by far, not been realized due the long period of systemic neglect and discrimination.

Formal vocational education commences after Basic Education with 3 years of Technical Colleges or more recently the Vocational Enterprise Institutions (VEIs), while the majority is found in non-formal training offered in Craft Vocational Schools, Skills Development Centers as well as open Apprentice Workshops scattered in the Country.

Presently, there are 159 recognized Technical Colleges offering trades at NTC/NBC level (made up of 19 Federal, 137 State and 3 Private) with a total enrolment of 92,216 (86.1% male and 13.9% female) in 2005. There are also 18 approved VEIs; 214 Vocational Schools owned by States and Local Governments as well as NGOs; 1,850 registered Open Apprenticeship Centres (50 per State and FCT).

| Breakdown of Vocational Institutions | Total numbers of Institutions across the country |
|---|--|
| Technical Colleges | 159 (Federal-19, State-137, Local-3) |
| Vocational Enterprise Institutions | 18 |
| Vocational Schools (owned by State, Local Governments and NGOs) | 214 |
| Open Apprenticeship Centres | 1850 |

Table 5.1 Breakdown of Vocational Institutions

In the technical colleges there was a total of 2,730 teaching staff comprising 2,285 (83.7%) males and 445 (16.3%) females, in 2005. This gives a staff to student ratio of 1:35. The standard ratio is 1:25 showing the need for more qualified staff.

Currently, only 32 VEI programmes have been granted interim accreditation with a total carrying capacity of only 2,880 students.

Challenges

The major challenge here is extremely low enrollment. Technical Colleges admit only 2.5% of turn-out from basic education as against the modest NPE target of 20%. Other challenges are:

- Lack of standardization & development of non-formal Technical & Vocational Education and Training (TVET).
- Dearth of qualified and competent teachers

- The formal system for producing technical teachers in the country is very limited;
- Low societal estimation of vocational education leading to overwhelming preference for general secondary education;
- Low esteem and remuneration for skilled vocational workers;
- Low enrollment of female students
- Inadequate number of technical and vocational colleges
- Lack of adequate teachers with the requisite skills and competence to teach technology in the institutions

Turn around Strategies and Deliverables:

The turn around strategies and deliverables which have been articulated to address the foregoing challenges are highlighted below:

| Turn-Around Strategies | Deliverables | Timeline |
|--|---|------------|
| <ul style="list-style-type: none"> • Establish a National Council for Vocational Education (NCVE) to facilitate the implementation of National Vocational Qualifications Framework (NVQF) and growth of skills-based (vocational) institutions; • Provide a mechanism for recognition of skills acquired in non-formal and informal sectors by establishing the NVQF | <ul style="list-style-type: none"> • The National Vocational Qualification Framework (NVQF) completed | Dec.2009 |
| | <ul style="list-style-type: none"> • The National Commission for Vocational Education established by Jan. 2010 | Jan 2010 |
| <ul style="list-style-type: none"> • Provide adequate publicity for the VEIs through aggressive branding and marketing strategies; | <ul style="list-style-type: none"> • VEIs branded and launched • Parity in the progression and remuneration of TVET graduates and employees fully implemented | April 2009 |
| <ul style="list-style-type: none"> • Match training to labour market needs by reviewing TVET curricula to ensure comparability with international standards and relevance to the labour market; | <ul style="list-style-type: none"> • TVET curriculum benchmarked to international standards | Dec 2009 |
| <ul style="list-style-type: none"> • Expand access and private sector involvement by accelerating the take-off and development of the VEIs • Provide financial support as seed grants for the VEIs | <ul style="list-style-type: none"> • Approved VEIs increased by 50% | Dec.2009 |
| <ul style="list-style-type: none"> • Enhance the capacity of teacher education programs to produce more qualified technical teachers | <ul style="list-style-type: none"> • Increased technical teacher education programs | 2010 |
| <ul style="list-style-type: none"> • Federal and State Governments should establish more Technical Colleges | <ul style="list-style-type: none"> • States encouraged to set-up at least one model Technical College | 2010 |
| <ul style="list-style-type: none"> • Produce a National Occupational Standards (NOS) in key areas | <ul style="list-style-type: none"> • National Occupational Standards (NOS) in key areas produced | 2010 |

| Turn-Around Strategies | Deliverables | Timeline |
|--|--|----------|
| <ul style="list-style-type: none"> Increase gender parity via incentives for female enrolment in TVET | <ul style="list-style-type: none"> Female enrolment into TVET programmes increased by 50% Gender enrolment increased by 50% through provision of scholarships, public enlightenment campaigns and other incentives | 2011 |
| <ul style="list-style-type: none"> Provide special bursary and other incentives for students in technical teacher education programmes Introduce a special technical teacher development program for HND and other professionals to get additional training in content and pedagogy in order to become specially certified in technology instruction. This program will be hosted by the B.Tech awarding polytechnics. Establish a system for upgrading the technical skills of serving teachers through ongoing professional development (fast track program) during long vacations Provide mass training opportunities for teachers in the TVET program to train and study with experts within and outside Nigeria | <ul style="list-style-type: none"> Production of qualified technical teachers increased by 50% | 2015 |
| <ul style="list-style-type: none"> <i>Establish at least one technical vocational school in each state</i> | <ul style="list-style-type: none"> <i>One technical vocational school per state</i> | 2015 |
| <ul style="list-style-type: none"> <i>Collapsed industries resuscitated to absorb TVE students and graduates</i> | <ul style="list-style-type: none"> <i>Increased opportunities for apprenticeships</i> | 2010 |
| <ul style="list-style-type: none"> Implement UBE law in full to ensure the provision of education to all groups | <ul style="list-style-type: none"> UBE law implemented | 2011 |

(see Appendix - Section 8.2.6)

5.4 Funding, Resource Mobilization and Utilization

Challenges

The steady decline in funding relative to explosion in student population in Secondary and Technical/Vocational Schools has resulted in limited access and equity, inability to attain set standards, disproportionate student-teacher ratio, among others. These, in turn, have led to steady decline in the quality of curriculum delivery and over-stretching of available facilities and infrastructure

The following are some of the challenges posed by funds and fund utilization in the Post-Basic Education sector:

- Inadequate budgetary allocation;
- Bureaucratic bottlenecks in accessing the budgeted funds;
- Poor management of accessed funds;
- Lack of coordination of budget implementation among the tiers of Government;
- Non implementation of public-private partnership (PPP) guidelines on funding, resource mobilization and utilization; and
- Inadequate funding of schools

Turn around Strategies and Deliverables:

The turn around strategies and deliverables which have been articulated to address the foregoing challenges are highlighted below:

| Turn-Around Strategies | Deliverables | Timeline |
|--|--|----------|
| <ul style="list-style-type: none"> • FME and States to commence immediate implementation of existing policies on public-private partnership (PPP) in funding Secondary education and TVET (e.g. Support-a-Public School programme; the VEI Initiative etc.) | <ul style="list-style-type: none"> • The Support-a-School Project, the Community Accountability and Transparency Initiative (CATI), etc. implemented by FME and States | 2009 |
| <ul style="list-style-type: none"> • MDAs at Federal, State and FCT to train officers involved in budget implementation in the use of Strategic Plans, Medium-Term Sector Strategy (MTSS) and Quarterly Work Plans | <ul style="list-style-type: none"> • All key officers involved in budget implementation trained in the use of Strategic Plans, Medium-Term Sector Strategy (MTSS) and Annual Work Plans | 2009 |
| <ul style="list-style-type: none"> • Federal and States governments should increase budgetary allocation to education to at least 25% of the budget | <ul style="list-style-type: none"> • Federal and States budgetary allocation to education increased to a | 2010 |

| Turn-Around Strategies | Deliverables | Timeline |
|--|---|----------|
| | minimum of 25% | |
| <ul style="list-style-type: none"> MDAs at Federal level to ensure strict adherence to the public procurement Act States and FCT to enact their public procurement acts and ensure strict adherence at the state level | <ul style="list-style-type: none"> States and FCT Public procurement Laws enacted and strict compliance ensured | 2010 |
| <ul style="list-style-type: none"> Funds and resource utilizations by FME and SMOEs to be based strictly on approved Medium Term Sector Strategy (MTSS) plans and annual workplans | <ul style="list-style-type: none"> MTSS plans as basis for funds utilisations | 2009 |
| <ul style="list-style-type: none"> States to encourage LGEAs and Schools to develop internal mechanisms for more effective and judicious use of funds and resources | <ul style="list-style-type: none"> State mechanisms for internal monitoring | 2010 |
| <ul style="list-style-type: none"> Release all appropriated funds directly to school that have approved Development Plans and functional SBMCs in place | <ul style="list-style-type: none"> Expenditure at school level based on approved School development Plans and authorisation by SBMCs | 2010 |
| <ul style="list-style-type: none"> Explore devoting 5% of personal income tax to post basic education | <ul style="list-style-type: none"> Position paper on the issue of 5% tax for funding post basic education | 2010 |

(see Appendix - Section 8.2.7)

6 Tertiary Education

Tertiary Education institutions are categorized into Universities, Polytechnics/ Monotechnics, Colleges of Education and Innovation Enterprise Institutions (IEIs). These institutions are under the supervision of the National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE).

There are a total number of 94 approved Universities, 115 approved Polytechnics/ Monotechnics, 86 approved Colleges of Education and 62 approved Innovative Enterprise Institutions (see Fig. 6.1)

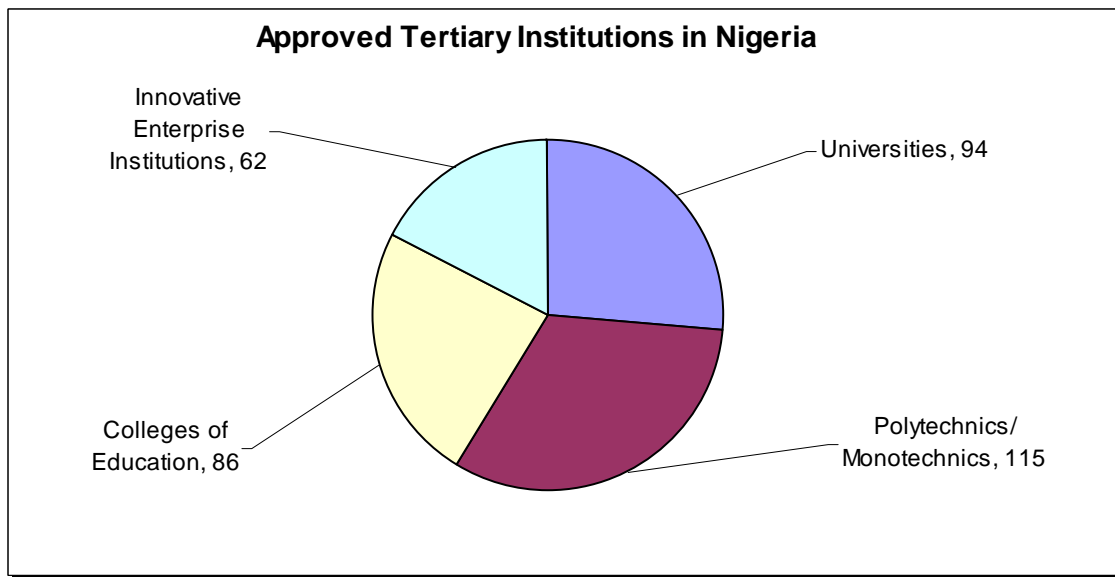


Figure 6.1 Approved Tertiary Institutions in Nigeria

The staff strength of Nigerian universities is 99,464 comprising; 27,394 academic staff; and 72,070 non-teaching staff while the Polytechnics/ Monotechnics have 12,938 academic staff and 24,892 non-teaching staff; Colleges of Education have 11,256 academic staff and 24,621 non-teaching staff. The current students' enrolment stands at 1,131,312, 360,535 and 354,387 in Universities, Polytechnics and Colleges of Education respectively. The short fall in academic staff in each sector is 19,548; 17,078; and 14,858 for Universities, Polytechnics and Colleges of Education respectively.

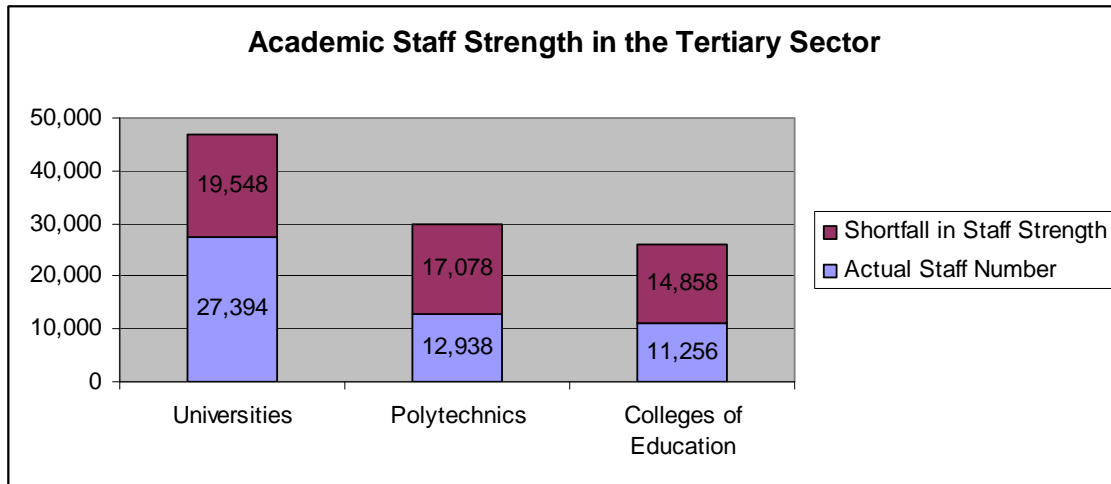


Figure 6.2 Academic Staff Strength in the Tertiary Sector

The current state of tertiary education in Nigeria can be described as follows:

- Inadequate regulation of the NUS. Inclusion of Education on the concurrent legislative list enables State Governments to establish Universities without recourse to Minimum Academic Standards or guidance from the Commission
- Inadequate academic staff in number and quality. The total number of academic staff in the NUS as at 2006 is 27,394 but about 50,000 academic staff is required for effective course delivery across the disciplines. For the Polytechnic system, the required number of academic staff is 22,702 while the actual is 12,938. For the Colleges of Education, the actual is 11,256 while the number required is 26114
- Lack of relevance of academic programmes. Loss of programme focus by some specialized universities to match graduate output to national manpower requirements
- Low level of funding. Despite quantum leap in funding from over N11 billion in 1999 to over N90 billion in 2008, funding remains a major challenge. This has hampered education delivery, monitoring, inspection and other quality assurance activities
- High incidence of cultism, examination malpractice and other social and academic vices
- Unstable academic calendar, particularly in unionized Federal and State tertiary institutions (over 3 and half years have been lost through incessant strikes within the past decade)
- Weak leadership
- Generally low quality graduates. The quality of graduates dropped from 72% in 1979 to 68% by 1999. Only 10% of the 130,000 students that graduate from Nigerian universities annually are able to secure paid employment.

6.1 Access and Equity

Challenges

The challenges of access in tertiary education remain formidable. The current rate of admission of 6% into tertiary level education as against the generally accepted minimum of 16% for meaningful economic development brings out the challenges clearly. This is as a result of the low carrying capacity of tertiary institutions which stands at 150,000 for the Nigerian University System (NUS) while annual demand is about 1 million. For the Polytechnic system, the gross carrying capacity is 158,370 while the actual is 340,535 (more than 100% over-enrolled); and for the Colleges of Education 118,129 while the actual is 354,387. The situation is further compounded by preference for university education. On the other hand, Polytechnics and Colleges of Education are having difficulty attracting qualified candidates. For instance, in 2008/2009 academic session, a total of 957,172 applied for placement in universities as against 232,598 and 58,819 for Polytechnics and Colleges of Education respectively through JAMB.

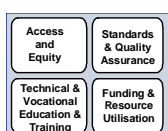
Other challenges include:

- Poor quality of prospective entrants. Only 23.7% of candidates passed SSCE with credit in Mathematics and English between 2000 – 2004
- Inadequate and obsolete infrastructure and equipment as well as poor library facilities. About 15%-30% of the infrastructure, equipment and books are non-functional, obsolete or dilapidated. These have adverse consequences on the quality of teaching, learning and research
- Inadequate number of universities and Polytechnics to accommodate prospective candidates
- Shortage of qualified candidates to meet the 70:30 policy in favour of technology-based programmes in the Polytechnics
- Policy restriction on the award of degrees to universities only
- Inadequate public financing
- Unattractive conditions of service for teachers; and
- Absence of deliberate policy strategies and programme for recruiting qualified secondary school leavers to train as teachers.

In terms of equity, there are disparities in the provision of tertiary education. Some segments of the Nigerian population especially those with special needs and other disadvantaged groups seem to be under-served. There are also disparities in gender participation, quality of education across the States and the location of government-owned tertiary institutions in the country. Other challenges include dearth of teachers, infrastructure and facilities for people with special needs and TVET.

Turn around Strategies and Deliverables:

The turn around strategies and deliverables which have been articulated to address the foregoing challenges are highlighted below:



| Turn-Around Strategies | Deliverables | Timeline |
|---|---|----------|
| <ul style="list-style-type: none"> Unify the matriculation examinations for tertiary institutions (Universities, Polytechnics, IEs and CoEs) | <ul style="list-style-type: none"> Unified Tertiary Matriculation Examination (UTME) for students into all tertiary institutions | 2010 |
| <ul style="list-style-type: none"> Increase awareness and support for alternative routes to higher technical education through Innovation Enterprise Institutions (IEIs) by aggressive branding and marketing | <ul style="list-style-type: none"> 20% increase in access achieved | 2011 |
| <ul style="list-style-type: none"> Implement Government policy on parity, in career progression, between HND and Degree holders; Implement the Presidential directive on the award of Bachelor of Technology (B.Tech) in core competent fields by Polytechnics Implement the award of Bachelor of Education (B.Ed) in core competent fields by Colleges of Education | <ul style="list-style-type: none"> Parity between HND and Degree holders | 2011 |
| <ul style="list-style-type: none"> Explore possibility of Colleges of Education awarding degrees on their own merit (based on established criteria) instead of in affiliation with other universities | <ul style="list-style-type: none"> Report on the implications of accrediting CoEs as degree awarding institutions | 2010 |
| <ul style="list-style-type: none"> Expand and/or improve facilities including physical and instructional facilities in existing tertiary institutions including NOUN, NTI and NMC to make them more relevant and globally competitive Expand the activities and programme of NOUN and NTI without compromising quality | <ul style="list-style-type: none"> Improved quality of institutions | 2011 |
| <ul style="list-style-type: none"> Increase carrying capacities in existing tertiary institutions Increase carrying capacity by 25% in programmes that have consistently earned full accreditation status without compromising standards | <ul style="list-style-type: none"> Increased capacity of tertiary institutions | 2011 |
| <ul style="list-style-type: none"> Promote private sector and State Government participation in the provision of Tertiary Education | <ul style="list-style-type: none"> Increased private and state tertiary institutions | 2011 |
| <ul style="list-style-type: none"> Develop guidelines for providers of off-shore degree and lifting the ban on non-recognition of off-shore degrees in Nigeria | <ul style="list-style-type: none"> Guidelines for providers of off-shore degrees | 2010 |
| <ul style="list-style-type: none"> Strengthen and expand Open and Distance Learning | <ul style="list-style-type: none"> Improved Open and Distance Learning | 2010 |

| Turn-Around Strategies | Deliverables | Timeline |
|---|---|----------|
| (ODL) systems in selected tertiary institution | programs | |
| <ul style="list-style-type: none"> • Ensure continuous gender-focused education programmes by considering policies such as quota-based admission, fees reduction, scholarships and other incentives based on gender • Provide incentives such as matching grants to State Governments to establish more tertiary institutions | <ul style="list-style-type: none"> • 45% gender equity in science and technology-based programmes attained | 2011 |
| <ul style="list-style-type: none"> • Set admission quota for women and other persons with special needs to at least 45% across board noting the current admission status is between 33-39% in favour of females • Provide incentives to attract secondary school leavers to train as TVET, and special education teachers • Mainstream special needs courses into teacher education curriculum | <ul style="list-style-type: none"> • 10% increase in access to students with special needs achieved. | 2011 |

(see Appendix - Section 8.3.1)

6.2 Standards and Quality Assurance

Challenges

The quality of the graduates of tertiary institutions has continued to be an issue of concern among various stakeholders. This concern has been related to instability of the academic calendar, infrastructural decay and obsolescence of equipment in the face of population explosion and academic staff shortages, among others. Other challenges include:

- Inadequate internal and external quality control mechanisms
- Over-stretching of existing facilities
- Out-dated legal framework
- Illegal institutions/ satellite campuses/ external campuses
- Curriculum inadequacy
- Inadequate capacity in the institutions to undertake internal/peer quality assessment
- Weak support structure for Students Industrial Work Experience Scheme (SIWES)
- Brain drain or human capital flight
- Divided interests by academics (moonlighting)

- Disruption in academic calendar
- Unethical behavior in teaching and learning
- Disruptions in learning activities, insecurity of life and property due to cultism
- Unethical practices of lecturers (e.g. selling handouts, grades, 'sorting'etc.)

Turn around Strategies and Deliverables:

The turn around strategies and deliverables which have been articulated to address the foregoing challenges are highlighted below:

| Turn-Around Strategies | Deliverables | Timeline |
|---|---|----------|
| Please see the special ETF Intervention Project on page 70 | | |
| <ul style="list-style-type: none"> • Provide and monitor Direct Teaching and Laboratory Cost Grant (DTLC) | <ul style="list-style-type: none"> • 80% full accreditation status of programmes in tertiary institutions attained | 2011 |
| <ul style="list-style-type: none"> • Provide and monitor Teaching and Research Equipment Grant (TREG) | | |
| <ul style="list-style-type: none"> • Strengthen and provide support for Innovation Enterprise Institutions (IEIs) | | |
| <ul style="list-style-type: none"> • Establish a National Vocational Qualification Framework (NVQF) | | |
| <ul style="list-style-type: none"> • Establish National Commission For Vocational Education (NCVE) | | |
| <ul style="list-style-type: none"> • Convert NBTE to National Commission for Polytechnics | | |
| <ul style="list-style-type: none"> • Review and strengthen legal framework for tertiary institutions and regulatory agencies | | |
| <ul style="list-style-type: none"> • Strengthen Linkages with Experts and Academics in the Diaspora (LEAD) | | |
| <ul style="list-style-type: none"> • Resuscitate Nigeria Expatriate Supplementation Scheme (NESS) | | |
| <ul style="list-style-type: none"> • <i>Strengthen the capacity of NUC and FME to monitor illegal and substandard institutions</i> | <ul style="list-style-type: none"> • <i>Increased monitoring capacity of NUC/ FME</i> | 2010 |
| <ul style="list-style-type: none"> • <i>Develop strategies to ensure stability of calendar</i> | <ul style="list-style-type: none"> • <i>Stable academic calendar</i> | 2010 |
| <ul style="list-style-type: none"> • <i>Implement the FEC guidelines on eradication of cultism, exam malpractice and other vices</i> | <ul style="list-style-type: none"> • <i>Reduced cultism, exam malpractice, etc.</i> | 2010 |
| <ul style="list-style-type: none"> • <i>Enforce policy on ban of the sale of handouts by lecturers</i> | <ul style="list-style-type: none"> • <i>Restored integrity of handouts/course materials</i> | 2010 |

| Turn-Around Strategies | Deliverables | Timeline |
|--|--|----------|
| <ul style="list-style-type: none"> Strengthen the capacity of the Colleges of Education and institutions to produce more qualified teachers | <ul style="list-style-type: none"> Increased teacher education programs | 2011 |

(see Appendix - Section 8.3.2)

6.2.1 Teacher Development, Motivation and Retention

Challenges

The demand for higher education in the country has resulted in rapid increase in number of tertiary institutions without commensurate increase in the number of academic staff. The table below shows the staffing situation as at June 2008. The data suggests that a significant short-fall in academic staff is observed across the various strata of tertiary institutions.

| Tertiary System | Academic Staff | No. Required | Shortfall |
|--|----------------|--------------|-----------|
| Colleges of Education (CoE) | 11,256 | 26,114 | 14,858 |
| National Teachers Institute (NTI) | 6,526 | 7,000 | 474 |
| Polytechnics/Monotechnics | 12,938 | 30,016 | 17,078 |
| Universities | 30,452 | 50,000 | 19,548 |
| National Open University of Nigeria (NOUN) | 5220 | 15,000 | 9780 |

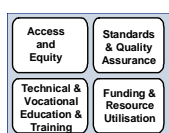
Table 6.1 Staffing in Nigerian Tertiary Institutions as at June 2006.

Generally, tertiary education in Nigeria is faced with the following challenges:

- Academic staff shortages across board
- Shortage of very senior lecturers in tertiary institutions. For instance, over 60% of academic staff in the Nigerian University System (NUS) is in the category of Lecturer I and below and less than 40% of academic staff in the Polytechnics have higher degrees
- Brain drain; and
- Absence of a system to produce teaching staff for the polytechnics

Turn around Strategies and Deliverables:

The turn around strategies and deliverables which have been articulated to address the foregoing challenges are highlighted below:



| Turn-Around Strategies | Deliverables | Timeline |
|---|---|----------|
| <ul style="list-style-type: none"> Institute robust staff development programmes for both academic and non academic staff through aggressive capacity-building policy | <ul style="list-style-type: none"> 10% increase in staff with Ph.D., professional qualifications | 2011 |
| <ul style="list-style-type: none"> Strengthen and encourage ETF initiative in academic staff training and development | <ul style="list-style-type: none"> ETF initiative used for staff training | 2010 |
| <ul style="list-style-type: none"> Improve conditions of service and working environment to attract and retain the best academics | <ul style="list-style-type: none"> Number of academic staff increased annually by 10% | 2011 |
| <ul style="list-style-type: none"> Set up a central and competitive Research Fund for tertiary institutions and strengthen existing Research Funds in NUC and NBTE | <ul style="list-style-type: none"> 90% of institutional research efforts targeted at national & industrial needs | 2011 |
| <ul style="list-style-type: none"> Strengthen existing Computer Ownership Scheme and interventions in tertiary institutions | <ul style="list-style-type: none"> Computer Ownership Scheme | 2010 |
| <ul style="list-style-type: none"> Subscribe to e-learning resources such as Science Direct and make it available to staff of institutions under the coordination of the regulatory agencies | <ul style="list-style-type: none"> Increased e-learning resources | 2010 |
| <i>Explore harmonizing conditions of service across all tertiary institutions to address brain drain</i> | <ul style="list-style-type: none"> <i>Report on impact of harmonization</i> | 2010 |
| <i>Collaborate with TRCN to ensure sustainability of teacher development efforts</i> | <ul style="list-style-type: none"> <i>A sustainable system of teacher development</i> | 2009 |

(see Appendix - Section 8.3.3)

6.2.2 Curriculum Relevance and Review

Challenges

Curriculum is crucial to effective teaching, learning, research and community service for national development. However, existing curriculum is out-dated and not relevant to national needs and therefore not globally competitive. It also, does not adequately cover critical and relevant aspects of science and technology and is not project-based. Other challenges include:

- Absence of benchmark Minimum Academic Standards for post-graduate programmes in the NUS except for MBA programme
- Low capacity of curriculum developers and implementers.

Turn around Strategies and Deliverables:

The turn around strategies and deliverables which have been articulated to address the foregoing challenges are highlighted below:

| Turn-Around Strategies | Deliverables | Timeline |
|---|--|----------|
| <ul style="list-style-type: none"> Ensure periodic review of curricula in line with national needs and goals every five years Strengthen the first generation universities to enhance the running of postgraduate degrees with emphasis on Ph.D. at the ratio of 60:40 in favour of postgraduate degrees | <ul style="list-style-type: none"> Curriculum reviewed every 5 years More curricula developed for IEs and post-graduate programmes | 2011 |
| <ul style="list-style-type: none"> Create Centres of Excellence by establishing intra and inter-institution centralized laboratories, studios and workshops, and overhaul existing laboratories, studios and workshops in one University, Polytechnic and College of Education in each geo-political zone yearly; | <ul style="list-style-type: none"> Identified Centres of Excellence | 2009 |
| <ul style="list-style-type: none"> Ensure strict compliance with programme focus in tertiary institutions, particularly specialised ones Strengthen inspection and monitoring mechanisms of regulatory agencies through capacity building and funding Strengthen the existing tripartite relationship among NUC, JAMB and NYSC to ensure compliance with existing regulations on accreditation, admissions and mobilization Strengthen admission processes in tertiary institutions, including the continuation and improvement of the post-JAMB screening exercise Establish a tripartite collaboration between the regulatory agency, JAMB, NOUN and NTI to ensure quality entrants into the NOUN and NTI systems Strengthen Career and/or Guidance Counselling and Entrepreneurial Centres | <ul style="list-style-type: none"> Improved quality of curricula and programs | 2010 |
| <ul style="list-style-type: none"> Increase foreign training for Nigerian students via scholarships and appropriate placements to address identified national needs Strengthen linkages with foreign institutions for the purpose of reinforcing capacity building | <ul style="list-style-type: none"> Increased partnerships and articulation with foreign institutions | 2010 |
| <ul style="list-style-type: none"> Create synergy between tertiary institutions and the Organised Private Sector | <ul style="list-style-type: none"> Partnerships with OPS | 2009 |

| Turn-Around Strategies | Deliverables | Timeline |
|---|--|----------|
| <ul style="list-style-type: none"> Provide ICT infrastructure and services to institutions | <ul style="list-style-type: none"> Increased ICT services | 2009 |

(see Appendix - Section 8.3.4)

6.2.3 Information and Communications Technologies (ICT)

Challenges

Nigeria is experiencing a severe shortage of ICT skills and personnel necessary for taking advantage of new and emerging technologies in the knowledge society. This is compounded by a weak ICT backbone in the country, poor and expensive bandwidth provision as well as poor and obsolete ICT infrastructure and services in the educational system. Other challenges include:

- Inadequacy of qualified ICT teachers and other ICT personnel
- Low retention of ICT staff.
- Low ICT and ICT-related Research
- Inadequate funding of ICT for development and deployment as well as implementation of government policy on ICT.
- Problems of power and energy.

Turn around Strategies and Deliverables:

The turn around strategies and deliverables which have been articulated to address the foregoing challenges are highlighted below:

| Turn-Around Strategies | Deliverables | Timeline |
|--|--|----------|
| <ul style="list-style-type: none"> Increase budgetary provision for ICT development and deployment Increase collaboration with the Private Sector and IDPs for necessary interventions on ICT in tertiary education Establish IT parks and funding research in ICT development and content. | <ul style="list-style-type: none"> Funding of ICT development and deployment increased by 40% | 2010 |
| <ul style="list-style-type: none"> Implement Government directive on ICT initiatives for Tertiary Institutions through: <ul style="list-style-type: none"> ➤ Student Resource Centres and campus-wide wireless connectivity | <ul style="list-style-type: none"> Functional ICT laboratories with a student computer ratio of 1:4 | 2011 |

| Turn-Around Strategies | Deliverables | Timeline |
|---|--|----------|
| <ul style="list-style-type: none"> ➤ Computer Acquisition Scheme for staff ➤ Upgrade of websites ➤ Pooling of bandwidth and ➤ Video-driven lectures • Ensure the provision of bandwidth for institutions and all offices in the Education Sector • Promote the development of instructional materials in electronic format | | |
| <ul style="list-style-type: none"> • Build a critical mass of ICT proficiency and competencies, strategic and specialized ICT skills and requisite entrepreneurship skills among staff and students in the sector • Strengthen and expand e-learning to expand access to quality education • Provide additional incentives for ICT professionals in education • Restructure the teaching/learning environment to be ICT-driven | <ul style="list-style-type: none"> • All academic staff attain computer literacy • 100% of academic staff own computers • Number of ICT teachers increased by 20% | 2011 |
| <ul style="list-style-type: none"> • Integrate ICT into curricula • Review ICT curricula every three years to reflect emerging societal needs and global trends | <ul style="list-style-type: none"> • ICT-related curriculum reviewed every three years | 2011 |
| <ul style="list-style-type: none"> • Establish national ICT awareness machinery such as National ICT competitions, ICT Week, etc • Provide alternative power supply such as solar panels to support ICT development deployment • Create virtual fora and community-based IT facilities to strengthen accessibility to information and networking among tertiary institutions • Strengthen the interface and collaboration between the industry and educational system | <ul style="list-style-type: none"> • Schedule of activities • Alternative power supply • Virtual fora and ICT facilities | 2011 |

(see Appendix - Section 8.3.5)

6.3 Technical and Vocational Education and Training

TVET at tertiary level is offered in the Polytechnics, Monotechnics, Innovation Enterprise Institutions (IEIs) and Colleges of Education (Technical). These are under the supervision of the National Board for Technical Education (NBTE) and the National Commission for Colleges of Education (NCCE) respectively. There is a total of 115 approved Polytechnics/Monotechnics with staff strength of 12,938 academic staff

and 24,892 non-teaching staff; with a total enrolment of 360,535. The shortfall in academic staff is estimated at 17,078. There are currently 62 approved IEs out of which only 22 have approved programmes with a total carrying capacity of about 7,420.

Challenges

Government policy in the past had not accorded polytechnic education its rightful place within the tertiary education sub-sector of the country. This can be seen in the placement of ceiling on career progression of polytechnic staff and graduates, relative low level of funding, despite the expensive nature of TVET, and poor conditions of service for staff.

Other challenges include:

- Limited access
- Preference for University education, while over 1.2 million applied through JAMB to the Universities, just over 300,000 applied for the Polytechnics
- Poor infrastructure and teaching facilities
- Poor deployment of ICTs in teaching and learning
- Inadequate academic staff in number and quality
- Lack of relevance of academic programmes to the needs of industry; and
- Generally low quality of graduates.

Turn around Strategies and Deliverables:

The turn around strategies and deliverables which have been articulated to address the foregoing challenges are highlighted below:

| Turn-Around Strategies | Deliverables | Timeline |
|---|--|----------|
| <ul style="list-style-type: none"> • Implement the Presidential directive on the award of Bachelor of Technology (B. Tech.) in core competent fields by Polytechnics • Equip adequately the Polytechnics and Universities of Technology • Review and strengthen legal framework for Federal Polytechnics | <ul style="list-style-type: none"> • B Tech. Curricula (in Electrical, Mechanical and Civil Eng. Technology, etc.) for the Polytechnics developed | Dec 2009 |
| | <ul style="list-style-type: none"> • B. Tech offered by Polytechnics in core competent fields | 2010 |
| <ul style="list-style-type: none"> • Increase carrying capacity by 25% in programmes that have consistently earned full accreditation status without compromising standards • Upgrade and provide additional infrastructure, buildings and equipment in | <ul style="list-style-type: none"> • National Occupational Standards (NOS) in key areas produced | 2010 |

| Turn-Around Strategies | Deliverables | Timeline |
|--|---|------------|
| Polytechnics/Monotechnics | | |
| <ul style="list-style-type: none"> • Increase awareness and support for alternative route to higher technical education through IEs by aggressive branding and marketing strategies • Strengthen and provide support for IEs by releasing the earlier promised seed grants and expanding the capacity of the NBTE to effectively coordinate their activities | <ul style="list-style-type: none"> • IEs launched with appropriate branding and nationwide publicity | April 2009 |
| | <ul style="list-style-type: none"> • 12 new IEI programmes developed | April 2009 |
| | <ul style="list-style-type: none"> • 30 new IEI programmes | 2010 |
| | <ul style="list-style-type: none"> • 120 IEI programmes | 2010 |
| | <ul style="list-style-type: none"> • 200 IEI programmes | 2011 |
| | <ul style="list-style-type: none"> • 15,000 increased enrolment in IEs | 2010 |
| | <ul style="list-style-type: none"> • 50,000 increased enrolment in IEs | 2011 |
| <ul style="list-style-type: none"> • Establish a National Commission For Vocational Education (NCVE) | <ul style="list-style-type: none"> • The National Council for Vocational Education established | Jan.2010 |
| <ul style="list-style-type: none"> • Convert NBTE to National Commission for Polytechnics by amending the NBTE Act in accordance with past FEC decision | <ul style="list-style-type: none"> • NBTE law reviewed to establish the NCP | Jan.2010 |
| <ul style="list-style-type: none"> • Establish a National Vocational Qualifications Framework (NVQF) | <ul style="list-style-type: none"> • The National Vocational Qualification Framework (NVQF) completed | Dec.2009 |
| <ul style="list-style-type: none"> • Improve access to other non university institutions through unified tertiary matriculation examinations | <ul style="list-style-type: none"> • Unified Tertiary Matriculation Examinations for the Universities, Polytechnics, Colleges of Education and IEs implemented | 2010 |
| <ul style="list-style-type: none"> • Increase the number of academic staff with Ph.D. by provision of targeted scholarships and incentives | <ul style="list-style-type: none"> • Retention of academic staff enhanced by improved conditions of service • Number of academic staff increased annually by 10%. | 2010 |
| <ul style="list-style-type: none"> • Enhance the condition of service of the Polytechnics | <ul style="list-style-type: none"> • Number of staff with | 2010 |

| Turn-Around Strategies | Deliverables | Timeline |
|--|---------------------------------|----------|
| to attract and retain quality academic staff | Ph.D. increased by 10% annually | |
| <ul style="list-style-type: none"> Improve the use and inclusion of ICT in TVET curricula and in Implementation | Improved ICT curricula | 2010 |

(see Appendix - Section 8.3.6)

6.4 Funding, Resource Mobilisation and Utilisation

Challenges

The tertiary institutions draw a significant part of their funds from the proprietors (Federal Government, State Governments and Private proprietors) while the remaining part is internally generated from levies/charges/fees (for Private Institutions), international development partners, support from alumni associations, and linkages with industries in Nigeria and abroad. The bulk (80%) of what was appropriated for tertiary education especially from 2005 to 2007 was for personnel cost and the remaining 20% took care of maintenance, development and other areas of overhead. The table below illustrates the level of funding for tertiary education from 2005 to 2007.

| Tertiary Education | 2005 ₦ | 2006 ₦ | 2007 ₦ |
|--|------------------------|------------------------|------------------------|
| Recurrent Costs | 195,193,000,000 | 210,123,000,000 | 226,311,000,000 |
| Construction and other Investments | 12,231,000,000 | 12,760,000,000 | 13,326,000,000 |
| Total | 207,424,000,000 | 222,889,000,000 | 239,636,000,000 |
| Unit Cost | 125,000 | 130,000 | 136,000 |
| Staff Salaries and other emoluments as a percentage of total recurrent | 80% | 80% | 81% |
| Non-teacher recurrent as % of recurrent total | 20% | 20% | 19% |

Table 6.2 Level of funding for tertiary education (2005 to 2007)

Over the years, funding of tertiary education has been on the increase. However, the funds have not been adequate for the institutions because the allocation from the proprietors fall short of what is actually required. For example in 2004, the sum of ₦ 216,622,706,206.00 was requested by the federally-funded

universities. The Federal Government however released the sum of ₦53,466,287,486.01 representing 24.7% of the budget request from the universities.

Turn around Strategies and Deliverables:

The turn around strategies and deliverables which have been articulated to address the foregoing challenges are highlighted below:

| Turn-Around Strategies | Deliverables | Timeline |
|---|--|----------|
| <ul style="list-style-type: none"> Encourage proprietors of tertiary institutions to provide adequate and sustainable funding Ensure tertiary institutions develop self-reliance through internal sourcing of funds Improve other sources of funding through cost-sharing (e.g. re-introduction of Tuition fees), private sector involvement, Alumni, endowments, International Development Partners, Consultancy services, etc Accelerate the implementation of the policy to refocus ETF to exclusively intervene in tertiary education | <ul style="list-style-type: none"> 50% annual increase on present funding level over the next three years attained. | 2011 |
| <ul style="list-style-type: none"> Dedicate 10% of recurrent allocation to research and ensure its effective utilization Reduce the proportion of recurrent costs of tertiary institutions by adopting strategies such as outsourcing | <ul style="list-style-type: none"> Increased funding for research | 2011 |
| <ul style="list-style-type: none"> Provide adequate funding to regulatory agencies in the annual national budget for activities involved in the orderly development of tertiary institutions | <ul style="list-style-type: none"> Increased funding | 2011 |
| <ul style="list-style-type: none"> Restructure and strengthen the existing Scholarship and Student Loan Boards | <ul style="list-style-type: none"> Restructured Scholarship Board | 2011 |
| <ul style="list-style-type: none"> <i>Explore the introduction of tuition in tertiary institutions</i> | <ul style="list-style-type: none"> <i>A position paper on the issue of tuition in schools</i> | 2010 |

(see Appendix - Section 8.3.7)

6.5 Special ETF Intervention Project

A Special Intervention Project funded by the Education Trust Fund will be the mode of delivering high impact improvement efforts at the tertiary level. The necessity for special high impact projects has become very urgent for the following reasons:

- a) The systematic provision and upgrading of facilities in core areas — library, laboratory, workshop, studios, teaching/learning environment etc on a substantial and sustained basis which cannot be achieved through regular intervention
- b) Establishment of a Higher Education Book Development Fund which is provided for in Sec. 7(1)(e) of the Education Tax Act but none exists at present
- c) Establishment of a central and competitive Research Fund to support advanced research capable of promoting the nation's socio-economic and technological development

The project will focus intervention efforts on a select sample of tertiary institutions in order to transform them into state-of-the-art institutions that will be comparable to leading institutions in the world.

| Turn-Around Strategies | Deliverables | Timeline |
|--|---|----------|
| <ul style="list-style-type: none"> • Construct Zonal Teaching & Research Laboratories, (Physical Infrastructure, furnishing and equipment) • Upgrade existing facilities (infrastructure and equipment) • Target expansion, rehabilitation and equipping of critical infrastructure (classrooms/lecture theatres, laboratories, workshops, libraries and studios) • Upgrade the teaching and learning environment (standard laboratories and workshops) • Emphasize training of Science, Math , TVET teachers | <ul style="list-style-type: none"> • New Zonal Teaching and Research Labs • Upgraded facilities • Expanded and rehabilitated infrastructure • Fully equipped, functional and effective learning environment | 2010 |
| <ul style="list-style-type: none"> • Establish a National Research Fund to <ul style="list-style-type: none"> ➤ Facilitate advanced research capable of promoting national development in various disciplines (social, economic, scientific and technological). ➤ Encourage invention, especially in science and technology. | <ul style="list-style-type: none"> • A vibrant research community with expansion of new research in different fields and disciplines • New inventions in science and technology | |
| <ul style="list-style-type: none"> • Establish a Book Development Fund to: <ul style="list-style-type: none"> ➤ Resuscitate moribund journals of professional associations affiliated to tertiary institutions. NUC, NBTE and NCCE are drawing up a list for ETF's consideration. ➤ Publish (hard & electronic form) excellent Ph.D. theses submitted to Nigerian Universities or by Nigerians in foreign Universities. NUC to | <ul style="list-style-type: none"> • Professional journals • Database of publications • Database of research publications • A system of dissemination of | |

| Turn-Around Strategies | Deliverables | Timeline |
|---|---|----------|
| <p>facilitate the selection</p> <ul style="list-style-type: none"> ➤ Publish the result of research funded under the proposed ETF National Research Fund adjudged to be world class. ➤ ETF shall distribute copies of journals and books published under this arrangement <i>gratis</i> to libraries of tertiary institutions nationwide. This will further help to equip them with current journals and books which are the products of Nigerian scholars and scholarship. | <p>research, journals, books and publications to libraries nationwide and internationally</p> | |

(see Appendix section 8.3.8)

7 Institutional and Legislative Issues

7.1 Policy, Planning, Implementation Management

Planning, policy implementation and management are critical ingredients in facilitating the activities of public and private providers of education. Nigeria has had its toll of poor planning, policy implementation and management in education at various levels. Governance and Management are critical to the healthy existence of educational institutions as they are important for optimal resource utilisation. Education governance, particularly at the tertiary level, remains a major challenge and concern to the system.

The Department of Policy, Planning, Management & Research (PPMR), whose functions include research based on data analysis and interpretation; policy formulation through the institutional framework of the National Council of Education (NCE) and education planning, monitoring and evaluation, plays a critical role in the reform of the Education Sector. The department's ability to turn policy into reality through a structured, systemic and cyclical approach to planning, resource allocation, monitoring and evaluation of interventions is currently inadequate.

The institutional framework for Policy formulation involves the coordination and management of three important Bodies, namely the National Council of Education supported by the Joint Consultative Committee on Education (JCCE) Plenary and its nine (9) Reference Committees.

The Reference Groups that constitute the JCCE are, in theory, fora for professional stakeholders to meet and deliberate on educational issues, giving them a "voice" and an opportunity to submit well researched policy documents. The stakeholders are meant to be drawn from across the entire Education Sector which include Academia, Civil Society, Educationists (retired and serving), and Parastatals (Federal and State).

In reality the Reference Committees are no longer drawing attendance from across the entire Education Sector. Representations and membership of the Committees are now from a restricted group made up of a few individuals from Civil Society. Most of those who attend are from the States.

Secondly, from previous attendance, a fair assessment of the quality and content of the meetings is that they may have become what one may describe as "talkshops" with submitted policy documents not sufficiently detailed in terms of analysis and research content.

There appears to be a gap between policy recommendations and the need to express them in a financial contextual framework. Therefore the financial implications of recommendations are not available to assist with decision making and prioritization in view of the limited funding available.

Challenges

The major challenges can be summarised as follows:

- Inadequate capacity for policy formulation and implementation
- *Inadequate and untimely release of resources*
- Obsolete and inapplicable policies
- Appointment to key managerial positions without due regard to qualification and competence
- *Lack of ICT infrastructure* (EMIS)

- Lack of reliable data for evidence-based planning
- Poor coordination among the tiers of government in the implementation of policies and programmes
- Weak leadership in the system at Council and Management levels
- Frequent change of leadership at the policy implementation level
- Weak synergy among policy implementation agencies (FME, NUC, NBTE, NCCE, TRCN, NIEPA)
- Inadequate institutional capacity for monitoring and evaluation
- Lack of regular Management Audit exercise to ensure attainment of set organizational goals
- Low level of capacity building for staff at all levels

Turn around Strategies and Deliverables:

The turn around strategies and deliverables which have been articulated to address the foregoing challenges are highlighted below:

| Turn-Around Strategies | Deliverables | Timeline |
|--|---|----------|
| <ul style="list-style-type: none"> • Build capacity of officials responsible for policy formulation and implementation • Appoint professionals as key managers of education | <ul style="list-style-type: none"> • Capacity of officials responsible for policy formulation and implementation built • Key managers of education trained and re-trained • Professionals appointed as key managers of education at all levels | 2010 |
| <ul style="list-style-type: none"> • <i>Strengthen the NCE process for policy formulation and monitoring</i> • <i>Empower the FME to ensure the enforcement of NCE decisions</i> | <ul style="list-style-type: none"> • <i>NCE decisions enforced in a timely manner</i> | 2010 |
| <ul style="list-style-type: none"> • <i>Reposition the ministry and its departments of (e.g. B&SE) to carry out their statutory responsibilities with regard to parastatals</i> • <i>Consider reinstating the Department of Technical and Vocational Education</i> | <ul style="list-style-type: none"> • <i>Increased capacity of FME to carry out statutory responsibilities over parastatals and institutions</i> | 2010 |
| <ul style="list-style-type: none"> • Link utilization of resources to strategic plans, MTSS and annual work plans | <ul style="list-style-type: none"> • Budgetary allocation for basic education improved • Solid plans for implementation of basic | 2010 |

| Turn-Around Strategies | Deliverables | Timeline |
|---|---|----------|
| | education delivery developed <ul style="list-style-type: none"> Approved action, rolling and strategic plans adhered to | |
| <ul style="list-style-type: none"> Strengthen due process in policy implementation | <ul style="list-style-type: none"> Due process in governance strengthened | 2010 |
| <ul style="list-style-type: none"> Strengthen the institutions coordinating basic education activities with adequate manpower and infrastructure | <ul style="list-style-type: none"> Basic education institutions at all levels strengthened | 2010 |
| <ul style="list-style-type: none"> Involve the Local Government Education Authorities in basic education implementation | <ul style="list-style-type: none"> The Local Government Education Authorities involved in basic education implementation | 2010 |
| <ul style="list-style-type: none"> Strengthen synergy among basic education stakeholders by convening a national forum on Basic Education | <ul style="list-style-type: none"> Synergy achieved among stakeholders | 2010 |
| <ul style="list-style-type: none"> Make management of basic education ICT-driven | | |

(see Appendix - Section 8.4.1)

7.2 Education Management Information Systems (EMIS)

Effective planning and management depends on access to accurate information. The challenge therefore, is that of developing an accurate system of collecting, organising and disseminating information to targeted users in accordance with their requirements. Timeliness, in the provision of such information is also essential.

Among the primary challenges facing the Nigeria education sector is access to relevant information. Data is hardly collected. Where they are, most prove unreliable as a result of the methods used in collecting them. Further, these are rarely made available as and when required. As a result of this, every plan and implementation of government policy starts with a major and fundamental flaw – the use of inaccurate data to determine the allocation of scarce resources.

The success of the Roadmap and future planning and implementation process will depend on the development of an efficient information management system. At the moment NEMIS is the system that units in the Education sector depend on for planning information. However, this unit is unable to perform its functions effectively. In order to be effective, therefore, it must be supported to develop capacity and competence in its areas of operation. This includes the implementation of approved policy, strengthening data linkages between organisations that generate and use information. In addition, there must be an efficient way of disseminating information, including virtually. Information that should be in the public domain must be obtained with little hassle. In doing this, information should be collected and organised as near as possible to their sources with links provided through a central database.

Challenges

Education data in Nigeria suffers from the following issues relating to the quality and completeness of data:

- Erroneously recorded and reported data
- Poor return of census forms from public and private schools in states
- Incomplete and poor quality data on submitted returns due to weaknesses in training, field procedures and data entry procedures
- Inconsistent coding systems for information on schools and teachers
- Prolonged periods between data collection and data release
- Poor school record keeping in schools
- Duplication: parallel systems exist in SMOEs, SUBEBs and other agencies
- No feedback to States, Local Government Education Authorities or schools
- *Delays in entry, retrieving, and reporting of data*
- General lack of statistical data on funding of education at all levels of government
- Imperfect questionnaires (some complex and unnecessary items, some key items not covered)
- Technology: lack of NEMIS software except for 2006-07 Census; difficulties in using at State level
- Organisation: erratic timeline and limited warning; delays retrieving, entering and reporting data, missing budget planning cycles; State and Federal roles under the decentralisation policy from 2008-09 onwards not entirely clear; lack of operational guidelines to support states in new role
- Population data do not correlate with enrolment data, even where the latest 2006 population census figures were used.

These issues are aggravated by the following:

- Inadequate mechanisms for monitoring of data collection exercise. Inspectors and school supervisors neither use data derived from EMIS nor validate information into EMIS
- Inadequate orientation and training is given to data collectors resulting in returned forms that are incomplete or completed incorrectly in key areas
- Overlapping data collection mandates between agencies results in duplicate information being collected by different agencies/departments
- Poorly coordinated data collection exercises which are given inadequate time and resources
- Lack of linkages to other systems and data sources
- Data collection activities are often driven by a need for budget articulation and releases rather than practical requirement

Turn around Strategies and Deliverables:

The turn around strategies and deliverables which have been articulated to address the foregoing challenges are highlighted below:

| Turn-Around Strategies | Deliverables | Timeline |
|--|--|----------|
| <ul style="list-style-type: none"> Implementation of approved NEMIS policy Implement the NEMIS decentralisation strategy Development of the NEMIS website Supporting National and State EMIS committees Strengthen data linkages between FME and States MoEs, FME data generating departments/units and parastatals, NBS, UIS, ISESCO, ECOWAS and other end users | <ul style="list-style-type: none"> Obtain timely, uniform and quality data for various input and output measures of schools (number of teachers, classrooms etc.) and make comparisons of schools and geographic zones. | 2010 |
| <ul style="list-style-type: none"> Revise questionnaires to replace low priority / hard-to-complete content with relevant items Revise software to meet new questionnaires - Nov 08 and future ones NEMIS software support for error-checking and procedures | <ul style="list-style-type: none"> An effective tool for recording and retrieving data | 2010 |
| <ul style="list-style-type: none"> Training, head teachers completing forms in schools / workshops or completion by LSSs / Youth Corps Volunteers | <ul style="list-style-type: none"> Head teachers and teachers trained | 2010 |
| <ul style="list-style-type: none"> Promote statistical awareness and inculcate good record keeping culture in the Nigerian school system Advocacy and awareness of the e-data processing | <ul style="list-style-type: none"> Better record keeping | 2010 |
| <ul style="list-style-type: none"> Releasing reports, including school report cards Annual publication of education statistics, periodic statistical fact sheets and fliers for dissemination and use | <ul style="list-style-type: none"> Publications of statistics | 2010 |
| <ul style="list-style-type: none"> Monitor, evaluate and reform policies in the education sector including progress towards Millennium development goals (MDG) and Universal Basic Education for all (UBE/EFA). | <ul style="list-style-type: none"> Monitoring and evaluation systems in place | 2010 |

(see Appendix - Section 8.4.2)

7.3 Legislative Review and Reform

Challenges

Foundational to articulating and pursuing the vision of a new education sector is an understanding of the legal framework governing the education sector and the weaknesses that need to be addressed in order to ensure the sustainability of proposed reforms.

At the Federal level and in some States there exists ineffective and out-dated legal framework governing the implementation of education at the different levels of education.

The legal and regulatory framework for education is complicated by the existence and operation of the 25 extra-ministerial departments which relate to the Federal Ministry of Education in various ways. Some of these have functions which overlap with those of FME, and may duplicate them, such as the M&E unit of UBEC and the Inspectorate (FIS), or potential conflict such as among DPRS, UBEC, ESA, and NERDC - each with mandates to collect data. These duplications *of functions* increase the number of administrative staff, create higher running costs and have created an unwieldy, costly and inefficient system of service delivery.

This situation is mirrored at the State level where there is a similar proliferation of extra-ministerial departments and overlap of function. The relationship between State Ministries of Education and SUBEBs, for example, can have a dysfunctional effect on the effective delivery of UBE.

These institutional constraints impose severe limitations on individual and organizational capacity for policy-making, planning and management of the education system as a whole, which in turn limit its efficiency, effectiveness and accountability.

Other legislative issues include the continued existence of illegal institutions at the Tertiary level and the fact that School-Based Management Committees are operating without legal backing

Turn around Strategies and Deliverables:

The turn around strategies and deliverables which have been articulated to address the foregoing challenges are highlighted below:

| Turn-Around Strategies | Deliverables | Timeline |
|--|--|----------|
| <ul style="list-style-type: none"> Undertake a comprehensive analysis of existing Federal legislation that impacts upon the structures, finances and statutory roles and responsibilities of relevant actors in the basic education sector in Nigeria; Review and strengthen the legal framework for all extra-ministerial departments, institutions and regulatory agencies Identify and highlight any inconsistencies or contradictions between the different Acts; Review the laws governing the different aspects of | <ul style="list-style-type: none"> The legal framework for the different organizations, extra-ministerial departments and institutions reviewed by 2011 The extra-ministerial departments in education at the federal and state levels streamlined | 2011 |
| | <ul style="list-style-type: none"> Laws governing basic | |

| Turn-Around Strategies | Deliverables | Timeline |
|--|--|----------|
| Basic Education | education reviewed | |
| <ul style="list-style-type: none"> Strengthen the legal units of extra-ministerial departments, institutions and regulatory agencies through capacity building and deployment of appropriate manpower | <ul style="list-style-type: none"> Legal units of MDAs strengthened | 2011 |
| <ul style="list-style-type: none"> Establish regular liaison with the National Assembly Committees on Education; | <ul style="list-style-type: none"> Regular liaison established with the National Assembly Committee on Education. | |
| <ul style="list-style-type: none"> Regulatory agencies at all levels of education close down illegal Institutions; | <ul style="list-style-type: none"> All illegal institutions closed down | 2011 |
| <ul style="list-style-type: none"> Give legal backing for existence/operations of SBMCs | <ul style="list-style-type: none"> The existence and operations of SBMCs formalized through appropriate legislation | 2009 |

(see Appendix - Section 8.4.3)

7.4 Stakeholders' Partnerships and Collaboration

Challenges

The provision of quality education at all levels has largely been considered as government's responsibility thus limiting the resource base. This thinking has been one of the major challenges that have resulted in inadequate funds for education delivery. But in the last decade the state of the education sector has become a source of deep concern for Stakeholders across the sector including parents, the private sector who are employers of the products of the educational system, NGOs, FBOs, CBOs, the State Operators, the Education Committees of the State and National Assemblies and International Development Partners who have over the years invested resources to improve the education sector with limited impact.

Specifically with reference to Basic Education the synergy among stakeholders in basic education needs to be strengthened with renewed emphasis and a more structured approach to the Support-a-School Programme. The involvement of communities, alumni and PTAs in the governance of schools through the establishment of SBMCs needs to be implemented at every school selected to benefit from the National transformation Programme. Communities and other relevant stakeholders must take ownership of basic education at the local level.

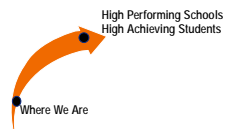
With regard to Tertiary Education there is inadequate collaboration between tertiary institutions and the Organized Private sector. This has resulted in research not being tailored to the needs of industry and low patronage of research efforts of tertiary institutions.

Turn around Strategies and Deliverables:

The turn around strategies and deliverables which have been articulated to address the foregoing challenges are highlighted below:

| Turn-Around Strategies | Deliverables | Timeline |
|--|---|----------|
| <ul style="list-style-type: none"> Strengthen international linkages and partnerships with the public and private sector Stakeholder partnerships strengthened with international organizations such as Japan JICA, KOICA, the World Bank, UNICEF, UNESCO, DFID, etc | <ul style="list-style-type: none"> Stronger partnerships with development partners | 2010 |
| <ul style="list-style-type: none"> Involve top executives of private sector organisations in the governance of tertiary institutions Sensitisation workshops for tertiary institutions and the Organized Private Sector. Tailoring national research efforts towards informed national needs | <ul style="list-style-type: none"> Partnerships with private sector | 2010 |
| <ul style="list-style-type: none"> FME, in concert with States should commence the immediate implementation of the provisions of the National Policy on Partnerships in Education | <ul style="list-style-type: none"> Stronger partnerships with key stakeholders | 2009 |
| <ul style="list-style-type: none"> FME should coordinate nationwide and State level advocacy to communicate the focus and thrust of stakeholders' partnership and collaboration in providing quality education | <ul style="list-style-type: none"> Stronger partnerships with key stakeholders | 2010 |
| <ul style="list-style-type: none"> FME, States and FCT should encourage active implementation of support –a- school initiative | <ul style="list-style-type: none"> Stronger partnerships with key stakeholders | 2010 |
| <ul style="list-style-type: none"> Source financial support for the basic education sub-sector from non-formal and non-governmental sources | <ul style="list-style-type: none"> Stronger partnerships with key stakeholders | 2010 |
| <ul style="list-style-type: none"> Institutionalize regular meetings between FME, regulatory agencies, tertiary institutions and industry | <ul style="list-style-type: none"> Stronger partnerships with key stakeholders | 2010 |
| <ul style="list-style-type: none"> Institutionalize research fair among tertiary institutions e.g. NUS (NURESDEF) and Polytechnics (Exposition) | <ul style="list-style-type: none"> Stronger partnerships with key stakeholders | |
| <ul style="list-style-type: none"> Development of a national mechanism for actualising partnership between tertiary institutions and the Organized Private sector | <ul style="list-style-type: none"> Stronger partnerships with key stakeholders | |
| <ul style="list-style-type: none"> All SBMCs <i>especially in senior secondary schools</i>, made functional | <ul style="list-style-type: none"> Stronger partnerships with key stakeholders | 2009 |

(see Appendix - Section 8.4.4)



8 Appendix I: Implementation Plan of Action

8.1 Basic Education

8.1.1 Access and Equity

| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|---|--|---|--|--|--|
| 1. | Wide disparity between expected and actual enrolment: | <p>National Campaign on Access</p> <p>Sensitization, advocacy and mobilization in support of enrolment & funding including using such initiatives as READ Campaign, EdTAP, etc</p> <p>Review / upate UBE Act to enforce provisions on compulsory enrolment and retention</p> | <p>Increased national awareness</p> <p>Stakeholders sensitized and mobilized</p> <p>Attain enrolment targets:</p> <p>ECCDE: 3,117,395 based on 54% enrolment in 2009 at 3.67% growth rate.</p> <p>Primary School: 27,900,796 from projected 92% enrolment in 2009 at 1% annual growth rate.</p> <p>Mass Literacy: 50% increase</p> <p>Nomadic education: 1,379,000 based on 30% increase in</p> | <p>May – Sept 09</p> <p>2009</p> <p>2011</p> | <p>FME, SMOEs, SUBEBs, LGEAs, SAMEs, NMEC, SCU for NEP, Action Aid</p> | <p>Budgetary allocation for 2009</p> <p>Budgetary allocation 09-11</p> |

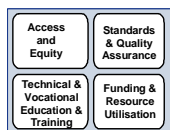


| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|--------------------------------|---|--|---------------------------|--|-------------------------------|
| | | | enrolment by the year 2009 at 2.32% growth rate | | | |
| 2. | Inadequate and inaccurate data | Restructure & decentralize school census to make it State-driven coordinated by SMOEs and FME | School census data made available | Short Term: 6 – 12 months | FME, UBEC, SMOEs, SUBEBs, LGEAs, etc | Budgetary allocation for 2009 |
| | | Support school mapping and make it State-driven and coordinated by UBEC | Accurate school enrolment data School location maps Accurate data on school infrastructure | Medium Term: 1 year- 2010 | FME, UBEC, NMEC, NCNE, SMOEs, SUBEBs, LGEAs, etc | Budgetary allocation for 2009 |
| 3. | Poverty | Promote State-driven incentives- mid-day meals, uniforms, transportation, etc | Increased enrolment, Improved health and nutrition of pupils | Medium Term: 1 year | SMOEs, SUBEBs, CBOs, LGEAs, FME, UBEC, Private Sector, Communities, IDPs | Budgetary allocation for 2009 |
| | | Synergize with relevant agencies to provide incentives to parents/guardians in areas | Enhanced capacity of parents/guardians to support their children | Medium Term: 1 year | SMOEs, SUBEBs, CBOs, LGEAs, FME, UBEC, Private Sector, Communities, IDPs, SMEDAN, NDE, | Budgetary allocation for 2009 |

| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|---------------------------|---|--|--------------------------|---|---|
| | | with low enrolment and ensure that beneficiaries send their children to school Provide grants and other means of income generation | | | NAPEP | |
| 4. | Inadequate infrastructure | Provide facilities- functional classrooms, toilets, water and sanitation, libraries, workshops, laboratories, etc. | 4,000 classrooms provided per annum for pre-primary education | Long Term: 2 years | UBEC, SUBEBs, NMEC, IDPs, Private Sector, Communities | Budgetary allocations for 2009 and 2010 |
| | | Strengthen Support-a-Public School initiative | 22,000 classrooms provided per annum for primary schools | Long Term: 2 years | UBEC, SUBEBs, NMEC, IDPs, Private Sector, Communities | Budgetary allocations for 2009 and 2010 |
| | | Provide environment for private sector involvement | 10,160 classrooms provided per annum for JSS | Long Term: 2 years | UBEC, SUBEBs, NMEC, IDPs, the Private Sector, Communities | Budgetary allocations for 2009 and 2010 |
| | | | Nomadic Education: 714 classrooms provided for pre-primary education; 950 classrooms for primary education | Long Term: 2 years- 2011 | NCNE, SCU for NEP, IDPs, the Private Sector, Communities | Budgetary allocations for 2009 and 2010 |



| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|--------------------------------|--|---|----------------------------|--|---|
| 5. | Distance of schools from homes | Encourage establishment of neighbourhood & Open schools | Neighbourhood schools established within 3-4 kilometres radius of pupils'/ students' homes | Long Term: 3 years | NCNE, SCU for NEP, Voluntary Agency Organisations, IDPs, the Private Sector, Communities | Budgetary allocations for 2009 – 2011 |
| 6. | Teacher factor | Recruit potential teachers for CoEs from pool of secondary school leavers. Recruitment campaigns that profile the teaching profession positively Develop incentives structure to motivate teachers and attract high quality students to take up teaching | Attainment of 124,696 care-givers for ECCDE by 2010 Attainment of 797,166 teachers for primary schools by 2010 Attainment of 110,177 teachers for JSS by 2010 | Long Term: 2 years | NCNE, SCU for NEP, NCCE, IDPs, the Private Sector, Communities | Budgetary allocations for 2009 and 2010 |
| 7. | Gender disparity | Promote gender parity through sensitisation, modelling, etc Provide incentives for girl-child, boy-child education | Attainment of 90% gender parity All schools made gender- friendly Increased enrolment of the girl-child and boy-child Improved sanitation and separate | Medium Term: 3 years- 2011 | FME, SMOEs, SUBEBs, SAMEs, SCU for NEP, LGEAs, Communities, UBEC, CSOs, NCNE, NMEC, IDPs | Budgetary allocations for 2009 - 2011 |

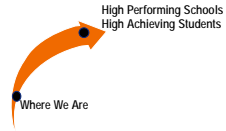


| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|---|---|---|------------------------------------|---|---|
| | | Provide conducive school environment, water and sanitation, gender-friendly curriculum, etc. | facilities for the girl-child and boy-child | | | |
| 8. | Urban-Rural dichotomy | Improve infrastructure in rural schools Provide incentives for rural teachers | Provision of water, sanitation facilities in 50% of rural schools More teachers in rural schools | Long Term: 3 years | FME, SMOEs, SUBEBs, SAMEs, SCU for NEP, LGEAs, Communities, UBEC, CSOs, NCNE, NMEC | Budgetary allocations for 2009 – 2011 |
| | | Provide infrastructure to aid improved access from home to school | Increased enrolment in 50% of all rural schools | Long Term: 2 years | FME, SMOEs, LGEAs, SUBEBs, SAMEs, SCU for NEP, Communities UBEC, CSOs, NCNE, NMEC, etc. | Budgetary allocations for 2009 and 2010 |
| 9. | Other factors of exclusion: (e.g. myths, early marriage, aversion for western education by some communities, HIV/AIDS infection, etc) | Sensitisation, Modelling Provide incentives for girls' and boys' education Sensitisation against discrimination | Increased enrolment of girls and boys Increased enrolment of children-infected or orphaned by HIV/AIDS | Medium and Long Terms: 1 - 2 years | FME, SMOEs, SUBEBs, SAMEs, SCU for NEP, Communities, UBEC, LGEAs, CSOs, NCNE, NMEC | Budgetary allocations for 2009 and 2010 |
| | | Establish second chance schools | At least 5 "second chance" schools for women (schools for females who dropped out) in | Long Term: 3 years | FME, SMOEs, SUBEBs, SAMEs, SCU for NEP, Communities, UBEC, LGEAs, CSOs, | Budgetary allocations for 2009 -2011 |

| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|--|---|--|---------------------|--|-------------------------------|
| | | | Northern States | | NCNE, NMEC | |
| 10. | Other vulnerable and excluded groups (e.g. nomadic and migrant fisherfolks, out-of-school children, almajiris, street children, non-literate adults, children with special needs and in difficult terrains, etc) | Establish mobile classrooms/ schools to take the education to the people. <i>Review/ improve processes of identification & monitoring of special needs students to ensure access/ equity</i> | Increased enrolment annually by 20% Increased enrolment of special needs students | Medium Term: 1 year | FME, SMOEs, SUBEBs, SAMEs, SCU for NEP, UBEC, LGEAs, CSOs, Communities | Budgetary allocation for 2009 |

8.1.2 Standards and Quality Assurance

| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|---|---|---|-----------|---|--|
| 1. | Educational standards vary. Such variations include inter-state, intra-state, urban-rural, public-private schools, etc. There are even variations | Develop guidelines that articulate minimum standards for all aspects basic education (i.e. infrastructure, teacher, | Guidelines for the establishment, operation, monitoring of schools established and disseminated | 2010 | FME, UBEC, NCCE, NMEC, NCNE, SMoEs, LGEAs, Development partners | Budgetary allocations for 2009 - 2011; and Aids from Development |



| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|--|--|---|-------------------------|---|--|
| | <p>within private schools.</p> <p>No uniform standards for schools operation</p> <p>No mechanism for assessing school performance and comparing schools</p> <p>Lack of collaboration and cooperation among QA agencies</p> | <p>curriculum, Administrative, ICT)</p> <p>Develop a uniform assessment to rate academic performance</p> <p>Establish a National Commission on Quality Assurance</p> <p>Develop/ improve standard instruments for Quality Assurance</p> <p>Sustain collaboration among QA agencies in Federal, State and Local Governments</p> | <p>National Commission on QA established</p> <p>Instruments for QA developed and distributed across all States and FCT by 2009</p> <p>Process of collaboration among Federal, State and Local Governments developed</p> | <p>2009</p> <p>2010</p> | | Partners |
| 2. | Low capacity of school leaders and Inspectors | Build capacity and empower school principals/ leaders and Federal and State Inspectors and LGEA Supervisors | 404 Federal and 370 State Inspectors and 3870 Local Government Education Authorities Supervisors trained | Medium Term: 1 year | FME UBEC, NCCE, NMEC, NCNE, SMOEs, LGEAs, Development partners | Budgetary allocation for 2009, and Aid from Development Partners |





| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|---|--|--|---------------------|---|---|
| 3. | Inadequate provision of instructional materials. There is a shortfall of 96,545,388 assorted textbooks. | Encourage major publishers to produce relevant textbooks to feed the basic education sub-sector through Public Private Partnership (PPP). | Relevant textbooks for basic education mass produced in line with the new 9-year Basic Education Curriculum Procurement of instructional materials sustained | 2010 | FME, NERDC, UBEC, NMEC, NCNE, SUBEBs SMOEs, SAMEs, SCU for NEP, CSOs, Publishers | Budgetary allocations for 2009 and 2010 |
| 4. | Low teacher morale especially among those deployed to rural schools | Provide incentives especially for teachers in rural schools | Increased recruitment of teachers especially in rural schools | Medium Term: 1 year | FME, UBEC, NMEC, NCNE, SMOEs, SUBEB, SAMEs, SCU for NEP, CSOs | Budgetary allocation for 2009 |
| 5. | Low learning achievements | Use differentiated instruction to address diverse learning styles and student needs Institute an annual uniform national assessment at minimum for primary school leavers | Use of differentiated instruction in classroom teaching Learning achievement determined at all level of basic education every 3 years Mass produce relevant textbooks at Pre-primary, Primary and JS levels in line with the new 9-year Basic Education Curriculum, to achieve the recommended book ratio. | Long Term: 3 years | FME, UBEC, NMEC, NCNE SMOEs, SAMEs, SCU for NEP, CSOs, TRCN | Budgetary allocations for 2009 - 2011 |



| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|------------------|--|---|-----------|----------------------|--------------------|
| | | | Sustain procurement of textbooks and other instructional materials | | | |
| 6. | | <i>Capacity building of school leaders to empower them to assume the role of monitoring, supervising and assuring quality performance in the schools</i> | <i>Capacity building workshops New roles of school leaders and quality assurance agents</i> | June 2009 | <i>TRCN, UBEC</i> | |

8.1.3 Teacher Quality, Development, Motivation and Retention

| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|-------------------------|--|--|--------------------|--------------------------------------|---------------------------------------|
| 1. | Teacher Shortage | Train 145,000 serving teachers per annum for 3 | Target number of teachers trained as part of in-service professional | Long Term: 3 years | NTI, MDG FME, UBEC, NMEC, NCNE | Budgetary allocations for 2009 - 2011 |

| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|--|--|---|-----------|--|--|
| | Shortfalls: ECCDE: 969,078. Primary education: 338,177. Junior Secondary: 581 Adult literacy: 1,580,000. Nomadic education: 12,239 | years Train 900,000 teachers over a period of 3 years Recruit 210,000 qualified and licensed teachers 70,000 per/yr Attain an average teacher-pupil ratio of 1:35 | development | 2011 | Long Term: 3 years Long Term: 3 years | NTI, COEs, NCCE, Faculties/ Institutes of Education FME, MDG FME, UBEC, SMOEs, SUBEBs, LGEAs CSOs |
| | | Define recruitment guidelines for teachers | Recruitment policy put in place | 2009 | Long Term: 3 years | FME, UBEC SMOEs, SUBEBs |
| | | Increase the number of teachers recruited under Federal Teachers' Scheme States, FCT to implement the Teacher Salary Structure (TSS), to be backed by enabling legislation | Increased number of teachers recruited Legislation enacted and TSS implemented by States and FCT | 2009 | Medium Term: 1 year | FME and its Parastatals, SMOEs and their parastatals IDPs, CSOs |
| | | Design/ implement mentoring programs for teachers and school leaders | Well designed teacher and principal mentoring programs | | | Medium Term: 1 year |

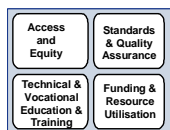
| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|--|---|--|---|-------------------------------|---|---------------------------------------|
| 2. | <p>Teacher Quality</p> <p>A large number of teachers with certificates below the NCE (38.75%) still abound in the system. In the North-East and North-West regions, the figure is about 70%.</p> | Upgrade all unqualified serving teachers through Special Teacher Upgrading Programme (STUP). | All unqualified teachers up-graded to the NCE by 2011 | Long Term: 3 years | FME, NTI, <i>TRCN</i> , UBEC, NMEC, NCNE, COEs, SMOES, SUBEBs, SAME, SCU for NEP, CSOs, MDG | Budgetary allocations for 2009 – 2011 |
| | | Implement the National Framework for Continuing Professional Development for teachers. | The National Framework for Continuing Professional Development for teachers implemented | Long Term: 3 years | FME, NTI, <i>TRCN</i> , UBEC, NMEC, NCNE, SMOES, SUBEBs, NCCE, COEs, SAME, SCU for NEP, etc | Budgetary allocations for 2009 – 2011 |
| | | | The National Framework for School-Based Induction for Beginning Teachers implemented | Long Term: 3 years | FME, NCCE, NTI, <i>TRCN</i> , UBEC, NMEC, NCNE, SMOES, SUBEBs, SAME, SCU for NEP, CSOs, MDG | Budgetary allocations for 2009 – 2011 |
| | | Implement the reviewed Teacher Education Curriculum | Teacher Education curriculum printed and distributed to COEs and implemented | 2009 | FME, UBEC, SUBEBs, COEs, NCCE, NTI and other NCE- awarding institutions NERDC, Stakeholders, SMOEs, IDPs | Budgetary allocation for 2009 |
| | | Monitor the implementation of the Curriculum | High quality curriculum delivered | | | |
| Implementation of the National Teacher Education | National Teacher Education Policy distributed and implemented | 2009 | | Budgetary allocation for 2009 | | |

| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|----------------------------------|---|--|--------------------|--|---|
| | | Policy (NTEP). | | | | |
| 3. | Teacher Distribution | Needs-based deployment of available teachers; | Equity achieved in the deployment of teachers | Long Term: 2 years | SMOEs, TRCN, SUBEBs, LGEAs, SAMEs, SCU for NEP FME, UBEC, NCNE, NMEC, NUT, etc | Budgetary allocations for 2009 and 2010 |
| 4. | Poor remuneration and motivation | Institutionalise career development | Career development for teachers put in place | Long Term: 2 years | | Budgetary allocations for 2009 and 2010 |
| | | Provision of conducive working conditions for teachers | Conducive working conditions for teachers put in place | Long Term: 2 years | | Budgetary allocations for 2009 and 2010 |
| | | Develop incentive programmes e.g. Housing for All Teachers Scheme (HATS), , Teachers' Merit Awards, promotion, etc. | Incentive programmes put in place | Long Term: 2 years | Budgetary allocations for 2009 and 2010 | |

8.1.4 Curriculum Relevance and Review



| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|--|---|--|---------------------------|---|--|
| 1. | <p>Effective implementation of the new 9-year Basic education curriculum.</p> <p>Absence of regular review and updating of existing curricula to meet changing societal needs.</p> <p>Low capacity of curriculum developers and implementers</p> <p>Lack of digitisation of curriculum including the use of computer simulation.</p> | <p>Sensitization and Advocacy for Teachers, Headteachers, Inspectors, etc. on the new 9-year Basic Education Curriculum.</p> <p>Produce/ distribute training manuals and Handbooks to support teacher preparation for effective curriculum implementation</p> | <p>9-year Basic Education Curriculum available in all schools by 2009</p> <p>500 teachers per State, the Education Secretary and 1 Supervisor per LGEA sensitized annually for the next 3 years</p> <p>100,000 copies of the training manuals and Handbooks for Teachers/Facilitators produced and distributed</p> | <p>2009</p> <p>2010</p> | <p>FME, NERDC, UBEC, NMEC, NCNE</p> <p>SMOEs, SUBEBs, SAME, SCU for NEP</p> | <p>Budgetary allocation for 2009</p> |
| 2. | | <p>Train/ retrain teachers, master teachers on new Curriculum</p> | <p>1554 Master-Trainers and 150,000 teachers trained</p> | <p>Long Term: 2 years</p> | <p>FME, UBEC, NCNE, COEs, NCCE, SMOEs, SUBEBs, NERDC, etc</p> | <p>Budgetary allocation for 2009</p> |
| 3. | <p>Inadequate funding for curriculum development and review</p> | <p>Provide adequate funds for curriculum development and review</p> | <p>Adequate funds provided for curriculum development and review</p> | <p>Long Term: 2 years</p> | <p>FME, NERDC, UBEC, NMEC, NCNE, SMOEs, SUBEBs, etc.</p> | <p>Budgetary allocations for 2009 and 2010</p> |

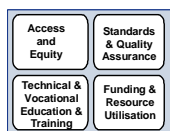


8.1.5 Information and Communications Technology

| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|---|--|---|-----------|---|-------------------------------------|
| 1. | <p>Lack of requisite ICT infrastructure, Institutional weaknesses such as dearth of qualified ICT teachers and other personnel, etc.</p> <p>Lack of commitment to the delivery of Computer Education.</p> <p>Obsolete curriculum.</p> <p>General misunderstanding of ICT on the part of education administrators.</p> <p>Phobia for technology on the part of teachers resulting in poor utilisation of existing facilities.</p> <p>Problems of power and energy.</p> | <p>Provide ICT laboratories in all schools with requisite ICT infrastructure and services, etc.</p> <p>Establish a coordinated programme for mandatory development of competencies in ICT among teachers and educational administrators.</p> <p>Implement the policy on compulsory computer education at all levels.</p> <p>Facilitate and support the Computer Acquisition Scheme for teachers and educational administrators.</p> <p>Introduce e-learning to expand access to quality education.</p> <p>Implement the provision of</p> | <p>Functional ICT laboratories with a minimum of 10 computers each and Internet connectivity in 20% of Primary and Junior Secondary Schools in place.</p> <p>50% of teachers at the Basic Education level attain computer literacy</p> <p>40% of teachers own computers</p> <p>Number of ICT teachers increased by 20%</p> <p>Computer Education curriculum reviewed</p> <p>Funding of ICT deployment increased by 40%.</p> <p>Power and energy provided in all schools covered in this</p> | 2011 | <p>FME, UBEC, SMOEs, SUBEBs</p> <p>FME, UBEC, SMOEs, SUBEBs</p> <p>FME, UBEC, SMOEs, SUBEBs</p> <p>FME, TRCN, UBEC, SMOEs, SUBEBs</p> | Budgetary allocations for 2009-2011 |



| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|------------------|--|--------------------|-----------|--|--------------------|
| | | <p>additional incentives for ICT professionals in education.</p> <p>Initiate short-term conversion courses to produce ICT teachers.</p> <p>Review the Computer Education curriculum every three years to reflect emerging societal needs and global trends.</p> <p>Establish national ICT awareness machinery such as National ICT competitions, ICT Week, ICT clubs, etc.</p> <p>Introduce ICT into adult and non-formal education with emphasis on women, the physically challenged and other disadvantaged groups</p> <p>Provide alternative power supply- solar panels in schools to support ICT.</p> <p>Restructure the</p> | programme by 2011. | | <p>FME, UBEC, SMOEs, SUBEBs</p> <p><i>TRCN</i>, MDG, IDPs, Galaxy Backbone, Private Sector, PHCN</p> | |

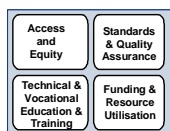




| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|------------------|---|--------------|-----------|----------------------|--------------------|
| | | <p>teaching/learning environment and administration to be ICT-driven.</p> <p>Increase budgetary provision for ICT.</p> <p>Increase collaboration with the Private Sector and IDPs for necessary interventions on ICT</p> <p>Review the Computer Education curriculum every three years to reflect emerging societal needs and global trends</p> | | | | |

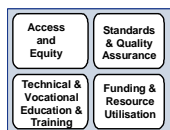
8.1.6 Funding, Resource Mobilisation and Utilisation

| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|------------------|------------------------|--------------|-----------|----------------------|--------------------|
| | | | | | | |

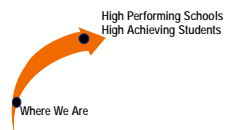




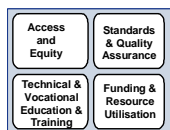
| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|---|--|--|----------------------------------|--|-------------------------------|
| 1. | Inability of States to access and utilize available funds | <p>Increase mobilization for States to access provided intervention funds</p> <p>Improve budgetary allocation for basic education by the States and explore other sources of funding</p> <p>State and Local Government-level sensitization and advocacy, for accessing and judiciously utilizing available resources</p> | <p>States access and utilize their intervention funds up to 2008</p> <p>States contribute their counterpart funds regularly</p> <p>Other sources of funding explored</p> <p>States improve budgetary allocation for education</p> <p>Local Governments make budgetary allocation for education</p> | Medium Term: 1 year | All tiers of government Development partners, CSOs, IDPs | Budgetary allocation for 2009 |
| 2. | Inefficient resource mobilization and utilization | <p>Track the utilisation of intervention funds through financial and project monitoring</p> <p>Intensify the tracking of funds by UBEC</p> | Reduction in wastage | Short Term: Quarterly | All tiers CSOs, OAGF, NASS, Auditor-General's Office | Budgetary allocation for 2009 |
| 3. | Low private sector participation | Review the role of the private sector in education provision, which would involve clarifying, simplifying the process and standards for | <p>Project and financial monitoring reports</p> <p>Define roles and processes for private sector involvement</p> | Short Term: Quarterly 2010 | All tiers CSOs, OAGF, NASS, Auditor-General's Office | Budgetary allocation for 2009 |



| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|-------------------------|---|--|---|--|-------------------------------|
| | | private sector entry | | | | |
| 4. | Low staff capacity | Build capacity of staff | Increase in number of trained staff | Short Term: Quarterly | All tiers All tiers | Budgetary allocation for 2009 |
| 5. | Transparency issues | Institutionalise the Community, Accountability and Transparency Initiatives (CATI) at all levels Entrench regular financial and project monitoring, auditing, funds tracking | CATI strengthened at all levels of basic education | Short Term: Quarterly | All tiers FME, UBEC | Budgetary allocation for 2009 |
| | | | Active website information | Short Term: Quarterly | All tiers FME, UBEC | Budgetary allocation for 2009 |
| 6. | Misapplication of Funds | Internal and external audits Regular financial monitoring | Audit Reports Monitoring reports | Short Term: Daily, Quarterly, yearly | All tiers, External auditors, OAGF, Auditor-General's Office | Budgetary allocation for 2009 |
| 7. | Political will | High level advocacy Use Strategic Plans, Medium Term Sector Strategy (MTSS) to prepare Annual Work Plans and quarterly Action Plans for the utilisation of the FGN-UBE | Improved funding and commitment to basic education | Short Term: Quarterly | FME, UBEC, NMEC, NCNE SMOEs, SUBEBs, SAMEs, SCU for NEP, CSOs, the Private Sector, Community Leaders, FBOs, etc | Budgetary allocation for 2009 |



| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|---|---|--|---------------------|--|-------------------------------|
| | | Intervention Funds, ETF and the VPF | | | | |
| 8. | Alienation of LGEAs in the implementation of Basic Education. | Involve LGEA Secretaries in the administration of Basic Education. | LGEA Secretaries involved in implementation of basic education | Medium Term: 1 year | FME, UBEC, NMEC, NCNE, SMOEs, SUBEBs, CSOs | Budgetary allocation for 2009 |
| 9. | Inadequate capacity to access intervention funds | Build capacity of relevant officers to facilitate funds accessing and utilisation | Capacity for fund utilisation improved by 2010 | Long Term: 2 years | FME, UBEC, NMEC, NCNE, SMOEs, SUBEBs, CSOs | Budgetary allocation for 2009 |

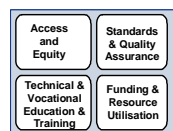




8.2 Post-Basic Education

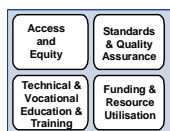
8.2.1 Access and Equity

| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|---|---|---|------------------------------|---|--|
| 1. | Inadequate infrastructure and facilities | Build and equip 32,677 classrooms (11,000 per year) to accommodate more secondary school entrants Value re-orientation through advocacy and sensitization in the affected areas in the South East | Access to secondary education increased by 70% Enrolment in Vocational Technical Colleges increased to 65% 11,000 classrooms built per annum | 2011 2010 2010 | FME, SMOEs, private school proprietors SGs FG | FG, ETF, MDGs, SGs, private sector support, Charities, IDPs |
| 2. | Inadequate number of schools and classrooms Lack of conducive school environment | Provide adequate infrastructure and facilities for the disadvantaged groups Promote inclusive education to ensure integration of children with special needs & other excluded groups Create child friendly school | At least one model school that is inclusive Education friendly' built per State 1 Unity school that is inclusive Education friendly' built per State | 2011 | All tiers | FG, UBEC, SUBEBS, LGEAs, ETF, MDGs, SGs, private sector support, Charities, IDPs |





| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|---|--|---|------------------|---|---|
| | | environment Integrate children with special needs, nomadic groups, migrant fisher-folks and farmers, those in difficult terrain and other excluded children | | | | |
| 3. | High rate of exclusion of girls, almajirai, Out-of-School Boys syndrome & other vulnerable groups | Intensify the implementation of Gender Education Project & STUMEC Accelerate the mainstreaming of the Quranic Education Program Provide flexible schools e.g. Market Schools | 20% boost in gender-focussed enrolment and participation of other disadvantaged groups A School/Major market for boys e.g. Ochanga Market in Onitcha, Otolo Nnewi, Ariara at Aba, Alaba Market in Lagos, Sabon-Gari Market in Kano, New market in Sokoto, etc. | 2011 2009 | FME, SOME NOA, NERDC, FMI, relevant State Agencies CSO, CBOs, NGOs, Media | FG, ETF, MDGs, private sector support, IDPs |
| 4. | Direct and indirect costs that make education unaffordable for the poor | Implement UBE law in full to ensure the provision of education to all groups | UBE law implemented and fully enforced | 2009 | FG, FME, SMOEs NASS, UBEC, SUBEBS, etc. | |
| 5. | Low intrinsic value for education by some communities | Value re-orientation through advocacy and sensitization in the affected areas in the south - east | Focused value reorientation through strategic advocacy & sensitization in the South-East | 2010 | | |

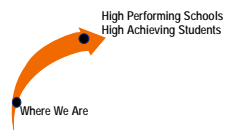




| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|--|---|---|-------------|---|--------------------|
| 6. | Dearth of qualified and competent teachers | <p>Faculties of education and polytechnics to review existing teacher education curricula in line with the approved senior secondary education (SSE) curriculum</p> <p>Establish a system for upgrading the technical skills of serving teachers through ongoing professional development (fast track program) during vacations.</p> <p>Introduce a special technical teacher development program for HND and other professionals to get additional training in content and pedagogy in order to become specially certified in technology instruction. This program will be hosted by the B.Tech awarding polytechnics.</p> | <p>B.Ed. (Tech) and B.Tech offered in polytechnics and colleges of education</p> <p>Establish a continuous teacher training program for serving teachers to upgrade their skills.</p> | 2009 - 2010 | <p>Universities, COEs, Polytechnics</p> <p>TRCN, NUC, NERDC, NBTE,,</p> | FME, IDPs, CBOs, |

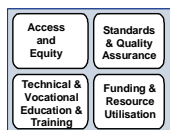


| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|--|--|--|----------------------------------|---|---------------------------------------|
| 7. | Low esteem and remuneration for teachers & vocational skilled workers | All States to strive to implement TSS Review Scheme of Service for teachers to make it at par with Public Service | TSS implemented in all States Parity btw HND and degree holders achieved Schemes of Service by SGs reviewed | 2011 | FME, SMOEs Salaries & Wages Com, FG, SGs | FG, FME, SGs |
| 8. | Weak regulation & coordination of Senior Secondary Education | Complete Development of the National Vocational Qualification Framework (NVQF) Establish a National Council for Vocational Education to facilitate the implementation of NVQF | NVQF Draft produced & NOS in 5no. selected areas developed National Commission for Vocational Education (NCVE) Established; NBTE law amended, & NBTE transformed to National Polytechnics Commission | 10mths 10mths 2010 | NBTE, FME, FG, TRCN, CBOs, NGOs, FML&P, FMS&T, ITF, NABTEB, FMC&I, NASS, German GTZ, British Council, NDE, ETF | FME, NBTE, IDPs, CBOs, Private sector |
| 9. | Lack of standardization & development of non-formal Technical & Vocational Education and Training (TVET) | Accelerate the take-off and development of VEIs | 80 VEIs/ IEIs formally launched by the HME | 2011 | TRCN, NBTE, FME, FG | FME, NBTE, IDPs, CBOs, Private sector |



Standards and Quality Assurance

| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|---|---|--|------------|----------------------|----------------------|
| 1. | <p>Lack of uniformity of standards for schools operation</p> <p>Lack of standards and guidelines for schools that enable comparisons</p> <p>Lack of articulated content and performance standards for academic achievement</p> <p>Lack of a system of assessing school performance on a regular basis</p> | <p>Develop guidelines that articulate minimum standards for all aspects of post basic education</p> <p>Develop a uniform assessment system (in the core content areas) to rate academic performance of schools</p> <p>Design a monitoring and reporting system that ranks schools on the basis of performance against well established criteria</p> <p>Implement recommendations contained in the 2006 ORASS and other inspection reports</p> | <p>Well articulated standards that address all areas of post basic education</p> <p>A clearly articulated assessment system (content, logistics, reporting, etc.)</p> <p>Clearly articulated monitoring and reporting guidelines</p> <p>All outstanding recommendations of 2006 ORASS and other inspection reports fully implemented</p> | 2009- 2010 | All tiers, | Budgetary allocation |



| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|------------------|---|--|-------------------------|---|--------------------|
| 2. | | <p>Provide science laboratories, workshops and studios, ICT equipment & software and STM kits</p> <p><i>Identify and provide appropriate education for special needs student (low achieving and gifted, etc)</i></p> <p><i>Revamp and reposition the existing school for the gifted (Federal Gifted Academy Suleja)</i></p> | <p>Science labs, workshops, etc. in place</p> <p><i>Appropriate programs for special needs students</i></p> <p><i>Functional and improved Federal Gifted Academy</i></p> | <p>2010</p> <p>2010</p> | <p>FG, SG, FME, SMOE</p> <p>NASS, SMOEs, LGEAs, NAPPS</p> | <p>FG, SG</p> |
| 3. | | <p>Complete & Implement the Converged Examination Management Technology Platform (CEMTP) for examination bodies to chart the course for monitoring standards</p> | <p>Operational Converged Examination Management Technology Platform (CEMTP) established</p> | <p>2009</p> | <p>NECO, WAEC, FME, JAMB</p> <p>FME, NERDC, NBTE,</p> | <p>FME</p> |

8.2.2 Teacher Quality, Development, Motivation and Retention

| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|--|---|---|-------------|---|--------------------|
| 1. | Inadequate staffing in terms of quality and quantity | Recruitment of additional 2,811 teachers for Unity schools | Additional 937 teachers recruited for the Unity colleges each year 1000 teachers employed for secondary and technical colleges by States and FCT | 2009 - 2011 | FME, FMOE, private Proprietors <i>TRCN</i> , NUC, NCCE, NBTE | FME, FG, SGs |
| 2. | Poor staff development schemes at all levels | Reintroduction of the moribund Teacher Vacation Courses (TVC) in science and technology by 2009 Reactivation of the Technical Teacher Training Programmes (TTTP) in selected institutions Implementation of relevant provisions of the National Teacher Education Policy (NTEP) recently approved by the National Council on Education (NCE). | Additional 937 teachers recruited for the Unity colleges each year 1000 teachers employed for secondary and technical colleges by States and FCT | 2009 - 2011 | FME, FMOE, private Proprietors <i>TRCN</i> , NUC, NCCE, NBTE, COEs | FME, FG, SGs |

| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|--|--|---|-------------|--|---|
| 3. | Skills upgrade | Provide training to upgrade the skills of the outstanding 13,396 unqualified teachers in Unity Schools | Teacher Vacation Courses reintroduced to afford unqualified teachers opportunity to upgrade their skills | 2009 - 2011 | | |
| 4. | Difficulty in attracting and retaining top talents in the teaching profession | Reintroduction of special bursary award for teachers in order to attract prospective teachers Provide incentives that will attract top talents into the teaching profession | Scholarships and bursary awards are reinstated by the Federal and State governments as special incentives to attract prospective teachers Housing for All Teachers Scheme (HATS) Teachers Merit Awards, especially for those in the rural areas | 2009 - 2011 | FME, NBTE, NUC, Polytechnics, NTI, Universities TRCN, NTI, CoEs, SMOEs and Development partners | FG, FME, SMOEs, FME, Development Partners |
| 5. | Little or no relevant skills in ICT Low utilization of modern educational technology for instructional purposes | Ensure that 70% teachers are exposed to ICT and also participate in local and overseas bridge programmes | ICT skills and modern educational technology used for classroom instruction by at least 50% of teachers | 2011 | FG, FME, SMOEs NTI, TRCN, NBTE, NABTEB | FME, FG, SGs |
| 6. | Inadequate regulation of post basic education | Explore the establishment of a commission for post basic education | Position paper on the benefits of establishing a commission on post basic education | 2010 | FME, NBTE, NABTEP | |

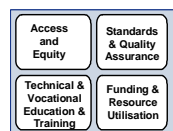
8.2.3 Curriculum Relevance and Review

| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|---|--|---|--|--|--|
| 10. | Curriculum dynamism-responsive to the needs of society | Timely review and enrichment of schools curriculum Printing and distribution of the new SSE and TVET curricula to all schools by NERDC and NBTE in partnership with the publishers NERDC, NBTE to produce teaching syllabi as applicable NBTE to review the TVET curriculum | JSS component of the 9 – Year BEC reviewed Secondary school component of BEC reviewed All TVET curricula revised Teaching syllabi for the newly approved curricula developed, printed and distributed to teachers Copies of TVET curricula made available to teachers | 2011 2011 2010 2010 2011 | NERDC, NBTE FME, SMOE | <ul style="list-style-type: none"> • First-line vote • Private sector |
| 11. | Lack of digitisation of curriculum including the use of computer simulation | Digitization of existing SSE and TVET curricula and other instructional materials NERDC, NBTE, publishers to complete review/ development of school textbooks and other instructional materials in line with the new curriculum. | All existing SSE and TVET curricula digitized Textbooks and other instructional materials in line with the new curricula developed/ revised and distributed Upgraded secondary school curriculum | 2010 2012 2013 | NERDC, NBTE, Indigenous publishers FME, SMOEs, FIS, SIS, | <ul style="list-style-type: none"> • First-line vote • Private sector • |



8.2.4 Learner Support Services

| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|---|---|--|---|----------------------|--------------------|
| 1 | Inadequate guidance counselling programs and counsellors in schools | <p>Provide adequate number of Guidance Counsellors; establish/equip Guidance and Counselling Units</p> <p>Train and recruit more Health & PE teachers</p> <p>Sensitization campaigns to maintain healthy environments</p> <p>Promote teaching of Arts and Culture, Character Development, etc</p> <p>Provide diverse literature in the libraries</p> <p>Encourage competitions in Music, Drama, Poetry, Dance, Arts, Sports, etc. using PPP</p> | <p>All Post-Basic Schools should have one counsellor; well established Guidance and Counselling Units in schools</p> <p>Increased number of health and physical education teachers</p> <p>Improved health conditions in homes and schools</p> <p>Culture, music, dance etc, taught in schools</p> <p>Diverse literature in libraries</p> <p>School arts and sports competitions supported by PPP</p> | <p>2011</p> <p>2011</p> <p>2011</p> <p>2011</p> <p>2010</p> | | |



8.2.5 Technical and Vocational Education and Training

| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|------------------|---|---|------------|----------------------|----------------------|
| 1. | | <p>Establish a National Council for Vocational Education (NCVE) to facilitate the implementation of National Vocational Qualification Framework (NVQF) and growth of skills-based (vocational) institutions</p> <p>Provide a mechanism for recognition of skills acquired in non-formal and informal sectors by establishing the NVQF</p> | <p>The National Vocational Qualification Framework (NVQF) completed</p> <p>The National Commission for Vocational Education established</p> | 2010 | All tiers | Budgetary allocation |
| 2. | | Provide adequate publicity for the VEIs through aggressive branding and marketing strategies | VEIs branded and launched Parity in the progression and remuneration of TVET graduates and employees fully implemented | April 2009 | All tiers, OPS, IDPs | Budgetary allocation |
| 3. | | Match training to labour market needs by reviewing TVET curricula to ensure comparability with international standards and relevance to labour market | TVET curriculum benchmarked to international standards | Dec 2009 | All tiers, OPS, IDPs | Budgetary allocation |

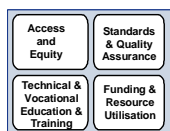
| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|------------------|--|--|-----------|----------------------|----------------------|
| 4. | | Expand access and private sector involvement by accelerating the take-off and development of the VEIs Provide financial support as seed grants for the VEIs | Approved VEIs increased by 50% | Dec 2009 | All tiers | Budgetary allocation |
| 5. | | Resuscitate the Technical Teacher Training Programmes (TTTP) to produce more technical teachers | TTTP in selected institutions revived by the FME | 2010 | TRCN, All tiers | Budgetary allocation |
| 6. | | Federal and State Governments should establish more Technical Colleges | States encouraged to set-up at least one model Technical College | 2010 | All tiers | Budgetary allocation |
| 7. | | Produce a National Occupational Standards (NOS) in key areas | National Occupational Standards (NOS) in key areas produced | 2010 | All tiers | Budgetary allocation |
| 8. | | Increase gender parity via incentives for female enrolment in TVET | Female enrolment into TVET programmes increased by 50% Gender enrolment increased by 50% through provision of scholarships, public enlightenment campaigns and other incentives | 2011 | All tiers | Budgetary allocation |

| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|------------------|--|---|-----------|-----------------------|---------------------------------|
| 9. | | <p>Provide bursary/ incentives for students in technical teacher education programmes</p> <p>Introduce a special technical teacher program for HND and other professionals to become certified in technology instruction.</p> <p>Establish ongoing professional development to upgrade technical skills of serving teachers</p> <p>Provide training opportunities for teachers in TVET programs within and outside Nigeria</p> | Production of qualified technical teachers increased by 50% | 2015 | Budgetary allocation | Budgetary allocation |
| 10. | | Establish at least one technical vocational school in each state | One technical vocational school per state | 2015 | All tiers, COEs, etc | |
| 11. | | Increase the capacity of Colleges of Education to offer TVET programs | Increased number of TVET teachers | 2011 | All tiers, COEs, etc. | Budgetary allocation, ETF, etc. |



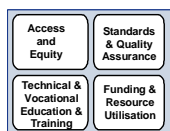
8.2.6 Funding, Resource Mobilization and Utilization

| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|--|---|---|----------------------------------|---|--|
| 1. | Inadequate budgetary allocation | Increase budgetary allocation to education to at least 25% of the national budget | Federal and States budgetary allocation to education increased to 25% | 2010 | FG, SGs and FCT NASS and State Assemblies | First line votes of federal, State and Local Governments Private sector, IDPs |
| 2. | Bureaucratic bottlenecks in accessing budgeted funds | State governments fast-track the process of accessing budgeted funds | Policies enacted to ensure easy access to appropriated funds 100% implementation of 2009 budget | 3 months | FME, SMOEs, & Parastatals, FCT Budget offices | |
| 3. | Poor management of accessed funds | Strict adherence to the public procurement Act by MDAs at Federal level Enactment of public procurement acts at state level Training and retraining of officers involved in budget implementation in the use of MTSS and quarterly Work plans | States and FCT Public procurement Laws enacted and ensure strict compliance by 2010 All key officers involved in budget implementation trained | 3 months 2010 2009 | FME, SMOEs, Ministries of Finance Central Bank of Nigeria Offices of the Auditors General | First line votes, IDPs, CBOs, NGOs |





| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|---|--|--|-------------|--|------------------------------|
| 4. | Lack of coordination of budget implementation among the tiers of Government | Funds and resource utilizations by FME and SMOEs to be based strictly on approved Medium Term Sector Strategy (MTSS) plans and Quarterly work plans | Judicious utilization of funds for the purpose for which it was intended | 2009 | FME, SMOE & FCT Education Department NASS, State Houses of Assembly | FG, SG, IDPs, private sector |
| 5. | Non implementation of public-private partnership (PPP) guidelines on funding, resource mobilization and utilization | Immediate implementation of existing policies on public-private partnership (PPP) in funding Secondary education and TVET e.g. the Support -a - School Project, CATI, etc. | Existing PPP guidelines fully implemented at Federal and state levels | 2009 - 2010 | FME, SMOE & FCT Education Department NASS, State Houses of Assembly | FG, SG, IDPs, private sector |

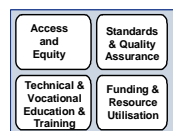




8.3 Tertiary Education

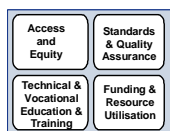
8.3.1 Access and Equity

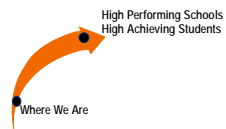
| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|--|--|---|-------------|--|--------------------|
| 1. | <p>Preference for university education over other types of tertiary education</p> <p>Poor quality of prospective entrants. Only 23.7% of candidates passed SSCE with credit in Mathematics and English between 2000 – 2004;</p> <p>Inadequate and obsolete infrastructure and equipment; poor library facilities</p> <p>Inadequate number of universities and Polytechnics to accommodate prospective candidates;</p> <p>Shortage of qualified</p> | <p>Implement policy on parity, in career progression, between HND and Degree holders.</p> <p>Implement the Presidential directive on the award of B.Tech by Polytechnics</p> <p>Implement the award of Bachelor of Education (B.Ed) by Colleges of Education</p> <p>Expand and/or improve facilities in existing tertiary institutions including NOUN, NTI and NMC to make them more relevant and globally competitive;</p> <p>Expand the activities and</p> | <p>20% increase in access over the present level achieved</p> <p>Unified Tertiary Matriculation Examination (UTME) for students into all tertiary institutions</p> <p>45% gender equity in science and technology-based programmes attained</p> <p>10% increase in access to students with special needs achieved</p> | 2009 - 2011 | FME, NUC, NBTE and NCCE, TRCN, Development Partners and the Organised Private Sector, PTDF | FGN, ETF, |



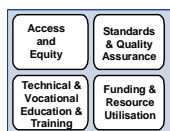


| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|--|--|--------------|-----------|----------------------|--------------------|
| | <p>candidates to meet the 70:30 policy in favour of technology-based programmes in the Polytechnics;</p> <p>Policy restriction on the award of degrees to universities only;</p> <p>Inadequate public financing;</p> <p>Unattractive conditions of service for teachers; and</p> <p>Absence of deliberate policy for recruiting qualified secondary school leavers to train as teachers.</p> <p>Some segments of the Nigerian population especially those with special needs and other disadvantaged groups seem to be under-served.</p> <p>There are also disparities in gender participation, quality of education across the States and the location of</p> | <p>programme of NOUN and NTI without compromising quality</p> <p>Increase carrying capacities in existing tertiary institutions</p> <ul style="list-style-type: none"> Promote private sector and State Government participation in the provision of Tertiary Education; Increase carrying capacity by 25% in programmes that have consistently earned full accreditation status without compromising standards; Unify the matriculation examinations for tertiary institutions (Universities, Polytechnics, IEs and CoEs <p>Develop guidelines for providers of off-shore degree and lifting the ban on non-recognition of off-shore degrees in Nigeria</p> <p>Strengthen/expand Open and Distance Learning (ODL) systems in selected institutions</p> | | | | |





| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|--|---|--------------|-----------|----------------------|--------------------|
| | <p>government-owned tertiary institutions in the country.</p> <p>Dearth of teachers, infrastructure and facilities for people with special needs</p> | <p>Increase awareness and support for alternative route to higher technical education through IETs</p> <p>Ensure gender-focused programmes by policies such as quota-based admission, fees reduction, scholarships, etc</p> <p>Provide incentives- matching grants to States to establish more tertiary institutions</p> <p>Set admission quota for women and other persons with special needs to at least 45% across board noting the current admission status is between 33-39% in favour of females.</p> <p>Provide incentives to attract secondary school leavers to train as teachers especially in special education and TVET.</p> <p>Mainstream special needs courses into teacher education curriculum.</p> | | | | |





8.3.2 Standards and Quality Assurance

| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|--|---|---|-------------|---|--------------------|
| 1. | <p>Inadequate quality control</p> <p>Inadequate facilities</p> <p>Out-dated legal framework</p> <p>Illegal institutions</p> <p>Curriculum inadequacy</p> <p>Inadequate capacity in the institutions for internal/peer quality assessment</p> <p>Weak support structure for Students Industrial Work Experience Scheme (SIWES)</p> <p>Brain drain, human capital flight.</p> <p>Divided interests by academics (moonlighting)</p> | <p>Provide Direct Teaching & Laboratory Cost Grant (DTLC); Teaching and Research Equipment Grant (TREG);</p> <p>Strengthen legal framework for institutions/ regulatory agencies;</p> <p>Strengthen Linkages with Experts and Academics in the Diaspora (LEAD); resuscitate NESS (Nigeria Expatriate Supplementation Scheme).</p> <p>Strengthen NUC & FME capacity to monitor institutions</p> <p>Develop strategies to ensure stability of academic calendar</p> <p>Implement FEC guidelines on eradication of cultism, exam malpractice, and other vices</p> <p>Enforce policy on ban of handouts</p> | <p>80% Full accreditation status of programmes in tertiary institutions attained by 2011.</p> <p>Increased monitoring capacity of NUC/FME</p> <p>Stable academic calendar</p> <p>Reduced cultism, exam malpractice etc</p> <p>Restored integrity of handouts and course materials</p> | 2009 – 2011 | FME, NUC, NBTE and NCCE Development Partners and the Organised Private Sector, PTDF | FGN, ETF, STEP-B |



| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|------------------|------------------------|--------------|-----------|----------------------|--------------------|
| | | sale by lectures | | | | |

8.3.3 Teacher Quality, Development, Motivation and Retention

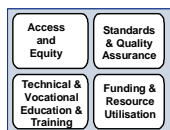
| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|---|---|---|-------------|---|--------------------|
| 1. | Staff shortages across board; Shortage of very senior lecturers in tertiary institutions. For instance, over 60% of academic staff in the Nigerian University System (NUS) is in the category of Lecturer I and below and less than 40% of academic staff in the Polytechnics have higher degrees; | Institute robust academic and non academic staff development programmes through aggressive capacity-building policy; Strengthen and encourage ETF initiative in academic staff training and development; Improve conditions of service to attract/retain quality staff; | Number of academic and non academic staff increased annually by 10%. Number of staff with Ph.D increased by 10% annually. 90% of all institutional research efforts targeted at national and industrial needs | 2009 - 2011 | FME, NUC, NBTE and NCCE Development Partners and the Organised Private Sector, PTDF | FGN, ETF, STEP-B |



| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|---|--|--------------|-----------|----------------------|--------------------|
| | Brain drain; and absence of a system to produce teaching staff for the polytechnics | <p>Set up a central and competitive Research Fund; strengthen existing Research Funds in NUC and NBTE</p> <p>Strengthen existing Computer Ownership Scheme and interventions</p> <p>Subscribe to e-learning resources- Science Direct, etc. & make available to staff through regulatory agencies.</p> | | | | |

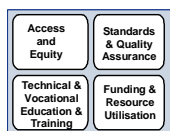
8.3.4 Curriculum Relevance and Review

| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|------------------|------------------------|--------------|-----------|----------------------|--------------------|
|-----|------------------|------------------------|--------------|-----------|----------------------|--------------------|



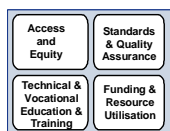


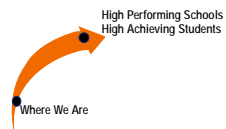
| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|--|--|---|-------------|---|--------------------|
| 1. | <p>Existing curriculum is out-dated and not relevant to national needs and therefore not globally competitive.</p> <p>Absence of benchmark Minimum Academic Standards for post-graduate programmes in the NUS except for MBA programme.</p> <p>Low capacity of curriculum developers and implementers.</p> | <p>Ensure periodic review of curricula in line with national needs and goals every five years.</p> <p>Strengthen first generation universities to enhance the running of postgraduate degrees with emphasis on Ph.D at the ratio of 60:40 in favour of postgraduate degrees;</p> <p>Create Centres of Excellence in each geo political zone by establishing intra and inter-institution centralized laboratories, studios and workshops,</p> <p>Create synergy between tertiary institutions and the Organised Private Sector;</p> <p>Ensure strict compliance with programme focus in tertiary institutions, particularly specialised ones;</p> | <p>Curriculum reviewed every 5 years</p> <p>More curricula developed for IEs and post-graduate programmes by 2011</p> | 2009 - 2011 | FME, NUC, NBTE and NCCE Development Partners and the Organised Private Sector, PTDF | FGN, ETF, STEP-B |



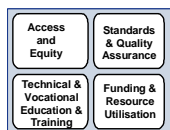


| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|------------------|--|--------------|-----------|----------------------|--------------------|
| | | <p>Strengthen Inspection and Monitoring mechanisms of regulatory agencies through capacity building and funding;</p> <p>Strengthen admission processes in tertiary institutions, including the continuation and improvement of the post-JAMB screening exercise;</p> <p>Establish a tripartite collaboration between the regulatory agency, JAMB, NOUN and NTI to ensure quality entrants into the NOUN and NTI systems;</p> <p>Strengthen the existing tripartite relationship among NUC, JAMB and NYSC to ensure compliance with existing regulations on accreditation, admissions and mobilization;</p> <p>Strengthen Career and/or Guidance Counselling and Entrepreneurial Centres;</p> | | | | |



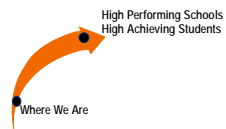


| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|------------------|--|--------------|-----------|----------------------|--------------------|
| | | <p>Increase foreign training for Nigerian students via scholarships and appropriate placements to address identified national needs;</p> <p>Strengthen linkages with foreign institutions for the purpose of reinforcing capacity building</p> <p>Provide ICT infrastructure and services to institutions.</p> | | | | |

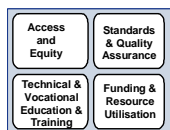


8.3.5 Information and Communications Technologies

| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|--|---|--|-------------|--|--------------------|
| 1. | <p>Nigeria is experiencing a severe shortage of ICT skills and personnel</p> <p>There is a weak ICT backbone in the country,</p> <p>There is also poor and expensive bandwidth provision</p> <p>Obsolete ICT infrastructure and services in the educational system.</p> <p>Inadequacy of qualified ICT teachers and other ICT personnel</p> <p>Low retention of ICT staff.</p> <p>Low ICT and ICT-related Research</p> | <p>Implement Government directive on ICT initiatives for Tertiary Institutions through: Student Resource Centres and campus-wide wireless connectivity; Computer Acquisition Scheme for staff; Upgrade of websites of bandwidth, Video-driven lectures</p> <p>Ensure the provision of bandwidth for institutions and all offices in the Education Sector by Galaxy Backbone PLC.</p> <p>Build a critical mass of ICT proficiency and competencies, strategic and specialized ICT skills and requisite entrepreneurship skills among staff and students in the sector.</p> | <p>All academic staff attain computer literacy by 2011. 100% of academic staff own computers by 2011</p> <p>Number of ICT teachers increased by 20% by 2011. ICT-related curriculum reviewed every three years.</p> <p>Funding of ICT development and deployment increased by 40% by 2010.</p> | 2009 - 2011 | FME, NUC, NBTE, NCCE, MAN, NECA, NACCIMA, NASSI, NASME, RMRDC, Research Institutes Development Partners and the Organised Private Sector, PTDF | FGN, ETF, STEP-B |



| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|---|--|--------------|-----------|----------------------|--------------------|
| | <p>Inadequate funding of ICT for development and deployment as well as implementation of government policy on ICT.</p> <p>Problems of power and energy.</p> | <p>Strengthen and expand e-learning to expand access to quality education.</p> <p>Provide additional incentives for ICT professionals in education,</p> <p>Integrate ICT into curricula</p> <p>Review ICT curricula every three years to reflect emerging societal needs and global trends.</p> <p>Establish national ICT awareness machinery such as National ICT competitions, ICT Week, etc.</p> <p>Provide alternative power supply such as solar panels to support ICT development deployment.</p> <p>Increase collaboration with the Private Sector and IDPs for necessary interventions on ICT in tertiary education.</p> | | | | |



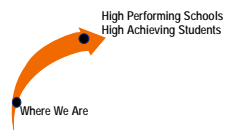


| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|------------------|--|--------------|-----------|----------------------|--------------------|
| | | <p>Create virtual fora and community-based IT facilities to strengthen accessibility to information and networking among tertiary institutions.</p> <p>Strengthen the interface and collaboration between the industry and educational system.</p> <p>Promote the development of instructional materials in electronic format</p> <p>Establish IT parks and funding research in ICT development and content.</p> | | | | |



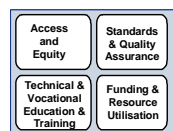
8.3.6 Technical and Vocational Education and Training

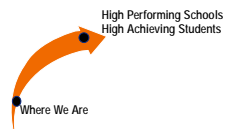
| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|--|--|---|------------------------|----------------------------------|--------------------|
| | Limited access and lack of capacity | Increase carrying capacity by 25% in programs that have consistently earned full accreditation | Increased number of IEIs to 120 and 200 Increased enrolment in IEIs to 15,000 in 2010 and 50,000 | 2010 | NBTE | |
| | | Improve access to other non university institutions through unified tertiary matriculation examinations | Unified tertiary matriculation examinations for the tertiary institutions | 2010 | FME, JAMB, NBTE | |
| | Poor infrastructure Lack of relevance of academic programs to the needs of society Poor deployment of ICT in teaching and learning Lack of awareness or appreciation (stigma) for alternative routes to higher education through IEIs | Upgrade the infrastructure and equipment in all institutions Provide support for IEIs by releasing earlier promised seed grants and expanding capacity of the NBTE to effectively coordinate their activities Improve the use and inclusion of ICT in TVET curricula and in implementation Advocacy and marketing of IEI programs | 12 new IEI programs developed by 2009 and 30 by 2010 IEIs launched with appropriate branding and publicity | 2009- 2010 2009 | FME, States, ETF, IDPs, OPS, etc | |



8.3.7 Funding, Resource Mobilisation and Resource Utilisation

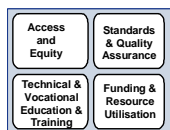
| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|---|--|--|-------------|---|-------------------------|
| 1. | <p>Inadequate funding of tertiary Institutions</p> <p>Poor Management of Funds</p> <p>Low fund generation by Institutions</p> | <p>Encourage proprietors of tertiary institutions to provide adequate and sustainable funding;</p> <p>Ensure tertiary institutions develop self-reliance through internal sourcing of funds;</p> <p>Improve other sources of funding through cost-sharing, private sector involvement, Alumni, endowments, IDPs,, Consultancy services, etc.</p> <p>Accelerate implementation of policy to refocus ETF funds exclusively in tertiary education</p> <p>Provide adequate funding to regulatory agencies in the national budget</p> | <p>50% annual increase on present funding level over the next three years attained</p> | 2009 - 2011 | <p>FME, NUC, NBTE and NCCE</p> <p>Development Partners and the Organised Private Sector, PTDF</p> | <p>FGN, ETF, STEP-B</p> |



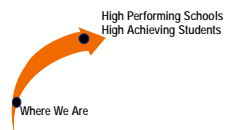


| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|------------------|---|---|-----------|----------------------|--------------------|
| | | Explore the introduction of tuition in tertiary institutions | A position paper on the issue of tuition in schools | 2010 | | |
| | | Dedicate 10% of recurrent allocation to research and ensure its effective utilization Reduce the proportion of recurrent costs of tertiary institutions by adopting strategies such as outsourcing | Increased funding for research | 2011 | | |
| | | Restructure and strengthen the existing scholarship and student loan boards | Restructured scholarship board | 2010 | | |

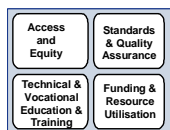
8.3.8 Special ETF Intervention Project



| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|------------------|---|--|-----------|--|--------------------|
| 1. | | <p>Construct Zonal Teaching and Research Laboratories, (Physical Infrastructure, furnishing and equipment)</p> <p>Upgrade existing facilities (infrastructure and equipment)</p> <p>Target expansion, rehabilitation and equipping of critical infrastructure (classrooms/lecture theatres, laboratories, workshops, libraries and studios)</p> <p>Upgrade the teaching and learning environment (standard laboratories and workshops)</p> <p>Emphasis to be placed on training of Science and Mathematics teachers and training of Technical and Vocational Education teachers</p> | <p>New Zonal Teaching and Research Labs</p> <p>Upgraded facilities</p> <p>Expanded and rehabilitated infrastructure</p> <p>Fully equipped, functional and effective learning environment</p> | 2010 | FME, ETF, NUC, NBTE and NCCE Development Partners and the Organised Private Sector, PTDF | ETF, STEP-B |
| | | <p>Establish a National Research Fund to:</p> <ul style="list-style-type: none"> ➤ Facilitate advanced research capable of promoting national development in various disciplines | <p>A vibrant research community with expansion of new research in different fields and disciplines</p> <p>New inventions in science and technology</p> | | | |

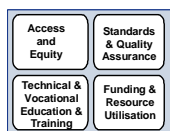


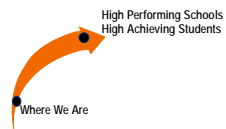
| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|------------------|---|--|-----------|----------------------|--------------------|
| | | <p>(social, economic, scientific and technological).</p> <ul style="list-style-type: none"> ➤ Encourage invention, especially in science and technology. | | | | |
| | | <p>Establish a Book Development Fund to:</p> <ul style="list-style-type: none"> ➤ Resuscitate moribund journals of professional associations affiliated to tertiary institutions. NUC, NBTE and NCCE are drawing up a list for ETF's consideration. ➤ Publish (in hard and electronic form) excellent Ph.D. theses submitted to Nigerian Universities or by Nigerians in foreign Universities. NUC has agreed to facilitate the selection of suitable theses. ➤ Publish the result of research funded under the proposed ETF National Research Fund adjudged to be world class. <p>ETF to distribute copies of journals and books published under this arrangement <i>gratis</i> to libraries of</p> | <p>Professional journals Database of publications Database of research publications A system of dissemination of research, journals, books and publications to libraries nationwide and internationally</p> | | | |





| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|------------------|--|--|-----------|----------------------|--------------------|
| | | institutions nationwide. This will help to equip them with current journals and books which are the products of Nigerian scholars and scholarship. | | | | |
| | | <p>Construct Zonal Teaching and Research Labs, (Infrastructure, furnishing and equipment)</p> <p>Upgrade existing facilities (infrastructure and equipment)</p> <p>Target expansion, rehabilitation and equipping of infrastructure (classrooms/lecture theatres, labs, workshops, libraries and studios)</p> <p>Upgrade the teaching and learning environment (standard laboratories and workshops)</p> <p>Intensive training of Science, Math, and TVET teachers</p> | <p>New Zonal Teaching and Research Labs</p> <p>Upgraded facilities</p> <p>Expanded and rehabilitated infrastructure</p> <p>Fully equipped, functional and effective learning environment</p> | 2010 | | |





8.4 Institutional and Legislative Issues

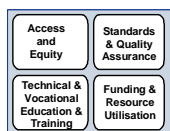
8.4.1 Policy, Planning, Implementation Management

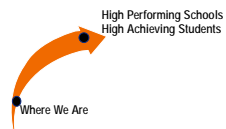
| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|--|---|--|-----------|----------------------|----------------------|
| | <p>Inadequate capacity for policy formulation and implementation</p> <p>Non-utilization approved Strategic Plans, Medium Term Sector Strategy (MTSS) plans and Annual work plans (AWP)</p> <p>Obsolete and inapplicable policies</p> <p>Appointment to managerial positions without due regard to qualification and competence</p> <p>Limited use of ICT (EMIS)</p> <p>Inadequate Involvement of the Local Government Education Authorities in basic education</p> | <p>Build capacity of officials responsible for policy formulation and implementation</p> <p>Link utilization of resources to strategic plans, MTSS and annual work plans</p> <p>Strengthen due process in policy implementation</p> <p>Strengthen the institutions coordinating basic education activities with adequate manpower and infrastructure</p> <p>Make management of basic education ICT-driven</p> <p>Appoint professionals as key</p> | <p>Capacity of officials responsible for policy formulation and implementation built</p> <p>Key managers of basic education trained and re-trained</p> <p>Solid plans for implementation of basic education delivery developed</p> <p>Approved action, rolling and strategic plans adhered to</p> <p>Due process in governance strengthened</p> <p>Basic education institutions at all levels strengthened</p> <p>Professionals appointed as key</p> | 2010 | All tiers | Budgetary allocation |



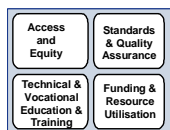


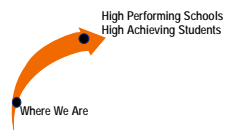
| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|---|--|--|-----------|----------------------|--------------------|
| | <p>implementation</p> <p>Lack of reliable data for evidence-based planning</p> <p>Poor coordination among the tiers of government in the implementation of policies and programmes</p> <p>Weak leadership in the system at Council and Management levels;</p> <p>Lack of integrity and accountability in the governance of the education system;</p> <p>Frequent change of leadership at the policy implementation level;</p> <p>Weak synergy among policy implementation agencies (FME, NUC, NBTE, NCCE)</p> | <p>managers of basic education</p> <p>Involve the Local Government Education Authorities in basic education implementation</p> <p>Strengthen synergy among basic education stakeholders by convening a National Forum on Basic Education</p> <ul style="list-style-type: none"> • Strengthen the NCE process for policy formulation and monitoring • Empower the FME to ensure the enforcement of NCE decision • Repositioning the ministry and its departments to carry out their statutory responsibilities with regard to parastatals • Consider reinstating the department of technical and vocational education | <p>managers at all levels</p> <p>Budgetary allocation for basic education improved</p> <p>the Local Government Education Authorities involved in basic education implementation</p> <p>Synergy achieved among stakeholders</p> <p>NCE decisions enforced in a timely manner</p> <p>Increased capacity of FME to carry out statutory responsibilities over parastatals and institutions</p> | | | |



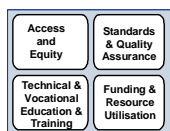


| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|---|------------------------|--------------|-----------|----------------------|--------------------|
| | <p>Inadequate institutional capacity for monitoring and evaluation;</p> <p>Lack of regular Management Audit exercise to ensure attainment of set organizational goals;</p> <p>Low level of capacity building for staff at all levels;</p> | | | | | |





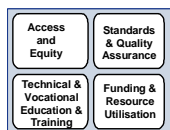
| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|--|--|---|--------------------|--|--------------------|
| | <p>Weak leadership in the system at Council and Management levels;</p> <p>Lack of integrity and accountability;</p> <p>Frequent change of leadership at the policy implementation level;</p> <p>Restiveness of Staff and Student Unions.</p> <p>Weak synergy among policy implementation agencies (FME,NUC,NBTE,NCC)</p> | <p>Promote establishment of qualitative and effective governance structures.</p> <p>Introduce guidelines for composition and character of Governing Councils.</p> <p>Initiate action to streamline the tenure of principal officers of all tertiary institutions to a single term of 5 years.</p> <p>Encourage responsible unionism which would ensure academic stability within the system.</p> <p>Establish warning system to detect academic/ social vices.</p> <p>Ensure effective and efficient management of both physical and human resources.</p> <p>Involve stakeholders in policy formulation and review</p> | <p>Emergence of qualitative and effective governance structures</p> | <p>2009 - 2011</p> | <p>FME, NUC, NBTE, NCCE, Development Partners, the Organised Private Sector and Civil Society Organisation</p> | <p>FGN, ETF</p> |





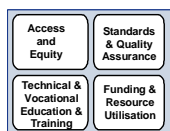
8.4.2 Education Management Information Systems

| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|---|--|--|-----------|----------------------|--------------------|
| | <p>Inadequate mechanisms for monitoring of data collection exercise.</p> <p>Inspectors and school supervisors neither use data derived from EMIS nor validate information into EMIS</p> <p>Inadequate orientation and training is given to data collectors resulting in returned forms that are incomplete or completed incorrectly in key areas</p> <p>Overlapping data collection mandates between agencies results in duplicate information being collected by different agencies/departments</p> <p>Poorly coordinated data</p> | <p>Implementation of approved NEMIS policy</p> <p>Implement the NEMIS decentralisation strategy</p> <p>Development of the NEMIS website</p> <p>Supporting National and State EMIS committees</p> <p>Strengthen data linkages between FME and States data generating departments/units and other end users</p> <p>Revise questionnaires to replace low priority / hard-to-complete items with new high priority items</p> <p>Revise software to meet new questionnaires</p> | <p>Obtain timely, uniform and quality data for various input and output measures of schools (number of teachers, classrooms etc.) and make comparisons of schools and geographic zones.</p> <p>An effective tool for recording and retrieving data</p> <p>Head teachers and teachers trained</p> <p>Better record keeping</p> <p>Publication of statistics</p> | 2010 | All tiers | |



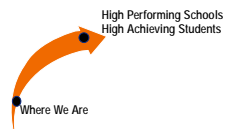


| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|---|---|---|-----------|----------------------|--------------------|
| | <p>collection exercises which are given inadequate time and resources</p> <p>Lack of linkages to other systems and data sources</p> <p>Data collection activities are often driven by a need for budget articulation and releases rather than practical requirement</p> | <p>NEMIS software support</p> <p>Training for head teachers and school staff by LSSs / Youth Corps Volunteers</p> <p>Promote statistical awareness, inculcate good record keeping culture</p> <p>Advocacy and awareness of the e-data processing</p> <p>Timely release of reports</p> <p>Annual publication of education statistics, periodic statistical fact sheets and fliers for dissemination and use</p> <p>Monitor, evaluate and reform policies in the education sector including progress towards MDGs, Universal Basic Education for all (UBE/EFA).</p> | <p>Monitoring and evaluation systems in place</p> | | | |

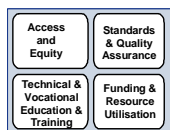


8.4.3 Legislative Review and Reform

| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|--|---|---|-------------|----------------------|--------------------|
| | <p>Existence of ineffective and outdated legal framework governing the implementation of education at the different levels of education</p> <p>Overlapping and duplication of some of the functions of extra ministerial departments and the FME</p> <p>Continued existence of illegal institutions at the tertiary level</p> <p>SBMCs are operating without legal backing</p> | <p>Undertake a comprehensive analysis of existing Federal legislation that impacts upon the structures, finances and statutory roles and responsibilities of relevant actors in the basic education sector in Nigeria;</p> <p>Review and strengthen the legal framework for all extra-ministerial departments, institutions and regulatory agencies</p> <p>Identify and highlight any inconsistencies or contradictions between the different Acts;</p> <p>Review the laws governing the different aspects of Basic Education</p> | <p>The legal framework for the different organizations, extra-ministerial departments and institutions reviewed by 2011</p> <p>The extra-ministerial departments in education at the federal and state levels streamlined</p> <p>Laws governing basic education reviewed</p> <p>Legal units of extra-ministerial departments, institutions and regulatory agencies strengthened through capacity building and deployment of appropriate manpower</p> <p>Regular liaison established with the National Assembly Committee on Education.</p> <p>All illegal institutions closed</p> | 2009 - 2011 | All tiers | |



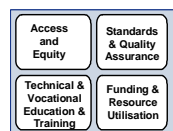
| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|------------------|--|---|-----------|----------------------|--------------------|
| | | <p>Strengthen the legal units of extra-ministerial departments, institutions and regulatory agencies;</p> <p>Establish regular liaison with the National Assembly Committees on Education;</p> <p>Regulatory agencies at all levels of education close down illegal Institutions;</p> <p>Give legal backing to the existence and operations of SBMCs</p> | <p>down</p> <p>The existence and operations of SBMCs formalized through appropriate legislation</p> | | | |





8.4.4 Stakeholders' Partnerships and Collaboration

| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|---|---|--|-------------|--|--------------------|
| | <p>Inadequate collaboration between tertiary institutions and the Organized Private sector</p> <p>Research not tailored to the needs of the industry</p> <p>Low patronage of research efforts of the tertiary institutions</p> <p>Inadequate advocacy and sensitization on research needs and programmes in the tertiary institution.</p> | <p>Involve Executives of in the Private Sector in governance of institutions;</p> <p>Sensitisation workshops for tertiary institutions and the Organized Private Sector. Tailoring national research efforts towards informed national needs;</p> <p>Institutionalise research fair among tertiary institutions e.g. NUS (NURESDEF) and Polytechnics (Exposition);</p> <p>Develop a mechanism for partnership between tertiary institutions and the Organized Private sector; Institutionalise regular meetings between FME, regulatory agencies,</p> | <p>Bi-annual sensitization workshops between tertiary institutions and Organised Private Sector.</p> <p>Sustenance of yearly research fair in tertiary institutions.</p> <p>90% of all institutional research and development efforts targeted at national and industrial needs.</p> <p>Quarterly interactive meetings between FME, regulatory agencies, tertiary institutions and industry from June 2009</p> <p>Stronger partnerships with key stakeholders.</p> | 2009 – 2011 | FME, NUC, NBTE, NCCE, MAN, NECA, NACCIMA, NASSI, NASME, RMRDC, Research Institutes Development Partners and the Organised Private Sector, PTDF | FGN, ETF, STEP-B |





| S/N | Major Challenges | Turn-around strategies | Deliverables | Time-line | Collaborating bodies | Sources of funding |
|-----|------------------|---|--------------|-----------|----------------------|--------------------|
| | | <p>institutions and industry.</p> <p>Strengthen linkages and partnerships with public and private sector,</p> <p>FME, in concert with States to commence immediate implementation of the provisions of the National Policy on Partnerships in Education</p> <p>FME to coordinate nationwide and State level advocacy to communicate the importance of stakeholder partnerships</p> <p>Source financial support from non-formal and non-governmental sources</p> | | | | |



9 Appendix II: Chronograph

Plan Chronograph- Timeline Of Key Activities

| S/No | ACTIVITY | 2009 | | | | | | | | | | | | COLLABORATING AGENCIES | |
|------|--|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------------------------|-----------------------------|
| | | JAN | FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP | OCT | NOV | DEC | | |
| | Stakeholder Forum | | | | | | | | | | | | | | FME Parastatals, States, |
| | Establishment of Implementation Committee | | | | | | | | | | | | | | HME |
| | Selection of Demonstration Sites and Centers of Excellence | | | | | | | | | | | | | | Roadmap Impl. Committee |
| | Special sessions with key stakeholders | | | | | | | | | | | | | | Roadmap Impl. Committee |
| | Technical Assistance Team Training | | | | | | | | | | | | | | Roadmap Impl. Committee |
| | Establishment of Demonstration Sites and Centers of Excellence | | | | | | | | | | | | | | Implementation Committee |
| | School Leadership Team training sessions | | | | | | | | | | | | | | Roadmap Impl Committee. |

| | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|-------------------------|
| | Intensive Teacher Training | | | | | | | | | | | | | Roadmap Impl. Committee |
| | Implementation at demo sites | | | | | | | | | | | | | Roadmap Impl. Committee |
| | Ongoing review dialog and revision of work | | | | | | | | | | | | | Roadmap Impl. Committee |

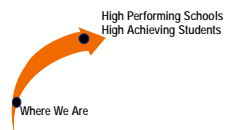
Plan Chronograph- Timeline Of Key Activities (Short Term Action)

9.1.1 A. BASIC EDUCATION

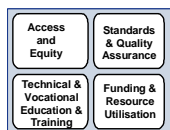
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| | | JAN | FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP | OCT | NOV | DEC | | |
| 1 | National campaign on Access | | | | | | | | | | | | | FME UBEC, NMEC, NCNE, NTI, SMOEs, SUBEBs, SAMEs, SCU for NEP, LGEAs | |
| | Upgrading of serving teachers through | | | | | | | | | | | | | FME UBEC, NMEC, | 76 |

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| | STUP | | | | | | | | | | | | | | NCNE, NTI, TRCN, SMOEs, SUBEBs, SAMEs, SCU for NEP, LGEAs | |
| 2 | Mainstreaming of excluded groups | | | | | | | | | | | | | | FME UBEC, NMEC, NCNE, SMOEs, SUBEBs, SAMEs, SCU for NEP, CSOs, | 71 |
| 3 | Advocacy and sensitization for States to absorb FTS participants for basic education | | | | | | | | | | | | | | FME UBEC, SMOEs, SUBEBs, | 76 |
| 4 | Dialogue on the production of relevant textbooks through PPP | | | | | | | | | | | | | | FME UBEC, NMEC, NCNE, SMOEs, SUBEBs, SAMEs, SCU for NEP, CSOs, Publishers | 74 |

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| 5 | Commence process for approval and establishment of a National Open School in Nigeria | | | | | | | | | | | | | | FME UBEC, NTI, NCNE, NBTE, NUC, NERDC, NMEC | 66/67 |
| 6 | Establishment of functional and effective SBMCs | | | | | | | | | | | | | | FME UBEC, NMEC, NCNE, SMOEs, SUBEBs, SAMEs, SCU for NEP, Private Sector, CSOs | |
| 7 | Advocacy visits for accessing available Intervention Funds to States with low draw-down | | | | | | | | | | | | | | FME UBEC, SMOEs, SUBEBs | 81/82 |



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| 8 | Improvement of infrastructure in rural schools to stem rural-urban drift | | | | | | | | | | | | | | FME UBEC, NMEC, NCNE, SMOEs, SUBEBs, SAMEs, SCU for NEP, CSOs | 68 |
| 9 | High level advocacy, mobilization and sensitization visits to States with low enrolment | | | | | | | | | | | | | | FME UBEC, NMEC, NCNE, SMOEs, SUBEBs, SAMEs, SCU for NEP, CSOs | 63-68 |
| 10 | Meeting with poverty alleviation agencies to empower parents to boost enrolment | | | | | | | | | | | | | | FME UBEC, NMEC, NCNE, SMOEs, SUBEBs, SAMEs, SCU for NEP, CSOs, NAPEP, SMEDAN, NDE | 69 |



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| 11 | Support State-driven School Mapping | | | | | | | | | | | | | | FME UBEC, NMEC, NCNE, SMOEs, SUBEBs, SAMEs, SCU for NEP, CSOs | 64 |
| 12 | Development and validation of standard instruments for Quality Assurance in Nigeria | | | | | | | | | | | | | | FME All Federal and State agencies involved with QA | 71 |
| 13 | Training of school leaders, Federal and State Inspectors, and LGEA Supervisors on Quality Assurance | | | | | | | | | | | | | | FME UBEC, TRCN, NMEC, NCNE, NIEPA, SMOEs, SUBEBs, SAMEs, SCU for NEP, LGEAs | 73 |
| 14 | Sustain and strengthen linkages with IDPs to engender improved | | | | | | | | | | | | | | FME UBEC, NMEC, NCNE, SMOEs, | 82 |

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| | funding of basic education | | | | | | | | | | | | | | | SUBEBs, SAMEs, SCU for NEP, IDPs | |
| 15 | Support state-driven 2009 School Census to determine correct figures on enrolment, attendance and completion | | | | | | | | | | | | | | | FME UBEC, NMEC, NCNE, SMOEs, SUBEBs, LGEAs, SAMEs, SCU for NEP, CSOs | 64 |
| 16 | Support the establishment of at least 5 "second chance" schools (schools for those who dropped out) for women in each State in the North | | | | | | | | | | | | | | | FME UBEC, SMOEs, SUBEBs, LGEAs, CSOs, | 70 |
| 18 | Provide facilities; additional classrooms (4000) for ECCE, 22,000 for Primary, 10,160 for | | | | | | | | | | | | | | | FME, SMOEs UBEC, SUBEB | 65 |

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| | JSS, 1764 for Nomadic + furnishing | | | | | | | | | | | | | | | | |
| 19 | Memo to FEC on the establishment of the National Agency for Quality Assurance | | | | | | | | | | | | | | | FME | 71, 86 |
| 20 | Inaugurate National Steering Committee on EQA | | | | | | | | | | | | | | | FME | 71, 86 |
| 21 | Executive Bill for the establishment of a NEQA passed into Law | | | | | | | | | | | | | | | NASS FME | 71, 86 |
| 22 | Additional 250,000 qualified teachers employed | | | | | | | | | | | | | | | SUBEB, TRCN, SOME, FME | 75 |
| 23 | 25% ANNUAL INCREASE IN FTS PARTICIPANTS | | | | | | | | | | | | | | | SUBEB, SMOE, FME | 75 |

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| 24 | Functional ICT laboratories with a minimum of 10 computers and Internet connectivity in 20% of primary and JSS | | | | | | | | | | | | | | | SUBEB, FME,UBEC, SOME | 79 |
| 25 | 30% of teachers at Basic Education level attain computer literacy | | | | | | | | | | | | | | | SUBEB, SMOE,FME, UBEC | 79 |
| 26 | All backlogs of FGN-UBE Intervention funds accessed and utilized by all States and FCT | | | | | | | | | | | | | | | UBEC, SMOE, FME | 82 |
| 27 | CATI operational guidelines finalized and implemented | | | | | | | | | | | | | | | UBEC, SMOE, FME | 81 |



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| 28 | SBMCs established in schools | | | | | | | | | | | | | | SMOE, FME | |

