

Federal Ministry of Education 10 Year Strategic Plan

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1. INTRODUCTION

A Context

This 10 Year Education Plan for the Federal Ministry of Education sets out the Federal Ministry's response to the current crisis in education. It should be read and implemented within the context of:

- a situation analysis that summarises what has been described as not only an education crisis but a crisis for the nation;
- a Vision 2020 statement that provides a vision for the future of education in support of the national vision that by 2020 Nigeria will be one of the top 20 economies in the world;

Our Vision is to “Become an emerging economy model, delivering sound education policy and management for public good”.

- a National Framework which outlines policies, strategies and targets designed to respond to the urgent needs of the education system. This National Framework, formulated through consultation with a wide range of stakeholders with federal, state and local responsibilities, is intended to ensure consistency of direction in line with the national education Vision. Given the federal nature of the Nigerian constitution with dispersed roles and responsibilities between the Federal, State and Local Governments, the National Framework recognises that no single document can capture detailed strategic and operational plans for the country as a whole. The National Framework, however, together with the Vision 2020 statement, lays the foundations on which the Federal Government and State Governments can build their own individual plans;
- State Plans which might be expected to interpret the National Framework within the prevailing context of each individual State.

B Roles and responsibilities

The extent of the Federal 10 Year Plan is determined by the roles and responsibilities of the Federal Government in the context of the Federal Constitution. Responsibilities of the three tiers of government are outlined in table 1.1. In summary, the Federal Government has responsibilities for:

- policy for the education sector as a whole;
- setting and monitoring of standards for the education sector as a whole;
- delivery of tertiary education through federal institutions.

The roles and responsibilities of the Federal Ministry impact not only on the Ministry's activities but also on the structure of the Ministry. Consequently, the Federal Ministry's 10 Year Plan addresses structure as well as policy and implementation.

The legal and regulatory framework for education is further complicated by the existence and operation of the parastatal organizations 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. This situation is mirrored at the State level where there is a similar proliferation of parastatals and overlap of function. The National Framework acknowledges that a review of the parastatals is necessary to streamline their functions and to review their modalities in line with ongoing public sector reforms and the demands of a quality driven education system. This plan includes the results of such a review.

Table 1.1: Education responsibilities of the three tiers of government

	Federal	State	Local
Basic (Early Childhood Care and Development, Primary & Junior Secondary)	(i) Policy (ii) Allocation of resources through UBEC (iii) Maintenance of standards (inspection & monitoring) (FIS)	Implementation through SUBEBs	Management of primary schools
Senior Secondary	(i) Policy (i) Curriculum (ii) Inspectorate (iii) Examinations through WAEC & NECO (iv) Management of Unity Schools	(i) Policy (ii) Implementation (iii) Inspectorate (iv) Technical colleges	
Tertiary education	(i) Policy (i) Universities (ii) Polytechnics (iii) Colleges of Education	(i) Universities (ii) Polytechnics (iii) Colleges of Education	
Adult education	Policy Co-ordination Monitoring	Implementation	Implementation
Special education	Policy	Implementation	Implementation

C Reform process

This 10 Year Federal Plan, together with the Situation Analysis, Vision 2020 and National Framework, has to be seen within the process of reform instigated by the President and the Minister of Education. It is timely in two ways. First, the National Policy on Education (4th Edition) was last published in 2004 and is in the course of revision. Second, although Presidential initiatives have been successful in generating improvement in areas such as Universal Basic Education, the quality and extent of educational provision in Nigeria falls well below an acceptable level.

Consequently, the Minister of Education instigated a reform process to address key issues of access, equity and quality. As part of this process task teams were established in eleven areas, namely:

- Education, economy and competitiveness
- Curriculum, instruction and teacher quality
- Reform of the Federal Ministry of Education and parastatals
- Information and Communications Technology (ICT)
- Physical infrastructure
- Standards, accountability and academic assessment
- Examination ethics and campus safety
- Communications strategy

- Equity
- Governance and politics
- Education finance

The Federal Plan is informed by this process and the deliberations of these task teams. It has to be recognised, however, that there have been education plans in the past which have not led to the desired outcomes. This Plan adopts a more radical approach in that it attempts to capture the reform agenda instigated by the Minister. Nevertheless, the success of the Plan will lie in the extent to which it is implemented. Consequently, the Plan has been formed after wide consultation to ensure commitment and ownership. It will need to be accompanied by capacity building. At this stage the Federal Plan focuses on strategic issues. These strategic issues will need to be translated into operational plans for each section of the Federal Ministry and for each parastatal. That process will itself be designed to underpin commitment and ownership with a view to strengthening the quality of implementation.

In summary this Federal Plan has been influenced by:

- the Situation Analysis, Vision 2020 and National Framework which emerged from wide consultation through a Stakeholders’ Forum, Presidential Retreat and subsequent Roundtables;
- the roles and responsibilities of the Federal Government (to ensure a focus on areas of responsibility and to avoid areas of overlap with the State governments);
- the work of the Task Teams;
- interaction between staff in the Federal Ministry of Education and other stakeholders.

D Outline of the Plan

Following this Introduction, section 2 will outline the mission of the Federal Ministry of Education, the principles on which it will operate, its goals and challenges. Section 3 will identify key strategies and actions that the Federal Ministry will take in response to the various policies in the National Framework. Section 4 will outline procedures for monitoring progress towards implementation of the Plan.

2. FEDERAL MINISTRY OF EDUCATION

A Mission statement

To promote quality education and life-long learning relevant to the dynamics of global change through effective policy formulation and the setting and monitoring of standards at all levels; and delivery of tertiary education through federal institutions.

Consistent with the constitutional roles and responsibilities of the Federal Ministry, the mission statement identifies three areas of focus for the Federal Ministry of Education (two affect all sub-sectors; one is sub-sector specific):

<i>Policy formulation</i>	<i>Standards</i>	<i>Tertiary education</i>
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Policy formulation – it is the responsibility of the Federal Ministry to determine policy across all sub-sectors of education.

Standards – it is the responsibility of the Federal Ministry to monitor standards across all sub-sectors of education and to take effective action to maintain and enhance standards.

Tertiary education – it is the responsibility of the Federal Ministry to provide tertiary education through federal institution.

B Principles

In carrying out its mission, the Federal Ministry will be guided by the following principles and values.

We believe in an education system:

- in which every Nigerian shall have a right to equal educational opportunity irrespective of gender, social status, age, religion, ethnic background, geographical location and any peculiar challenges
- that identifies, develops and responds to individual needs, talents and aspirations
- that nurtures the mind and inculcates the right values and morals
- that provides life-long learning
- that is relevant in terms of knowledge and skills to the needs of the Nigerian economy in the 21st Century
- that ensures the provision of a learner-friendly environment
- that motivates by promoting and providing incentives for students, teachers, education personnel and other stakeholders
- that provides an excellent work environment, good working conditions and incentives for all
- that provides continuing professional development for all
- that is efficient and effective
- that is accountable and transparent
- that ensures the dissemination of education data and information for good governance
- that provides opportunities for partnering with all stakeholders

C Goals

In fulfilling its mission, the Federal Ministry of Education will, at all levels:

- Ensure and sustain unfettered access to education for the total development of the individual
- Establish effective quality assurance procedures in all spheres of education
- Promote functional education for life-skills acquisition, job creation and poverty eradication
- Ensure periodic review, effectiveness and relevance of the curriculum at all levels to meet the needs of the society and the world of work
- Establish partnerships to support delivery of quality education
- Enhance performance through use of ICT
- Entrench a value system that develops the individual into a morally sound, patriotic and effective citizen

D Challenges

The challenges faced by the Federal Ministry (and indeed by the State and Local Authorities) are evident from the Situation Analysis and the assessment of the

bottlenecks and blockages and the list of key questions outlined in both the Situation Analysis and the National Framework. The Situation Analysis provides an assessment of the current state of education in Nigeria. As outlined above, the Federal Ministry has certain defined roles and responsibilities in the context of educational provision and therefore a responsibility (in conjunction with the States and Local Authorities) to unblock the blockages and to address the key questions. Table 2.1 draws upon the Situation Analysis and the National Framework and, in the context of the Federal Ministry's roles and responsibilities, itemises the current strengths, weaknesses, opportunities and threats from the perspective of the Federal Ministry of Education.

Table 2.1:

SWOT ANALYSIS OF THE FEDERAL MINISTRY OF EDUCATION

Strengths	Weaknesses	Opportunities	Threats
POLICY			
<p>Policies exist in most spheres</p> <p>Competent policymakers</p> <p>Strong Leadership</p> <p>Democratic policy-making process involving stakeholders</p> <p>Qualified personnel</p> <p>Existence of an institutionalised policy-making framework</p> <p>Existence of EMIS</p> <p>Existence of institutional capacity (UBEC, ETF, etc)</p> <p>Renewed team spirit and commitment to sector reform</p> <p>New organisational structure</p>	<p>Inadequate coordination</p> <p>Inadequate training and development</p> <p>Overlap of functions, lack of clear definition and allocation of roles</p> <p>Inappropriate matching and deployment of staff based on skill, knowledge, training, etc,</p> <p>Evaluation, monitoring & supervision</p> <p>Continued existence of policy gaps</p> <p>Dearth of accurate and adequate statistical data for planning</p> <p>Poor deployment of ICT facilities</p> <p>Poor accountability and lack of transparency</p> <p>Poor incentives and motivation</p>	<p>Outcome of the proposed Education Reform Act</p> <p>Education reform process</p> <p>Plans for capacity building relevant to job function and needs</p> <p>Access to technical expertise /assistance</p> <p>Increased national awareness and taking of ownership by Nigerians</p> <p>New global partnerships</p> <p>Public private partnerships (PPP)</p> <p>Increase in programme specific funding</p>	<p>Weak legislation</p> <p>Unstable polity</p> <p>Federal nature of the constitution</p> <p>Resistance to change</p> <p>High corruption index</p> <p>Visionless leadership</p> <p>Stakeholder backlash</p> <p>Undemocratic policy-making process</p> <p>Time-frame for buy-in and implementation of reform initiatives</p> <p>Undue extensions of tenure to achieve objectives</p> <p>Political interference</p> <p>Social & economic problems</p> <p>Illiteracy levels</p> <p>Leadership change leading to:</p> <p>(i) resource waste (financial and human) (ii) lack of targeted / relevant capacity building (iii) lack of regulation & monitoring of</p>

Strengths	Weaknesses	Opportunities	Threats
			<p>training relative to needs</p> <p>Poor implementation of existing laws and policies</p> <p>Lack of understanding and interpretation of policies</p> <p>Lack of political will to deliver a sound education system</p> <p>Poor manpower for development and capacity building in the education sector</p> <p>Possibility of non-sustainability</p>

Strengths	Weaknesses	Opportunities	Threats
STANDARDS			
<p>Uniform standards in curriculum development</p> <p>Existence of some institutional capacity</p> <p>Existence of standard guidelines & templates for performance measurement</p>	<p>Low teacher quality</p> <p>Inadequate number of teachers</p> <p>Learning environment dilapidated and obsolete infrastructure and teaching / learning resources</p> <p>Institutional structure</p> <p>Gaps in the articulation of some norms</p> <p>Inappropriate matching and deployment of staff based on skill, knowledge, training,</p>	<p>Improved governance and training of principals and heads of school in management of schools</p> <p>Continuous training and professional development of teachers</p> <p>Improving the conditions of service to attract competent teachers to sector</p> <p>Capacity building relevant to job function and needs.</p> <p>Access to technical</p>	<p>Inability to respond to dynamic changes in the 21st century and to labour market needs</p> <p>Lack of transparency and accountability</p> <p>Brain drain</p> <p>Poor achievements resulting from low quality teachers</p> <p>Unattractive teaching profession</p> <p>Change in leadership</p> <p>Lack of follow-up action</p> <p>Lack of commitment</p>

Strengths	Weaknesses	Opportunities	Threats
	etc, Lack of quality and regular monitoring & supervision Continued existence of policy gaps Archaic methods of evaluation Lack of transparency and fairness in management processes	expertise/assistance Access to international best practices Partnerships Improved access to ICT Process re-engineering	Political interference Social & economic Illiteracy levels Resource waste (financial and human) Lack of targeted/relevant capacity building Lack of regulation & monitoring of training relative to needs Perception of Nigerian education standards Loss of sector value systems, damaging integrity of education Corruption, malpractices and other vices Poor enforcement system Lack of monitoring and evaluation Poor tracking and feed-back mechanisms

Strengths	Weaknesses	Opportunities	Threats
TERTIARY EDUCATION			
Availability of research and development	Low access Mismatch of curricula to labour market demands and	PPP model to expand access Realignment of curricula to labour market needs by	Low private sector participation Continuous gap between

Strengths	Weaknesses	Opportunities	Threats
	<p>21st century needs</p> <p>Supply not demand driven</p> <p>Low funding & poor resource allocation</p> <p>Low teaching quality</p> <p>Lack of vocationally and technically qualified teachers</p> <p>No linkage to industry needs</p> <p>Low output and quality of research and development</p> <p>Decaying infrastructure</p> <p>Specialized institutions have derailed from their original mandate</p> <p>Poor governance</p> <p>Quality and calibre of lecturers</p> <p>Dysfunctional organisational system</p> <p>Displacement of ethics and values</p> <p>Academic staff attrition rate</p> <p>Inadequate instructional materials</p>	<p>involving participation of industry</p> <p>Introduction of career counselling and entrepreneurship training</p> <p>Increased partnership with private sector and international agencies</p> <p>Improved teacher training with emphasis on practical training in science and technology</p> <p>Pool of untapped talent</p> <p>Improved funding and innovations</p> <p>International linkages</p> <p>Available real estate / land mass</p> <p>High demand</p> <p>Good network of alumni</p> <p>Wider support and involvement by the public in tertiary education</p> <p>Development of skills for national development</p>	<p>institutions & labour market</p> <p>Low emphasis on training and development</p> <p>Lack of funding</p> <p>As a result of over-admission, lack of maintenance culture</p> <p>Lack of management capacity</p> <p>Brain-drain from faculties</p> <p>Cultism and examination malpractices</p>

3. STRATEGIES

The National Framework outlines a range of policies, strategies and targets to provide consistency of direction for specific plans of the Federal Ministry and individual States and to provide targets for the achievement of objectives.

The Federal Ministry's specific roles and responsibilities lie in the areas of policy, standards and tertiary education (see above).

Consistent with these roles and responsibilities the Federal Ministry has, over the last few months, reviewed its future priorities and considered strategies to support the National Framework. These strategies have been the subject of wide consultation with stakeholders including discussion at a Stakeholders' Forum and Roundtable meetings.

The strategies fall into four sections consistent with the roles and responsibilities of the Federal Ministry:

- A Policy formulation - for each education sub-sector (in the case of basic and secondary education the Federal Ministry has a policy, but not an implementation role, except, historically, in the case of the unity schools);
- B Standards - for which the Federal Ministry is responsible in all education sub-sectors;
- C Tertiary education - this section is more detailed than the previous two sections because the Federal Ministry has a responsibility for implementation through federal institutions;
- D Support functions – this section focuses on how the Federal Ministry will conduct its business and includes issues of communication, structure, finance and human resources.

A. Policy formulation

1. Access, equity and quality

The Federal Ministry of Education will formulate policy to enable implementing authorities to widen access, increase equity and enhance the quality of educational provision. In particular the Federal Ministry will:

General

Put in place appropriate legislation and ensure enforcement of existing policies to widen access and increase equity	PPM&R through JCCE/NCE and Legal Unit
Embark on aggressive advocacy campaigns and enforce compliance of legislation especially in relation to the girl child	(B&SE & BSEC)
Form strategic partnerships with non-governmental	(B&SE & TEduc)

organisations, faith-based organisations, community based organisations (CBO), top private schools, international development partners and other relevant stakeholders that are engaged in education	as appropriate).
Engage NGOs, FBOs, IDPs, CBOs and other stakeholders to monitor and track implementation and sustainability of programmes post 2007	PPM&R
Integrate sub-regional, regional and international initiatives for education into national plans and encourage south-south cooperation (2nd Decade for Education in Africa which is 2006-2015, and Decade of Education in West Africa (DEWA))	PPM&R
Ensure that all policies are based on accurate data, supported by a developed EMIS	PPM&R
Develop procedures and guidelines for establishment and operation of school-based management	PPM&R
Institutionalize the monitoring of learning achievements on a regular basis.	PPM&R
Address issues of languages (as outlined in Annex A) and in particular will: <ul style="list-style-type: none"> • Monitor the implementation of existing policy on mother tongue learning (language of immediate environment) • Identify need and funding sources in relation to setting up local and foreign language units within existing education resource centres. 	B&SE Tertiary

Basic Education

(incorporating, Early Childhood Care and Development, Primary and Junior Secondary Education)

Early Childhood Care and Development Education (ECCDE)

Monitor the establishment of ECCDE in public schools.	B&SE
Enact legislation to establish a new education structure of 3-6-3-3-4	PPM&R & Legal Unit
Analyze needs and integrate Quranic education in ECCDE policy	PPM&R & B&SE
Introduce mechanisms to encourage parents to enrol their children in ECCDE particularly for girls (mechanisms to include circulating copies of the existing policy, curriculum reform, and minimum standards for all schools)	B&SE & BSEC
Advocacy and capacity building for mother, guardians and care	B&SE

givers catering to the specialized needs of children in age group 0-3	
Develop and monitor production and improvisation of local learning aids	Education Resources & Development Commission

Primary and Junior Secondary Education

Monitor the implementation of universal free and compulsory basic education and develop mechanisms to support compliance	PPM&R B&SE BSEC
Support initiatives to encourage access and participation in basic education (eg free school meals and healthcare)	B&SE BSEC
Develop and implement a policy for institutionalizing a basic education compliance unit	B&SE
Develop and implement a policy for standardizing monitoring and supervision of learning achievements	PPM&R
Develop a policy and strategy for continuous professional development of teachers to be implemented by training and retraining nationally and internationally	B&SE

Senior Secondary Education

Develop a framework for implementing the public/private partnership model for management of unity schools	Council Committee on Unity Schools
Reform Science, Technology and Technical and Vocational (TV) Education in order to increase its relevance to economy/labour market and create incentives to: encourage private sector participation encourage student enrolment attract and retain teachers	B&SE

Special Education

(incorporating Adult and Non-formal, Special Needs and Nomadic Education)

General

Develop a formula for funding for adult and non-formal, special needs and nomadic education and enact legislation.	PPMR & Legal Unit
Develop support programmes to enhance capacity (institutional and personnel) in implementation	Special Education

	Commission
Develop policies for the provision of incentives to ensure recruitment and retention of teaching personnel	Special Education Commission
Support initiatives to encourage access and participation in special education	B&SE

Adult and Non-formal Education

Define policy/mechanism for funding adult and non-formal education	PPM&R
Design National Vocational Qualifications Framework and training which are suited to skilled workers who lack formal schooling (create a regulatory agency for setting national vocational standards at basic and secondary education level)	TERC (or proposed Commission for Vocational and Technical Education)

Nomadic Education

Define policy on nomadic and migrant populations' education	PPM&R
Make provision for funding of nomadic and migrant education	PPM&R
Support community driven needs programmes to facilitate the implementation of nomadic education	NCNE
Support special incentives for teachers such as hazard allowance, transportation and accommodation	NCNE
Initiate and encourage the training of critical mass of teachers from nomadic communities to ensure sustainable teacher deployment and retention in schools	NCNE

Special Needs Education

Monitor implementation of the Disability Act and develop special programme to support implementation	B&SE
Enforce policy on employment of persons with special needs in the Ministry	HR Unit

2. Examination ethics and campus safety

The Federal Ministry of Education will, in conjunction with other authorities, implement strategies to eliminate examination malpractice and create a peaceful teaching and learning environment devoid of cult activities.

Key components will include:

- Strengthen legislative and legal framework
 - Carry out public campaign to provide Information, education and communication to achieve attitudinal transformation and demystification of cultism
 - Establish students' help lines against sorting, blocking and sexual harassment
 - Establish an elite campus police force and establish Rapid Response Units in institutions
 - Strengthen managerial empowerment and capacity of tertiary administrations
 - Introduce the signing of an undertaking by students not to join cults as part of institutional registration procedures
 - Introduce name and shame initiatives at all campuses
 - Initiate the formation of anti-cult groups at institutional and national levels
 - Develop data bases and circulate them to other institutions
 - Start anti-cult awareness campaign war from secondary schools
- Intensify code of ethics for lecturers
- Deploy ICT in the conduct of examination
 - Regular compilation and publication of examination malpractice indices at National, State and LGA levels.

3. Information and Communications Technology (ICT)

The Federal Ministry of Education will develop an ICT policy to ensure that by 2020, the education sector benefits from a comprehensive ICT ecosystem that has the following components:

- Fully automated and ICT driven processes of back office tasks including examinations management and learning delivery.
- 100% computer literacy for secondary and tertiary sectors.
- 100% computer literacy for teachers across the three tiers of the education system.

Key components will include:

- Develop sector-wide data gathering and management system (EMIS)
- Introduce student identification system using combo card scheme
- Build capacity in ICT through wider ownership of affordable computers and training of staff and students
- Use ICT solutions to enhance the management and conduct of examinations
- Incorporate ICT into the curriculum at all levels
- Develop ICT training programmes and certification for teachers

B. Standards

The Federal Ministry of Education, in collaboration with implementing authorities, will seek to increase standards of education through the following means:

<p>Implement policy on ECCD ratified at the 53rd NCE Meeting through:</p> <ul style="list-style-type: none"> Dissemination through advocacy, sensitization & stakeholder forums of the policy document Orient head teachers on policy Train teachers on implementation Train quality assurance personnel, NGOs and other stakeholders on monitoring, supervision and implementation 	B&SE
Integration of ECCD monitoring techniques into FIS inspection instruments for ensuring standards.	B&SE
Develop a standardized instrument for monitoring learning achievement in ECCD.	BSEC
Enforce designation of suitable classrooms & the building of new ones in ECCD	B&SE
Develop partnership with line ministries and other stakeholders in the provision of an integrated ECCD programme.	B&SE
Review language policy to incorporate reading, writing and oral competences for various levels.	B&SE
Administer standardized monitoring instruments for different grades	B&SE, BSEC
Enforce compliance with minimum standards for a child friendly learning environment eg provide water and light, ensure regular inspection, provide instructional materials, empower school-based management to monitor	B&SE, BSEC
Reorganise and supervise current upgrading of teachers by Education Resource and Development Commission.	B&SE
Align curriculum content with the nation's vision.	ERDC
Introduce guidelines to ensure that classroom learning becomes more interactive rather than passive.	ERDC
Develop training programmes to prepare teachers to teach in national languages and English	ERDC
Teacher qualification to be defined in terms of performance and certifications	ERDC
Design a teacher education curriculum framework, based on what teachers should know and do relative to our vision and mission.	B&SE, ERDC
Encourage and reward adoption of schools to ensure better performance.	B&SE

Institutionalize Community Accountability and Transparency Initiative (CATI)	B&SE
Institutionalize and monitor the use of continuous assessment in measurement and evaluation of both teachers and students.	BSEC, ERDC
Introduce periodic renewal of teacher licenses.	ERDC, TRCN
Develop a set of minimum standards for all aspects of school infrastructure, resources and educational provision	PPM&R, BSEC
Through information gathered at inspections, monitor progress towards achieving minimum standards within all schools	B&SE, BSEC
Develop training programmes and a set of standards and criteria for becoming a head teacher / school principal	B&SE, BSEC, ERDC

2. Inspectorate Service

The Federal Ministry of Education will strengthen the Federal Inspectorate Service to undertake the following:

Create a national framework for consistent and regular inspection of schools, in partnership with State Inspectorates and LGEAs	BSEC
Develop a set of instruments and procedures for inspection to be used nationally	BSEC
Develop a simple school rating system for school ranking which includes whether the school has achieved or exceeded minimum standards	BSEC
Coordinate full and regular inspection/whole school evaluation for all schools	BSEC
Coordinate development of instruments for school-based self-monitoring/supervision and provide training to schools to carry out self-evaluation	BSEC
Monitor innovations and spread good practices	BSEC
Carry out appraisal of teachers and make recommendations for reward and discipline	BSEC
Recommend areas for professional development for teachers at each school	BSEC
Provide needs reports of schools due for adoption	BSEC

3. Teacher quality and development

The Federal Ministry of Education will, through the appropriate agency, seek to raise the status of the teaching profession through:

Setting professional standards for teachers	TERC
Setting targets for reducing the number of professionally unqualified teachers year on year until all teachers are fully qualified	ERDC
Provide incentives to attract high quality personnel to train to become qualified teachers	PPM&R
Improve the conditions of service of teachers (eg housing, soft loans)	PPM&R
Introduction of procedure for obtaining, and periodic renewal of, a teaching licence	TRCN

The Federal Ministry of Education will through Group A agencies, seek to enhance the quality of teachers at all levels of education through:

Defining benchmarks for what teachers should know and be able to do	BSEC
Using benchmarks to design teacher initial preparation and continuing professional development programmes	TERC TRCN
Design of a teacher education curriculum framework	TERC
Design of courses that provide a balance between theory and practice	TERC
Gearing policy towards performance (ie emphasize teacher performance more than paper qualification)	PPM&R
Defining professional standards for teacher educators who train new teachers	TRCN
Encouraging and supporting teachers' professional associations	TRCN
Implementation of Special Teacher Upgrading Programme (STUP) for TC II teachers	ERDC
Design and implementation of a National Teacher Education framework based on what teachers should know and be able to do: on graduation on completion of an induction period for licensing as an accomplished teacher	TRCN

The Federal Ministry of Education will seek to structure incentives for teachers to attract the best brains to take up teaching through:

Implementation of the Housing for All Teachers (HAT) scheme	PPM&R
Implementation of the President's Teachers and Schools Excellence Award	PPM&R

4. Curriculum and instruction

The Federal Ministry of Education will, through Group E agencies, align curriculum content with the nation's vision and will:

Monitor the Basic Education and Vocational and Technical Education curriculum	PPM&R
Review the Senior Secondary School curriculum	ERDC
Complete the review of the Teacher Education curriculum	TERC
Design courses in literacy and numeracy for Adult and Non-formal Education for those who lack formal schooling	Special Education Commission
Integrate continuous assessment into the learning process as approved by NCE at its 53 rd Meeting	PPM&R
Design and develop an Innovative Enterprise Initiative curriculum	TERC

The Federal Ministry of Education will, through Group E agencies, enhance availability of learning materials through production and dissemination of:

The new Basic Education curriculum to all schools	ERDC
Policy and curriculum of ECCD	PPM&R ERDC
Minimum Standards of ECCD and Care Givers' Manual to all schools	BSEC

The Federal Ministry of Education will, through Group A agencies, make pre-service teacher curricula more relevant to the needs of a rapidly changing and technologically oriented society by:

Linking pre-service training to a full range of work-related experiences	TERC
Integrating ICT into pre-service teacher education curricula and in-service training programmes	TERC ERDC

5. Infrastructure

The Federal Ministry of Education will seek to raise the quality of infrastructure by:

Canvassing for support on physical infrastructure provision in schools by communities, alumni associations and the corporate private sector	PPM&R
Building a maintenance culture into teacher training programmes	TERC
Conducting a yearly census exercise and timely release of analysed data for decision making	PPM&R
Ensuring that NEMIS instruments for data collection take into account user needs for infrastructure including plant and equipment	PPM&R
Making budgetary provision for maintenance	PPM&R
FG grant to schools at all levels to be tied to the unit cost per learner to ensure effective resource management and effective tracking of expenditure in the institutions.	PPM&R F&A
Ensuring through FIS that schools conform to minimum standards	BSEC
Ensuring through the tertiary education supervisory agencies adherence to standards at the tertiary level	TERC
Undertaking a yearly condition survey on the state of infrastructure (physical facilities, equipment and plant)	PPM&R

C. Tertiary education

1. Vision, mission and goals

The Federal Ministry of Education defines its vision, mission and goals for Tertiary Education as follows.

Vision

To advance Nigerian's economic growth and global competitiveness through the provision of accessible, affordable, relevant, high quality education in our tertiary institutions.

Mission

To constantly attract, develop and graduate competent, knowledgeable and talented individuals from our tertiary institutions.

Goals

- To provide accessible and affordable quality learning opportunities in formal and non-formal education in response to needs and interest of all Nigerians.
- To expand access and broaden scope and capacity of existing institutions.

- To provide high quality, career counseling and life-long learning programmes that prepare students with the knowledge and skills needed for the world of work.
- To review curricula by introducing initiatives to enhance the entrepreneurship and business skills of the Nigerian people.
- To ensure the highest standards of transparency, accountability and good governance in all tertiary institutions in line with international best practice.
- To review and update curricula and instruction in all tertiary institutions so as to align the existing standards with the National Vision and 21st Century global opportunities.
- To provide knowledge in all courses that creates and develops well rounded managers and executives to enable them to compete in all sectors of the economy.
- To produce graduates that can successfully compete in the global job market.
- To produce scientific and technological high level manpower for all aspects of the economy.
- To establish centres of excellence in scientific and technological studies.
- To review the national science, technology and mathematics education (STME) policy.
- To develop a national STME master plan.
- To expand learning and the acquisitions of skills beyond the current institutions of learning
- To develop better qualified and employable individuals by running programs which provide students with tools for a successful career.

Achieving the vision

The Federal Ministry of Education has an implementation, as well as a policy and standards function, in the area of federal tertiary institutions. As a consequence it has a more direct responsibility for achieving its goals and bringing the vision to fruition. The Situation Analysis highlights the current situation in the education sector, including the tertiary education sub-sector. There is clearly much work to be done if the vision is to be achieved. Table 3.1 summarises the advances that are visualized.

Table 3.1: Tertiary Education - Achieving the Vision

Where are we now?	Where should we be by 2020?
Crisis in the educational system	Vibrant and robust educational system
Low leverage on technology	High level of techno-literacy
Brain drain	Brain gain
Inadequate skilled human capital in all sectors	A pool of skilled, innovative and competent human capital driving the Nigerian economy

Poor infrastructure and quality of life	Excellent infrastructural development and high living standards
Low female involvement in tertiary education (ie students and academic staff)	Increased female involvement in tertiary education
Haphazard expansion of higher education	A structured and strategic development of higher education and proper academic planning
Low demand from private sector for poorly trained graduates	High demand for well trained and technologically sound graduates

2. Increasing access

The Federal Ministry of Education will seek to increase access to tertiary education by:

Creation of Innovation Enterprise Institutions and Vocational Institutions in partnership with the private sector to reflect industry practice and technological innovation, enrolling over 300,000 students a year over the next 2 years.	PPM&R TERC
Increasing and aggressively marketing distance learning programmes in universities to provide access to over 10 million students	TERC
Expanding the Open University by introducing courses relevant to market needs to create access to over one million students	TERC
Inviting foreign universities with a proven track record of excellence, high quality education and good employability track record to establish campuses in Nigerian universities to provide access for about 1.5 million students annually	PPM&R TERC

3. Curriculum reform

The Federal Ministry of Education will put in place processes to ensure that the curriculum in tertiary institutions meets 21st century global requirements by:

Establishment of a forum that will include the private sector, professional bodies, educationists and government agencies to provide guidance on curriculum relevance in all courses	TERC ERDC
Holding a national conference on the realignment of curricula to market needs	TERC ERDC
Requiring institutions to conduct an annual review of curricula in all departments to ensure alignment with labour market needs	TERC ERDC
Funding Entrepreneurship Centres to establish the inclusion of entrepreneurship in the curriculum from 200 level	TERC

4. Research and development

The Federal Ministry of Education will support research and development that is consistent with the needs of the economy by:

Funding research and development in universities to generate scientific and technological breakthroughs for the development of the economy	TERC
Encouraging universities to collaborate with the private sector in R&D activities	TERC
Promoting partnerships between higher education institutions and industry for consultancy to generate non-government sources of income	TERC

5. Employability of students

The Federal Ministry of Education will seek to enhance the employability of tertiary education graduates by:

Formulating and implementing high impact strategies to provide hope and linkages to enable graduates to lead full and meaningful lives	TED
Establishing Career Guidance & Counselling Centres (CGCCs) in all 26 federal universities	TERC
Establishing City Graduate Educational Career Centres (GECCs) in 4 pilot cities	TERC
Inclusion of career counselling and guidance in curricula at all levels	TERC
Arranging an annual graduate fair attended by public and private companies	TERC
Establishing linkages with relevant agencies to provide opportunities for students to gain experience and insight into their chosen career paths	TERC
Conducting annual surveys to track the progress of graduates (EDTAP Initiative)	PPM&R TERC

6. Upgrading of Science and Technical Colleges

The Federal Ministry of Education will upgrade existing federal Science and Technology Colleges to accelerate the development of a skilled and competent workforce by:

Realigning the relevance of courses to the needs of the job market	NBVE
Increasing enrolment numbers over the next 5 years	BSEC
Creating partnerships with the private sector, donor agencies and innovation institutions to review curricula and upgrade equipment and	PPM&R ERDC

skills of staff	
Creating linkages to industry to facilitate work experience and jobs for students	NBVE

7. Structure of the Tertiary Education sector

The Federal Ministry of Education will review the structure of the federal institutions in the interests of encouraging access and facilitating enhanced efficiency and effectiveness.

The review will encompass a range of issues including:

The extent to which amalgamation between universities, polytechnics and colleges of education is desirable

The possible upgrading of polytechnics and colleges of education to university status

The possible granting of degree awarding powers to polytechnics and colleges of education

Extension of the facility for polytechnics and colleges of education to award degrees in selected subjects

The timescales and quality assurance issues related to the above

8. Management of tertiary education institutions

The Federal Ministry of Education will keep under review the management of tertiary education institutions with a view to enhancing efficiency and effectiveness and ensuring public accountability.

In particular, it will seek to implement the following (subject to enabling legislation as appropriate):

<i>in situ</i> public presentation of the 2004 Visitation Panel reports	TED
Appointment of Vice Chancellors, Rectors and Provosts to be subject to a standardized procedure with agreed matrixes	TED
Tenure of Rectors, Provosts and other principal officers of tertiary institutions to be a single-term of five years (instead of renewable terms)	PPM&R
CVs of prospective members of Governing Councils to be vetted by the Federal Ministry of Education to ensure that only suitably qualified persons are appointed. Internal membership of Councils to reflect all segments of each institution	TED
Conflict resolution mechanisms to be reviewed to stem the instability in tertiary institutions arising from frequent and internecine industrial disputes	TED

9. Management information

In developing its plans as outlined above the Federal Ministry of Education, in collaboration with other agencies such as the National Manpower Board and the Ministry of Labour, will collect, collate, analyse and disseminate management information on federal institutions including:

The carrying capacity of the federal institutions	PPM&R
The funding formula	PPM&R
The degree of synergy between producers and users of labour	PPM&R TERC NBVE
Whether the 40:60 admission ratio in favour of science is still relevant to emerging needs	PPM&R TERC

D. Support functions

1. Communications strategy

The Federal Ministry of Education will adopt a pro-active communications strategy that will communicate reform to all strata of the Nigerian society.

The strategy will include:

- communication in indigenous languages
- message to be community based
- media to be encouraged to take a non-transient interest in education sector reform
- promotion of the publicity of “WE CAN” by a continuous active campaign, continuation of the existing education TV programmes and development of other community based platforms
- encouragement to local publishers
- incentives to authors of books for young people
- revival of the Nigeria chapter of the International Board for Books for Young People (IBBY)
- seeking a reduction of the duty on printing machinery and materials to encourage the reading of books
- establishing and maintaining an inventory of reading clubs and literary associations
- reviving existing and establishing more co-curricular activities that support reading in schools eg Readers’ club, LIFE club, Literary and Debating Society
- encouragement of Readers Associations to hold joint events
- a formal launch of the READ campaign and LIFE clubs
- READ campaign through radio jingles media publicity
- sign language interpretation
- establishment of Zonal Braille presses
- teaching of foreign languages: initiating bilateral agreement
- promotion of “Right Role Models” and de-emphasize the elevation of “Wrong

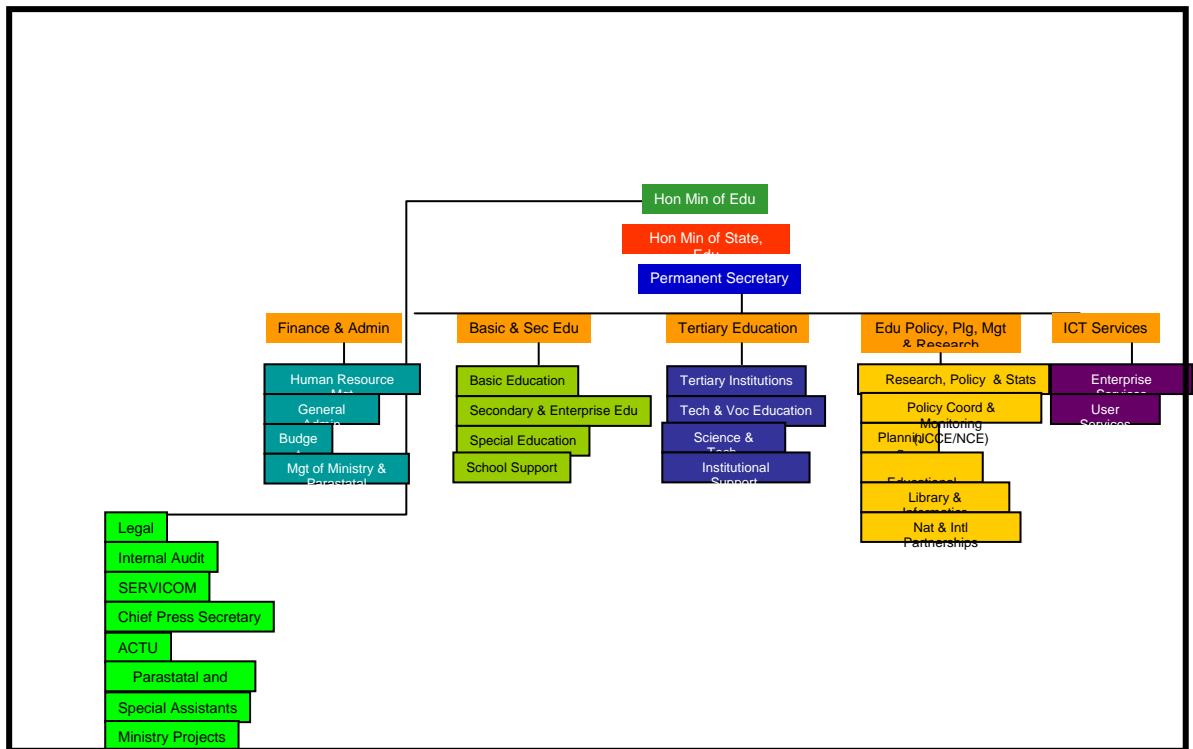
2. Structural reform

The Federal Ministry of Education will adopt organisational and management structures that facilitate efficient and effective performance in its areas of responsibility.

Initially two areas are being addressed:

(i) Structure of the Federal Ministry of Education
 A new structure has been introduced in the Federal Ministry of Education to more accurately reflect its roles and responsibilities. The new structure is shown in figure 3.1.

Figure 3.1: Federal Ministry of Education: New Structure



(ii) Structure of the Parastatals

21 parastatals have been consolidated into 8 broad strategic groupings (see figure 3.2). It is envisaged that by 2010 this will yield the benefits of slimmer, streamlined and focused institutions driven by ICT capabilities to deliver expected outcomes and services to the public they are called to serve. Over the next 3-5 years the groupings will systematically lead to a more effective management of financial and human resources for precision and focus and the dismantling of silos and bureaucratic structures. The groupings are based on two factors:

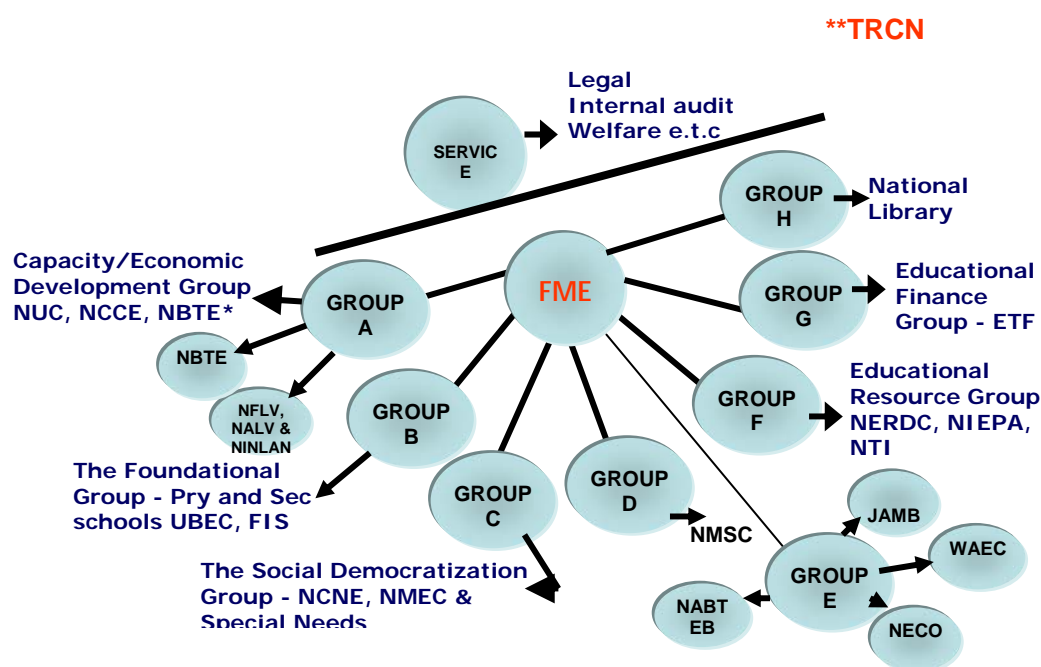
- Customer focus – the stakeholders that the parastatals serve; and
- The nature of the specialized functions performed by each parastatal.

The eight groups are as follows:

- A. The Capacity/Economic Development Group which encompasses the parastatals that are responsible for the supervision of Higher Education
- B. The Foundational Group with parastatals responsible for Primary and Secondary School Education
- C. The Social Democratization Group covering parastatals that focus on equity issues.
- D. The Mathematics and Science Group: The Nigerian Mathematical Centre will remain on its own and will be enlarged to take responsibility for Science Education.
- E. The Examination Group with the mandate to manage examinations at the Secondary and Tertiary level. They will remain as separate entities using a common ICT platform to derive economies of scale.
- F. The Educational Resource Group made of parastatals that focus on Planning, Research and Resource development required to run an excellent education system.
- G. The Educational Funding Group made of the parastatal that focuses on financial resources.
- H. The National Library which will continue to stand alone in view of the central role it plays.

** Teacher Registration Council of Nigeria (TRCN) will become autonomous and self-funding like ICAN and COREN.

Figure 3.2: New grouping of parastatals: From 21 to 12



3. Financial strategy

The Federal Ministry of Education is committed to seeking an increase in funding for the education sector as outlined in the National Framework and to the implementation of transparent, efficient and effective mechanisms for the funding of its activities.

The Federal Ministry of Education is committed to the following policy objectives:

1. Increased government investment in education in order to eliminate the deficiency in public investment between Nigeria and other Sub-Saharan and developing countries
2. Strengthening governance frameworks and the skills of education administrators at all levels, in order to entrench and promote a culture of accountability, effectiveness and efficiency in the management of public investment in education
3. Strengthening and harnessing policy and capacity to draw in and effectively utilize resources from international development partners.
4. Developing allocation mechanisms that ensure that investment of funds goes to the areas of priority and need, whilst promoting equity and access
5. Bringing significant and sustained increases in private investment in education both from individual and institutional sources, in order to augment public investment
6. Establishment of a framework for government intervention fund and counterpart funding for HGSFHP
7. Establishment of SBMCs and operational guidelines
8. New thinking and focus for public private partnership model
9. Establishing a funding framework for new initiatives such as the READ

campaign, CATI, Safety NETs, LIFE clubs and adopt a school programme.

The Federal Ministry of Education is committed to seeking an increase in Government spending on education from the current 8% of budget to 26% in the following phases:

- 2010 15%
- 2015 20%
- 2020 26%

and an increase in education spending from less than 5% of GDP to at least 10% by 2020 in the following phases:

- 2010 6%
- 2015 8%
- 2020 10%

The Federal Ministry's share of these increases will be reflected in the costing of operational plans to be undertaken on a three year rolling basis.

4. Human Resources Strategy

The Federal Ministry of Education is committed to the development of human resources in all fields of activity. In particular, there will be:

Training needs identification	F&A
Development and implementation of a comprehensive HR capacity building strategy and programme	F&A
A strengthening of capacity of personnel in departments and executing agencies	F&A
Enhancement of the planning and management capacity within the Federal Ministry of Education, parastatals and federal institutions	F&A
Commitment to equal access, gender parity, retention, achievement, quality and needs	PPM&R

4. MONITORING AND REVIEW OF THE PLAN

The Federal Ministry of Education will establish mechanisms to monitor and review the implementation of its 10 Year Plan on an annual basis. Each of its departments will provide an annual report outlining achievements against the Plan, any revisions that are necessary in the light of circumstances and targets for the following year. The exercise will be co-ordinated by the Policy, Planning, Management and Research (PPM&R) Department and the reports considered by a review committee for report to the Minister. This annual monitoring and review process will feed into the annual budgetary exercise and the updating of a rolling three-year operational plan. At periodic intervals (perhaps three years) an external review of progress will be undertaken.

Annex A

Strategic Plan to address Issues of Languages

(Implementing Agency: FME, Group B, C & E)

The Federal Ministry of Education will address issues of languages through the following means:

1. Implementation of existing policy on language of immediate community)
2. Introducing teaching/ learning in the language of immediate community of children in all spheres.
3. Setting up local and foreign language units within existing education resource centres.
4. Strengthen existing and establish language laboratories in colleges of education.
5. Introducing an enlightenment campaign.
6. Promoting language education through scholarships and exchange programs.
7. Introduce language based competitions.
8. Link language education to tourism, entertainment etc
9. Review of curriculum.
10. Conduct research on mother tongue especially orthography.
11. Provide cost for implementation of mother tongue policy.
12. Mass production of learning materials.
13. Training and retraining of teachers.
14. Build capacity of language based private organizations.
15. Training for inspectors within the State and Federal Ministry of Education.
16. Build capacity of graduates of language based courses