

FEDERAL MINISTRY OF EDUCATION

EDUCATION FOR RENEWED HOPE:

ROADMAP FOR THE NIGERIAN EDUCATION SECTOR (2024 - 2027)



LABORATORY/WORKSHOP EQUIPMENT
FEDERAL POLYTECHNIC BAYELSA, BAYELSA STATE, NIGERIA



FEDERAL MINISTRY EDUCATION

The Federal Ministry of Education has the overall responsibility for formulating national policies and guidelines for standardisation of education across all levels in Nigeria. This is enshrined in various statutory instruments, principally the Constitution of the Federal Republic of Nigeria, 1999.

VISION STATEMENT

To become an economic model delivering sound education for the public good

MISSION STATEMENT

To use education as a 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.

POLICY DIRECTION

To continuously develop the education sector by producing individuals who are morally and academically sound, effective and skilled citizens that are globally relevant; providing equal and unfettered opportunities for all citizens of the nation at all levels of education using the formal and non-formal school systems.

MANDATE

- Formulate and co-ordinate a national policy on education.
- Collect and collate data for purposes of educational planning and financing.
- Prescribe and maintain uniform standards of education throughout the country.
- Control and monitor the quality of education in the country.
- Harmonise educational policies and procedures of all the States of the Federation and Federal Capital Territory (FCT) through the instrumentality of the National Council on Education (NCE).
- Effect co-operation in educational matters on an international scale.
- Develop curricula and syllabuses at the national level.

FUNCTIONS

- Formulating, operating, reviewing and updating the National Policy on Education;
- Collecting and collating data for purposes of education planning and financing;
- Maintaining a uniform standard of education throughout the country;
- Safeguarding and maintaining high-quality standards of education;
- Harmonizing educational policies and procedures of all the States of the Federation and FCT through the instrumentality of the National Council on Education;
- Effecting cooperation in education matters on an international scale;
- Developing curricula and syllabi at the national level in conjunction with other bodies;
- Formulating education policies and coordinating the nation's educational sector; and
- Providing an enabling environment for qualitative and affordable education to Nigerian children.

STRUCTURE OF THE MINISTRY

The Federal Ministry of Education currently has two Ministers, twenty (20) Departments, two (2) Units and 25 Agencies. The Ministry's management structure is as follows:

- i. Honourable Minister
The Chief Executive of the Ministry in charge of policy formulation and direction.
- ii. Honourable Minister of State
Works hand-in-hand with the Honourable Minister in policy formulation and direction
- iii. Permanent Secretary
The Chief Accounting Officer responsible for the day-to-day administration of the Ministry.
- iv. Directors
Responsible for policy initiation, implementation and the day-to-day administration of their respective Departments. They are supported by Divisional, Branch, Sectional and Unit Heads.

v. Heads of Agencies

Responsible to the Honourable Minister through the relevant Departments of the Ministry while administering the affairs of their respective Agencies as Chief Executive Officers.

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LIST OF ACRONYMS AND MEANING

ABEP	-	Accelerated Basic Education Programme
AFCFTA	-	African Continental Free Trade Agreement
AGILE	-	Adolescent Girls Initiative for Learning and Empowerment
ANBC	-	Advanced National Business Certificate
ANFE	-	Adult and Non-Formal Education
ANTC	-	Advanced National Technical Certificate
APIVI	-	Association of Proprietors of Innovation and Vocational Institutions
BOI	-	Bank of Industry
CAD	-	Computer-Aided Design
CAM	-	Computer-Aided Manufacture
CBOs	-	Community-Based Organisations
CCMAS	-	Core Curriculum Minimum Academic Standard
CoEs	-	Colleges of Education
CPSHTN	-	Conference of Primary School Head Teachers of Nigeria
CSR	-	Cooperate Social Responsibility
DFID	-	Department For International Development
DHS	-	Demographic Health Survey
DIC	-	Digital Industrial Complexes
DPs	-	Development Partners
ECCD	-	Early Childhood Care and Development
ECCE	-	Early Childhood Care Education
EFA	-	Education for All
EMIS	-	Education Management Information System
EU	-	European Union
FBOs	-	Faith-Based Organisations
FEC	-	Federal Executive Council
FCE	-	Federal College of Education
FCDO	-	Foreign, Commonwealth & Development Office
FEQAS	-	Federal Education Quality Assurance Services

FGN	-	Federal Government of Nigeria
FME	-	Federal Ministry of Education
FMF	-	Federal Ministry of Finance
FMB&EP	-	Federal Ministry of Budget and Economic Planning
FMHA	-	Federal Ministry of Humanitarian Affairs and Poverty Alleviation
FMWA	-	Federal Ministry of Women Affairs
FTC	-	Federal Technical College
FTTSS	-	Female Teachers Trainee Scholarship Scheme
GIZ	-	Gesellschaft für International Zusammenarbeit
GCFR	-	Grand Commander of the Order Federal Republic
GEM	-	Global Entrepreneurial
GPE	-	Global Partnership for Education
HILWA	-	High Level Women Association
HND	-	Higher National Diploma
ICESCO	-	Islamic World Educational Scientific and cultural Organisation
ICT	-	Information and Communication Technologies
ICRC	-	Infrastructure Concession Regulatory Commission
IsDB	-	Islamic Development Bank
IDPs	-	International Development Partners
IDEAS	-	Innovation Development and Effectiveness in the Acquisition of Skills
IEIs	-	Innovation Enterprise Institutions
IGR	-	Internally Generated Revenue
IMC	-	Implementation Monitoring Committee
ITF	-	Industrial Training Fund
IOS	-	Integrated Quaranic School
ITH	-	Information Technology Hubs
IQTE	-	Integrated Quaranic and Tsangaya Education
JAMB	-	Joint Admissions and Matriculation Board
JCCE	-	Joint Consultative Committee on Education

JICA	-	Japan International Cooperation Agency
JSS	-	Junior Secondary School
KOICA	-	Korea International Cooperation Agency
LEMA	-	Local Emergency Management
LESOP	-	Local Education Sector Operational Plan
LGA	-	Local Government Area
LGEA	-	Local Government Education Authority
LRCN	-	Librarians' Registration Council of Nigeria
LURITS	-	Learner Unit Record Information and Tracking System
MAN	-	Metropolitan Area Network
MCPD	-	Mandatory Continuous Professional Development
MDGs	-	Millennium Development Goals
MDTT	-	Ministerial Deliverable Task Team
M&E	-	Monitoring and Evaluation
MLA	-	Monitoring of Learning Achievement
MOD	-	Ministry of Defence
MoU	-	Memorandum of Understanding
MSP	-	Ministerial Strategic Plan
MSME	-	Micro, Small and Medium Enterprises
NAPPs	-	National Association for Private Proprietors
NASS	-	National Assembly
NASENI	-	National Agency for Science and Engineering Infrastructure
NALV	-	National Arabic Language Village
NBAIS	-	National Board for Arabic and Islamic Studies
NBC	-	National Business Certificate
NBS	-	National Bureau of Statistics
NBTE	-	National Board for Technical Education
NCE	-	National Certificate of Education
NCE	-	National Council on Education
NCC	-	Nigerian Communications Commission
NCCE	-	National Commission for Colleges of Education

NCNE	-	National Commission for Nomadic Education
NCAOoSCE	-	National Commission for Almajiri and Out-of-School Children Education
NCPWD	-	National Commission for Persons with Disabilities
ND	-	National Diploma
NDE	-	National Director of Employment
NDEPS	-	National Digital Economy Policy and Strategy
NDLV	-	National Digital Literacy Framework
NDISEP	-	Nigerian Digital Innovation, Entrepreneurship and Start-up Policy
NECA	-	Nigeria Education Consultative Association
NEDC	-	North-East Development Commission
NEMA	-	National Emergency Management Agency
NEMIS	-	Nigeria Education Management Information System
NER	-	Net Enrolment Rate
NERDC	-	Nigeria Educational Research and Development Council
NFLV	-	National French Language Village
NgREN	-	Nigerian Research Education Network
NGOs	-	Non-Governmental Organisations
NID	-	National Innovation Diploma
NIT	-	National Institute of Technology
NIMASA	-	Nigerian Maritime Administration and Safety Agency
NINLAN	-	National Institute for Nigerian Languages
NLN	-	National Library of Nigeria
NLTF	-	National Lottery Trust Fund
NLP	-	National Language Policy
NMEC	-	National Commission for Mass Literacy, Adult and Non-Formal Education
NNPC	-	Nigeria National Petroleum Corporation
NPC	-	National Project Coordinator
NOA	-	National Orientation Agency
NOTAP	-	National Office for Technology Acquisition and Promotion

NPoC	-	National Population Commission
NPE	-	National Policy on Education
NPOM	-	National Productivity Order of Merit
NQF	-	National Qualifications Framework
NSC	-	National Skills Council
NSIP	-	National Social Investment Programme
NSSEC	-	National Senior Secondary Education Commission
NSQF	-	National Skill Qualification Framework
NTEP	-	National Teachers Policy
NTC	-	National Technical Certificate
NTI	-	National Teachers' Institute
NITDA	-	National Information Technology Development Agency
NUC	-	National Universities Commission
NUNA	-	National University of Nigeria, Abuja
NVC	-	National Vocational Certificate
NVQF	-	National Vocational Qualification Framework
ODeL	-	Open, Distance and E-learning
OFR	-	Order of the Federal Republic
OON	-	Officer of the Order of the Niger
OOSC	-	Out-of-School Children
OPS	-	Organised Private Sector
OSSAP-SDG	-	Office of the Senior Special Adviser to the President on Sustainable Development Goals
PG	-	Post Graduate
PLANE	-	Partnership for Learning for All in Nigeria
PPPs	-	Public-Private Partnerships
PRO-ACAD	-	Professional Academic
RBT	-	Renewable Energy Technology
R&D	-	Research and Development
SAN	-	Senior Advocate of Nigeria
SAME	-	States, Agency for Mass Education
SDGs	-	Sustainable Development Goals

SEMA	-	State Emergency Management Agency
SEMIS	-	State Education Management Information System
SESOP	-	State Education Strategic Operational Plan
SMEDAN	-	Small and Medium Enterprises Development Agency of Nigeria
SMASE	-	Strengthening Mathematics and Science Education
SMoE	-	State Ministry of Education
STEM	-	Science, Technology, Engineering, and Mathematics
STEAM	-	Science, Technology, Engineering, Arts and Mathematics
STUP	-	Special Teachers Upgrading Programme
SUBEB	-	State Universal Basic Education Board
SSEBs	-	State Secondary Education Boards
SWOT	-	Strengths, Weaknesses, Opportunities and Threats
TEA	-	Total Early-Stage Entrepreneurial Activities
TEDFA	-	Teacher Development Fund Account
TSE	-	Technology & Science Education
TWIES	-	Teacher Industrial Work Experience Scheme
TETFund	-	Tertiary Education Trust Fund
TLR	-	Teaching and Learning Resources
TP	-	Teaching Practice
TRCN	-	Teachers Registration Council of Nigeria
TCs	-	Technical Colleges
TTC	-	Teacher Training College
TVET	-	Technical and Vocational Education and Training
TVE	-	Technical and Vocational Education
UBEC	-	Universal Basic Education Commission
UNDP	-	United Nations Development Programme
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation
UNFPA	-	United Nation Fund for Population Activities
UNICEF	-	United Nations Children Fund
UNIDO	-	United Nations Industrial Development Organisation
USAID	-	United States Agency for International Development

- UTME - Unified Tertiary Matriculation Examination
- VEIs - Vocational Enterprise Institutions
- WASH - Water, Sanitation and Hygiene

FOREWORD

Education remains our compass with which we shall continue to navigate and smoothen our hitherto tortuous development path to have a Nigeria where every citizen has unhindered opportunity to realise his or her life ambition and lead a meaningful life that is useful to himself, immediate community, the country and the global community. As the light of the nation, my administration will sharpen Nigeria's focus on ensuring an abundance of human and material resources for the education sector that would invariably lead to improved educational outcome in Nigeria.

I am, therefore, pleased to see a Roadmap developed so timely for the sector which places a great deal of emphasis on revamping our educational system to ensure equitable access to quality education, improved learning outcomes and a strengthened system. We can no longer accept exceptional stories of excellence in various educational pursuits by Nigerians outside the country without seeing more of same within our shores.

By paying particular attention to the acceleration of skills and entrepreneurship education that underlies critical aspects of our development, this roadmap is also set to provide the foundation for equipping Nigerian youths with knowledge, skills and attitudes that would ensure their employability. I, therefore, look forward to a smooth transformation and even commercialization of innovative products and services through an effective research and innovative education that would bring about better industrial development.

Creating the Nigeria we desire is a collective responsibility, which the Roadmap recognizes and has clearly spelt out expected responsibilities of all stakeholders in the education sector, especially its emphasis on collaboration and partnerships with the State Governments, Traditional and Opinion Leaders as well as Development Partners.

I enjoin all stakeholders to support the implementation of this Roadmap and look forward to quick results because there are many low-hanging fruits for us to quickly pluck on the basis of a reinvigorated drive underlined by a renewed hope and passionate commitment to turn our educational fortunes around.

God Bless Nigeria.

President Bola Ahmed Tinubu, GCFR
President and Commander-In-Chief
Federal Republic of Nigeria.

PREFACE

His Excellency President Bola Ahmed Tinubu's, GCFR administration is driven by a vision of "improving the lives of Nigerians in a manner that does not only reflect our humanity but encourages compassion towards one another and duly rewards our collective efforts to resolve the social ills that seek to divide us". Pivotal to this vision is the need to harness Nigeria's excellence in educational pursuits, that resonates globally, to turn around our dwindling educational system.

The idea for a Roadmap on Education for the Renewed Hope agenda, was birthed by Mr. President's magnanimous declaration to commit twenty-five percent of Nigeria's annual budget to education with the proviso that it is contingent upon clearly defined and unambiguous policies, implementation strategies and visible actions that deliver education as a tool for supporting all Nigerians to reach their full potential, contribute to national development and take advantage of information, communication and technology to be globally relevant.

The Education for Renewed Hope: Roadmap for the Nigerian Education Sector (2024 – 2027) lays down the building blocks and strategies to address critical challenges and capitalize on strategic opportunities in order to transform and elevate the quality of education in alignment with national goals and global standards. It is also expected to serve as a guiding framework to navigate the complexities of the education sector, ensuring that it evolves in response to changing socio-economic dynamics, technological advancements, and the growing needs of our youth.

The Strategic Plan of Action sets out clearly the key issues, challenges and strategies to be undertaken by relevant stakeholders in order to achieve set targets for each activity within specific time frames. This Roadmap is practical, problem-solving and realistic, but it shall continue to welcome rigorous discussion with all levels of stakeholders in order to ensure a sustainable and enduring outcome, education and learning being a very dynamic and ever evolving activity. It is important to note that the Roadmap incorporates in practical terms the Ministerial Mandate of the President as developed by the Policy and Coordination Unit, with the leadership of Special Adviser, Hadiza Bala Usman.

The successful implementation of this Strategic Plan of Action requires marshalling out all efforts by all levels of government, stakeholders, community leaders, religious leaders, civil society organizations, organized private sector and Development Partners.

It is our sincere hope that this noble initiative – Education for Renewed Hope: Roadmap for the Education Sector in Nigeria (2024-2027) would serve as appropriate sign posts that would lead to the desired reform and expected improvement in the education sector.

Prof. Tahir Mamman, OON, SAN
Honourable Minister of Education
Federal Republic of Nigeria

ACKNOWLEDGEMENT

Together with the Honourable Minister of Education, Prof. Tahir Mamman OON, SAN and the management of the Federal Ministry of Education, I want to thank God Almighty for giving us a President Bola Ahmed Tinubu GCFR, at this point in our nation's history. We thank Mr. President for providing a determined and focused leadership to turn around our educational system for national relevance and global competitiveness.

This Roadmap would not have been possible without the undying dedication and commitment of a group of eight patriotic Nigerians who served as members of the Committee and literally provided pro bono services. We remain grateful to you.

I also wish to acknowledge, with gratitude and appreciation, the cooperation and assistance received from various organizations, institutions, groups and individuals within and outside the country, who provided invaluable insights to this roadmap.

We remain grateful to all participants at the over-subscribed Stakeholders' Engagement workshop, held on October 19th, 2023, for their invaluable contributions to fixing the final nuts and bolts for the Roadmap. I particularly want to appreciate members of the National Assembly, Special Adviser to the President on Coordination, State commissioners, the facilitators, Ministries, Extra-Ministerial Departments and Agencies (MDAs), the academia, the private sector, Professional Bodies, Civil Society Organisations, all the Tertiary-Institutions Based Union members, secretariat of Education Roadmap Committee and other too numerous to mention.

Finally, I want to appreciate the staff of the Federal Ministry of Education and its agencies for the support provided for this exercise and the guidance to be provided in its implementation.

It is my hope and prayers that the Almighty God would guide and help us to see to the successful implementation of this Roadmap for the good of all Nigerians.

Dr. Hon. Yusuf Tanko Sununu
Honourable Minister of State (Education).

INTRODUCTION

The benefits of education as seen in every aspect of life are particularly crucial for national development. It is a well-known fact that if the Education Sector is fixed every other sector will work perfectly. Education is therefore, key to all national development efforts and it is in light of this that the present administration of President Bola Ahmed Tinubu, GCFR is committed to overhauling the education sector. In order to make significant impact, the administration recognizes that Nigeria's education system must prepare and equip the citizenry to effectively contribute their quota and discharge their responsibilities for national development.

Every education system should be able to produce middle-level and high-level manpower with the requisite knowledge, skills and competencies needed to drive the country's quest for sustainable development and increased national and international prosperity. Education must prepare and equip Nigerian youths to take competitive advantage of the 21st century knowledge-driven economy nationally and internationally and achieving this requires making radical changes to the nation's education sector.

Nigeria's education sector has witnessed significant changes over the past three decades. However, the convergence of demographic, social, economic, and historical factors, at this time of our national trajectory, has culminated in critical junctures for the education landscape. At this pivotal moment, the sector is at a tipping point concerning human capital development, limited employment opportunities, quality education and entrepreneurship, particularly in light of the country's teeming youth population and its implications on the economy.

Previous administrations have made efforts to address these challenges. One of such is the recently developed and implemented Education for Change: Ministerial Strategic Plan (2018-2022) and its successor MSP (2024-2027) which has been finalized and presented for evaluation. The aim of these MSPs was to deliver better, qualitative, and functional education sector to the Nigerian citizenry.

The instrumentality of the MSP (2018-2022) comprises ten pillars focusing on the three result areas of increasing access to education, improving the quality of

education, and strengthening the overall educational system in Nigeria. Some achievements were recorded; however, the sector still faces substantial structural challenges that need to be addressed. These challenges include, amongst others, inadequate infrastructure, outdated curriculum, inadequate funding, insufficient teacher training, low teacher quality and limited access to quality education, notably in rural areas. In order to realize the President Bola Ahmed Tinubu administration's agenda of optimizing economic growth and employment and revitalizing the industrial sector, it is paramount to advance comprehensive and consolidating reforms in Nigeria's education sector from the basic to the tertiary level. A well-structured roadmap is very essential to guide and consolidate these reforms, aligning the education system with current socio-economic realities and the global competitiveness of the 21st century.

Furthermore, a roadmap for the education sector will lay down the building blocks and strategies to address critical challenges and capitalize on strategic opportunities in order to transform and elevate the quality of education in alignment with national goals and global standards. This comprehensive roadmap will serve as a guiding framework to navigate the complexities of the education sector, ensuring that it evolves in response to changing socio-economic dynamics, technological advancements, and the growing needs of a youthful population. Through strategic planning and targeted interventions, the roadmap should aim to foster human capital development, promote economic competitiveness, generate employment opportunities, and rejuvenate the industrial sector, ultimately contributing to sustainable national progress and prosperity.

Providing a robust education sector for young people today is therefore a panacea to how much progress Nigeria will make as a country in the future. A competitive education sector is essential for achieving sustainable economic growth and development. By developing Roadmap for the education sector, Nigeria can ensure that its young people are equipped with the knowledge and skills they need to contribute to the country's progress.

The Roadmap (2024-2027) is a 'Marshal Plan' that is targeted at articulating a pathway for repositioning Nigeria's education sector to effectively play its central role

in national reforms and in achieving the development agenda of the present administration. The impact assessment of the previous plans was carried out, emerging issues were considered, synthesized and articulated into this document which will be the Roadmap to guide the sector from 2024 to 2027. The Strategic Plan of Action is built on nine (9) Focus Areas articulated into thirteen (13) Thematic Areas.

The eight (8) Focus Areas are:

1. Equitable Access
2. Quality Education and Learning Outcomes
3. Skills and Entrepreneurship Education
4. Research and Innovation Education
5. Infrastructure Planning
6. Education Financing and Resourcing
7. System strengthening
8. Policy Recommendations

The thirteen (13) Thematic Areas are:

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

Each Focus Area represents the critical expected outcome area that needs to be well-structured in order to position the education for growth and development, while the Thematic Areas are the challenges in the education sector which, if addressed, will go a long way in strengthening the entire education system. For each Thematic Area, there are clear and well-defined turnaround strategies together with the activities to be implemented in achieving the set targets as well as the implementing organisations.

THE ROADMAP STRATEGIC OBJECTIVES AND OUTCOME

(A) Objectives of the Road Map 2024-2027

The main objective of the Roadmap 2024-2027 is to develop a plan that would:

1. Reposition the education sector to enhance quality at all levels driven by well-articulated policies and current strategic reform and renewal initiatives.
2. Reinvigorate and strengthen the provision of vocational, technical and entrepreneurship education especially at the senior secondary level.
3. Upgrade, revamp and build new educational infrastructures including schools, classrooms, libraries, workshops, laboratories, modern education media and special needs education centres for functional education delivery at all levels.
4. Re-engineer tertiary institutions to achieve transition to innovative financial management and autonomy.
5. Widen opportunities and ensure that quality education is accessible to all, with particular attention to the marginalised and underserved populations, reducing disparities, and assuring equity and inclusiveness.
6. Strengthen and refocus research, development, and innovation in science, technology, socioeconomic wellbeing.
7. Diversify educational programmes to create a workforce that will tap into opportunities in the sub-sectors of technology, science, digital economy, green economy, blue economy, bio-diversity, and the arts, culture, values, ethics and creative economy.

8. Reinvigorate and strengthen a result-oriented system mechanism, and well-coordinated processes and standards for monitoring and evaluating reforms and programmes in the education sector.
9. Enhance the quality of education at all levels by updating the curriculum to incorporate modern teaching methodologies, improve the skills, entrepreneurship and overall learning experience for learners.
10. Increase the number of qualified teachers
11. Increase the provision of quality Teaching and Learning Resources (TLR)
12. Develop strategies to increase basic education budget
13. Mainstream inclusive education
14. Ensure implementation of the minimum standards for safe school
15. Strengthen summative and formative assessment
16. Strengthen data collection, management and use through EMIS, TMIS and LURITS
17. Strengthen national, state and local capacity to develop result-based sector planning (e.g., MSP, SESOP, LESOP)
18. Increase opportunities to develop skills in demand, increasing digital skills, climate literacy, 21st century skills, and employability skills
19. Strengthen and bridge non-formal education through support for IQS, digital learning, TV/Radio programmes, learning at community centres)
20. Increase financial and technical investment in pre-primary education and early learning
21. Position Nigeria as a competitive player in the global economy by producing graduates who can compete internationally and contribute to technological advancements.

(B) Outcome

A reformed education sector that provides access to quality education for all and capable of producing highly skilled and educated workforce equipped with entrepreneurial skills to break the cycle of poverty and guarantee sustainable economic growth and global competitiveness.

THE ROAD MAP 2024-2027 AND ADMINISTRATION OF EDUCATION IN NIGERIA

Education is on the concurrent legislative list and as such its management and administration has a lot to do with interrelationships and interface between the different tiers of government i.e., federal, state and local governments. Therefore, there is need for synergy and regular communication between these levels. For the interventions articulated in the Roadmap to be implemented effectively, there is the need to put in place a multi-tier interactive and communication system that will engender collective ownership of educational policies and programmes.

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

THE FOCAL AREAS AND THE EXPECTED OUTCOMES OF THE ROAD MAP 2024-2027

1. Equitable Access

Issues of access to education in Nigeria have to do with enhancing the capacity of Nigeria's formal and non-formal education systems to provide equitable access to (a) over 90% of out-of-school and school-aged children in basic and senior secondary education, (b) 70 per cent of eligible youths to Technical, Vocational Education and Training (TVET) and tertiary education and (c) 75 per cent of non-literate adults to non-formal education and lifelong learning opportunities. With about 35.7% and 33.3% shortfall in access to children of school age at the Basic, Secondary and Technical Education levels, Nigeria comes up as one of the worst in the world. The situation is similar at the tertiary level with only about 35% of those seeking admission being eventually admitted. The focus is therefore, to ensure that all children

of school age and other Nigerians have unfettered, inclusive access to education from basic to tertiary level. The Thematic Areas under this focus Area are:

- Out of School Children,
- Basic and Secondary Education,
- Girl Child Education,
- TVET,
- Entrepreneurship Education,
- Adult and Youth Literacy, and
- Tertiary Education.

2. Quality Education and Learning Outcomes

Issues of quality education have to do with strengthening the human capacity for learner-centred interactive teaching and quality assurance at all levels of educational development in Nigeria in order to enhance innovativeness, functionality, relevance, market-driven knowledge and skills. The target here is to be able to recruit and train qualified teachers who would be able to deploy modern pedagogies in instructional methods in a conducive learning environment that can improve competence and skills of learners to achieve lifelong goals. The Thematic Areas under this Focus Area are:

- Curriculum and Policy Matters,
- Teacher Education and Training,
- Library Services, and
- Entrepreneurship Education.

3. Skills and Entrepreneurship Education

Globally, skills have become the new currency of employment in the 21st century economies. These skills are also dynamic as technology changes with emergence of innovations in different fields. Nigeria is Africa's largest economy and the most populated with about 20% of the continent's population. The country is also witnessing massive infrastructural projects which would have been avenues for job creation and empowerment. Unfortunately, these have become tall orders as most of the manpower needed is imported because of the dearth of skills among the teeming youth population.

The Nigeria Skill Qualification Framework (NSQF) is a system introduced by the Federal Government to address the dearth of skills in Nigeria. The system approved the development, classification and recognition of skills, knowledge, understanding as well as competencies acquired by individuals irrespective of where and how the training or skill was acquired. TVET on the other hand equips individuals with skills necessary to translate passion into concrete products and enterprises to satisfy human needs and the needs of growing societies. It is important that technical and vocational skills learners are exposed to entrepreneurship education and competencies and those TVET institutions emphasize entrepreneurship learning. Such training promotes creativity, innovation, and an entrepreneurial mindset that engenders sustainable business practices, leading to venture growth and survival.

Entrepreneurial learning is also essential in Nigeria as it develops into a knowledge-driven economy. Entrepreneurship is recognized as a key driver of sustainable economic growth, innovation and job creation. Entrepreneurship ensures critical structural and functional changes in the labour markets and indeed market models. Skilled employees become more engaging with their employers (both in public and private sector), taking initiatives and reducing bottlenecks. Enterprises become problem solvers, embedding technology, innovation and team spirit in their processes and practice.

An integration of entrepreneurship into learning will propel Nigeria towards the path of industrialization, giving it the needed lead to economic diversification and citizens' emancipation. Such fusion will ensure that natural resources which are the key variables in technological development as promoted by TVET are optimally harnessed and utilized in line with the fourth (4th) industrial revolution that calls for nanotechnology, the internet of things, circular economy and big data technologies.

The Senior Secondary Education Curriculum contains enriched contents and areas of specialisation that are aimed at addressing developmental issues and providing wider opportunities and skills for manpower development. Apart from its four distinct fields of study and other cross-cutting subjects, the SSEC comprises 34 Trades and entrepreneurship subjects from which a student must learn at least one.

The implementation of the Entrepreneurial Trades curricula in senior secondary schools nationwide which started in September, 2011 has reached its first 4-5 year cycle and is due for review. There seems to be a lack of proper understanding of the philosophy, concepts, principles, organisation and content specifications of the entrepreneurial trades' curricula, and there are also assertions that the current 'Entrepreneurship Trade' subject's curricula are not sufficiently infused with adequate entrepreneurship content to impart the desired entrepreneurial competencies (i.e., knowledge, skills, qualities and attitudes including innovation and creativity) among Nigerian youths. There is also dearth of teachers, facilities and equipment which impedes effective teaching and implementation.

These have eventually continued to widen the skills, technical and entrepreneurship gaps. Clearly, therefore, there is an urgent need to review the senior secondary school curriculum in order to strengthen the skills, technical and entrepreneurship subjects. This is one of the important steps to take in order to achieve the desired goal of youth training and employment.

The Thematic Areas under this Focus Areas are:

- TVET,
- STEAM,
- Entrepreneurship Education, and
- Curriculum and Policy Matters

4. Research and Innovation Education

Tertiary institutions have been called the bedrock of a nations' development. Silicon Valley in the US has been the centre for several research and technology-driven innovations and start-ups. It is the host to several research parks and technology centres. History has it that Silicon Valley is an off-shoot of the intersection of a skilled science research base of surrounding Universities, supportive Government Regulation, plus constant private and public spending. The hub prides itself as the home to many entrepreneurial start-ups. Entrepreneurs are supported through research to set up thriving sustainable, technology-savvy ventures with global presence.

Entrepreneurship education is very sacrosanct for effective and impactful research. With entrepreneurship embedded in research and innovation, critical values are exhumed and effected for start-ups and MSME development along the TVET lines.

The Thematic Areas under this Focus Areas are:

- Tertiary Education,
- TVET, and
- Entrepreneurship Education
- Curriculum and Policy Matters

5. Infrastructure Planning

Education infrastructure is an important factor in determining the quality of learning and graduates being churned out, however, most public schools lack basic infrastructure, such as conducive classrooms, quality playgrounds for co-curricular and sporting activities, laboratory, library, electricity and a quality learning environment. While existing infrastructures in some public schools are in deplorable condition, others are below acceptable standards and, in few cases, non-existent. For example, in some of these schools, there is lack of functional sanitary facilities; hence, the 'bush' serves that purpose in such schools. The focus of the Road Map is therefore, to develop strategies that will systematically ensure adequate provision of infrastructure in schools in the next five to ten years through targeted funding and Public Private Partnership.

The Thematic Areas under this Focus Area are:

- Basic and Secondary Education
- Girl Child Education
- Adult and Youth Literacy
- Tertiary Education
- TVET/Skills
- Entrepreneurship Education

6. Education Financing and Resourcing

Before 1986, African governments invested heavily in education. Studies show that in Nigeria and other countries in Africa, this was the period of the most rapid expansion of education. The economic crisis of the 1980s led to the introduction of Structural Adjustment Programmes (SAP) with prescription from the International Monetary Fund (IMF) and the World Bank for a reduction in public investment in education. In reality, this policy led to a decrease in public expenditure on education, increased participation of the private sector, commercialization of education and stagnation of salary of teachers in the face of inflation leading to a decline in the quality of education. One other factor that has led to the declining quality of education is the neglect of tertiary institutions in Nigeria especially as from the mid-1980s. This has led to decay in the educational sector of the country. Data used are Federal Government Recurrent Expenditure from 1980 to 2016 sourced from the Central Bank of Nigeria CBN Statistical Bulletin (2000 - 2011) and budget allocations from the Budget Office (1980-2016). The data also showed that Nigeria's budgetary allocation was less than the 26 per cent recommended by the United Nations Educational Scientific and Cultural Organisation (UNESCO) while the allocated funds were not fully implemented by the relevant agencies. For this to be corrected, it is recommended among others that, the country should implement at least the 26 per cent target in its yearly budgets, more funds should be allocated for capital projects and there is the need for recommitment and fiscal discipline in the formulation and implementation of budgets.

Furthermore, the pattern of education funding in Nigeria over time shows that education was being funded inconsistently depending on the interest of the government in office. It also shows that there is no consistency and continuity of programme of action by the successive governments. The expectation is to see a pattern that will show an increase over the period as an indication of a growing economy.

Education is central to human existence and development. It is through education that values are transmitted across generations. Education enables society to create and domesticate knowledge. In the kind of knowledge-driven society that the global village we call the world has turned into, any society that endangers its educational system,

endangers its future. Education institutions are the most important institutions for the creation and dissemination of knowledge. However, these institutions are expensive to run. Every society has to decide for itself how to run its educational institutions. One extreme position in terms of funding is for the direct beneficiaries of education to bear the full cost of such education. The other extreme at the other end of the funding spectrum is for government to bear the full cost. In between these two extremes are various funding options involving the direct beneficiaries, government and third parties.

In this Roadmap, the various options for education funding are recommended within the context of the country's stage of development and suggestions made on the way forward. The first option is for governments to be heavily involved in the funding of education. The second is that because government funding of her education institutions has not matched the growth of enrolment these institutions have been forced to increasingly look elsewhere for their sustenance. This has meant a steady increase in service fees for federal institutions and the introduction of tuition fees for state institutions.

Generally, Government funding of government-owned education institutions has not matched the growth of these institutions and there is a clear imperative, therefore, for government to increase such funding to at least match the minimum of 26 per cent of the federal budget as recommended by the UNESCO.

It is also established that the cost of providing good quality education to all qualified candidates is so much that government alone cannot do the job as the amount involved is more than the country's annual budget. It is imperative that other stakeholders have to contribute. However, to properly assess the required contribution of non-government stakeholders, government has to do its part by allocating a minimum of 26 per cent of its budget to education. There is also the need for government to promote fiscal discipline.

Returning education to its pride of place requires the absolute commitment and sincerity of purpose of all the stakeholders including the proprietors, management, staff, students, host communities, catchment areas and the citizens. However, critical

to an enduring, stable public education system is collective bargaining and keeping faith with all agreements, especially by the proprietors. When agreements are breached, it weakens the desire to enter more, and so subjects the education system to perennial crises.

The Nigerian public education system must have square pegs in square holes ably supported by government. It is hoped for instance that the full implementation of the blueprint of resuscitating public universities submitted by the Committee on Needs Assessment of Nigerian Universities (CNANU) inaugurated in 2012 by the federal government will be the starting point of a comprehensive turn-around of the public education system. The federal government should strive to progressively achieve the 26% UESCO benchmark in education funding while the tertiary institutions should also be given financial autonomy in order to complement the effort of government, so as to ensure the availability, acceptability and adaptability of education. The disbursement of extra-budgetary interventions such as TETFUND and NDDC funds should also be made to increase progressively. Government should also take steps to meet the minimum capital expenditure investment of at least 20% as recommended in the Education for All fast-track initiative benchmark and thereafter progressively increase it to 40%. A special education infrastructure funds should also be provided to bridge the infrastructure deficit.

The Thematic Areas under these Focus Areas are:

- i. Out of School Children;
- ii. Basic and Senior Secondary Education;
- iii. Girl-Child Education;
- iv. Youth and Adult Literacy;
- v. Technical & Vocational Education and Training (TVET);
- vi. Science, Technology, Engineering, Arts & Mathematics (STEAM);
- vii. Entrepreneurship Education;
- viii. Curriculum and Policy Matters;
- ix. Teacher Education, Capacity Building and Professional Development;
- x. Tertiary Education and Student Support Services;
- xi. Education Data and Planning;
- xii. Information Communication Technology in Education; and
- xiii. Library Services in Education and Education Resources

7. Systems Strengthening

Improved evidence-based decision-making that will assist transparency, governance, accountability and innovation in education delivery. The idea behind this pillar is to strengthen the system of education in Nigeria in order to ensure that planning and decision-making in the education sector are based on empirical evidence and credible data.

The Thematic Areas under this Focus Area are:

- Quality Assurance,
- Education Data, and
- Planning and ICT in Education.

8. Policy Recommendations

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

- Increase UBEC counterpart funding from 2% to 3%;
- Integrate the Universal Basic Education into the Almajiri and Tsangaya education system;
- Utilise part of the revenue generated by examination bodies to fund the review of curriculum; and
- Implement full financial autonomy for Tertiary Institutions.

CHAPTER 1: OUT- OF -SCHOOL CHILDREN

1.1 Introduction

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

1.2 Situation Analysis

The Sustainable Development Goal 4 of the 2030 Agenda is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. The new targets to be set must address the issue of children and youths who are currently out of school, which still constitutes a challenge, 19 years after the launch of UBE and the enactment of the UBE Act in 2004.

The last few decades witnessed a steady growth of both governmental and donor-driven interventions for educationally marginalised groups through separate provisions and initiatives, which seek to address the problems of exclusion. These initiatives had continued to engage with issues of educational organisation, structuring, curriculum design and mainstream schooling (such as nomadic, almajiri, and boy-child education). These efforts also included increase in the number of targeted funding and conditional cash transfer initiatives. The intervention of School Feeding Programme was aimed to enhance attendance and create role models through the Female Teachers Trainee Scholarship Scheme. Furthermore, the

concluded Better Education Service for All (BESDA) Project was an intervention aimed at bringing Out-of-School (OoS) children back to school. These initiatives, to a considerable margin, led to an increase in enrolment, reduction in long standing patterns of discrimination in access to education and made efforts to produce a more equitable distribution of schools and teachers in some cases (e.g., girl-child, nomadic-child, and almajiri-child). In spite of these efforts, a huge number of children between 6 and 17 are still out of school. These figures suggest that the educational process has given these groups of disadvantaged children very little access to education.

1.3 Challenges

The key issues and problems affecting the education of Out-of-School children include:

- socio-cultural factors, which include negative perception of the importance and value of Western education as well as low status accorded girl-child education;
- economic factors which include: poverty, child labour, migrant labour; distance from school and limited employment opportunities for school leavers;
- supply-side factors which include: non-availability of schools in some communities; learner-unfriendly school environment, and lack of provision for the education of special needs learners in basic education. Others are incessant teacher strikes and shortage of teachers in basic education;
- political and governance factors, including low level of political will, politicisation of basic education, weak school level governance and challenges of educational financing and management; and
- insecurity which includes attacks, displacements and disruptions affecting schooling in Nigeria.

Furthermore, it is pertinent to state that, the Federal Ministry of Education set up a Ministerial Technical Committee in 2012 to address the Out-of-School boy-child syndrome in the South-East and South-South geo-political zones. The Federal Government had also approved for funds to be sourced from UBEC for the project.

The initiative was, however, not completed although some states had made land available, and the process of curriculum integration had commenced. The curriculum was to be skills-based where the beneficiaries were to acquire technical, vocational and entrepreneurship skills within the framework of basic education. The programme is relevant to providing educational and skills acquisition opportunities for Out-of-School youths in these geo-political zones, and other zones or states.

1.4 Strategies for addressing the issues and challenges

The strategies that need to be adopted to address the challenges include:

- Providing technical, vocational, entrepreneurship and trade skills to the out-of-school children and youth within the framework of basic education.
- Reactivating the initiative on the out-of-school boy-child syndrome, especially in the South-East and South-South geo-political zones as well as other geopolitical zones of the country.
- Implementing the Accelerated Basic Education Programme.
- Operationalising the open school programme across the states and FCT.
- Reinvigorating and strengthening the integrated Tsangaya and Quranic Education programmes.
- Sustaining the school feeding programme to attract and retain children in school.
- Providing textbooks and other learning materials to learners.
- Strengthening the non-formal sector through adequate funding.
- Involving stakeholders at all levels to ensure acceptability, effective delivery, and result-oriented outcomes.
- Incentivising teachers, learning facilitators and alarammas through the improvement of their conditions of service
- Incentivising students through targeted feeding programmes, and effective utilisation of social investment programmes.

- Driving political will at local and state levels through regular engagement and advocacy to political office holders and relevant stakeholders for policy reforms and funding.
- Engagement with development partners, donor agencies, private sector, civil society organisations, charity organisations, and foundations, for funding support.
- Exchanging visits locally and internationally to share knowledge, experiences, and best practices.
- Meeting stakeholder expectations in terms of standards, quality control, and accountability.
- Benchmarking performance using effective monitoring and evaluation data for almajiri and out-of-school children in Nigeria.
- Strict implementation according to operational manuals and guidelines.

1.5 Action Plan for Addressing the Challenges of Out-of-School Children

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding	Responsibility Plan	Key Performance Indicators
Provide technical, vocational, entrepreneurship and trades skills to the out-of-school children and youth within the framework of basic education.	1. Scale up Formal and Alternate School Systems	Reduce the OoSC population by 25% annually from the baseline of 10.2 million.	2024 – 2027	UBEC intervention fund, Development Partners, PPP with organisations such BOI, DBN, FME, NCAOOSCE	FME, UBEC, NERDC, NABTEB, NCAOOSCE, NBTE, SUBEBs, Sector Skills Councils.	Percentage of OoSC scaled down annually
	2. Reactivate the initiative on the out-of-school boy child syndrome especially in the South-East and South-South geo-political zones and upscale to other zones.	22 Vocational and entrepreneurship skills acquisition centres established (7 each in the south-east and south-south and 2 in each of the other zones).	2024 - 2027	UBEC intervention fund, Development Partners, PPP with organisations such BOI, DBN, FME, NCAOOSCE	FME, UBEC, NERDC, NABTEB, NCAOOSCE, NBTE, SUBEBs, Sector Skills Councils.	Number of Vocational and entrepreneurship skills acquisition centres in each of the affected zones.
	3. Develop and publish curricula in selected skill areas	Trade and entrepreneurship curricula developed and used in the centres	2024	UBEC intervention fund, SDGs, Development Partners	FME, UBEC, NERDC, NABTEB, NCAOOSCE, NBTE, SUBEBs, Sector Skills Councils	Trade and entrepreneurship curricula available in the training centres.
	4. Establish Special Evening Short Courses on Vocational, Technical and Entrepreneurship skills in areas of special needs throughout the country	37 special Evening Short Courses on Vocational/Entrepreneurship skills in areas of special needs in all states	2024 - 2027	UBEC intervention fund, CBN, NDE, SDGs, Development Partners, Lottery Trust Fund	FME, UBEC, NERDC, NCAOOSCE, NBTE, SUBEBs, Sector Skills Councils	Number of special evening short courses on vocational/ Entrepreneurship skills in areas of need established

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding	Responsibility Plan	Key Performance Indicators
	5. Provide qualified teachers, classrooms and basic needs for the special evening short courses	To train teachers on delivery short courses in TVET and Entrepreneurship	2024 - 2027	UBEC intervention fund, SDGs, Development Partners FME, NCAOOSCE	FME, UBEC, NERDC, NCAOOSCE, NBTE, SUBEBs, Sector Skills Councils	Number of teachers trained on delivery of TVET and Entrepreneurship
Implement the Accelerated Basic Education Programme (ABEP)	1. Establish Accelerated Basic Education (ABEP) Learning Centres across the States and FCT based on need	1000 ABEP learning centres established across the states and FCT	2024 - 2027	UBEC, SUBEBs, UNDP, USAID, NMEC, UNESCO, EU, FCDO, Lottery Trust Fund FMH& Poverty Alleviation	FME, UBEC, NERDC, NCAOOSCE, NMEC, NCNE, SUBEBs, State Agencies for Mass Education, SMoEs, FMH & Poverty Reduction	Number of ABEP learning centres established across the States and FCT
	2. Enrol and transition over-age OoSC and youth in the learning centres	500,000 over-age OoSC and youths provided quality equivalent basic education annually	2024 - 2027	UBEC, SUBEBs, SDGs, UNDP, NMEC, USAID, UNESCO, EU, FCDO, Lottery Trust Fund FMH& Poverty Alleviation, other development partners	FME, UBEC, NERDC, NCAOOSCE, NMEC, NCNE, SUBEBs, Agencies of Mass Education, SMoEs, FMH & Poverty Alleviation	Number of learners enrolled and transitioned annually across the states and FCT
	3. Operationalise the open school programme across the states and FCT	500,000 over-age OoSC and youths provided quality basic skills and entrepreneurship education annually	2024 - 2027	UBEC, SUBEBs, UNDP, USAID, NMEC, UNESCO, EU, FCDO, Lottery Trust Fund FMH& Poverty Alleviation	FME, UBEC, NERDC, NCAOOSCE, NMEC, NCNE, SUBEBs, Agencies of Mass Education, SMoEs, FMH & Poverty Reduction	Number of learners enrolled and transitioned annually across the states and FCT

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding	Responsibility Plan	Key Performance Indicators
	4. Recruit and train teachers and facilitators on the ABEP curriculum delivery	5000 teachers and facilitators recruited and trained on the ABEP curriculum delivery	2024 - 2027	UBEC, SUBEBs, UNDP, USAID, NMEC, UNESCO, EU, FCDO, Lottery Trust Fund FMH& Poverty Alleviation	FME, UBEC, NERDC, NCAOOSCE, NMEC, NCNE, SUBEBS, Agencies of Mass Education, SMOEs, FMH&Poverty Reduction	Number of teachers and facilitators recruited and trained annually.
	5. Print and distribute the ABEP curricula, Implementation Guidelines and Training Pack	States and FCT have adequate copies of the ABEP curricula, Implementation Guidelines and Training Pack	2024-2025	UBEC, SUBEBs, UNDP, USAID, NMEC, UNESCO, EU, FCDO, Lottery Trust Fund FMH& Poverty Alleviation.	FME, UBEC, NERDC, NCAOOSCE, NMEC, NCNE, SUBEBS, Agencies of Mass Education, SMOEs, FMH & Poverty Alleviation	Number of copies of ABEP curricula, Implementation Guidelines and Training Pack available in the states and FCT
Inclusivity: Drawing on all skills base	Review and integrate foundational literacy and numeracy skills into the curriculum for non-formal setting	At least 10 additional non-formal schools using updated curricula by 2027	2024 - 2027	NERDC, NUC, NBTE, NCCE, NSSEC	NERDC, NUC, NBTE, NCCE, NSSEC	Number of non-formal school using the updated curriculum
Reinvigorate and strengthen the integrated Tsangaya and Quranic Education programmes	1. Establish Madrasaat, Tsangaya and Model Integrated Schools	100,000 Model Tsangaya and OOSC Learning Centres established in 4 years	2024 -2027	UBEC, NCAOOSCE, NCNE, DPs, Local Communities, States and FCT	UBEC, NCAOOSCE, NCNE, States and FCT	Number of model Tsangaya and OOSC Learning Centres established.
	2. Re-activation and integration of tsangaya and almajiri schools	All tsangaya and almajiri schools re-activated and integrated	2024 -2027	UBEC, NCAOOSCE, NCNE, States and FCT	UBEC, NCAOOSCE, NCNE, States and FCT	Number of model Tsangaya and OOSC Learning Centres established.
	3. Enrol and integrate 4 million OOSC and 4 million Almajiri into the school system	Integration of 8 Million Almajiri and OOSC into the school system	2024 -2027	UBEC, NCAOOSCE, NCNE, DPs, Local Communities, States and FCT	FME, NCAOOSCE, UBEC, NCNE, States and FCT	Number of Almajiri and OOSC enrolled and integrated

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding	Responsibility Plan	Key Performance Indicators
	4. Conduct training for Tsangaya and Islammiya School teachers on Basic Techniques of teaching Arabic Language.	Train 5000 Tsangaya and Islammiya School teachers on Basic Techniques of teaching Arabic Language	2024 - 2027	SDG, UBEC, UNICEF, Lottery Trust Fund, NMEC, NEDC, NBAIS, ICESCO	FME, NALV, NCAOOSCE, States and FCT, NEDC, NATCOM-ICESCO	Number of Tsangaya and Islammiya teachers trained
	5. Recruit teachers and learning facilitators	160,000 teachers and facilitators successfully recruited	2024 - 2027	SUBEBS, NCNE, NCAOOSCE	SUBEBS, NCNE, NCAOOSCE	Number of teachers and facilitators recruited
	6. Procure Teaching and Learning Materials (TLMs)	16 million TLMs adequately Procured per year	2024 - 2027	UBEC, SUBEBs, NCNE, NCAOOSCE	NCAOOSCE, UBEC	Number of TLMs procured and distributed
Expand Access to Arabic Literacy for out-of-school children and youths	1. Enrol Out-of-School Children (Girl-child) to undergo a programme on Basic Arabic Literacy skill and entrepreneurship acquisition	Train 3000 girls on Basic Arabic Literacy and skill acquisition.	2024-2027	SDG, UNICEF, AGILE, ICESCO	NALV, States/FCT Ministry of Education, NGOs, NERDC, NATCOM-ICESCO	Number of out of school children (Girl-child) trained.
	2. Enrol of Out-of-school children (Almajiri) [Boys and Girls] to undergo a programme on Basic Arabic Literacy	Train 5000 Almajiri [Boys and Girls] to undergo a programme on Basic Arabic Literacy	2024-2027	SDG, UNICEF, AGILE, ICESCO	NALV, Almajiri Commission, States/FCT Ministry of Education, NGOs, NATCOM-ICESCO	Number of out of school children (Almajiri) trained

CHAPTER 2: BASIC AND SENIOR SECONDARY EDUCATION

2.1 Introduction

Basic Education is the education given to children aged 0-15 years. It comprises 5 years of Early Childhood Education (0-5), 1-year pre-primary, 6 years of primary and 3 years of Junior Secondary education in formal schooling. It also covers special interventions directed at nomadic, pastoralist and migrant fisher-folks, mass literacy as well as the almajiri and other vulnerable and excluded groups. The federal agency responsible for the implementation of basic education is the Universal Basic Education Commission (UBEC). Other agencies involved are National Commission for Nomadic Education (NCNE) and National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC). There are also similar bodies at the States and the Federal Capital Territory (FCT). Basic education, fundamentally, seeks to provide the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement.

Senior Secondary Education provides learners ages 16 – 18 years the opportunity to acquire additional knowledge, life skills and traits beyond basic education. Senior Secondary Education is essentially intended to prepare the Nigerian child for higher education, cater for different dispositions and interests of the learner and prepare them for future roles in the society while fostering patriotism, national unity and security. The agency coordinating the implementation of senior secondary education is the National Senior Secondary Education Commission (NSSEC). Similar bodies exist in all states of the federation and FCT.

The attainment of the objectives of these levels of education depends on provision of adequate infrastructure, effective planning, coordinated policy formulation and implementation, relevant and functional curriculum, massive investment and deployment of adequate qualified manpower to effectively deliver the curriculum.

2.2 Situation Analysis

The Universal Basic Education (UBE) programme was designed to be a veritable tool for achieving some of the Education for All (EFA) goals as articulated in the Dakar Framework of Action (2000). These include:

- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- Ensuring that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, had access to, and completed, free and compulsory primary and junior secondary education of good quality.
- Eliminating gender disparities in primary and junior secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
- Improving all aspects of quality of education.
- Ensuring excellence so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Sustainable Development Goal 4 of the 2030 Agenda seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The new targets to be set must address the issues of children that are currently out-of-school, and gender disparities in Basic and Senior Secondary Education which still constitute a challenge, 19 years after the launch of UBE and the enactment of the UBE Law in 2004.

In terms of the quality of education, data from Monitoring and Learning Achievements (MLA) studies and the most recent national assessment indicate that pupils' learning outcomes are very unsatisfactory. Mean scores in literacy, numeracy and life skills are very low.

2.3 Challenges

Basic and Senior Secondary education have always been instruments for human capital development and attainment of national development, which is why they must constantly be focused to confront the challenges in the sector and meet the current national needs for economic reconstruction and social reengineering. The key factors that are impeding the attainment of the national targets and the full achievement of basic and senior secondary education include:

- Teachers are not sufficiently equipped to implement the national curriculum.
- Dilapidated and inadequate classrooms, furniture, sanitary, and toilet facilities.
- Dearth of textbooks and other instructional materials. The textbook-pupil ratio in some States ranges from 1:5 to 1:9. This has had adverse effects on the quality of education provided in schools.
- Insufficient capacity at State and Local Government levels to implement UBE programmes.
- Weak monitoring systems at the three tiers of government.
- Dearth of reliable data for planning and evaluating progress against set targets.
- Socio-cultural and economic barriers that create gender imbalance in Basic and Senior Secondary Education.
- Low enforcement of the UBE Act 2004, on enrolment, retention and completion.
- Failure of some States to provide UBE counterpart funding in order to access UBE Intervention funds as and when due.
- Insufficient deployment of ICT in basic and senior secondary education delivery.
- Insufficient provision of equipment for co-curricular activities.
- Poor attitude and low interest of school administrators, proprietors and

parents in co-curricular activities.

- Over-emphasis on the cognitive domain over psychomotor and affective domains.
- Insufficient facilities to take care of learners with special needs in line with National Policy on Inclusive Education.
- Indulgence in drug abuse and social vices; learners' restiveness leading to school-based gender violence and violent extremism.
- Insufficient Water Sanitation and Hygiene (WASH) facilities.
- Poor reading culture.
- Widespread insecurity.
- Insufficient number of qualified guidance and counselling personnel.
- Non-functionality of clubs and societies in school.
- Untimely review of curriculum.
- Slow pace of implementation of national policy on inclusive education.
- Interference of parents, host communities and trade unions in school administration.
- Poor relationship between the school and host community.

2.4 Strategies for Addressing the Issues and Challenges

The strategies and actions that need to be taken to address the challenges of Basic and Senior Secondary education are to:

- Ensure that governments at all levels provide unhindered access to quality Basic and Senior Secondary education for all learners of school age.
- Ensure that all learners at these levels have access to text books to attain the learning outcome benchmarks.
- Address current teacher supply gaps in basic education schools.
- Improve the capacity of State counterpart funding.

- Make Federal Education Quality Assurance Service (FEQAS) Supervisors and Quality Assurance officers in the States more effective.
- Enhance the quality of teachers, head teachers and school supervisors in basic education schools.
- Undertake Whole School Evaluation of Basic and Post-Basic schools to ensure that quality and set standards are maintained in schools nationwide.
- Recruit, train and retrain teachers.
- Engage sport specialists to organise programmes to encourage participation in Sports.
- Recruit, train and re-train personnel for co-curricular activities.
- Provide Guidance and Counselling services and personnel at all levels of education.
- Ensure functional clubs and societies in schools.
- Provide adequate educational resources.
- All stakeholders (administrators, trade unions, parents, teachers and host communities) must be in cordial relationship.
- Provide adequate security through perimeter fencing, trained security personnel etc.
- Review, production and distribution of Pre-Primary Education curriculum to the schools through the Ministries of Education and the Universal Basic Education Boards in the States (SMoEs and SUBEBs)
- Provide training centres for entrepreneurship education and training in communities.
- Raise UBEC funding level from the current figure of 2% of Consolidated Federal Revenue Fund to 3%.

2.5 Action Plan for Addressing the Challenges of Basic and Senior Secondary Education

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Encourage States and FCT to access Intervention Funds provided by UBEC and NSSEC	Improve incentivisation for States and FCT for accessing UBEC and NSSEC Intervention Funds	100% access to UBEC and NSSEC intervention funds by 36 states and FCT	2024 – 2027	UBEC, NSSEC, Development Partners, Alumni Associations, Adopt a Child, philanthropists (PPP)	FME, UBEC SMOE, SUBEBs, NSSEC	Number of States and FCT accessing 100% UBEC and NSSEC Intervention Funds.
Inclusivity: Drawing on all skills base	Review and facilitate the legislation and implementation of the National Book Policy to provide quality books and materials for learners	Provide at least 32 million books and learning materials to learners in schools annually Published at least 48 million text books annually Undertake at least 80 enforcement visits by 2027	2024 - 2027	UBEC, TETFund, UBEC, TETFund FME, UBEC	FME, UBEC FME, UBEC FME, UBEC	<ul style="list-style-type: none"> Number of books and learning materials provided to learners in schools Number of text books published in the country Number of Enforcement visits conducted
Build new basic education and senior secondary schools in communities with none or insufficient numbers	1. Conduct participatory school mapping exercise in all communities	A comprehensive data on the number of basic education and senior secondary schools	2024 - 2025	NBS, World Bank	FME, UBEC, SMOEs, SUBEBs, NSSEC, NCNE	Number of basic education and senior secondary schools in the states and FCT mapped
	2. Establish and equip neighbourhood and community schools that are learner-friendly in communities with	1,000 neighbourhood schools constructed annually	2024 - 2027	UBEC, FCT Education Secretariat, NCNE, SUBEBs,	FME, UBEC, SMOEs, SUBEBs, NCAOOSCE, NSSEC, Communities	Number of neighbourhood schools constructed annually

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
	none or insufficient basic education and senior secondary schools			NCAOOSCE, NSSEC, Communities, CSR		
Strengthen the carrying capacity of existing basic education and senior secondary schools	1. Conduct school carrying capacity needs assessment	Comprehensive data on basic education and senior secondary schools' carrying capacities across the states and FCT	2024 - 2025	UBEC, FCT Education Secretariat, NCNE, SUBEBs, NCAOOSC, NSSEC, Communities, CSR	FME, UBEC, NSSEC, SMOEs, SUBEBs, NCNE	Number of basic education and senior secondary schools' carrying capacities assessed across the states and FCT
	2. Build and equip additional classrooms in existing basic education and senior secondary schools	10,000 additional classrooms constructed annually in basic education and senior secondary schools across the states and FCT	2024 - 2027	UBEC, FCT Education Secretariat, NCNE, SUBEBs, NCAOOSC, NSSEC, Communities, CSR	FME, UBEC, NSSEC, SMOEs, SUBEBs, NCNE	Number of additional classrooms constructed annually in basic education and senior secondary schools across the states and FCT
	3. Recruit and deploy more qualified teachers to the schools.	2,000 qualified teachers recruited and deployed to basic education and senior secondary schools annually across the states and FCT	2024 - 2027	FME, States, FCT	FME, States, FCT	Number of qualified teachers recruited and deployed to basic education and senior secondary schools annually across the states and FCT
Introduce strategies that will increase enrolment, retention and	1. Implement school feeding programme across in all States and FCT	A meal per day provided to all children in schools	2024 - 2027	National Social Investment Programme (NSIP), UBEC, SUBEBs	FME, States and FCT, UBEC, SUBEBs	Number of schools providing one meal per day to all children in school.

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
completion of basic education by children and youths of school going age	2. Conduct and sustain enrolment drive through sensitisation and advocacy	Enrolment increased by 10% annually for the next four years	2024 - 2027	National Social Investment Programme (NSIP), UBEC, SUBEBs	FME, UBEC, NCAOOSC, SUBEBs, NCNE	Number of pupils enrolled annually
	3. Introduce morning and afternoon sessions in existing schools using current infrastructure.	Additional 3million pupils enrolled annually for next four years	2024 - 2027	DPs, UBEC, NCAOOSC,	FME, UBEC, SMOEs, NSSEC, SUBEBs, NCNE	Number of pupils enrolled annually as a result of the shift sessions
	4. Remove all forms of payments in public basic education schools	No charges imposed on any learner in public Basic Education schools in Federal, states and FCT	2024 - 2027	UBEC, NSSEC, NCAOOSC, World Bank	FME, UBEC, NCAOOSC States and FCT, SUBEBs, NMEC, NCNE	Number of states with no charges on learners in public basic education schools
	5. Provide additional safe school facilities for vulnerable schools across the states and FCT	All vulnerable basic education and senior secondary schools provided with safe schools facilities	2024 - 2027	FME, FMF, States and FCT, DPs,	FME, FMF, States and FCT, UBEC, NCAOOSC, NSSEC, NCNE, NSCDC, MOD, FMWA, FMHA	Number of schools provided with safe school facilities
Ensure equitable balance of male and female teachers between urban and rural areas to serve as role models for boosting girls' enrolment	Recruit, induct and deploy female community-based teachers to all schools	Achieve equitable balance of male and female teachers in urban and rural areas to serve as role models for boosting girls' enrolment	2024 - 2027	FME, States and FCT	FME, States and FCT, UBEC, NCAOOSCE SMOEs, SUBEBs,	Number of qualified female teachers recruited annually across the States and FCT
Broaden access to basic and senior education for disadvantaged children including	1. Establish special needs education schools for learners with special needs in all states and FCT	New special needs basic education and senior secondary schools established in each of the states and FCT	2024 - 2027	FME, States and FCT, KOICA	FME, UBEC, NSSEC, SMOEs, SUBEBs, NCAOOSCE	Number of Special Needs schools established in each State and FCT

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
those with special needs	2. Recruit special needs education teachers for all regular and special needs schools	Sufficient number of special needs education teachers recruited and deployed to regular and special needs schools	2024 - 2027	FME, National Commission for Persons with Disabilities (NCPD), DPs	FME, UBEC, NSSEC, SMOEs, SUBEBs, DPs	Number of special needs education teachers recruited and deployed annually in each State and FCT
	3. Expand the special needs education Centre at NERDC to effectively provide special services and learning resources for learners with special needs.	A functional a state-of-the-art special needs education Centre at NERDC	2024 - 2027	FME, National Commission for Persons with Disabilities (NCPD), DPs	FME, NERDC, UBEC, NSSEC, National Commission for Persons with Disability	Services and learning resources provided by the Centre to special needs schools and learners across the states and FCT.
	4. Establish a mechanism for inter-governmental relations (PPP, increased school enrolment, transition and completion for learners especially those with disabilities)	<ul style="list-style-type: none"> Establishment of 1 public private sector roundtable on education annually Development of operational guidelines for Roundtable (including areas of collaboration) one annually Implementation of action plan for 250 identified areas of collaboration, minimum 25 additional annually 	<p>2024 – 2027</p> <p>2024 – 2027</p> <p>2024 – 2027</p> <p>2024 – 2027</p>	<p>PPP, FME, NECA, ITF</p> <p>PPP, FME, NECA, ITF</p> <p>FME, DPs,</p> <p>UBEC, NSSEC, DPs</p>	<p>PPP, FME</p> <p>PPP, FME</p> <p>FME</p> <p>FME, UBEC, NSSEC</p> <p>FME, UBEC, NSSEC</p>	<ul style="list-style-type: none"> Number of PPP roundtable on education established Number of Operational guidelines for Roundtable developed Percentage implementation of action plan for identified areas of collaboration % increase in

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
		<ul style="list-style-type: none"> 100 percent increase in enrolment, retention, transition and completion rates for primary and secondary education-disaggregated by gender, region and disability, minimum 25% increase annually 100% increase in literacy and numeracy rates for primary schools, minimum 30% increase annually 100% implementation of the Strategic Roadmap for Inclusive Access to Quality Higher Education in Nigeria (2024 – 2028) National 	<p>2024 – 2027</p> <p>2024 – 2027</p>	<p>UBEC, NSSEC, DPs</p> <p>FME, TETFund , JAMB</p>	FME, TETFUND, JAMB	<p>enrolment, retention, transition and completion rates for primary and secondary education- Disaggregated by gender, region and disability.</p> <ul style="list-style-type: none"> % increase in literacy and numeracy rates for primary schools. % implementation of the Strategic Roadmap for Inclusive Access to Quality Higher Education in Nigeria (2024 – 2028) National Standards

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
		Standards, minimum 30% increase annually				
	5. Establish a mechanism for inter-governmental relations (PPP, increased school enrolment, transition and completion for learners especially those with disabilities)	40% increase students with Special need to Tertiary institutions, minimum 5% increase annually	2024 – 2027	FME, TETFund, Private Sector, Alumni Associations	FME, States Govt and FCT	<ul style="list-style-type: none"> • % increase of students with Special need to Tertiary institutions
		Undertake 28 training sessions and meetings with State MDAs with minimum increase of 4 annually	2024 – 2027	FME, TETFund, Private Sector, Alumni Associations, States Govt and FCT	FME, States Govt and FCT	<ul style="list-style-type: none"> • Number of training sessions and meetings held with State MDAs
		At least 30 million learners benefiting free and compulsory basic and secondary education annually	2024 - 2027	FME, UBEC, SMOEs, SUBEBs	FME, UBEC, SUBEBs, States Govt. and FCT	<ul style="list-style-type: none"> • Number of learners benefiting free and compulsory basic and secondary education
		45 new schools built and equipped in disadvantaged areas, over the next four years	2024 - 2027	FME, UBEC, SMOEs, SUBEBs	FME, UBEC, SMOEs, SUBEBs	<ul style="list-style-type: none"> • Number of new schools built and equipped in disadvantaged areas
		Enrol 825,000 students with disabilities cumulatively over the next 5 years			FME, UBEC, SMOEs, SUBEBs	<ul style="list-style-type: none"> • Number of

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
						students with disabilities enrolled
	6. Establish new nomadic schools for the migrant pastoralist, farmers and fisher-folks	150 new nomadic schools for the migrant pastoralists, farmers and fisher-folks established across the States and FCT	2024-2027	FME.	FME, UBEC, NCNE, SMOEs, SUBEBs, UNESCO, UNICEF, World Bank other International Development Partners (IDPs)	Number of nomadic schools established each year in each State and FCT.
	7. Rehabilitate Nomadic Schools nation-wide	1,500 classrooms rehabilitated annually	2024 - 2027	FME, NCNE, NCCE, UBEC, States and FCT	FME, NCNE, UBEC, States and the FCT Education Secretariat	Number of classroom blocks rehabilitated
Implement the NSSEC Law and domesticate at the 36 States and FCT	1. Conduct advocacy & sensitization visits to relevant stakeholders	Full implementation of the NSSEC law at the Federal States & FCT levels	2024 - 2025	NSSEC, FME, States and FCT	NSSEC, FME, States and FCT	<ul style="list-style-type: none"> • NSSEC law implemented by federal government • Number of States & FCT that have domesticated NSSEC laws and established SSEBs.
	2. To develop a guideline to access, disburse and utilize the NSSEC intervention funds	Disbursement and management of NSSEC Intervention Fund	2024 -2027	FME, NSSEC, States and FCT	FME, NSSEC, States and FCT	<ul style="list-style-type: none"> • Number of States that accessed NSSEC funds • Guideline printed and activated at federal and across all the States and FCT.

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Enhance radio transmission for increased access to basic education for the nomadic groups	1. Procure and install AM radio antenna	Enhanced transmission of lessons through radio programme	2024 - 2027	FME, NCNE States and FCT	FME, NCNE States and FCT	<ul style="list-style-type: none"> Number of Antenna installed Number of nomadic learners accessing the radio programmes
	2. Produce and air Educational Radio programmes for nomads	11,960 Educational programmes to be produced and aired	2023-2027	FME, NCNE, UBEC, DPs, States and FCT	FME, NCNE, UBEC, States and FCT	<ul style="list-style-type: none"> Number of educational programmes produced and aired
	3. Develop Interactive Radio Instruction (IRI) for Nomads	500 IRI Lessons for Levels 1-3	2024-2027	FME, NCNE, UBEC, States and FCT	FME, NCNE, UBEC, States and FCT	<ul style="list-style-type: none"> Number of IRI lessons developed
Increase access to the teaching and learning of French language	Introduce French Summer and Easter Holiday Programmes for Secondary School students' proficiency in French	3500 students to benefit from the programme annually	2024- 2027	Parents and school managements, SUBEBs.	French Teachers, Principals, Tourism Agencies	<ul style="list-style-type: none"> Number of students trained annually

Focus Area: Quality and standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Strengthen quality assurance services for efficient service delivery	1. Institute regular capacity building programme for Quality Assurance	Build and strengthen the capacity of Quality Assurance personnel in monitoring, supervision, assessment and evaluation in the Federal, States and FCT schools	2024 – 2027	FME, UBEC, NMEC, NCNE, States and FCT	FME, UBEC, NMEC, NCNE, States and FCT	Number of Quality Assurance personnel in the FME, States and FCT trained in monitoring, supervision, assessment and evaluation of schools

Focus Area: Quality and standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
	2. Strengthening the FEQAS and SEQAS in the 36 States and FCT	A more effective and efficient FEQAS and SEQAS at the Federal, 36 States and FCT.	2024 -2027	FME, States and FCT	FME, UBEC, NSSEC, NCNE, SMOEs, SUBEBs	Functional and sufficiently funded FEQAS and SEQAS at the Federal, 36 States and FCT
	3. Conduct Annual National Monitoring of Learning Achievement (MLA) to monitor and improve learning outcomes in partnership with States and relevant stakeholders	Institutionalise Annual National Monitoring of Learning Achievement (MLA) to monitor and improve learning outcomes	2024 – 2027	DPs, States and FCT	FME, UBEC, NCNE, SMOEs, SUBEBs, NERDC, NSSEC, UNESCO, NCCE, UNICEF and other development partners.	Annual report of Monitoring of Learning Achievement (MLA) published

Focus Area: Quality and standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Ensure that all basic education learners have access to quality textbooks to attain the learning outcome benchmarks.	1. Increase supply of textbooks in all subjects	Achieve 1:1 textbook ratio in all subjects for learners	2024 – 2027	UBEC, NCNE, UNESCO, UNICEF, World Bank	UBEC, NCNE, States and FCT	Number of learners with textbooks in all the subjects in each school in the states and FCT
	2. Introduce the track-and-trace system in the textbook supply chain.	Achieve a functional book distribution chain	2024 – 2027	FME, UBEC, DPs, States and FCT	NERDC, UBEC, NCNE, States and FCT	Number of textbooks in the track and trace system
Provide relevant textbooks and other instructional materials to basic education and senior secondary schools nationwide	Procure and distribute relevant textbooks and other instructional materials	Provide 20,000 basic education and senior secondary school textbooks and instructional materials annually nationwide	2023 – 2027	FME, UBEC, FSEC, NSSEC	FME, UBEC, NSSEC, FSEC, States and FCT	Number of schools supplied with relevant textbooks and instructional materials
Inclusivity: Drawing on all skills base	Review of the Universal Basic Education Commission (UBEC) Act (2004) to include the review of the UBEC Matching Grant Formula	<ul style="list-style-type: none"> • Amendment of UBEC Act 2004 • All States accessing UBEC matching grant 	2024	FME, UBEC	FME, UBEC	<ul style="list-style-type: none"> • UBEC Act 2004 amended • Number of states accessing UBEC matching grant

Focus Area: Quality and standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Enhance the security of and senior secondary schools	1. Procure and install security gadgets in senior secondary schools in security prone areas and	At least 10,000 security gadgets procured and installed in schools with security risk annually	2024 – 2027	FMF, FME, NSSEC, States and FCT	FME, FMF, NSSEC, States and FCT	Number of schools supplied with security gadgets
	2. Conduct advocacy and sensitization on security matters to stakeholders	Advocacy conducted in vulnerable areas	2024 – 2027	FMF, FME, NSSEC, States and FCT	FME, NSSEC, SMOEs, States and FCT	Number of advocacy and sensitization carried out
Improve the operational efficiency of Federal Unity Colleges	1. Conduct advocacy and sensitization workshop for SBMCs to ensure optimal implementation of SBMC as a Policy in FUCs.	Efficient SBMCs established in 112 FUCs	2024 -2025	FME, NSSEC	FME, NSSEC	Number of advocacy and sensitization workshop conducted
	2. Conduct NEEDS Assessment of 112 FUCs	NEEDS assessment of 112 FUCs conducted	2024 - 2025	FME, NSSEC	FME, NSSEC	Number of FUCs assessed
	3. Implement the disarticulation Policy in the FUCs	Complete disarticulation of 112 FUCs	2024 - 2025	FME, UBEC, NSSEC	FME, UBEC, NSSEC	Number of FUCs disarticulated

CHAPTER 3: GIRL-CHILD EDUCATION

3.1 Introduction

Education remains the most significant tool to empower girls within their families and communities and the society at large. Although education is a fundamental human right, gender inequality is considered a major concern in the current effort to provide quality education for all. Gender disparities exist in literacy levels, school enrolment and attendance, with women and girls highly disadvantaged. Girls are said to account for 60% of the combined population of out-of-school children and youths. It is estimated that 30% of girls aged 9-12 have never been in school at all. In northern parts of Nigeria, low-quality education prevents girls from learning the skills they need to develop and function well in the society. Girls' enrolment into school declines as they progress through the education system. A comparison of educational outcomes between boys and girls shows that while boys are marginally better than girls in the north, both boys and girls have low levels of schooling compared to the southern parts.

3.2 Situation Analysis

For many decades, girl-child education in the northern parts of the country has been hampered by the low perception of Western education and socioeconomic conditions. In regions where women have a lower social status, many parents opt to send their girls to work in markets and engage in perceived economic activities rather than go to school. With the increasing rate of poverty, many girls are often sent to hawk on the streets.

The girl-child in Nigeria is currently in a disadvantaged position. If such a girl comes from a rural community or a poor household, she is doubly disadvantaged. Although the government has made efforts through the Universal Basic Education (UBE) and other interventions by development partners at basic education level with some progress achieved, gender parity in education is yet to be attained. Demographic Health Survey (DHS) of 2018 showed that where a girl is from a poor background and survives through her school-age years, she would likely have a 50% chance of being enrolled into primary school but less than 30% chance of transiting into

secondary school. It is also alarming to note that many of these girls are either hawking on the streets, serving as house helps or at home helping their mothers with house chores. The girl-child thus becomes more vulnerable to extortion, child labour, and personal life hazards, threats and violence. Regardless of free and compulsory basic education programme, many barriers keep girls from accessing education.

3.3 Challenges

Providing quality education for girls remains a potent instrument for national development. However, girl-child education is confronted with many challenges. The key challenges and problems facing the education of the girl-child include:

- Poverty of parents and guardians.
- Insecurity due to incessant attacks on schools as well as gender-based violence which places girls at a greater risk.
- Poor learning outcomes that contribute to girls dropping out before completion.
- Weak or lack of entrepreneurship skills causing low interest in schooling.
- Lack of basic school infrastructure, including basic amenities.
- Lack of WASH facilities including gender-segregated toilets.
- Distance of school from homes.
- Insufficient female teachers to reassure parents and serve as role models.
- Political and governance factors including political will, and politicization of basic education which lead to low-level funding of education.
- Few or non-availability of schools in some communities.
- Socio-cultural factors that pave way for negative perception and acceptance of Western education.

3.4 Strategies to address the challenges

In order to address the challenges facing girl-child education, the Government must renew its commitment to the National Development Plan (2021 – 2025) for future economic development with specific focus on girl-child education and empowerment.

The following strategies are identified:

- Sufficiently improve infrastructure in schools.
- Strengthen national female enrolment drive.
- Implement plans for safe schools and enact laws to address gender-based violence.
- Provide WASH facilities including separate toilets for girls and boys (adequate sanitation facilities to encourage retention).
- Map the girl-child education cash transfer to identify areas of need.
- Use girl-child education cash transfers to improve enrolment and retention in schools.
- Engage the traditional and religious leaders in the states and FCT to commit to girl-child education in their various domains.
- Establish a High-Level Women Advocacy (HILWA) in the states and FCT to continuously advocate for girl-child education.
- Provide special skills training for out-of-school girls.

3.5 Action Plan for Addressing the Challenges of Girl-Child Education

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Reduce the existing educational gender imbalance between boys and girls	1. Provide additional gender-friendly facilities in basic education schools	Have all basic education schools provided with additional gender-friendly facilities	2024 – 2027	AGILE, SDGs, DPs, FME	NCNE, UBEC, NCAOOSCE SUBEBs & Schools	Number of basic education schools provided with additional gender-friendly facilities across the States and FCT
	2. Rollout Girls Education initiatives to boost girls' enrolment, retention and completion of basic education.	Increase girls' enrolment, retention and completion of basic education	2024 – 2027	AGILE, SDGs, DPs, FME, UBEC	FME, UBEC, States and FCT, SUBEBs, NCNE	Number of girls who enrolled and completed basic education annually
	3. Implement cash transfer initiative to enhance girls access to basic education.	Enhance girls access to basic education through the cash transfer initiative	2024 – 2027	AGILE, SDGs, DPs, FME, UBEC	FME, UBEC, SMOEs, SUBEBs, NCNE, FMH & Poverty Alleviation	Number of girls from vulnerable families accessing basic education
Increase female enrolment, retention and completion in basic and senior secondary education	1. Engage the traditional and religious leaders in states and the FCT to commit to girl-child education in their various domains.	Community participation in girl-child education	2024 – 2027	AGILE, SDGs, DPs, FME, UBEC	FME, UBEC, SMOEs, SUBEBs, NCNE, NCAOOSCE, Communities	Number of communities with structures to support girl-child education
	2. Strengthen the HILWA in states and the FCT to continuously advocate for girl-child education	Active participation of women in grassroot advocacy and mobilisation for girl-child education	2024 – 2027	AGILE, SDGs, DPs, FME, UBEC	FME, UBEC, SMOEs, SUBEBs, NCNE, NCAOOSCE, Communities	<ul style="list-style-type: none"> Number of high-level women groups strengthened in the states and FCT. Number of advocacies conducted by women groups.
	3. Provide WASH facilities including separate toilets for girls and boys (adequate sanitation facilities to encourages retention	70% of basic and senior secondary schools provided with separate toilets for boys and girls.	2024 – 2027	AGILE, SDGs, DPs, FME, UBEC	FME, UBEC, SMOEs, SUBEBs, NCNE, FMH & Poverty	Number of basic and senior secondary schools with separate toilets for boys and girls.

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
	and completion).				Alleviation, NSSEC	
Ensure equitable balance of male and female teachers between urban and rural areas to serve as role models for boosting girls' enrolment	1. Recruit, induct and deploy female community-based teachers to all schools	Achieve equitable balance of male and female teachers in urban and rural areas to serve as role models for boosting girls' enrolment	2024 - 2027	FME, States and FCT	FME, States and FCT, UBEC, NCAOOSCE SMOEs, SUBEBs,	Number of qualified female teachers recruited annually across the States and FCT
	2. Provide continuous training for female teachers on role modelling to boost girls' enrolment and retention	A critical mass of female teachers as role models	2024 - 2027	FME, States and FCT	FME, States and FCT, UBEC, NCAOOSCE SMOEs, SUBEBs,	Number of female teachers trained on role modelling annually across the states and FCT
Boost female interest in STEAM through incentivisation of STEAM education for girls.	Organise STEAM and ICT camps, science fairs, debates, essay writing etc. for female students.	STEAM and ICT camps, science fairs, debates, essay writing etc. for female students organised	2024 - 2027	UBEC, SUBEBs, GIZ, JICA	FME, SMOEs, UBEC, NSSEC, NERDC, SUBEB	<ul style="list-style-type: none"> Number of STEAM and ICT camps, science fairs, debates, essay writing etc. organised for female students across the country annually. Percent (%) increase in female students' enrolment into STEAM across the nation annually
Provide bursary and scholarship to high performing female students in basic and senior secondary schools.	Institute a special bursary and scholarship scheme for the girl-child	5000 female students awarded bursary and scholarship annually	2024 - 2027	UBEC, SUBEBs, GIZ, JICA	FME, SMOEs and FCT, UBEC, SUBEBs.	<ul style="list-style-type: none"> Number of female students awarded scholarship annually across the states.

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Provide skills, entrepreneurship and digital literacy training for out-of-school girls	1. Develop skills, entrepreneurship and digital literacy curricula for out-of-school girls	Curricula in 20 skills areas developed	2024 -2027	AGILE, UBEC, NCAOOSCE, NCNE, NSSEC, ICESCO, IDB, Private Sector, DPs	FME, NERDC, NBTE, UBEC, SMOEs, SUBEBs, , NMEC, FMHA & Poverty Alleviation	<ul style="list-style-type: none"> Number of curricula developed.
	2. Enrol, train and empower out-of-school girls across the states and FCT	At least 500,000 out-of-school girls trained and empowered across the country annually	2024 -2027	AGILE, UBEC, NCAOOSCE, NCNE, NSSEC, ICESCO, IDB, Private Sector, DPs	FME, NERDC, NBTE, UBEC, SMOEs, SUBEBs, NCAOOSCE, NMEC, FMHA	<ul style="list-style-type: none"> Number of girls trained and empowered to start-up annually across the states and FCT

CHAPTER 4: YOUTH AND ADULT LITERACY

4.1 Introduction

Youth and adult literacy programmes in Nigeria are detailed programmes aimed at addressing the issue of illiteracy and improving the educational and socio-economic opportunities of young people and adults who lack basic literacy skills. These programmes empower individuals, reduce poverty, and promote inclusive development. However, Youth and adult literacy education is one of the most neglected components in the education sector.

Literacy and numeracy are essential skills for the effective participation of individuals in society, education and the workforce. They encompass the ability to read, write, understand, and use written and numerical information for various purposes. Computer literacy was only recently added to the list of essential literacy skills. Government and other stakeholders are increasingly interested in improving the literacy level of the youth and adult population to prepare them for the challenges of the modern knowledge-based society.

4.2 Situation Analysis

The non-formal education sector has remained a viable alternative for reaching millions of Nigerian youths who are missing out on education in the formal sub-sector as well as adults and youths who never attended schools at all. In 2022, 922,290 learners were enrolled in the basic literacy, post-literacy, vocational and continuing education programmes across the country, signifying a marked increase against the previous year's 864,845 learners (at 6.6% increase).

Though these figures represent good strides in improving literacy levels in the country, Nigeria still faces high adult illiteracy, particularly in rural and disadvantaged communities. The country has maintained a prominent position among the E-9 countries with 70% of the world's illiterate adults. Literacy programmes often are inadequately funded, limiting their reach and impact. Qualified instructors are in short supply with a strong need for teacher training and continuing education. There is a need to improve the provision of infrastructure necessary for effective

implementation of programmes and purposefully integrating graduates into the formal school system. Gender disparity and gender biases have continued to limit success in all literacy levels across several regions. Statistics also show that women and girls in the northern parts of the country are disadvantaged, while the trend is reversed for men and boys in the East. Literacy programmes are still devoid of skills and entrepreneurship contents, thereby limiting the economic capacity of beneficiaries.

4.3 Challenges

Youth and adult literacy programmes face several challenges that impede their effectiveness and reach. Addressing these challenges is crucial for improving literacy rates and promoting socio-economic development. The significant challenges faced by the subsector are:

- **Insufficient Funding:** Limited financial resources allocated to literacy programmes result in inadequate infrastructure, materials, trained instructors, and support services. This constraint limits the scale and quality of literacy initiatives.
- **Shortage of Qualified Instructors:** There is a shortage of qualified instructors and facilitators with the necessary training and experience in adult and youth literacy education. This affects the quality of instruction and learning outcomes.
- **Access and Infrastructure:** In many parts of the country, especially rural areas, there is a shortage of educational infrastructure, including classrooms, libraries, and learning materials. This impedes programme implementation and learner participation.
- **Gender Disparities:** Gender disparities persist in literacy rates, with women and girls generally having lower literacy levels. Sociocultural factors such as limited opportunities for female education contribute to this disparity.
- **Limited Literacy Awareness:** Poor literacy awareness and understanding of its importance among the target population, communities, and policymakers hinder enrolment and participation in literacy programmes.

- Security Challenges: Insecurity in many parts of the country, disrupts literacy programmes, making it difficult to ensure a safe learning environment.
- Socio-economic Factors: Poverty and economic constraints can deter adults and youth from participating in literacy programmes. These individuals may prioritize employment and income-generation activities over literacy.
- Monitoring and Evaluation: Insufficient data and monitoring mechanisms make it challenging to assess the impact of literacy programmes accurately and for making evidence-based decisions for programme improvement.
- Lack of Integration: Adult and youth literacy programmes are sometimes disconnected from vocational, digital and entrepreneurship skills training and development, limiting the potential for learners to improve their economic prospects.
- Cultural Barriers: Traditional cultural beliefs and practices, such as gender roles can hinder the participation of certain groups, especially women and girls, in literacy programmes.
- Insufficient number of qualified instructors.
- Insufficient instructional resources.

4.4 Strategies for addressing the issues and challenges

Addressing the issues and challenges of youth and adult literacy programmes in the country requires a multi-faceted approach that involves government commitment to:

- Increase funding, labour efficiency and accountability;
- Improve capacity building for instructors;
- Community engagements;
- Awareness campaigns;
- Integrating literacy programmes with vocational training and ensuring access to digital resources and technology;
- Collaborative efforts among government agencies, civil society organizations, international partners, and local communities; and
- Regular monitoring and evaluation.

4.5 Action Plan for Addressing the Challenges of Youth and Adult Literacy

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Strengthen youth and adult literacy	1. Conduct survey on the national youth and adult literacy level	Accurate annual national literacy rate	2024	NLTF, SDG, NITDA	FME, NPC, NBS, NPoPc, NMEC, SMOEs, SAME	Comprehensive data on the number of literate youth and adults in Nigeria
	2. Set up a national youth and adult literacy coordination centre	Efficient coordination of youth and adult literacy programmes	2024 - 2027	NMEC, UBEC, SUBEBs, NLTF, SDG, NITDA, ITF	NMEC, UBEC, SUBEB, SAME	National youth and adult literacy coordination centre
	3. Improve collaboration through involvement of Public, Private Partnership (PPP)	At least 1 partnership established in each state	2024 - 2027	ICRC, DPs	NMEC, States and FCT	Number of partnerships established in each state and the FCT
	4. Performance-based funding to service providers public and private	Set-up a voucher scheme to provide funding for youth/adult skilling up	2024 - 2027	DPs	NMEC, States and FCT	Number of service providers funded
	5. Activate and rebuild capacity of State Agencies on Mass Education (SAMES)	Improve capacities of at least 500 staff of SAMES annually	2024 - 2027	DPs	NMEC, States and FCT	Number of SAMES staff trained
	6. Skills training (select and train the trainers)	Improve capacity of at least 20 trainers per state annually	2024 - 2027	DPs	NMEC, States and FCT	Number of skilled trainers trained
Expand post literacy programmes to accommodate completers of Basic Literacy	1. Identify and improve community-based facilities for vocational, digital and entrepreneurship skills in collaboration with States, LGAs	Improved community-based facilities for vocational, digital and	2024 - 2027	NITDA, NDE, NMEC, NLTF, SDG, ITF, Private Sectors, DPs, CSOs	FME, NMEC, UBEC, SMOEs, SAME, NDE, ITF	Number of community-based vocational skills training centres improved across the states and FCT

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
	and relevant stakeholders	entrepreneurship skills training and development of skills in collaboration with States, LGAs and relevant stakeholders				
	2. Enrolment of Learners for Introductory Arabic Proficiency Programmes (Read, Write and Communicate)	3,000 learners enrolled annually	2024-2027	ICESCO, SDG, DPs	NALV, NBAIS, NCAOOSCE	Number of learners enrolled
	3. Intensify publicity using traditional and modern media and other channels that may appeal to youth and adults	Mount awareness campaigns quarterly in each state and FCT	2024 - 2027	ICESCO, SDG, DPs	NALV, NBAIS, NCAOOSCE	Number of awareness campaigns mounted
	4. To establish more Learner-Friendly Mass Literacy Centres across the country	At least one learner friendly centre established per electoral ward	2024 - 2027	ICESCO, SDG, DPs, NMEC, NLTF, and philanthropists	NMEC, SAME, FME, NGOs	Number of functional Mass Literacy Centres established
	5. Establish literacy centres in Internally Displaced Camps, and correctional facilities	At least 5,000 literacy learning centres established in IDP camps and correctional facilities	2024-2027	NMEC, SDG, Correctional Centres, ECOWAS	NMEC, SAME, NEMA, SEMA, LEMA	Number of learning centres established annually at IDPs camp, correctional centres and hard to reach communities

Focus Area: Quality and Standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Improve the standard of youth and adult literacy programmes	1. Develop Minimum Resource Requirement (MRR) for literacy learning centres	Literacy learning centres provided with minimum resources	2024-2027	UNICEF, SDG, DPs, Private Sectors,	FME, NMEC, SMOEs, SAME LGAs, Donor Partners, NGOs	Number of literacy learning centres provided with minimum resources across the States and FCT
	2. Review of all curriculum	Youth and adult literacy curriculum reviewed and enriched with skills and entrepreneurship content	2024 -2025	UNICEF, SDG, DPs, Private Sectors,	NERDC, NMEC	Youth and adult literacy curriculum reviewed
	3. Review teaching and learning materials for literacy learning centres.	Print, publish and distribute teaching and learning materials	2024-2025	UNICEF, SDG, DPs, Private Sectors	FME, NMEC, UBEC, SMOEs, SAME LGAs, Donor Partners, NGOs	Number of teaching and learning materials published and distributed
	4. Recruit and train facilitators nationwide	Recruit and train at least 5,000 facilitators across the states and FCT annually	2024 - 2027	UNICEF, SDG, DPs, Private Sector	FME, NMEC, SMOEs, SAME LGAs	Number of facilitators recruited and deployed across the states and FCT, annually
	5. Quality Assurance	Train minimum of 1000 quality assurance evaluators	2024 -2027	UNICEF, SDG, DPs, Private Sector	FME, NMEC, SMOEs, SAME LGAs	Number of quality assurance evaluators trained
Provide economic empowerment to youth and adult through Mass Literacy Programmes	1. Infuse vocational skills into Mass Literacy Programmes	1. 300,000 youths and adult provided with self-employment vocational and entrepreneurship skills annually 2. Empower them with starter packs in the relevant skills	2024 -2027	Humanitarian Affairs, UNICEF, SDG, DPs, NERC, NMEC, Private Sectors	FME, NMEC, NOA, NCNE, SMOEs, SAME, NERDC, NGOs, DPs, the Media	Number of youth and adults provided with functional skills through vocational skill infused literacy programmes across the states and FCT
	2. Train and deploy facilitators for the	10,000 trained facilitators to deliver the	2024 - 2027	UNICEF, SDG, DPs, Private	FME, NMEC, NOA, NCNE, SMOEs,	Number of trained facilitators

	integrated vocational skills programme	integrated vocational and entrepreneurship skills literacy programmes		Sectors	SAME,	
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CHAPTER 5: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET), AND SKILLS DEVELOPMENT

5.1 Introduction

Technical and Vocational Education and Training (TVET) comprises aspects of the educational process involving in addition to general education. The study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding, and knowledge related to occupations in various sectors of economic and social life. Increasingly, in addition to technical knowledge and skills, emphasis is being placed on soft skills such as communication and negotiation as well as team work and entrepreneurship. Skills development and acquisition has become a major and integral part of TVET.

5.2 Situation Analysis

The principal objective of TVET is to train, especially youths, but also adults, preparing them for the labour market or self-employment. The sub-sector is characterised by low public perception and consequently dwindling enrolment in the technical colleges, which led to the introduction of the science component in the Federal Technical Colleges to become Federal Science and Technical Colleges. The TVET institutions are responsible for implementing programmes that equip students with the relevant skills and competencies to meet the needs of the labour markets. At the tertiary level TVET is delivered principally at the Polytechnics and Mono-technics. At the Polytechnic level, the institutions are also characterised by low morale, especially at the HND level, due to diminished prospects of career progression in Public Service. However, for the most part skills acquisition in the country takes place in the informal sector through unregulated apprenticeships.

At present, there are a total number of 765 TVET institutions in the country; 180 Polytechnics, 180 Mono-technics, 179 Innovation Enterprise Institutions (IEIs), 144 Technical Colleges and 82 Vocational Enterprise Institutions (VEIs), equipping learners with technical and vocational skills through formal channels. The IEIs and VEIs are overwhelmingly private sector initiatives. The following table gives the breakdown of the types of NBTE recognized TVET institutions in the country:

Summary of NBTE Regulated TVET Institutions as at July, 2023

S/N	Institution Type	Ownership			Total
		Federal	State	Private	Total
1.	Polytechnics	40	53	87	180
2.	Colleges of Agriculture	24	7	1	32
3.	Colleges of Health Sciences	36	37	21	94
4.	Specialised Institutions	30	8	16	54
5.	Innovation Enterprise Institutions [IEIs]	10	3	166	179
6.	Technical Colleges	29	113	2	144
7.	Vocational Enterprise Institutions	10	4	68	82
	Total	179	225	361	765

5.3 Challenges

Delivery of TVET faces multiple challenges in the country. The IEIs and VEIs that heralded a major commencement of private sector provision of skills through TVET are finding it increasingly difficult to have workable Memoranda of Understanding (MoUs) with industries for the purpose of training their students to acquire employability skills. Enrolment into Technical and Vocational Education courses especially at secondary education level have remained low, due to low public perception of the sub-sector as a veritable education pathway to success. Meanwhile, many of our youths remain either unemployed, underemployed or employed but having completed basic education with little or no skills to meaningfully participate in the economic development of the country. A number of factors have combined to result in inadequate access to tertiary technical education. At the Polytechnic level, the B.Sc/HND dichotomy has remained intractable as holders of HND cannot rise beyond Grade Level 14 in the Public Service, no matter how brilliant. Thus, many holders of HND try to obtain the B.Sc. degree. Even when they try to do that, most universities demand they should spend additional 2 to 3 years to obtain the Bachelor's degree. These are some of the many challenges that need to be addressed in order to reverse this trend and reposition TVET for national development and economic growth.

Another major challenge confronting TVET is poor teaching and learning environment, characterised by dilapidated laboratories, insufficient technical

workshops, insufficient and obsolete equipment, lack of chemicals and reagents, insufficient relevant textbooks and other instructional resources. This has contributed to the efflux of Nigerian students into foreign educational institutions. However, even as the quest for admission into tertiary institutions by prospective students is increasing, female enrolment into TVET courses is relatively low. The dearth of TVET teachers is another major problem plaguing the system, as it is unable to internally produce its teachers.

The major Challenges of Technical, Vocational Education, Training and Skills Development may be summarised as follows:

- Low esteem and poor public perception of TVET.
- Poor career placement of TVET graduates, especially holders of the National Business Certificate (NBC) and Advanced National Business Certificate (ANBC), leading to low enrolment of candidates in the relevant trade.
- Insufficient number of qualified laboratory technologists and technicians in TVET Institutions.
- Dearth of academic staff with cognate industry and academic experience relevant to the training of TVET students at tertiary level.
- Insufficient information for students on career paths and opportunities in the industries.
- B.Sc./HND dichotomy and low societal estimation of HND as inferior to first degree.
- Stigmatisation of TVET graduates and discrimination at workplace.
- Grade Level 14 barrier placed on holders of HND in public service.
- Dearth of technical teachers at all levels of technical education, but especially at secondary school level occasioned by lack of training institutions.
- Outdated curricula especially at secondary post-basic level are not tailored to meet labour market requirements and national needs.
- Insufficient infrastructure and instructional materials.
- Over-crowded practical and workshop sessions.
- Insufficient funding of TVET programmes nationwide.

- Poor access to ICT Resources and the internet in most TVET institutions of learning, thereby hindering ICT applications in teaching and learning.
- Insufficient capacity building of teachers and other technical staff on emerging issues;
- High rate of graduate unemployment due to lack of relevant TVET skills and competencies, to meet the demands of industry and employers;
- inadequate data on employable skills and generally poor labour market data research;
- Poorly trained staff that are unable to effectively use modern science equipment, digital and other resources where they exist.
- Weak linkages between TVET institutions and industries.
- Poor dissemination of information on research outputs and lack of patronage by industries.
- Low female enrolment in core TVET programmes.
- Low morale of TVET teachers due to poor welfare, remuneration and stagnation.
- Lack of well-equipped vocational training centres that can be used to provide basic skills for the youth and serve as feeders to higher level TVET institutions.
- Slow pace of implementation of the National Skills Qualification Framework.

5.4 Strategies for addressing the issues and challenges

- Need for a comprehensive skills analysis to determine skills requirement of industries and the labour market, with a view to identifying existing gaps.
- Need to incorporate entrepreneurship content in learning curriculum of TVET.
- Mainstreaming training in entrepreneurship in the delivery of TVET.
- Recognition of skills and competencies acquired outside the formal TVET sector, through Recognition of Prior Learning (RPL) programmes.

- Rapid deployment of a National Qualifications Framework (NQF) in addition to providing horizontal and vertical pathways to TVET qualifications.
- Need to incentivise provision of TVET, especially at secondary education level to strengthen the provision of skills throughout the country.
- Need to allow the Polytechnics to grow to their highest potential by enabling them award B.Tech (Hons) through the ND route.
- Phasing out the award of the HND while strengthening the ND Programmes.

5.5 Action Plan for Addressing the Challenges of Technical, Vocational Education, Training and Skills Development

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Widen opportunities for skills acquisition for unemployed youths	1. Establish more Technical colleges and Vocational entrepreneurship skills acquisition centres to provide training to unemployed youths.	At least one Technical Vocational and Entrepreneurship skills acquisition centres established in all the 774 LGAs in the 36 States of the Federation and FCT	2024 -2027	ITF, NLTF, NDE, DPs, SMEDAN, UBEC, NCNE, Private Sector	FME, States, NBTE, UBEC, NCNE, NABTEB, NDE SUBEBs and LGAs	Number of new Technical Vocational and entrepreneurship skill acquisition centres established and functioning annually across the states and FCT.
	2. Establish more Federal Technical Colleges	Establish at least one new FTC in states where none exists	2024 – 2027	Presidential Intervention, ITF	FME, TSE, NBTE and NABTEB, ITF	Number of FTCs established annually
	3. Establish and equip a National Institute of Technology in Abuja as a hub for TVET and Entrepreneurship.	Promote innovation in TVET and Entrepreneurship	2024 -2027	Presidential Intervention	FME, NBTE, World Bank	National Institute of Technology, Abuja established and equipped
	4. Provide TVET and entrepreneurship skills for Nomadic youth and women for sustainable livelihood	300,000 Nomadic youths and women trained and supported with start-up facilities annually	2024 -2027	Presidential Intervention	NCNE, FME,	<ul style="list-style-type: none"> Number of nomadic youths trained Number of start-up facilities established
	5. Disarticulate Federal Science and Technical Colleges to become full-fledged Technical Colleges	100% disarticulation achieved	2024 - 2025	FME	FME, NBTE, NABTEB	<ul style="list-style-type: none"> Number of fully disarticulated Federal Science and Technical Colleges

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
	6. Initiate and implement partnership strategies between vocational schools and employers to ensure that students have access to work-based learning opportunities	<ul style="list-style-type: none"> At least 5 partnership agreements signed by 2027 At least 12,000 students enrolled and benefiting from the operation of the partnerships annually by 2027 	2024 - 2027	NUC, NBTE, NCCE, FME, NSSEC	NUC, NBTE, NCCE, FME, NSSEC	<ul style="list-style-type: none"> Number of partnership agreements signed Number of students enrolled and benefiting from the operation of the partnerships
Empower unemployed TVET graduates for self-reliance.	Introduce re-skilling programmes for all unemployed TVET graduates annually	10,000 unemployed (TVET) graduates trained annually	2024 -2027	NDE, ITF, NITDA, Private Sectors, TETFund, GIZ, JICA, DPs	FME, NBTE, NABTEB, SMoE,	Number of unemployed (TVET) graduates trained and re-skilled.
Increase enrolment into TVET at the post basic and tertiary education levels.	1. Increase enrolment into TVET Institutions annually and increase female enrolment through innovative interest-boosting strategies including provision of scholarship or bursary to boys and girls in TVET	Double enrolment into TVET institutions with at least 40% of the enrolment being female	2024 –2027	NITDA, Private Sector, TETFund, GIZ, JICA, DPs	FME, NUC SMoEs, NBTE, NABTEB	<ul style="list-style-type: none"> Number of students enrolled into TVET annually Number of female students enrolled into TVET annually Number of female students awarded scholarships annually
	2. Provide scholarship or	500,000	2024 –2027	Presidential	FME, NBTE, NUC,	Number of undergraduate

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
	bursary to undergraduates and postgraduate students yearly to encourage more students major in TVET courses	undergraduate and postgraduate students in TVET awarded scholarship annually nationwide		Intervention	NABTEB	and post graduate students awarded scholarship or bursary annually
	3. Invest massively in critical TVET infrastructure in educational institutions nationwide to improve teaching and learning environment, access and quality.	Provision of adequate number of technical workshops in Federal Government Colleges, Federal Technical Colleges and selected secondary schools in the 36 states of the federation and FCT.	2024 - 2027	Presidential Intervention	FME, SMOEs, FCT-Education Secretariat	<ul style="list-style-type: none"> • Number of technical workshops built in Federal Government Colleges and selected secondary schools in the 36 States of the federation and FCT. • Number of Federal Technical Colleges established and provided with adequate infrastructure

Focus Area: Quality and Standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Review and update TVET curricula and operational standards to meet global market needs	1. Review all TVET curricula to make them fit-for-purpose and globally competitive	150 TVET Curricula reviewed	2024 - 2026	World Bank, TETFund, other DPs	FME, IDEAS Project NUC, NBTE, NERDC, NCCE	Number of curricula reviewed and made globally competitive and fit-for-purpose
	2. Conduct a rapid review of the educational curriculum across all levels of education to ensure alignment with skills needed in the labour market	<ul style="list-style-type: none"> Update at least 20 curricula and ensure skills are aligned with labour market needs by 2027 Develop at least 24 sector skills developed by 2027 Develop a National Artisan Register 	2024 - 2027	World Bank, IDEAS Project, NBTE, ITF World Bank, IDEAS Project, NBTE, ITF, Professional Bodies	NERDC, NBTE NBTE, ITF	<ul style="list-style-type: none"> Number of Curriculum updated Number of sector skills developed Develop a National Artisan Register
	3. Review the 2009 operational guidelines for the establishment of VEIs and IEIs	New operational guidelines developed	2024 - 2025	World Bank, other DPs	FME, NBTE, IDEAS Project,	Review of operational guidelines completed

Focus Area: Quality and Standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Make teaching and learning environment conducive for improved learning outcomes in TVET	1. Renovate and equip dilapidated technical workshops in the Federal Government Colleges and Federal Technical Colleges	300 technical workshops in the Federal Government Colleges and Federal Technical Colleges rehabilitated.	2024 - 2027	World Bank, other DPs	FME, IDEAS Project, Federal Government Colleges, Federal Technical Colleges	Number of technical workshops in the Federal Government Colleges and Federal Technical Colleges rehabilitated
	2. Establish TVET entrepreneurship and skills development centres in selected educational institutions	12 skills development centres, 2 in each geo-political zone, established in selected educational institutions	2024 - 2027	World Bank, JICA, GIZ,	FME, NBTE, TETFund	Number of skills development centres established
	3. Review the status of technical and vocational education boards, curriculum and prioritize the acquisition of entrepreneurship education at all levels	<ul style="list-style-type: none"> 90 curricula redesigned and implemented by 2027 At least 36,000 students enrolled in technical and vocational courses at all levels, annually At least 200,000 teachers trained in entrepreneurship, annually At least 36,000 students 	<ul style="list-style-type: none"> 2024 – 2027 2024 – 2027 2024 – 2027 2024 – 2027 2024 – 2027 	<ul style="list-style-type: none"> NERDC, NBTE NBTE, NABTEB NUC, NBTE, NCCE, FME NUC, NBTE, NCCE, FME NUC, NBTE, NCCE, FME NUC, NBTE, NCCE, FME 	<ul style="list-style-type: none"> NERE, NBTE NABTEB FME, NUC, NBTE, NCCE NUC, NBTE, NCCE, FME NUC, NBTE, NCCE, FME NUC, NBTE, NCCE, FME 	<ul style="list-style-type: none"> Number of redesigned curricula implemented Number of students taking technical and vocational courses at all levels Number of teachers trained in entrepreneurship Number of students taking entrepreneurship courses Number of

Focus Area: Quality and Standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
		<p>enrolled annually in entrepreneurship courses by 2027</p> <ul style="list-style-type: none"> • At least 25 advocacies conducted annually by 2027 • At least 37,000 graduate of vocational education and training produced annually 				<p>advocacies conducted</p> <ul style="list-style-type: none"> • Number of Vocational and education graduates
	4. Upgrade the facilities at the Federal Science Equipment Centre, Ijanikin, Lagos to meet the equipment needs of TVET institutions	Federal Science Equipment Centre, Ijanikin, Lagos upgraded to produce and supply teaching and learning equipment to TVET institutions	2024 - 2027	SDG, NLTF, Private Sector, DPs	FME	Number of TVET institutions supplied with teaching and learning equipment from Federal Equipment Centre, Ijanikin, Lagos
Strengthen human capacity development in TVET to improve learning outcomes	1. Provide regular capacity building of TVET teachers, laboratory technicians and technologists at all levels of education	20,000 TVET teachers and other technical staff trained	2024 -2027	SDG, NLTF, PTDF, World Bank,	FME, IDEAS Project, educational institutions nation wide	Number of TVET teachers and other technical staff trained annually

Focus Area: Quality and Standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
	2. Enhance the status and recognition of all TVET trainees in formal, non-formal and informal settings	Assess and certify TVET trainees in formal, non-formal and informal settings in line with NSQF	2024 -2027	SDG, NLTF, PTDF, World Bank,	NBTE, NABTEB, Sector Skill Councils	Number of TVET trainees in formal, non-formal and informal settings assessed and certified
	3. Monitor the activity of National Skills Council's readiness and capacity to scale the adoption of the NSQF	<ul style="list-style-type: none"> Report of National Skills Council Decisions compiled annually All the 36 States and FCT implementing NSQ Framework by 2027 	2024 - 2027	NSC, FME, Private Sector World Bank, IDEAS Project, NBTE, NECA, ITF, NECA	NSC, FME, NBTE NBTE, FME	<ul style="list-style-type: none"> Reports of National Skills Council decisions Number of State implementing NSQF Framework
Re-focus the polytechnics towards achieving their mandates	Ensure compliance with the approved ratio of 70:30 between Technology-based and non-technology-based courses allowed in Nigerian Polytechnics respectively	70:30 ratio attained in all Polytechnics	2024 -2027	NBTE, TETFund, SDGs, BOI	FME, NBTE, JAMB	Number of Polytechnics in compliance with the 70:30 ratio
Improve Skills Formation in the Informal Sector	1. Conduct mapping of Master Craft Persons (MCPs) across the country	Mapping of at least 600 MCPs across the country annually	2024-2027	World Bank	IDEAS Project, FME, NBTE, NABTEB	Number of MCPs mapped
	2. Conduct apprenticeship assessment and certification	Certification of 60,000 artisans, craftsmen and master craftsmen in the informal sector annually	2024-2027	World Bank	IDEAS Project, FME, NBTE, NABTEB	Number of apprentices certified. Number of artisans and craftsman certified

Focus Area: System Strengthening						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Incentivise Partnerships with Industry for Enhanced Quality and Labour-Market Orientation of Public Technical Colleges	Develop and activate MoU between TCs and private sector, to provide among other things for exchange of personnel	600 Functional linkages between the industry and the TCs established	2024 - 2027	World Bank, ITF, NECA, BOI	IDEAS Project FME, NBTE	<ul style="list-style-type: none"> Number of TCs that have signed MoU with private sector. Number of TCs that have functional linkages with private sector
Strengthen the Regulatory Environment and Public Management Capacities for Market-Oriented Skills Development	Conduct Capacity Building for Skills Development Sub-sectors	100 Managers undergo Capacity Building annually	2024 -2027	World Bank, IDEAS Project, DPs	FME, NBTE	Number of managers of regulatory bodies trained annually
Establish National Polytechnics Commission (NPC) to regulate Polytechnics and Mono-technics	Enact a National Polytechnics Commission (NPC) Act and Amendment of both NBTE and the Polytechnics Acts	<ul style="list-style-type: none"> Enactment of a National Polytechnics Commission Act Amendment of NBTE and Federal Polytechnics Act 	2024 - 2026	FME, NBTE	NASS, FME, NBTE, FMJ	<ul style="list-style-type: none"> National Polytechnics Commission established NBTE Act Amended
Entrench Skills Training in Technical Colleges and Polytechnics through dual certification to improve employability by industry	Issue Policy Guidelines	Compliance by all Institutions	2024 - 2027	World Bank, ITF, GIZ	FME, NBTE, NABTEB, Professional Bodies	Number of Technical Colleges, Polytechnics and Professional Bodies issuing dual certification

Focus Area: Quality and Standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Enact the Nigerian Skills Qualification Act 2023 to ensure enforcement as is the practice in most countries of the world	Memo to FEC	Greater deployment of the NSQ	2024 - 2027	FME, World Bank, SDG, GIZ	FME, NBTE, NCS	Enactment of Skills Qualification Act
Formalise the informal sector for job creation and quality services.	1. Expand the National Skills Qualification Framework (NSQF)	Achieve significant milestones in certification of the informal sector	2024 - 2027	World Bank (IDEAS Project), TETFUND, NBTE, NABTEB	TETFUND, NBTE, NABTEB	Number of the informal sector skilled manpower certified.
	2. Include all NABTEB Federal certificates in the scheme of service	Ensure inclusion of NTC, NBC, ANTC and ANBC certified	2024 - 2027	FME, OHSF, NABTEB	FME, OHSF, NABTEB	Circular on the inclusion of NTC, NBC, ANTC and ANBC certificates in the scheme of service

CHAPTER 6: SCIENCE, TECHNOLOGY, ENGINEERING, ARTS & MATHEMATICS (STEAM)

6.1 Introduction

Leveraging on Science, Technology, Engineering, Arts and Mathematics (STEAM) Education has become a key driver of development in many of the developed countries. STEAM education in schools has thus been identified as a veritable tool for equipping children and youth with the knowledge and competencies for the new world. STEAM education is an interdisciplinary approach to learning whereby rigorous academic concepts are interwoven with real-world lessons and experiences. It enables learners to apply science, technology, engineering, arts, and mathematics in contexts, creating serious linkages between the school, community, work and workplace, and the global enterprise. Hence, policy initiatives in the education sector are expected to focus on strengthening science and technology education as a critical action area to empower young Nigerians with skills and competencies for national development. The emphasis is on expanding opportunities for children and youth to acquire broad-based but integrated scientific, arts and mathematical knowledge that fits the 21st Century demands.

The main thrust of STEAM education is to create opportunities for learners to acquire appropriate levels of scientific literacy, mathematical ability, manipulative, creative and context-based innovative skills, and life-long skills; as well as the ethical and moral values that will enable them to compete favourably in the new emerging economy. Specifically, STEAM education seeks to encourage creativity, critical thinking, problem-solving and collaboration skills. As in many other nations, there is a growing understanding of the value of STEAM education in preparing students for the challenges of the twenty-first century. This understanding is reflected in the government's commitment to the promotion of STEAM education in the country.

The STEAM education agenda, as expressed in this document, is to help students develop the skills they need to be successful in the future, acquire a set of well-rounded skills that will allow them to adapt to an evolving environment with innovative and creative ideas. Achieving this will require redefining the curriculum

and refocusing the teaching and learning of science, technology, engineering and mathematics with the sole intent of integrating the arts and languages to enable students to solve real-life problems. Specifically, STEAM education, as an interdisciplinary learning approach, will integrate science, technology, arts and mathematics to equip students with a well-rounded and holistic learning experience that will encourage creativity, critical thinking, problem-solving and collaboration skills.

6.2 Situation Analysis

Science, Technology, Engineering and Mathematics (STEM) education has been operational for many decades now. However, current research suggests that STEM education has evolved as an innovation that consists of various instructional models, integration of concepts from various disciplines and reforms that are shaping educational systems across the world. These models include the incorporation of engineering design process into the curriculum, integration of arts and languages into the teaching and learning of STEM to yield STEAM education. It also includes thematic approach that is centred around contemporary issues or problems and integrates two or more STEM areas, with the arts and maker-oriented programmes such as robotics, coding, etc.

6.3 Challenges

Some of the challenges of implementing STEAM education in Nigeria, however, are a lack of qualified teachers, inadequate infrastructure and resources, outdated curriculum and poor investment in educational technology. Teacher education also needs to be refocused to equip would-be teachers with the necessary skills and knowledge to effectively teach STEAM and foster creativity in students. Another area that needs to be given priority is the promotion of gender equity in STEAM fields. Efforts should be made to encourage more girls to pursue STEAM subjects and careers through mentorship programmes and awareness campaigns.

The curriculum in use has overstayed its cycle for review and, therefore, does not align with the paradigm of STEAM education. Another major challenge confronting STEAM education is poor teaching and learning environment, characterised by

dilapidated laboratories, inadequate technical workshops, inadequate and obsolete equipment, expired chemicals and reagents, inadequate relevant textbooks and other instructional resources. Also, due to low carrying capacity, the available Universities are not able to cope with the high demands for admission by qualified prospective students into STEAM fields. This has led to an influx of Nigerian students into foreign educational institutions. However, even as the quest for admission into tertiary institutions by prospective students is increasing, female enrolment into STEAM courses is still very low. The major challenges bedevilling STEAM education in Nigeria include:

- Curricula are outdated and not tailored to meet labour market requirements and national needs.
- Insufficient infrastructure and instructional materials.
- Over-crowded practical sessions.
- Inadequate funding of STEAM programmes nationwide.
- Poor access to ICT resources and low bandwidth problems in most institutions of learning, thereby hindering ICT applications in the teaching and learning of STEAM.
- High rate of graduate unemployment due to a lack of relevant STEAM skills and competencies to meet the use of advanced technologies and production techniques.
- The inability of staff to effectively use modern science equipment, digital and other resources.
- Low female enrolment in STEAM,
- Low morale of STEAM teachers due to poor welfare, remuneration and career stagnation.

6.4 Strategies for addressing the issues and challenges

Addressing the issues and challenges of STEAM education in Nigeria requires a holistic and sustained effort involving government commitment, increased

investment, community involvement, and curriculum reform. These can be specifically done by:

- **Curriculum Enhancement:** Update and align the curriculum with industry needs and global standards to ensure relevance and competitiveness. Also, introduce project-based learning, problem-solving, and critical thinking into STEAM subjects to engage students and enhance understanding.
- **Teacher Capacity Building:** Provide regular and targeted professional development opportunities for STEAM educators to improve their content knowledge and pedagogical skills, and offer incentives, such as competitive salaries and benefits, to attract and retain qualified STEAM teachers.
- **Infrastructure Improvement:** Invest in upgrading school infrastructure, laboratories, and libraries to create conducive learning environments and expand access to digital resources and technology, especially in underserved areas.
- **Promoting Gender Equity:** Implement initiatives to enhance girls' participation in STEAM fields, including mentorship programs and awareness campaigns and create female-friendly learning environments that foster inclusivity and diversity in STEAM classrooms.
- **Community Engagement:** Engage parents, local communities, and industry stakeholders to support STEAM education, advocate for its importance and establish partnerships with local businesses and industries to provide students with real-world exposure to STEAM careers.
- **Funding and Investment:** Advocate for increased government funding for STEAM education, allocate resources efficiently to address infrastructure and teacher shortages and attract private sector investments and partnerships to supplement public funding for STEAM initiatives.
- **National Policies and Coordination:** Develop and implement comprehensive national policies and strategies for STEAM education, ensuring alignment across federal and state levels and establishing a coordinating body to oversee STEAM initiatives, monitor progress, and share best practices.

- Research and Innovation: Encourage research and innovation in STEAM education to identify effective teaching methods, tools, and strategies and support initiatives that promote entrepreneurship and innovation in STEAM fields.

6.5 Action Plan for Addressing the Challenges of Science, Technology, Engineering, Arts & Mathematics (STEAM)

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Popularise Science and Technology Education to improve enrolment and quality	1. Remodel the Junior Engineers, Technicians and Scientists (JETS) quiz and project competitions for national and global relevance	Hosting of 4 annual robust all-encompassing zonal and national JETS competitions and fairs annually	2024 - 2027	UBEC, SUBEBs, DPs, Local Foundations	FME, SMOEs, SUBEB, educational institutions nationwide	Number of schools participating in the Zonal and national JETS competitions and fairs
	2. Organise STEAM and ICT camps, science fairs, debates, essay writing etc. for students	Institutionalise annual STEAM and ICT camps, science fairs debates, essay writing for Basic and senior secondary education students	2024 - 2027	UBEC, SUBEBs, GIZ, JICA	FME, SMOEs	Number of STEAM and ICT camps, science fairs debates, essay writing for Basic and senior secondary education students organised annually
Engage in talent hunt and development in STEAM	Organise rounds of Mathematical Science Olympiad Examinations annually and participate in annual international Sciences Competitions (IMO, PAMO, IOI, IBO, ICHO, and IPHO).	Identify at least 37 talented youths in mathematical sciences nationwide to represent Nigeria in International competitions	2024 - 2027	World Bank, TETFund, NLTF	FME, NMC, Private Sector, Educational Institutions	<ul style="list-style-type: none"> Number of talents in mathematical sciences identified annually

Focus Area: Quality and standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Adopt the STEAM education paradigm to meet global market needs.	1. Review, realign and upgrade the curriculum to fully integrate STEAM education at all levels of education	100 STEAM Curricula at all levels of education reviewed.	2024 - 2026	UNESCO, World Bank	FME NUC, NERDC NBTE, NCCE	Number of STEAM curricula reviewed and put to use at all levels of education in Nigeria.
	2. Invest massively in critical STEAM infrastructure in educational institutions nationwide to improve teaching and learning environment, access and quality.	Build at least 37 model science, mathematics laboratories and technical workshops in each of the FUCs	2024 - 2027	UNESCO	FME, UBEC, NSSEC, States of the federation, FCT and educational institutions	Number of model science, mathematics laboratories and technical workshops built in each of the FUCs
	3. Renovate and equip dilapidated science laboratories to offer quality STEAM education in the Federal Unity Colleges.	300 laboratories in the Unity Colleges rehabilitated to offer quality STEAM education.	2024 - 2027	UNESCO, World Bank, UNICEF	NSSEC	Number of laboratories in the Unity Colleges rehabilitated.
	4. Procure modern science and technical equipment and ICT facilities in the Unity Colleges and selected State-owned secondary schools	150 laboratories in selected educational institutions will be equipped to stimulate STEAM Education in Nigeria.	2024 - 2027	World Bank, Bilateral Agreement, GIZ	FME, UBEC, NSSEC, States of the federation, FCT and educational institutions.	Number of laboratories in selected educational institutions equipped with modern equipment to stimulate STEAM education in Nigeria.
	5. Construct and equip prototype cutting – edge central science and engineering laboratories in Federal tertiary educational institutions and state-owned public tertiary institutions	30 cutting edge central laboratories to be constructed in the tertiary educational Institutions.	2024 - 2027	World Bank, Bilateral Agreement, TETFund	FME, States and FCT, TETFund, Tertiary Institutions	Number of cutting-edge central laboratories to be constructed in the tertiary educational Institutions across the country.

Focus Area: Quality and standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Strengthen human capacity development in STEAM to improve quality teaching and learning,	1. Undertake regular capacity building for STEAM teachers, laboratory technicians and technologists at all levels of education including compulsory induction and mentoring programmes for newly recruited teachers.	10,000 STEAM teachers and other technical staff trained	2024 - 2027	DPs	FME, SMOEs	Number of STEAM teachers and other technical staff trained annually across the nation.
	2. Recruit qualified STEAM & TVET teachers to enhance the teaching and learning STEAM & TVET in senior secondary schools	500,000 qualified STEAM & TVET teachers recruited under Special Federal Teachers scheme for senior secondary schools across the Nation	2024 - 2027	TETFund, World Bank	FME, NSSEC, SMOEs, SSEBs	Number of qualified STEAM & TVET teachers recruited under the Special Federal Teachers Scheme annually
Improve STEAM teachers' welfare	Review upward the science allowance for STEAM teachers.	At least 20,000 teachers to be covered annually	2024 - 2027	DPs, States and FCT	FME, SMOEs	Number of STEAM teachers receiving enhanced science allowance
Develop and Produce Instructional Materials in STEAM	Develop, produce and distribute Mathematical Sciences Instructional Materials, including Textbooks, Videos, Micro-Science Kits, Mathematics Kits and their Assessments by relevant regulatory bodies	High quality and easy to use videos, Micro-Science Kits for the teaching and learning of mathematical sciences.	2024 - 2026	NLTF	FME, NMC, UBEC, NSSC	Number of videos, Micro-Science Kits for the teaching and learning of mathematical sciences produced and distributed.

Focus Area: Quality and standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Inclusivity: Drawing on all skills base	Design and implement incentive schemes such as scholarships, internships, graduate school admissions, and employment for excellent students in STEAM courses	Design and implement 30 incentive schemes annually	2024 -2027	FME	FME	<ul style="list-style-type: none"> Number of STEAM and TVET incentive schemes designed Number of STEAM and TVET incentive schemes implemented Number of students benefiting from scholarships scheme
Conduct high-level Mathematical Sciences Training and Research within the Five Mathematical Sciences Programmes	Train Postgraduate students and staff of Universities, Colleges of Education, and Polytechnics in specialized or endangered areas.	At least 30 Research Projects completed with deliverables and 2000 researchers trained.	2024 - 2027	FME, collaboration/partnerships and endowment	FME, NMC, NUC, NBTE, NCCE	<ul style="list-style-type: none"> Number of Journal papers and books/ monographs published Number of Simulation packages developed, Number of participants trained.
	Organise trainings on research for Lecturers and Technical Staff	200 researchers trained annually	2024 - 2027	FME, collaboration/partnerships and endowment	FME, NMC, NUC, NBTE, NCCE	<ul style="list-style-type: none"> Number of Lecturers and Technical staff trained

Focus Area: Quality and standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Improve Science, Engineering & Technology (SET) programmes in the Polytechnics	1. Expand and upgrade the existing facilities and equipment in polytechnics	Increase in the number of Public Polytechnics on SET to 71 across the country	2024 - 2027	TETFund, NASENI	TETFund, NBTE, Polytechnics	<ul style="list-style-type: none"> Number of Polytechnics on SET
	2. Train additional lecturers as well as technologists in the use and handling of facilities and equipment	At least 355 additional lecturers and technologists trained annually	2024 - 2027	TETFund, NASENI	TETFund, NBTE, Polytechnics	<ul style="list-style-type: none"> Number of lecturers and technologists trained annually

CHAPTER 7: ENTREPRENEURSHIP EDUCATION

7.1 Introduction

Entrepreneurship Education is the systematic teaching and learning of life skills and competencies that enable individuals to undertake socio-economic development for personal and national growth. Entrepreneurship learning also promotes personal skills and self-awareness for business creation and development. It equips both young and old with the necessary knowledge, competence and mindset to become successful entrepreneurs. It prepares the young for challenges and opportunities of the modern economy and enhances entrepreneurial initiatives and attitudes which motivate them to be drivers of change. Most importantly, it facilitates a smooth transition from the world of education to the world of work.

Data from the Global Entrepreneurship Monitor (GEM) in 2020 shows that in Nigeria, the Total Early-Stage Entrepreneurial Activity (TEA) was 18.8%. This is significantly lower than the regional average of 27.7%. There is a sure need to shore up effort through increased entrepreneurship education to foster the spirit and culture of entrepreneurship in the youth. With entrepreneurship education, entrepreneurial intentions and attitudes among the young will be enhanced. Countries with higher levels of entrepreneurship activities experience increased economic growth and job creation.

7.2 Situation Analysis

In July 2021, the Federal Ministry of Communication and Digital Economy in collaboration with the National Information Technology Development Agency (NITDA), unveiled the Nigerian Digital Innovation, Entrepreneurship and Start-up Policy (NDISEP) for the purpose of developing a digital innovation and entrepreneurship-driven nation. The NDISEP has five pillars namely: advancing human capital, unlocking access to capital, enabling infrastructure, boosting demand and promoting innovative entrepreneurship. This document serves as Nigeria's first attempt at developing an entrepreneurship policy for the nation. As a follow up action, NITDA is to set up Information Technology Hubs (ITH) across the nation. Similarly, the Nigerian Communications Commission (NCC) developed the 'National

Digital Economy Policy and Strategy' (NDEPS) with eight pillars: development regulation, digital literacy, skills development, solid infrastructure, digital societies, emerging technologies, and indigenous development. As a follow up action, the NCC is to set up fully functional Tier-4 Digital Industrial Complexes (DIC) in each geopolitical zone of the country. In the same vein, the National Universities Commission (NUC) sets out the minimum standards for the teaching and learning of introductory entrepreneurship in universities across the nation. The National Board for Technical Education (NBTE), National Teachers Institutes (NTI), Tertiary Education Trust Fund (TETFund), Industrial Training Fund (ITF), all have pockets of entrepreneurship activities supported or modules embedded in their training curricula for out of school learners. While these initiatives generally show the direction of the Government towards manpower development, the impacts thereof are yet to trickle down to local areas and communities to the extent needed for sustainable and inclusive national development. Their capacity for generating the critical mass of young entrepreneurs desired for the country's industrial development is yet to be seen.

Entrepreneurship and digital learning are significantly deficient at basic and senior secondary levels of education in Nigeria. Cultural biases which insist that exposing children early in life to issues surrounding the acquisition of money and financial independence jeopardize their academic pursuit is a critical myth fostering this fear. A commendable effort was made by the Nigerian Educational Research and Development Council (NERDC) to enrich the existing 34 trades and entrepreneurship curricula for senior secondary schools with core entrepreneurship contents in 2017. However, the curricula are yet to be finalised and rolled out nationally. Such reviews are necessary to enable the nation move towards the new wave in technology and knowledge driven economies of the 2020s. New Fields and practices such as e-commerce, artificial intelligence, nano technology, the Internet of things, machine learning, robotics, the circular economy, energy performance, resource efficient cleaner production and bio-entrepreneurship are very germane to the growth and success of entrepreneurs globally and should be introduced into the trade and entrepreneurship curriculum.

Given the out of school youth syndrome, the Almajiri youths in the North, young apprentices in the East and restive youths in the South, entrepreneurship and digital learning, using specialized curricula modules have become necessary. Establishing entrepreneurship and digital learning centres in communities across the country will accelerate the effective deployment of entrepreneurship and digital skills and competences across the nation.

Another crop of people largely left out of the entrepreneurship drive and interest are about-to-retire and retired persons. Most retirees finish their service with no concrete plans for economic freedom and self-sustenance. Without entrepreneurship education or learning while in service, they lose touch afterwards. And with little or no knowledge on how to commercialise the knowledge and skills gained throughout their service years, they quickly fizzle out. Entrepreneurship learning and the initiation of social enterprises while in active service will ensure that these men and women of wisdom are harnessed for greater community growth and nation building.

7.3 Challenges

With entrepreneurship as an emerging field of study in Nigeria, there is a large gap in the availability of qualified teachers at the tertiary level, and practically non-existing ones at the basic and senior secondary levels. Teacher training is essential for the Government to achieve success in developing an entrepreneurial society. Teachers need to acquire not only the knowledge, but skills, attitude and capacity to effectively pass on the entrepreneurial spirit to the learners. Furthermore, infrastructural facilities for entrepreneurial learning are insufficient at all levels of education and for out of school youths. Entrepreneurship education in Nigeria is challenged by:

- Insufficient teaching and learning of entrepreneurship at basic education level.
- Insufficient resources for digital learning at basic level.
- Unfinished trade and entrepreneurship curricula for Senior Secondary Schools

- Insufficient and poor teaching and learning resources for basic and secondary schools i.e., text books, case stories and studies, charts, posters, video games, virtual reality, workshops and workshop materials, Poor usage of data laboratories for digital learning, e-commerce, social media usage.
- Lack of digital infrastructure in schools and communities.
- Limited access to technology.
- Non-existence of entrepreneurship curricula for basic and early child learning.
- Non-existence of trade and entrepreneurship teachers in Secondary Schools.
- Non-existence of teacher guides for basic entrepreneurship education.
- Poorly implemented teaching and learning of field-specific entrepreneurship in tertiary institutions (e.g., Bio-Entrepreneurship).
- Insufficient entrepreneurship education, mentoring and support for out-of-school learners.
- Lack of entrepreneurship centres at community levels (especially for the youth for idea generation and business incubation).
- Insufficient digital learning at the community level.
- Lack of a coordinating unit for entrepreneurship at the Federal Ministry of Education, as well as corresponding state counterparts to ensure synergy and coordination of entrepreneurial initiatives across the broad spectrum of entrepreneurship education (between state actors, non-state actors, international, regional and national development partners).
- Limited labour market information
- Non-existing learning visits to entrepreneurial nations in the continent and internationally for idea sharing and cross-breeding.

7.4 Strategy for addressing the challenges and issues of Entrepreneurship Education in Nigeria

- Set up a unit at the Federal Ministry of Education for entrepreneurship development.

- Harmonize national entrepreneurship education strategy with International and regional strategies.
- Conduct study visits for key Coordinators.
- Facilitate partnerships for students' learning visits;
- Develop curricula for early child and basic entrepreneurship education
- Review and finalize trades and entrepreneurship curricula for secondary schools and enrich them with emerging themes and focal areas.
- Develop curricula and advance the teaching and learning of sector-specific entrepreneurship in tertiary institutions (e.g., Bio-Entrepreneurship).
- Develop entrepreneurship curricula for out-of-school learners.
- Increase the spread of entrepreneurship education for out-of-school youth through entrepreneurship and digital hub development across the 774 local government areas of the federation.
- Develop, produce and deploy teaching and learning resources.
- More efficient use of data labs in schools across the Nation.
- Produce teachers' guides.
- Develop a new crop of entrepreneurship teachers.
- Develop curricula for entrepreneurship learners at NCE and Bachelors levels.
- Set up and coordinate entrepreneurship Clubs and societies in schools across all levels.
- Encourage private sector partnerships for student mentoring.
- Set up Parent Entrepreneurs Mentors Associations in schools across all levels.
- Training and retraining of existing teachers.
- Develop a crop of local role models.
- Develop entrepreneurship curricula for social entrepreneurship training for about-to-retire and retired persons.
- Organise study visits for about-to-retire persons.

- Participate in generating Entrepreneurship education data by engaging with the Global Entrepreneurship Monitor Consortium.
- Collaboration with international, regional and national development partners.
- Foster collaboration with NITDA and other Agencies and Associations.
- Set out a special fund for entrepreneurship development.
- Promote Entrepreneurship Education through advocacy, conferences and media shows.

7.5 Action Plan for Addressing the Challenges of Entrepreneurship Education

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicator
Expand the teaching, learning mentorship of Entrepreneurship Education to all levels of Education	Reform and strengthen entrepreneurship education curriculum at all levels	Entrepreneurship education curriculum reformed and strengthened at all levels	2024 - 2026	NERDC, SMEDAN, UBEC, Private Sector, SDG, DPs, AGILE	FME, NERDC, UBEC, States and FCT	Number of schools implementing the reformed and strengthened curriculum
Promote Entrepreneurship Education through advocacy, conferences and media shows	1. Conduct advocacy and sensitisation conferences nationally and in the 6 regions	National, regional and state wide sensitisations on entrepreneurship education	2024-2027	DPs, FMEs, Private Sector	FME, NERDC, UBEC, States and FCT	Number of Advocacy and sensitisations conducted nationally and in 6 regions.
	2. Launch TV and Radio programs to promote entrepreneurship education	2. TV and Radio programs launched on entrepreneurship Education	2024 - 2027	DPs, FMEs, Private Sector	FME, NERDC, UBEC, States and FCT	Number of programs produced and aired on entrepreneurship education

Focus Area: Quality and Standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicator
Strengthen Entrepreneurship Education at all levels	1. Set up an entrepreneurship education development unit in the Federal Ministry of Education and State Ministries of Education	Establishment of Entrepreneurship Education Development Unit in FME, SMOEs and FCT	2024-2025	FME	FME, SMOEs, FCT	Entrepreneurship Education Development Unit established
	2. Organise national and zonal stakeholders' sensitisation workshop on entrepreneurship education	Conduct 37 Workshops annually in 36 states and the FCT	2024 -2027	NLTF, Development Partners, Private Sectors	FME, SMOEs, FCT Education Department,	Number of stakeholders' sensitisation engagements organised and executed
	3. Establishment of Entrepreneurship and Innovation Centres	Pilot Centres established in all the FUCs	2024 -2027	NLTF, DPs, Private Sector, NSSEC, UNIDO, IDEAS, BOI	FME	Number of Entrepreneurship Centres and Innovation and digital Hubs set up in 36 states of the federation
	4. Forster collaboration and partnership with relevant MDAs, both Federal, States and FCT, DPs, entrepreneurship associations and the Private sector	Active collaboration with relevant MDAs, both Federal, States and FCT, DPs, entrepreneurship associations and the Private sector	2024-2027	NCAOOSCE, FMHA, NMEC, DPs, OPS, Private philanthropists , Alumni associations	NCAOOSCE, FMHA, NMEC	Collaboration and partnership with relevant MDAs established
	5. Set up a Special Fund for Entrepreneurship development	Students Entrepreneurship grants and loans scheme	2024-2027	Private sector mandatory crowd funding	Special Fund Intervention Unit, Development Bank of Nigeria	Number of students Entrepreneurship that accessed grants and loans
	6. Students Learning visits for Entrepreneurship knowledge acquisition and	Facilitate student learning visit within and outside the	2024-2027	NITDA, NCAOOSCE, FMHA, NMEC,	NITDA, NCAOOSCE, FMHA, NMEC, DPs, OPS,	Number of students Entrepreneurship learning visits conducted within and outside the

Focus Area: Quality and Standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicator
	enhancement	country		DPs, OPS, Private philanthropists , Alumni associations	Private philanthropists, Alumni associations	country
	7. Build Skills and Entrepreneurship Innovation Hubs in tertiary institutions	Complete and operationalise, twelve (12) Skills and Entrepreneurship Innovation Hubs in tertiary institutions where they do not exist	2024 - 2027	TETFUND	TETFUND	Number of Skills and Entrepreneurship Innovation Hubs in tertiary institutions built nationwide
Address youth unemployment through entrepreneurship education at all levels	1. Review, realign and upgrade the 34 trades and Entrepreneurship Curricula	34 Trade subjects' curricula reviewed and rolled-out	2024 -2025	NERDC,	FME, NERDC,	<ul style="list-style-type: none"> Number of Curriculum reviewed Number of senior secondary schools implementing the reviewed 34 trades and entrepreneurship curricula
	2. Develop learning resources and teachers' guides for basic and secondary education	Entrepreneurship learning resources produced for basic and secondary education	2024 -2027	NERDC, Development Partners	FME, NERDC, SMOE,	Number of Entrepreneurship Learning Resources developed
	3. Set up and manage Entrepreneurship Clubs and societies in Schools across the nation	100 Clubs set-up in all Federal Government Colleges	2024 - 2027	Development Partners, Private Sectors	FME, NERDC, NSSEC, UBEC	<ul style="list-style-type: none"> Number of entrepreneurship clubs and societies set up in Schools across the nation. Number of national entrepreneurship Week/Talk Shows and entrepreneurship/business

Focus Area: Quality and Standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicator
						strategy competition conducted annually
	4. To review curriculum for out-of-school youth and Adult Learners	All curriculum reviewed	2024 - 2025	UBEC, Almajiri Commission, NMEC, NCNE	FME, UBEC, NERDC, NMEC, Almajiri Commission, SMoE	<ul style="list-style-type: none"> Number of curricula reviewed

CHAPTER 8: CURRICULUM AND POLICY MATTERS

8.1 Introduction

The formulation and implementation of policies are at the centre stage of effective educational development. Policies, therefore, are the standard regulatory institutional frameworks and structures that govern operations in the educational sub-sectors at different levels. Policy documents contain provisions or statements in form of instructions, guidance, ideas, actions or plans that determine how things should be done to achieve development objectives and attain positive outcomes. Policy Matters focus on planned, purposeful, progressive, and systematic improvement of the educational ecosystem. Functional and effective policies are, therefore, key to addressing the challenges in the education sector. Aside the attention given to the education-centred policies, education remains the veritable sector and platform for transmitting and actualising the policy provisions pertaining to other sectors, whereby they are captured as learning or content areas in the curriculum.

As a significant channel, the curriculum is concerned with educational contents, learning experiences and outcomes. It is a strategic roadmap and structured guide that is standardised for effective learning and instruction. A well-designed and effectively enacted curriculum determines the development, quality, and relevance of education. The curriculum enables acquisition of knowledge, functional and competitive skills and values that bring about the socio-economic transformation of its beneficiaries and sustainable national development. Thus, an appropriate and functional curriculum is necessary to achieve meaningful and sustainable development. This is the main reason why government places priority on the institutionalisation of curriculum development in the overall context of education. Curriculum renewal, therefore, is a cardinal process of educational development through which education at the various levels is made to mirror and address the needs and aspirations of society and the nation at large.

8.2 Situation Analysis

There are various policies pertaining to education, educational subsectors, practices, or processes. Aside the policy documents, there are Acts that established the various agencies and institutions under the Federal Ministry of Education and their replica established under State Laws and supervised by State Ministries of Education. These laws contain provisions and stipulations which relate to educational policy issues. The provisions, statements, and stipulations of the various National Policies and Laws, are all geared towards systematic operations for the good of education and national development.

8.3 Challenges

The policy provisions, although well-crafted and laid out, are often confronted with slow-paced implementation and frequent changes often referred to as policy somersaults. These usually emanate from failure to operate within the dictates of the policy provisions and stipulations and the duties or responsibilities required. The inability to appropriately translate roles inferred by provisions and inadequate synergy and collaboration is responsible for overlaps or lack of cohesiveness in policy operations. The education sector is also confronted with delays in the review of policies to align with societal dynamics and global trends that are evolutionary. Similarly, the curricula, across all levels of education in Nigeria, suffer from a myriad of issues. The major challenges include ineffective implementation; lack of regular review and updating of existing curricula to meet changing societal needs; low capacity of curriculum implementers; poor and uncoordinated monitoring of curriculum implementation, lack of digitalisation of curricula, including the use of computer simulation and inadequate funding for curriculum development and review. Other challenges are lack of adaptation of the curricula for learners with special needs, lack of instructional resources to support implementation and poor access to the curriculum by the end users.

8.4 Strategies for Addressing the Issues and Challenges

To address these issues:

- Ensure timely review of educational policies to reflect national needs and aspirations.
- Review and update all policies that have lasted for more than five years.
- Strengthen the policy coordination arm of the Federal Ministry of Education and State Ministries of Education for effective monitoring and evaluation of education policy implementation.
- Put in place appropriate measures to ensure agencies operate within their mandates.
- Regularly review and update the curriculum to reflect and translate government policies and development strategies pertaining to different sectors of the economy.
- Conduct research for curriculum development and for public policy formulation in the education sector.
- Reshape the curriculum to reflect new approaches and best practices in curriculum design processes which is currently characterised, among others, by competency and outcome based and learner-centred models.
- Ensure curriculum adaptation for learners with special needs.
- Provide teacher support materials and resources for effective curriculum implementation.
- Digitalise the curriculum to expand access and enhance curriculum management and delivery.

8.5 Action Plan for Addressing the Challenges of Curriculum and Policy Matters

Focus Area: Quality and standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Review, update and enrich the basic and senior secondary education curricula to meet the demands of time	1. Review, update and enrich the basic education curricula in line with the competency-based framework	A competency-based basic education curriculum introduced into all primary and basic education schools	2024	SDGs, AGILE	FME, NERDC, UBEC, SUBEBs, SMOEs, NCNE.	Number of basic education schools implementing the revised curriculum
	2. Review, update and enrich the senior secondary education curriculum in line with the competency-based framework	A competency-based senior secondary education curriculum introduced into all senior secondary education schools	2024	NSSEC, AGILE	FME, NERDC, NSSEC, SMOEs.	Number of senior secondary education schools implementing the revised curriculum
	3. Develop teachers' guides to support teachers in the implementation of the curricula at basic and senior secondary education levels	All teachers at the basic and senior secondary education levels have access to teachers' guides to support their implementation of the curricula	2024	AGILE	FME, NERDC, UBEC, NSSEC, SUBEBs, SMOEs	Number of teachers with access to the teachers' guides
	4. Print and distribute the new curricula and teachers' guides	Curricula are available and accessible to all schools	2024	NERDC	FME, NERDC, UBEC, NSSEC, SUBEBs, SMOEs.	Number of curricula printed and distributed to schools across the states and FCT

Focus Area: Quality and standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Improve learners' reading skills at the basic education level to achieve SDGs 4.1 target	Domesticate the implementation of the National Reading Framework across the states and FCT	Increased reading ability of learners at the basic education level across the states and FCT	2024 - 2027	SDGs, UBEC	FME, NERDC, UBEC, NCNE, NCCE, SUBEBs, SMOEs and relevant development partners	Number of learners at the basic education levels exceeding minimum reading skills in English and national languages
Implement the National Language Policy (NLP)	1. Popularise and commence full implementation of the National Language Policy Provisions	Implementation of the NLP entrenched in all basic and post-basic levels of education in Nigerian	2024 -2027	NERDC, UBEC, NSSEC, NINLAN, NCCE, SUBEBs, SMOEs, DPs	FME, MDAs, NERDC, UBEC, NSSEC, NINLAN, NCCE, SUBEBs, SMOEs	Number of schools implementing the NLP
	2. Develop curricula for the teaching of all Nigerian languages to drive the implementation of the National Language Policy	Teaching and learning of all Nigerian languages as prescribed in the National Language Policy	2024 - 2027	NERDC, UBEC, NSSEC, NINLAN, NCCE, SUBEBs, SMOEs, DPs	FME, MDAs, NERDC, UBEC, NSSEC, NINLAN, NCCE, SUBEBs, SMOEs	Number of Nigerian languages with curricula taught in schools
	3. Develop science and technology textbooks and instructional materials for use in Nigerian languages	Teaching and learning of science and technology in selected Nigerian languages	2024 2027	Federal Ministry of Science & Technology	FME, FMST & innovation, NERDC, UBEC, NSSEC, NLAN, NCCE, SUBEBs, SMOEs, language groups, language associations and relevant development partners	Number of schools teaching science and technology in Nigerian languages
Fully digitalise curriculum management and textbook assessment	Establish a National Media and Instructional Resource Centre at NERDC	Enable effective textbook assessment, curriculum management and	2024 - 2027	NLTF, NCCE, NITDA	FME, NERDC, UBEC, NSSEC, SUBEBs, SMOEs, development partners	Functional National Media a National Educational Media and Instructional Resource Centre at NERDC

Focus Area: Quality and standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
process to enhance efficiency and improve learning outcomes		instructional resource development				
Strengthen the book industry through the effective implementation of the National Book Policy	Consolidate the National Book Policy and enforce Textbooks and other Instructional Resources Quality Assurance, Assessment Standards and legislation on book policy	Provision of quality books to serve the national book needs	2024 - 2025	NLTF, NCCE, NITDA	FME, NERDC,	The National Book Policy Enacted and activated
Review and update all tertiary education curricula to align with global best practices to address national needs	Review Teacher Education Minimum Standard to align with basic education programme curricula	Production of teachers with the requisite capacity to effectively teach the basic education programme curriculum	2025	UBEC, NSSEC, NINLAN, NCCE, SUBEBs, SMOEs, DPs	FME, NERDC, NCCE, UBEC	Number of Teacher Education Institutions implementing the reviewed Minimum Standard
Provide policies and guidelines for the development of senior secondary education in Nigeria	Develop and activate a National Policy on Senior Secondary Education and its Implementation Guidelines	Unify and improve the operations of senior secondary education in Nigeria	2024 - 2025	NSSEC	FME, NSSEC, NERDC, SMOEs, SSEBs	Policy operationalised across the states and FCT
	Prescribe and enforce the National Minimum Standards for Senior Secondary Education in Nigeria	Achieve quality senior secondary education in Nigeria	2024 - 2025	NSSEC	FME, NSSEC, SMOEs, SSEBs, Principals of FUCs	Number of senior secondary schools meeting the minimum standard

Focus Area: Quality and standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Promote safe schools in Nigeria	1. Provide relevant facilities and gadgets to protect schools in the country	Adequate security and safety in schools	2024 - 2027	FME, SMOEs, NEMIS, UBEC, NSSEC, NCNE, NMEC, Development Partners	FME, SMOEs, NEMIS, UBEC, NSSEC, NCNE, NMEC	Number of school with adequate security
	2. Build capacity of teachers on promotion of safe schools	10,000 teachers trained on school safety nationwide	2024 - 2027	FME, SMOEs, UBEC, NSSEC, NCNE, NMEC, DPs	FME, SMOEs, UBEC, NSSEC, NCNE, NMEC,	Number of teachers trained nationwide on school safety
	3. Prototype a GIS-based education infrastructure database and early warning system to enable dashboard and monitoring.	Improved school security surveillance and efficient reporting system	2024 - 2027	FME, SMOEs, NEMIS, UBEC, NSSEC, NCNE, NMEC, Development Partners	FME, SMOEs, NEMIS, UBEC, NSSEC, NCNE, NMEC,	Number of GIS based education infrastructure database/early warning system put in place nationwide
	4. Implement the National Policy on Safety, Security and Violence-free Schools (NPSS&V)	Collective action for school safety and security	2024 - 2027	FME, SMOEs, NEMIS, UBEC, NSSEC, NCNE, NMEC, Development Partners	FME, SMOEs, NEMIS, UBEC, NSSEC, NCNE, NMEC	<ul style="list-style-type: none"> Number of advocacy visits conducted. Number of states and LGAs with structures in place for the implementation of NPSS&V.

Focus Area: Quality and standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Enhance school counselling programmes for quality education delivery	Develop, review and disseminate Counselling materials for quality and efficient Guidance and Counselling	Improved counselling activities in schools	2024 - 2027	FME, SMOEs, UBEC, NSSEC, NCNE, NMEC, Development Partners	FME, SMOEs, UBEC, NSSEC, NCNE, NMEC,	Number reviewed counselling materials distributed and in use.

CHAPTER 9: TEACHER EDUCATION, CAPACITY BUILDING AND PROFESSIONAL DEVELOPMENT

9.1 Introduction

Teacher education, capacity building, and professional development are crucial aspects of enhancing the quality of education and fostering effective teaching practices, shaping skills and motivating personnel. Teacher education is the foundational pillar of preparing individuals to become teachers. It comprises formal training programmes, such as the Nigeria Certificate in Education, and undergraduate and postgraduate degrees in education, which equip aspiring teachers with pedagogical knowledge, subject expertise, and teaching methodologies. Effective teacher education programmes focus on theoretical concepts and practical classroom experiences to ensure that future educators are well-prepared for the challenges they will face in their careers.

Capacity building goes beyond initial training and aims to continuously enhance the skills and competencies of teachers throughout their careers. This process can take various forms, including workshops, seminars, and peer learning opportunities. Capacity building helps teachers stay updated with the latest teaching methodologies, educational technologies, and evolving curricula, enabling them to effectively adapt to changing educational landscapes.

Professional development promotes teachers' growth and ensures their continued commitment to excellence. It involves ongoing learning opportunities and reflective practices that empower teachers to identify areas of improvement and refine their instructional strategies. Engaging in professional development activities fosters a culture of lifelong learning among educators, thereby inspiring them to be proactive in seeking ways to enhance their productivity. The relationship between teacher education, capacity building, and professional development is symbiotic. A well-designed teacher education programme forms a strong foundation for a teacher's career, while capacity building and professional development further nurture their skills and expertise. Integrating all three components would lead to a transformative impact on the quality of education. Moreover, investment in teacher education,

capacity building, and professional development also addresses the issue of teacher retention. If teachers feel supported and empowered through continuous learning opportunities, they will remain committed to their profession and become positive role models for their students.

In Nigeria, a minimum of three years following post-basic education in Colleges of Education is required to obtain the Nigeria Certificate in Education (NCE). NCE is the minimum qualification to teach at the basic education level. Teachers at the senior secondary level require a further three years of training at the university to obtain a university degree which qualifies them to teach at the senior secondary level. Alongside these pre-training programmes are a variety of Continuous Professional Education (CPE) opportunities for those already employed as teachers.

9.2 Situation Analysis

The quality of teachers produced by teacher education institutions and their classroom performance has been adjudged to be unsatisfactory as revealed by a measure of teachers' quality using learners' performance. The result of the Monitoring of Learning Achievement (MLA) showed a score of less than 50% in literacy, numeracy and life skills among pupils. This was hinged on the engagement of non-professionals, as over 50% of those teaching do not have NCE, the required minimum qualification to teach in Nigeria. Even those who have the NCE often display insufficient familiarity with the basic education syllabuses.

Pupils' learning outcomes in public schools in Nigeria are generally unsatisfactory and should be a matter of concern to the governments, parents and other stakeholders in the education sector.

9.3 Challenges

The key issues and problems facing teacher education include:

- Low enrolment in Teacher Training Institutions.
- Low quality of entrants into pre-service training.
- Shortage of qualified teachers.
- Poor organisation and implementation of teaching practice.

- Poor implementation of the National Teacher Education Policy (February 2014).
- Inadequate exposure to continuous professional development and ICT training of in-service teachers.
- Non-implementation of presidential directives on repositioning and revitalisation of the teaching profession.
- The poor condition of service for in-service teachers.
- Insufficient funding of teacher education.
- Insufficient capacity building of all cadres of staff.
- Insufficient working tools for teachers.
- Insufficient prospect of further studies of NCE holders.
- Nonconformity with the Minimum Standard for teaching at the basic and post-basic education levels by State and private institutions.

9.4 Strategies for Addressing the Issues and Challenges

To address these issues, the Federal Ministry of Education should:

- Ensure that all 220 CoEs and 240 NTI study centres nationwide key into the teacher education reforms.
- Ensure the regular review of the 45 NCE curricula.
- Monitor the implementation of curricula.
- Establish Federal Colleges of Education in the States where there are none to create access to teacher education.
- Encourage states and private operators to establish standard COEs.
- Enhance the status of the teaching profession and make it attractive to the best brains in the country by implementing the presidential directives on repositioning and revitalisation of the teaching profession.
- Review of the National Teacher Education Policy.
- Improve the quality of teachers through consistent Teacher Professional Development.
- Conduct continuous and professional development and training in ICT for in-service teachers in line with global best practices.
- Training of Teachers on Integrated Quranic and Tsangaya Education (IQTE).

- NCE graduates should spend two years as against the current three years to obtain a Bachelor's Degree in Education (B.Ed., B.Sc. Ed, B.A Ed).
- Establish at least one University of Education in each of the six geo-political zones.
- Implement the amended new COEs law and institute Dual Mode.
- Encourage teacher employers both at the sub-national and the private sector to key into the professional development activities of the TRCN

9.5 Action Plan for Addressing the Challenges of Teacher Education, Capacity Building and Professional Development

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Attract best brains into teacher education programmes annually.	1. Implement incentive schemes in the form of scholarships and bursaries for students enrolled in teacher education programmes	30% of the students of education related courses enjoy bursary scheme	2024 -2027	FME, UBEC, NCNE, SUBEB, DPs	FME, NCCE, UBEC, NCNE, NSSEC, SMOEs and FCT	Number of students in education related courses receiving scholarship and bursary scheme
	2. To attract qualified teachers to work in rural areas and help address teacher shortages	Build Low-Cost staff quarters in rural areas for 30% teachers at all levels	2024 -2027	FME, UBEC, NCNE, NSSEC, States and FCT	Federal, State and LGEA	Number of teachers in the rural areas enjoying low-cost housing facilities
Enhance the status of the teaching profession and make it attractive to the best brains	1. Implement the directives of FGN on repositioning and revitalisation of the teaching Profession	<ul style="list-style-type: none"> A realistic and feasible salary structure and career path developed, approved and activated Improve access to bursaries by student-teachers 	2024 -2027	FME, UBEC, NCNE, NSSEC, States and FCT, TETFund, NUC, NCCE, CoEs	FME, SMOEs, NCCE, NTI, FMF, National Wages and Salaries Commission, Budget Office, NUT, NAPPS, NUC, NCCE, CoEs	<ul style="list-style-type: none"> Number of States implementing the approved salary structure. Number of student-teachers that have benefited from bursary Number of graduates produced in specialized areas of teacher education
	2. Implementation of dual mode (NCE and Bachelor's Degree) in	<ul style="list-style-type: none"> Boost enrolment in 	2024 -2026	FME, UBEC, NCNE, NSSEC, States and FCT,	FME, SMOEs, NCCE, NTI, FMF, National Wages and Salaries	Number of institutions that implemented the dual mode

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
	Colleges of Education	CoEs <ul style="list-style-type: none"> • Production of graduates in specialised areas in education Boost access to quality degree in education.		TETFund, NUC, NCCE, CoEs	Commission, Budget Office, NUT, NAPPS, NUC, NCCE, CoEs	

Focus Area: Quality and standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Ensure quality teacher education	1. Realign the NCE programmes curricula to meet basic education curricula and standards	Update, review and strengthen the NCE programme curricula to align with BES curricula	2024 -2025	NERDC, DPs	FME, NCCE, NCNE, NERDC	Number of NCE awarding institutions implementing the reviewed curriculum.
	2. Review the National Teacher Education Policy (NTEP) to be in tandem with emerging issues and best practises	Produce 2000 copies of reviewed NTEP and distribute to all stakeholders nationwide	2024 -2025	FME, FME, NCCE, TRCN, COE, SMOE States and FCT	FME, NCCE, TRCN, COE, SMOE	Number of copies of the reviewed NTEP produced
	3. Develop key performance indicators to determine level of implementation of teacher education reform	Effective tracking of the implementation of reforms in teacher education.	2024 -2027	FME, NCCE, NCNE, TRCN, COEs, NTI	FME, NCCE, NCNE, TRCN, COEs, NTI	Comprehensive data on the implementation of teacher education reform across COEs and NTI study centres.
	4. Enforce the certification and licensing for teachers in federally funded Basic and Senior Secondary schools in Nigeria	Certified and licensed at least 1,450,000 teachers in basic and secondary schools by 2027	2024 - 2027	UBEC, SUBEBs, NSSEC	FME, UBEC, SUBEBs, NSSEC	<ul style="list-style-type: none"> Number of teachers certified and licensed in Basic and Senior secondary schools
	5. Enforce and monitor the implementation of teacher education reform	Achieve compliance in teacher education reform across the country.	2024 -2027	FME, NCCE, NCNE, TRCN, NTI, DPs	FME, NCCE, NCNE, TRCN, NTI	All COEs and NTI study centres in Nigeria comply with teacher education reform.

Focus Area: Quality and standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
	6. Monitoring the level of implementation of National Teacher Education Policy (NTEP) in Teacher Education Institutions and its review in collaboration with States and other Stakeholders	At least 100 Schools implementing NTEP, annually by 2027	2024 - 2027	FME, States and FCT	FME, States and FCT	Number of Schools implementing NTEP
	7. Introduce one-year internship programme for all teacher education graduates to be undertaken by NTI	Achieve efficiency and seamless transition into the teaching profession	2024 -2027	FME, States and FCT, NTI, NCCE, DPs	FME, States and FCT, NTI, NCCE	One Year Internship instituted in NTI
Inclusivity: Drawing on all skills base	Recruit and train more female teachers, and teachers with disability in Federal Unity Colleges	<ul style="list-style-type: none"> Recruit 280 female teachers, minimum of 40 annually in FUCs Train 15,000 female teachers, minimum of 3500 annually Recruit 280 teachers with disability minimum 40 annually in FUCs 	2024 -2027	FME, UBEC Intervention fund States and FCT	FME, UBEC, States and FCT	<ul style="list-style-type: none"> Number of female teachers recruited Number of female teachers trained Number of teachers with disability recruited Number of teachers with disability trained

Focus Area: Quality and standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Reform in-service teachers' capacity development programmes for improved learning outcomes.	1. Develop framework for teacher capacity development	New framework for improved teacher capacity development.	2024 -2025	FME, NCCE, TRCN, NTI, UBEC, NSSEC, NERDC, NMC, NCNE, NCNE, NUT, DPs	FME, NCCE, TRCN, NTI, UBEC, NSSEC, NERDC, NMC, NCNE, NUT	New Framework for teacher capacity development programme produced
	2. Conduct regular teacher capacity development programmes	Retrain 200,000 in-service teachers on curriculum, pedagogy and instructional leadership annually	2024 - 2027	FME, UBEC, NCNE, NTI, NCCE, SMoE, DPs	FME, UBEC, NCNE, NTI, SMoE, NCCE	Number of in-service teachers retrained annually.
	3. Establish Teacher Development Fund Account (TEDFA) in line with the recommendations from NTEP	TEDFA's Operational guidelines developed, approved and activated.	2024 -2025	FME, UBEC, NCNE, NTI, NCCE, SMoE, DPs	FME, TETFund, NCCE, UBEC, NCNE, NSSEC, SMoEs, FEC and National Council of State.	Functional Teacher Development Fund Account (TEDFA)
	4. Enable the institutions to implement Teaching Practice (TP) effectively as specified in the TP guidelines and procedures.	Adequate funding of teaching practice by TETFund	2024 - 2027	FME, TETFund, NCCE, NCNE, DPs	FME, TETFund, NCCE	Percent (%) of Teacher Training Institutions supported by TETFund for improved teaching practice.
	5. Conduct regular Workshops and refresher courses for Teachers of French	Retraining of 3,000 teachers between 2023-2027	2024 - 2027	FME, DPs, States and FCT	FME, NFLV, State Governments, SUBEB, TRCN, NTI	Number of Teachers trained annually
	6. Train and Certify teachers on digital literacy	Teachers of digital literacy equipped with adequate skills	2024-2027	NITDA, DPs	FME, NITDA, IT Certification Bodies	Number of teachers trained on digital literacy annually

Focus Area: Quality and standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
		and knowledge annually				
Improve the performance of practising teachers in the school system.	Develop Teacher competencies Assessment Framework and conduct annual teacher competency assessment	Ensure that the competency of teachers in the classroom is commensurate with their qualifications and engagement	2024 – 2027	FME, UBEC, NCNE, NSSEC, SUBEB, DPs	FME, TRCN, SMOEs, SUBEBs, NUT, NIEPA	Number of teacher competency assessment conducted
Strengthen the Teacher Continuous Professional Development programmes	1. Improve the quality of teachers of Basic and Post Basic institutions.	20% of teachers of Basic and post Basic Schools provided Continuous professional development and ICT re-tooling annually	2024 - 2027	FME, UBEC, NCNE, NSSEC, SDGs, DPs, SMOE, SUBEB	FME, OSSAP-SDGs, SUBEBs, SMOEs, NTI, NCCE, TRCN, NIEPA	Percent (%) of teachers of Basic and post Basic Schools trained Annually
	2. Review of the Mandatory Continuous Professional Development (MCPD) manual and monitoring of the programme	Review MCPD Manual	2024 - 2025	FME, DPs	FME, TRCN, SUBEBs, UBEC, NSSEC, SMOEs	MCPD reviewed
	3. Strengthen SMASE National Centre to train more science and mathematics teachers enhanced	Enhance training facilities and increase number of science and mathematics teachers trained annually by 20%	2024 2027	FME, NTI, UBEC, NSSEC, NMC	NTI, SMASE, NMC	<ul style="list-style-type: none"> Percent (%) of increase in funding to the centre Number of science and mathematics teachers trained

Focus Area: Quality and standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
						annually by the centre
	4. Support teachers to acquire additional qualifications to improve performance.	Provide scholarship for 20,000 teachers to undergo in-service training at higher institutions within the Country	2024 –2027	NSSEC, UBEC, SUBEBs	FME, NSSEC, SMOEs, UBEC, SUBEBs	<ul style="list-style-type: none"> Number of teachers provided with scholarship to undergo further studies.
	5. Sponsor teachers to at least one refresher training per annum	20% of teachers attend refreshers training annually	2024 - 2027	NTI, NSSEC, UBEC, TETFund, NGOs, NUC, NCCE, DPs	NTI, NSSEC, UBEC, TETFund, NGOs, NUC, NCCE	<ul style="list-style-type: none"> Number of academic and non-academic staff trained
Expand the Annual Presidential Teachers and Schools Award to cover more categories and the winners to be considered for National Awards and National Productivity Order of Merit (NPOM) Awards	Acknowledge and reward educators, schools, and administrators who consistently achieve high standards of teaching and educational outcomes.	At least one teacher per state to be honoured annually	2024 -2027	FME	FME, States and FCT, NTI. TRCN, NSSEC, UBEC	<ul style="list-style-type: none"> Number of teachers awarded Number of categories covered
Improve the capacity of Arabic teachers for efficient performance	Train Arabic teachers in both public & private sectors to improve their quality in Basic Techniques of teaching Arabic Language	1500 Arabic Teachers	2024 - 2027	FME, Almajiri Commission, NCNE, UBEC, SUBEB	FME, NALV, NTI, NEDC, States and FCT	<ul style="list-style-type: none"> Number of Arabic teachers in both public & private sectors trained
Build the capacity of teachers at primary 1-3 to teach with the language of	Train primary 1-3 teachers in both public and private schools for	Train 18,500 teachers in 36 States and FCT	2024 – 2027	FME, UBEC, NCCE, NINLAN, SUBEB	FME, UBEC, NCCE, NINLAN, SUBEB	<ul style="list-style-type: none"> Number of teachers trained on the teaching in language

Focus Area: Quality and standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
the immediate environment	effective teaching in language of immediate environment.	annually				of the immediate environment

Focus Area: System Strengthening						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Expand the teaching of Early Grade Reading across all NCE awarding institutions	<ul style="list-style-type: none"> Fully implement EGR programme in all NCE Awarding Institutions Mass production of Early Grade reading materials 	<ul style="list-style-type: none"> EGR fully implemented 10,000 copies produced annually 	2024 – 2027	FME, NCCE, DPs, USAID	NCCE, NERDC, COEs	<ul style="list-style-type: none"> Number of NCE Awarding Institutions Implementing EGR programme Number of teacher educators trained
Provide Modern Multimedia laboratories for effective practicum in all Teacher Training Institutions.	Procure and install modern Multimedia Laboratories for Effective Practicum in all Teacher Training Institutions	<ul style="list-style-type: none"> Provide all Federal COEs with Modern Multimedia Laboratories 	2024 – 2027	FME, DPs, Proprietors, TETFund, NUC, NCCE, NTI	NCCE, TETFund & COEs, NUC, NTI	<ul style="list-style-type: none"> Number of Modern Multimedia Laboratories provided Number Teacher Educators trained

Focus Area: System Strengthening						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
		<ul style="list-style-type: none"> 400 teacher educators trained in the use of the facility 				
Expand and Strengthen Basic Education Programmes (BED) for Basic Education	Review Basic Education curricula and implement them in all COEs.	Produce more teachers with the requisite knowledge and skills to impart knowledge at Basic Education Level	2024 - 2027	NERDC, DPs, NCCE	NCCE, NERDC, COEs,	<ul style="list-style-type: none"> Number of NCE awarding institutions implementing the reviewed BEC Curriculum
Expansion and Strengthening of Adult and Non-Formal Education (ANFE) Programme	Review the adult and non-formal education curriculum and ensure that all NCE awarding Institutions offer ANFE programme.	All COEs implement ANFE Courses	2024 – 2027	NERDC, NMEC, DPs	NCCE, NERDC, NMEC & COEs	Number of COEs offering ANFE using the reviewed curriculum
Expand and strengthen Special Education Programme for the Basic Education level.	Mounting of Special Education Programme in more NCE Awarding Institutions	At least one CoE in each State has Special Education programmes	2023 - 2027	FME, SMOEs, DPs	NCCE, National Commission for Persons with Disability and COEs	<ul style="list-style-type: none"> Number of Teacher Educators trained. Number of NCE Awarding Institutions keyed into Special Education Programme
Address the deficiency of Early Grade Education (EGE) teaching techniques among Colleges of Education lecturers in	1. Establish new Early Grade Reading Centres	Early Grade Reading Centres established in every COE where it does not exist	2024 - 2026	TEFUND, NCCE	TEFUND, NCCE, COEs	<ul style="list-style-type: none"> Number of Early Grade Reading Centres established

Focus Area: System Strengthening						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Nigeria	2. Build the capacity of Lecturers in Early Grading Reading techniques	Capacity Building in Early Grading Reading for Facilitators conducted	2024 - 2027	TEFUND, NCCE	TEFUND, NCCE, COEs	<ul style="list-style-type: none"> Number of lecturers trained on Early Grade Reading techniques

CHAPTER 10: TERTIARY EDUCATION AND STUDENT SUPPORT SERVICES

10.1 Introduction

Tertiary Education is the education after secondary level. It incorporates Universities and Inter-University Centres, Polytechnics, Mono-technics and other specialised institutions, Colleges of Education, and Innovation Enterprise Institutions (IEIs). Tertiary Institutions award Post-Graduate Degrees, First Degree, Higher National Diploma (HND), National Diploma (ND), National Innovation Diploma (NID) and Nigeria Certificate in Education (NCE). The SDGs 4 Target 3 for tertiary education is to aim at and ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education. It is coordinated and regulated by various bodies that are established by law. They are: The National Universities Commission (NUC), National Commission for Colleges of Education (NCCE) and the National Board for Technical Education (NBTE).

10.2 Situation Analysis

There are 260 Universities (62 Federal, 51 State, 147 Private) and 4 Inter-University Centres (Federal), 180 Polytechnics, (40 Federal, 53 State, 87 Private), 180 Mono-technics, 179 Innovation Enterprise Institutions (IEIs), 147 Colleges of Education (25 Federal, 45 State, 77 Private), in Nigeria as of October 2023. Over the years, the demand for tertiary education has increased with over 1.6 million seeking admission into the institutions annually.

10.3 Challenges

Although these institutions over the years produced graduates with skills and competencies to compete favourably across the globe, the tertiary education sector is still grappling with many challenges. These include:

- High demand for tertiary education skewed mainly in favour of universities.
- Weak Governance and Regulatory structures.
- Low carrying capacity resulting from insufficient infrastructural facilities such as Lecture Theatres, Laboratories, Libraries, etc. as well as inadequacy of academic and technical staff.

- Non-alignment and mismatch of programmes offered with labour market and manpower needs.
- poor quality of graduates as a result of poor quality of the products from Post Basic Education.
- Inadequate quantity and quality of lecturers in most critical programmes and courses of study.
- Frequency and duration of strikes leading to disruptions in the academic calendar.
- Low utilisation of ICT for teaching, learning, research and administration.
- Gender imbalance in admission into critical academic programmes and courses.
- Inadequate funding for recurrent, personnel and capital expenditure.
- Low enrolment of students in IEs as a result of apathy towards teaching, Technical and Vocational Education and Training (TVET) programmes.
- Non-adherence to the extant provisions by the governing councils and management in handling the affairs of tertiary institutions.
- Lack of Legislative Bills on the operation of IEs.
- Obsolete Acts of tertiary institutions, Inter-University Centres and regulatory agencies.
- Proliferation of illegal tertiary institutions.
- Weak capacity of inter-university centres to support the tertiary institutions to produce quality graduates.
- Poor deployment of open and distance learning for quality education delivery in tertiary institutions.
- High tuition fees in tertiary institutions beyond the affordability of indigent students.
- Inability of qualified indigent students to benefit from scholarship and bursary awards.
- Non-inclusion of students of Mono-technics, IEs and private tertiary institutions in scholarship and bursary awards.
- Insufficient and high cost of utility services in the institutions including power, water and internet facilities.

- Low emphasis on National Values in tertiary education curricula
- Non-inclusion of discipline-specific entrepreneurship in tertiary education curricula.

10.4 Strategies for Addressing the Issues and Challenges

- Ensure strict adherence to the rules as stated in the laws of the Institutions in appointment of Chairmen and Members of Governing Councils;
- Strengthening the regulatory agencies in the establishment and running of the institutions;
- Improved partnership and collaboration with the private sectors in education;
- Display of political will in the implementation of policies and agreements with tertiary institution-based staff Unions and other stakeholders;
- Creating policy frameworks for the involvement of industrial establishments and government agencies in developing curricula for tertiary institutions without compromising the academic freedom of the institutions;
- Regular review of curricula in line with the best practices and labour market demand;
- Establish international centres for scientific research in collaboration with relevant Tertiary Institutions;
- Establish more Specialised Universities i.e., Agriculture, Education and Technology in each geo-political zone of Nigeria;
- Improve the use of ICT to safeguard the authenticity and quality of research and publications in tertiary institutions;
- Improve tertiary education funding by Federal Government, State Governments and proprietors of private tertiary institutions and other funding intervention agencies such as TETFund, Central Bank of Nigeria (CBN), Niger Delta Development Commission (NDDC), North East Development Commission (NEDC), Development Partners etc.
- Provision of scholarship by Federal, States and other organisations for scholars at all levels of tertiary education;

- Encourage and support periodic fund-raising initiatives especially through endowment funds, patents, consultancy and commercialisation of R&D as viable options of revenue generation;
- Enact legislative bills on the operation of tertiary institutions and IEs without enabling laws in Nigeria by Federal Ministry of Education/Federal Executive Council;
- Strengthen the inter-university centres through improved funding and review of enabling act;
- develop framework and guidelines for indigent students to benefit more from bursary and scholarship award;
- Inclusion of students of private tertiary institutions and IEs to benefit from scholarship and students loan schemes.
- Emphasise ethics and national values in all tertiary education.
- Inclusion of discipline-specific entrepreneurship in tertiary education curricula.
- Effective implementation of the student's loan scheme.

10.5 Action Plan for Addressing the Challenges of Tertiary Education

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Explore sustainable ways of funding tertiary education	<ul style="list-style-type: none"> Students Loan Grants and bursaries IGR Cost Sharing mechanisms Philanthropist support 	Self-sustaining funding of tertiary education	2024 -2027	World Bank, DPs, Alumni, Grants	FME, TETFund, NUC, NCCE, NBTE,	Number of tertiary institutions with alternative and innovative means of funding.
	2. Conduct education summit to attract both national and international investors into the education sector	Alternative funding of tertiary institutions through national and international investors.	2024 -2027	World Bank, DPs, Alumni, Grants, Ministry of Marine and Blue Economy	FME, TETFund, NUC, NCCE, NBTE, organised private sector, Development partners, Ministry of Marine and Blue Economy	Number of tertiary institutions receiving funding from national and international investors.
Improve funding of tertiary institutions	Significantly raise the budgetary allocation to Tertiary Institutions	25% increase in funding of tertiary education through budgetary allocations	2024 - 2027	Presidential Intervention	FEC, FME, FMF, States and FCT, Directorate of Budget and Economic Planning, NASS	Percent (%) of increase in annual budget of tertiary education
Expand Collaborations with the private sector to build more infrastructure for improved enrolment	1. Collaborate with Infrastructure Concession Regulatory Commission (ICRC) to organise stakeholders meeting on Public Private Partnership (PPP) for tertiary institutions	At least one-third of students accommodated in tertiary institutions	2024 - 2027	ICRC, private investors	FME, NUC, NCCE, NBTE, Infrastructure Concession Regulatory Commission (ICRC), private investors	Number of new hostels constructed through PPP in tertiary education
	2. Provide more Infrastructural facilities in tertiary institutions	Improved environment for teaching and learning	2024 - 2027	FME, TETFund, SMOE and Tertiary Institutions, DPs, Private Sector	FME, TETFund, SMOE and Tertiary Institutions	Number of facilities provided
	3. Upgrade faculty programmes for higher academic ranking of institutions through the Special	Increase the number of institutions ranked from 3 (three) to 10 (ten)	2024 - 2027	FME, TETFund SMOE and FCT, Tertiary	FME, TETFund SMOE and FCT, Tertiary Institutions	Number of institutions upgraded to higher

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
	High Impact Programme (SHIP)			Institutions, DPs, Private Sector		academic ranking.
	4. Provide essential common facilities to selected institutions through the Zonal Intervention (ZI)	Improved environment for teaching and learning	2024 -2027	FME, TETFund SMOE and FCT, Tertiary Institutions, DPs, Private Sector	FME, TETFund SMOE and FCT, Tertiary Institutions	Number of institutions provided with common quality facilities across the zones
Eradicate duplication and wastages in scholarship scheme to increase beneficiaries	Develop guidelines for the award of scholarships to improve the coordination of scholarship scheme for students studying home and abroad.	Developing Guidelines	2024 -2027	NITDA, PTDF, NIMASA, CBN	FME, PTDF, TETFUND, CBN and State scholarship boards	Guidelines developed
Enhance access to Tertiary Institutions for qualified graduates of secondary schools	1. Expand existing facilities in tertiary institutions to accommodate more students	Increase the current transition rate from secondary schools to Tertiary Institutions from 17% to 35% in the next four (4) years.	2024 - 2027	TETFund, Private Sectors, States and FCT	FME, FMF, JAMB, Universities Polytechnics and COEs, States and FCT	% Increase in access to Tertiary Education
	2. Recruit more academic staff and scale up distance learning	Reduce lecturer - students ratio in all tertiary institutions to at least 1:50 in science-based and 1:70 in Arts and humanities disciplines	2024 -2027	FME, States and FCT	FME, FMF, JAMB, NUC, NBTE, NCCE, Universities Polytechnics and COEs, Mono-technics, States and FCT	Number of qualified lecturers recruited annually in all tertiary institutions across the country.
	3. Establish new Federal Universities of Agriculture	Establish 3 new Federal Universities of Agriculture in South-South, North-East and	2024 - 2027	FME	FME, FMF, NUC, TETFund	Number of Federal Universities of Agriculture established

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
		FCT				
	4. Expand access for all candidates through inclusive admission process	A trimodal system of UTME administration based on the preference of candidates involving (a) fully Braille; (b) fully CBT; and (c) fully read-aloud by proctor from 2024	2024 - 2027	FME, TETFund, JAMB, SMoE and FCT, Tertiary Institutions, DPs, Private Sector	FME, TETFund, JAMB, SMoE and FCT, Tertiary Institutions	Number of candidates benefiting from the trimodal system of UTME
	5. Increase UTME access to candidates with forms of disabilities other than visual impairment	2% annual growth rate of the UTME access to candidates with forms of disabilities other than visual impairment	2024 - 2027	FME, JAMB	FME, JAMB	Percentage of candidates with forms of disabilities other than visual impairment accessing UTME annually
Expand language Immersion and Acculturation Programmes for Universities and Colleges of Education	1. Enrol 300 level students of Arabic, French and Nigerian languages from Nigerian Universities for training in high quality immersion programmes	1,715 students of Arabic, French and Nigerian Languages from Nigerian Universities to undergo high quality immersion programmes	2024 -2027	FME, NFLV, NALV, NINLAN, NCNE, NBAIS, AGILE, DPs	FME, NFLV, NALV, NINLAN, NCNE, NBAIS, Universities	Number of universities students that complete one year immersion course in Arabic, French and Nigerian Languages
	2. Enrol 200 level NCE students from Colleges of Education and other related tertiary institutions in Nigeria offering Arabic, French and Nigerian Languages for the 12-Weeks compulsory Acculturation programme	40,000 NCE students to undergo compulsory Acculturation in each of Arabic, French and Nigerian languages.	2024 - 2027	FME, NFLV, NALV, NINLAN, NCCE, NBAIS, COEs, AGILE, DPs	NCCE, NALV, NFLV, NINLAN & Colleges of Education/Related Colleges	Number of COE students that complete the acculturation programme

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
	3. Establish a University of Education in each geo-political zone	6 Universities of education established in each geo-political zones (NW, NE, NC, SS, SW, SE)	2024 -2027	FME, FMF, NUC, TETFund, Budget and Economic Planning,	FME, FMF, NUC, TETFund, Budget and Economic Planning,	Number of Universities of education established
	4. Implement dual module in Colleges of Education and B.Tech (Hons.) in Polytechnics to replace HND	All Colleges of Education and Polytechnics	2024 -2027	FME, States, FCT and Governing Board of the Institutions	FME, National Assembly, States Assembly, States, Governing Board of the Institutions	Dual module implemented in Colleges of Education and B.Tech (Hons.)in Polytechnics
Expand language Immersion /Acculturation Programmes for Universities and Colleges of Education	1. Enrol 300 level students of Arabic from Nigerian Universities that offer Arabic for training in a high quality of immersion programme.	1,715 students of Arabic from Nigerian Universities to undergo high quality immersion programme in Arabic.	2024-2027	FME, FMF, NUC, TETFund, Budget and Economic Planning,	NUC, NALV & Universities	Number of universities students that complete one-year Arabic immersion course.
	2. Enrol 200 level NCE students from Colleges of Education and other related tertiary institutions in Nigeria offering Arabic for the 12-Weeks compulsory Acculturation programme at Nigeria Arabic Language Village.	12,592 NCE students to undergo compulsory Acculturation in Arabic language.	2024-2027	Federal Government Yearly Budgetary Allocations	NCCE, NALV & Colleges of Education/Related Colleges	Number of students that complete the acculturation programme.
	3. Enrol qualified students for the Village Post-Graduate Diploma in Arabic	Train 75 students for Post-Graduate Diploma in Arabic	2024-2027	Federal Government yearly Budgetary Allocations	NUC & NALV	Number of students that complete Post-Graduate Diploma Programme.

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
	4. Enrol qualified students for the Village Post-Graduate Diploma in Translation from Arabic into English and other Nigerian's Languages	Train 50 students to acquire Post-Graduate Diploma in Translation from Arabic to English and other Nigerian languages.	2024-2027	Federal Government yearly Budgetary Allocations	NUC & NALV	Number of students that complete their Post-Graduate Diploma programme in Translation
	5. Conduct advocacy visits to Tertiary institutions on students' enrolment for French language immersion/acclturation programme.	Enrol 15,000 Students Universities and Colleges of Education for language immersion/acclturation in French.	2024-2027	Federal Government appropriation and IGR and special grants	NFLV, NUC, Universities and Colleges of Education.	Number of students enrolled annually.
Introduce special programmes to increase access to French Language learning	1. Introduce 3-Month Residential Certificate Programme Pre-University Diploma in French to prepare youths for multinational relationship/International trade.	5,000 Students to be enrolled annually	2024-2027	FME, States and FCT, PPP, DPs	FME, States and FCT, PPP, DPs	Number of students enrolled annually
	2. Introduce Post Graduate Programmes in collaboration with foreign institutions.	350 Students enrolment to be enrolled annually	2024-2027	Private and individual funds, scholarships	Prospective PG students from tertiary institutions and from the NFLV	Number of students enrolled annually.

Focus Area: Quality and Standards						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Promote R&D that is relevant for economic development of the country	1. Involve industries in the institutionalisation of R&D in tertiary institutions	150 functional R & D activities in tertiary institutions	2024 -2027	World Bank, Industries, PPP, TETFund , PTDF, NASENI, Raw Materials Research and Dev. Council, Technology Incubation Centre, Manufactures Association of Nigeria, , DPs, NOTAP	FME, NUC, NBTE, NCCE, Tertiary Institutions Raw Materials Research and Dev. Council, Technology Incubation Centre, Manufactures Association of Nigeria,	Number of functional R&D activities in tertiary institutions
	2. Institute a policy to encourage Teacher Industrial Work Experience Scheme (TIWES) in industries particularly for relevant academic staff in tertiary institutions	At least 20 teachers per Institution annually	2024 -2027	ITF, UNIDO, TETFund, MAN, Chambers of Commerce, PTDF, CBN, NNPC, DPs	FME, Tertiary Institutions	Number of teachers that participated in TIWES
	3. Provide a national basket of funding grant to researchers nationwide	Enhanced capacity of tertiary institutions to develop problem solving research for national impact and increase in ranking status		2024 - 2027	TETFund, Tertiary Institutions, DPs	TETFund, Tertiary Institutions

Focus Area: Quality and Standards						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
	4. Deepen research in agriculture and its allied professions.	Complete and operationalise, at least one laboratory and farm in each of the six (6) geo-political zones	2024 - 2027	TETFund, Tertiary Institutions, DPs, FMA	TETFund, Tertiary Institutions. FMA	Number of completed and functional agricultural Laboratories and Farms nationwide.
Ensure the implementation of the reviewed curricula in line with labour market demand and global competitiveness	1. Organise workshops and conferences to create awareness of Tertiary Institutions on the reviewed curricula by their regulatory agencies	Tertiary institutions implement reviewed curricula	2024 -2025	FME, DPs	FME, NCCE, NUC NBTE, NECA	Number of tertiary institutions in Nigeria implementing the reviewed curricular
	2. Provide relevant infrastructures and personnel for the effective implementation of the newly reviewed curricula by their proprietors	At least 50% provision of personnel and infrastructure required for effective implementation of the reviewed curricula	2024 - 2027	FME, DPs	FME, NCCE, NUC NBTE, TETFund, NECA, States	% of infrastructures and personnel provided for the effective implementation of the newly reviewed curricula in tertiary institutions
	3. Sustain the Triple Helix Model by operationalizing MoU between NUC and the NESG	Effective collaboration between industry and universities framework for knowledge and skill transfer	2024 - 2027	FME, NUC, TETFund, NESG, DPs, Private Sector, Universities	FME, NUC, TETFund, NESG, Universities	<ul style="list-style-type: none"> Number of activated MoU between universities and industries. Number of students benefiting from such collaboration
Improve the quality of teaching-learning in Tertiary Institutions	1. Facilitate donor assistance in the provision of laptops for academic staff and students for the purposes of teaching and learning	At least 50% of staff and students acquire laptops and IPADs through donor assistance to enhance teaching and learning process	2024 - 2027	World Bank, NCC, NITDA, Development Partners	FME, NUC, NCCE, NBTE, TETFund, Institutions, SMOEs.	Number of staff and students who acquire ICT equipment through donor assistance.

Focus Area: Quality and Standards						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
	2. Monitor the Implementation of NEEDS Assessment intervention in public tertiary institutions.	Full implementation of the recommendations of the Needs Assessment.	2024-2027	FME	FME, SMOEs, NBTE, NUC, NCCE, TETFund, Institutions	Annual Report of the Committee on Needs Assessment
	3. Train academic staff in the use of ICT and how to integrate it in their teaching activities.	Full integration of ICT in the teaching and learning process in all tertiary institutions	2024 - 2027	NCCE, NITDA, TETFund, NCC, PTDF, Institutions and DPs	TETFund NUC, NBTE, NCCE and Management of Tertiary institutions	Number of academic staff in tertiary institutions trained to use and integrate ICT in their teaching
Promote partnership with international academic community in teaching and research	1. Encourage internationalisation of tertiary institutions by strengthening partnership, collaboration and cooperation with international donor agencies, organisations and foreign development partners.	Enhance research capacity of Nigerian tertiary education institutions.	2024 -2027	World Bank, PTDF, NCCE, NITDA, Foreign Development Partners	TETFund, NUC, NCCE, NBTE, Tertiary Institutions	Number of tertiary institutions engaging in partnership and Collaboration with international donor agencies, organisations and foreign development partners
	2. Establish international centres for scientific research/centre of Excellence attached to tertiary institutions, fully staffed and equipped to attract internationally acclaimed scientific researchers for regular interaction and training of postgraduate and post-doctoral students.	At least six selected legally functioning International Centres for Scientific Research established –one in each geopolitical zone	2024 - 2027	World Bank, UNDP, Development Partners, Private Sectors, Diaspora Commission	FME, TETFund, NBTE, NUC, NCCE, NASS, Federal Ministry of Justice	Number of legally functioning International Centres for Scientific Research established – one in each geopolitical zone

Focus Area: Quality and Standards						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
	3. Provide training on supervision of Postgraduate Research	Improve the capacity of PHD supervisors for timely completion of local PHD programme in beneficiary institutions.	2024 -2027	TETFund, Universities, DPs	TETFund, Universities	Number of Ph.D supervisors from the beneficiary institutions trained annually
	4. Establish linkages, or collaboration between Nigerian tertiary institutions and foreign institutions for the purpose of reinforcing capacity building.	50 Linkages between Nigerian tertiary institutions and foreign counterparts established annually.	2024 - 2027	Participating Universities, DPs	FME, NCCE, TETFund, NBTE, Universities, Federal Ministry of Foreign Affairs	Number of linkages between Nigerian tertiary institutions and foreign counterparts established annually
	5. Strengthen existing and establish new Centres of Excellence	Strengthen existing and establish 12 new Centres of Excellence, 2 each geopolitical zone	2024- 2027	TETFund, DPs	FME, TETFund	Number of existing Centres strengthened and new ones established
	6. Establish linkages, or collaboration between Nigerian tertiary institutions and foreign institutions for the purpose of reinforcing capacity building.	At least 50 Linkages between Nigerian tertiary institutions and foreign counterparts established annually	2024 - 2027	TETFund, DPs, Foreign Partners	FME, NUC, NCCE, NBTE, Federal Ministry of Foreign Affairs	Number of linkages between Nigerian tertiary institutions and foreign counterparts established annually

Focus Area: Quality and Standards						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Strengthen the provisions for Ethics and National Values in all Tertiary Education curricula	1. Review general studies curricula and strengthen the provision for ethics and National values	Ethics and National values courses and curricula strengthened and integrated in all tertiary institutions	2024 – 2026	FME, States and FCT, TETFund, NERDC, Tertiary Institutions	FME, States and FCT, NUC, NBTE, NCCE, NERDC, Tertiary Institutions	Number of curricula and courses reviewed and integrated
	2. Training workshops for teachers of Ethics and National Values in all tertiary institutions	Train 25% of teachers of ethics and national values annually	2024 - 2027	FME, States and FCT, TETFund, Tertiary Institutions	FME, States and FCT, NUC, NBTE, NCCE, NERDC, Tertiary Institutions	Number of Ethics and national values Teachers trained

Focus Area: System Strengthening						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Improve in the efficiency and accountability of the management of tertiary institutions	Organise regular retreat for members of the Governing Councils, Management Team and institutional based staff Union on extant policies, laws, circulars and directives	Build the capacity of all Governing Councils, Managements and Unions for improved performance	2024 - 2025	FME	FME, NUC, NBTE, NCCE, FMJ, NASS, Institutions, State, FCT	Number of retreats conducted for the members of the Governing Councils, Management Team and institutional based staff Union organised
Strengthen regulatory Agencies and management of Tertiary Institutions	1. Review enabling laws for regulatory Agencies and inter university centres	Enactment of laws establishing all tertiary institutions	2024 -2027	FME	FME, Federal Ministry of Justice, NASS, States and FCT	Reviewed enabling laws for regulatory Agencies and inter university centres
	2. Establish a separate commission for Polytechnics	Enact a law for the establishment of a national commission for Polytechnics	2024 - 2025	FME, NBTE	NASS, FME, NBTE	National Commission for Polytechnics established
Strengthen students support and facilities	1. Review of Benchmark Statements on Students Support Services and Facilities	A new benchmark of supporting learning and development as connected and inseparable elements of the student experience in Nigerian Universities.	2024 - 2027	FME, NUC, DPs, Universities	FME, NUC, Universities	Approved and activated new Benchmark Statements on Students Support Services and Facilities
	2. Collaborate with Federal Ministry of Youths on provision of Students Support Services and Facilities	Students support services and facilities provided for at least 300 tertiary	2024 - 2027	FME, NUC, NBTE NCCE, States and FCT	NUC, NBTE, NCCE Student Loan Board National Social Investment Agency	Number of support services provided in tertiary institutions

		institutions				
Polytechnics to award B.Tech. (Hons) as replacement to HND to end the unwarranted dichotomy.	Amendment of the Polytechnic Act	Enactment of Federal Polytechnic Act to enable them to award B.Tech (Hons.) Degrees	2024 - 2025	FME, NBTE	FME, NBTE	<ul style="list-style-type: none"> Amended Federal Polytechnic Acts Gazetted and operationalised Number of Polytechnics accredited to award B.Tech (Hons.) Degrees
Establish National Open Polytechnic in Abuja to expand access to Nigerians as part of global best practices	Memorandum submitted to FEC on establishment of National Open Polytechnic	Enactment and Gazetting of the Act establishing National Open Polytechnic	2024 - 2026	FME, NBTE	FME, NBTE	National Open Polytechnic established

CHAPTER 11: EDUCATION DATA AND PLANNING

11.1 Introduction

Data is imperative to understanding and tracking education needs as well as in strengthening the sector's capacity to ensure increase in access and promote quality. Organizing data can be achieved through Education Management Information System (EMIS). This is a holistic system for the collection, storage, integration, processing, maintenance and dissemination of data and information to support decision making, policy formulation and analysis, planning, monitoring, evaluation and management at all spheres in the education sector. This also includes Geographic Information System (GIS) data of the school and catchment community information.

The system engages people, technology, models, methods, processes, procedures, rules and regulations that function together to provide comprehensive, relevant, reliable, unambiguous, and timely education data to support education planning, decision making, budgeting and policy formulation at federal, state and local government levels. The relevance of data as a planning tool, therefore, cannot be over-emphasised.

Educational planning involves the application of rational, systematic and strategic processes in the development of education with the aim of making education effective and efficient in responding to the needs of all stakeholders. The aim of educational planning is to effectively utilise available resources to attain pre-determined objectives thereby ensuring that the education industry is effective in its activities. Planning process considers: Strengths, Weaknesses, Opportunities and Threats (SWOT) in its analysis; strategic formulation of goals; strategic implementation; strategic control and monitoring; as well as impact evaluation of set objectives and targets for a better education delivery.

11.2 Situation Analysis

The Nigerian education system in the last few decades has encountered a number of significant challenges which largely border on effective planning; shortage of

accurate statistical data; standardised indicators, definitions, and methodologies; fragmentation of data producers; and inadequate disaggregated, quality, and timely data and planning; insufficient evidence based policy; insufficient financing; qualified planners; unstable governing structures, political interference and general instability contribute to low quality of education data, planning and policy formulation in the country.

The production of high-quality education data and use for policy making are limited despite the involvement of federal, state and local governments. Current monitoring and evaluation systems do not generate accurate information to inform policy making and programme implementation, data collection and validation. Limited capacity constrain staff from proper planning, gathering and using data strategically.

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

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

11.3 Challenges

The major challenges in educational planning in the country over the years are:

- ineffective use of human and material resources
- inadequate funding
- poor management
- Poor control of educational programmes and projects
- Inadequate and untimely data submission by some states and Agencies

11.4 Strategies for Addressing the Issues and Challenges

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

- Strengthening the integrated data collection and management process of MDAs for all levels of education in the three tiers of government, including emphasis on accurate record keeping at school level, using the modern methods of collection of data and records in the rural and remote areas as well as Information Technology System at the different levels of governance;
- Sustainable and cost-effective conduct of Annual School Census;
- Sensitisation of and advocacy to State Governors and other stakeholders on the need to support EMIS for accurate data collection and management;
- Harmonisation of data among MDAs and three levels of government and other educational data generating agencies;
- Synergy and partnership with DPs and MDAs for coordinated approach in support of government to generate timely and accurate data;
- Dissemination of data and commitment to open-data at all levels of government;
- Host updated dynamic websites;
- Provision of capacity development for EMIS staff at all levels;
- Harmonised functional EMIS software across all states and FCT for easy data reporting;
- Development of EMIS infrastructure at all levels;
- Reactivation of data nodes at school, local government and state levels to make them functional;
- Full implementation of EMIS Policy;
- Conduct of school location and mapping;
- Capturing of School-Related Gender Based Violence;
- Capturing of Orphan and Vulnerable Children exposed to various illness and disabilities that hinder learning;

- Holistic Head-count of school learners to determine Out-of-School Children;
- Collection of data on crisis areas (school attacks);
- Regular monitoring of plans, programmes, projects and policy implementation nationwide;
- Conduct of Annual Joint Planning Review Meeting with Stakeholders in the Education Sector;
- Harmonisation of both State and Federal Education Sector Strategic Plan into a National Education Sector Strategic Plan;
- Conduct of Annual Strategic Repositioning of Educational Planners on Strategic Planning, Plan Formulation, Monitoring and Evaluation;
- Strengthening of Monitoring and Evaluation System in the Education Sector;
- Development of Education in Emergency Response Plan;
- Timely preparation of the Medium-Term Sector Strategic Plan (MTSS);
- Institutionalisation of the use of Geo-Spatial Data for development planning and decision making;
- Mainstreaming of Gender into Education Sector Planning;
- Provision of Security Infrastructure in Educational Institutions;
- Regular review of education policies;
- Ascertaining and measuring learning achievement at basic and secondary levels;
- Continuous capacity development of policy makers and implementers;
- Designing and articulating the specific objectives, strategies and stages of execution, executing bodies, targets and timelines, among others, in order to achieve the set targets.
- Ensuring that Nigeria benefits maximally from UNESCO and ICESCO programmes.

11.5 Action Plan for Addressing the Challenges of Education Data and Planning

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Strengthen data collection, management and accessibility processes at all levels of Education	1. Train EMIS personnel on the use of the Annual School Census (ASC) Completion Manual	30,000 staff with strong capacity to efficiently conduct Annual School Census	2024 –2027	UBEC, NSSEC, DPs, States and FCT, NUC, NBTE, NCCE	FME, UBEC, NSSEC, NMEC, NPC, SMOEs, SUBEBs, NBS, NUC, NBTE, NCCE	Number of EMIS personnel trained for ASC across the country
	2. Conduct of Annual School Census (ASC) for basic and senior secondary schools and Tertiary levels using NEMIS ASC portal	Up-to-date and reliable data for effective school planning and administration	2024-2027	UBEC, NSSEC, DPs, States and FCT	FME, UBEC, NMEC, NPC, SMOEs, SUBEBs, NBS, NSSEC	Nationwide ASC conducted
	3. Monitoring of the ASC Exercise	Successful Monitoring and Evaluation of compliance	2024-2027	UBEC, NSSEC, DPs, States and FCT	FME - NEMIS, UBEC, NMEC, NPC, SMOEs, NBS, SUBEBs, NSSEC	Successful Monitoring and Evaluation conducted in the states
	4. Production and analysis of Education data	Report writing successfully completed	2024-2027	UBEC, NSSEC, DPs, States and FCT	FME - NEMIS, UBEC, NMEC, NPC, SMOEs, NBS, SUBEBs, NSSEC	Successful production of reports
	5. Organise annual meetings, national conference on EMIS, Educational Planning, Policy Formulation and Implementation throughout the country	At least one conference organised quarterly each year, and annual conference on EMIS	2024 -2027	UBEC, NSSEC, DPs, States and FCT	FME, NIEPA, NERDC, UBEC, SMOEs, SUBEB, FMFB&NP, NBS	<ul style="list-style-type: none"> Number of meetings on EMIS educational planning and policy formulations held Annual Conference on EMIS, Planning, Policy Formulation and Implementation held
	6. To create and maintain data bank for senior secondary education	Development of data bank	2024 – 2025	FME, NSSEC, SMOE	FME, NSSEC, SMOEs, SUBEBs	<ul style="list-style-type: none"> Reliable and accessible date on senior secondary education data maintained

	7. Strengthen the Education Management Information System (EMIS) for effective decision-making	<p>Cumulatively enrol 15 million OOSC over the next 5 years Enrol at least 40 million in-school children annually</p> <p>Capture at least additional 156,000 schools in the EMIS over the next 4 years Ensure at least 2.7 million teachers in the system by 2027</p>	<p>2024 – 2027</p> <p>2024 – 2027</p> <p>2024 – 2027</p> <p>2024 – 2027</p>	<p>FME, NCAOOSCE</p> <p>FME, 36 States and FCT</p> <p>FME, DPs, UBEC,</p>	<p>FME, NCAOOSCE</p> <p>FME, 36 States and FCT</p>	<ul style="list-style-type: none"> • Number of OOSC • Number of in-school children/ head count of learners. • Number of schools captured in the EMIS • Number of teachers trained
Inclusivity: Drawing on all skills base	Implement the National Policy on Safety, Security, and Violence Free Schools (Safe Schools Declaration) at all levels	<ul style="list-style-type: none"> • At least 1 Advocacy and Sensitization on Safe Schools Declaration carried out annually • Needs Assessment undertaken in all 36 States and FCT to identify the 	2024 - 2027	<p>UBEC, NUC, NBTE, NCCE</p> <p>UBEC, DPs</p> <p>UBEC, DPs</p>	<p>UBEC, NUC, NBTE, NCCE</p> <p>FME, UBEC</p> <p>UBEC, FME, NSSEC, NCCE, NBTE</p>	<ul style="list-style-type: none"> • Number of Advocacy and Sensitization on Safe Schools Declaration carried out • Number of vulnerable States covered for Needs Assessment to identify the: Status of “MOST AT RISK” Schools • Number of Schools provided with Security Infrastructure •

		<p>status of "MOST AT RISK" Schools</p> <ul style="list-style-type: none">• A minimum of 276 schools provided with security infrastructure annually				
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Focus Area: System Strengthening						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
To digitalise and strengthen EMIS operations	Provide facilities and equipment for digitalisation and strengthening EMIS operations	150 Desktop computers, laptops, network printers, photocopiers and other facilities procured and installed in each EMIS Unit in Federal and State Offices	2024 - 2027	NITDA, NCC, DPs, World Bank, USAID	FME, SMOEs	Number of EMIS units at states and federal agencies with digitalised operations
	Develop integrated data management platform	Integrated Data Management Platform developed and provided for all FUCs	2024 - 2027	FME, NITDA, NCC, DPs	FME, NITDA	Number of FUCs enrolled on the data management platform
Inclusivity: Drawing on all skills base	Convene a National Stakeholder Conferences to build consensus on the vision for Education in the country.	<ul style="list-style-type: none"> Conduct 4 National Stakeholders Conferences to build consensus on the vision for Education in the country. Implement all the recommendations from the conferences 	2024 -2027	FME, DPs	FME	<ul style="list-style-type: none"> Number of National Stakeholder Conferences held Number of recommendations implemented
Improve Governance for Effective Service Delivery	Review the extent of implementation of the Performance Management System, in line with the Federal Civil	<ul style="list-style-type: none"> Train all staff on PMS All management staff to sign performance 	2024 -2027	HCSF, FME, DPs	HCSF, FME	<ul style="list-style-type: none"> Percentage of staff trained on PMS Percentage of management staff that have signed

Focus Area: System Strengthening						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
	Service Strategy and Implementation Plan 2021- 2025 (FCSSIP 25)	contract <ul style="list-style-type: none"> • All unity colleges staff to sign performance contract • Undertake performance appraisal using PMS 				Performance Contract <ul style="list-style-type: none"> • Percentage of Headquarter staff with performance Contract • Percentage of FUCs Staff with performance contract • Number of appraisals conducted using PMS
	Develop and implement strategies for Public-Private Partnerships (PPPs) to improve education	<ul style="list-style-type: none"> • Develop 2 strategies for Public-Private Partnerships (PPPs) annually • Implement all the strategies developed 	2024 -2027	FME, Private Sector	FME, Private Sector	<ul style="list-style-type: none"> • Number of PPP strategies developed • Number of PPP strategies implemented
Institute an efficient monitoring system to track the delivery of Ministerial plans and mandates	Develop and operationalise a Ministerial Delivery Tracker System to rigorously track and monitor implementation of Ministerial plans and	To set up an effective and transparent tracker system	2024 -2027	FME	FME, Parastatals Tertiary Institutions & FUCs	Ministerial Delivery Tracker System developed

Focus Area: System Strengthening						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
	programmes					
	Set up Central Delivery and Coordinating Unit (CDCU) and Ministerial Delivery Task Teams (MDTT) for timely and credible data collation and reportage	A strong and efficient coordination, monitoring and evaluation system for the implementation of the Ministerial Deliverables	2024 -2027	FME	FME and its Agencies/Parastatals, Tertiary Institutions and FUCs	Quarterly report of achievements in the implementation of the roadmap for the Ministerial Deliverables
Inclusivity: Drawing on all skills base	Facilitate the provision and completion of required infrastructural facilities at federally funded institutions	<ul style="list-style-type: none"> At least 550 infrastructural facilities completed At least 880 Infrastructural facilities on-going by 2027 	2024 - 2027	FME, UBEC, NSSEC, TETFund, DPs, BOI	FME, TETFund, UBEC, NSSEC,	<ul style="list-style-type: none"> Number of completed infrastructural facilities Number of On-going infrastructural facilities
Improve governance for effective service delivery	Deploy and operationalise Enterprise Content Management System (ECM)	<ul style="list-style-type: none"> At least 65,000 annual transactions conducted online by 2027 At least 3,000 staff with licenced access to ECM At least 1,500 staff provided with official 	2024 – 2027 2024 – 2027 2024 – 2027	FME, NITDA FME, NITDA FME, NITDA, NCCE	FME FME, NITDA FME, NITDA, NCCE	<ul style="list-style-type: none"> Number of transactions conducted online. Number of staff with licenced access to ECM Number of staff provided with official laptops/Desktop

Focus Area: System Strengthening						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
		laptop/Desktop computers by 2027				•
	Implement the personnel performance management system of the Federal government to promote accountability in public service delivery.	<ul style="list-style-type: none"> • Up to 70,000 staff trained on the performance management process by 2027 • All staff to have clear performance objectives and expectations by 2027 • At least 70% of staff to undergo regular performance reviews by 2027 	2024 – 2027	FME	FME	<ul style="list-style-type: none"> • Number of staff trained on the performance management process • Percentage of staff who have clear performance objectives/expectations. • Percentage of staff who have regular performance reviews.

Focus Area: System Strengthening						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
	Initiate and implement quarterly citizens and stakeholder engagement sessions to communicate government activities and serve as feedback mechanism	A total of 26 engagements with citizens (physical or virtual) held by 2027, at least 13 per annum by 2027 At least 26 new initiatives/adjustments made in response to feedback from citizens by 2027	2024 – 2027 2024 – 2027	FME FME	FME FME	<ul style="list-style-type: none"> Number of engagements with citizens (physical or virtual) held per year Number of new initiatives/adjustments made in response to feedback from citizens
Build strong synergy and partnership with private sector and international development partners for improved delivery of education programmes	Conduct sensitisation workshops and fora with the private sector, NGOs and International Development Partners to support funding of education	To establish partnerships with Private Sectors and Development Partners for education funding and support	2024 2027	DPs, Organised Private Sectors, FME	FME, FMFB&NP, Parastatals, DPs, NGOs, CSOs, FBOs,	Number of partnerships established for funding and support
	Create an International Forum and Market place to share ideas, products, services and best practices in education	Exposure of the Nigerian education community and experts to the latest products, services, expertise in the international scene.	2024 - 2027	DPs, Organised Private Sectors, and Education Stakeholders	FME, Parastatals Tertiary Institutions, FUCs	Number of Regional and International Conferences, Exhibitions, Fairs on Education Products and Services conducted
To ensure that programmes and projects are carried out according to	Regular monitoring and evaluation of plans, programmes, projects and Federal Executive	Successful conduct of regular monitoring in the 36 States and the FCT	2024-2027	FME, FMFB&NP	FME, FMFB&NP	Number of programmes and project successfully monitored

Focus Area: System Strengthening						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
specifications	Council Decisions					
To create a forum for discussion on emergent issues in education and national plans	Bi-Annual Joint Session with Federal Ministry of Finance, Budget and National Planning on emergent issues in the education sector	Successful conduct of Bi-Annual Joint meetings	2024-2027	FME, FMF, FMB&EP,	FME, FMF, FMB&EP	Number of joint meetings held
Inclusivity: Drawing on all skills base	Strengthen research and innovation in the Education Sector	<ul style="list-style-type: none"> At least 3 Research products or service developed annually by 2027 At least 3 Research products/service commercialized annually At least 3 grants attracted for R&D annually At least N20 Million grants for R&D attracted annually by 2027 At least 2 multi-disciplinary 	2024 – 2027	TETFund, NCCE, NBTE, NUC, FME	TETFund, NCCE, NBTE, NUC, FME	<ul style="list-style-type: none"> Number of Research products/service developed
			2024 – 2027	TETFund, NCCE, NBTE, NUC, FME	TETFund, NCCE, NBTE, NUC, FME	<ul style="list-style-type: none"> Number of Research products/service commercialized
			2024 – 2027	TETFund, NCCE, NBTE, NUC, FME	TETFund, NCCE, NBTE, NUC, FME	<ul style="list-style-type: none"> Number of grants attracted for R&D
			2024 – 2027	TETFund, NCCE, NBTE, NUC, FME	TETFund, NCCE, NBTE, NUC, FME	<ul style="list-style-type: none"> Value of grants attracted for R&D (N million)
			2024 – 2027	TETFund, NCCE, NBTE, NUC, FME	TETFund, NCCE, NBTE, NUC, FME	<ul style="list-style-type: none"> Number of multi-disciplinary laboratory developed

Focus Area: System Strengthening						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
		laboratories developed by 2027 annually <ul style="list-style-type: none"> At least 3,000 research outputs in education published annually by 2027 		TETFund, NCCE, NBTE, NUC, FME		<ul style="list-style-type: none"> Number of research output in education published
Ensure that Nigeria benefits maximally from UNESCO and ICESCO programmes	Nominate Representative of Nigeria to ICESCO Headquarters, Rabat	Nigeria fully represented and benefitting maximally from ICESCO programmes	2024 - 2027	FME, ICESCO	FME	<ul style="list-style-type: none"> Representative of Nigeria to ICESCO Headquarters, Rabat, nominated Number of ICESCO programmes implemented Number of beneficiaries of programmes

CHAPTER 12: INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT) IN EDUCATION

12.1 Introduction

Information and Communication Technology (ICT) has turned the world into a global village and transformed the world economy. It plays a critical role in the attainment of sustainable development and competitiveness across the world. ICT is vital for the attainment of qualitative education as it is strategic in the effort to improve teaching, learning and educational administration. It also improves access to education at all levels.

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

12.2 Situation Analysis

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

12.3 Challenges

There are however challenges that need to be addressed for maximum impact of ICT on the education sector. These include:

- Dearth of critical ICT infrastructure, including bandwidth

- Insufficient pool of ICT professionals especially at the school level;
- Low capacity of teachers and staff to deploy existing ICT infrastructure and to transform education delivery;
- Erratic power supply;
- Inadequacy of requisite training for professional ICT staff;
- Inequities in ICT distribution between urban and rural schools and between public and private schools;
- Low research on ICT in education which frustrates planning and evidence-based decision-making and effective buy-in by policy-makers and stakeholders;
- Poor regulation of IT Education especially in the non-formal sector leading to the proliferation of training outfits which offer all sorts of certificates and programmes based on undefined curricula; and
- Inadequate funding of Library services and ICT in Education.

12.4 Strategies for Addressing the Issues and Challenges

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

- Develop and implement digital learning policy to reflect emerging paradigms as well as guide the development and deployment of ICT in education;
- Provide requisite ICT Infrastructure and Equipment (Hardware, Software and Networks) in schools at all levels in classrooms, laboratories/workshops, libraries and for administration.
- Establish a national media centre to drive curriculum development and management as well as textbook assessment and evaluation.
- Establish e-library in all schools (basic and tertiary) to complement physical libraries;

- Establish a coordinated programme for mandatory development of competencies in ICT among teachers and educational administrators.
- Establish and sustain a common ICT infrastructure platform for education; strengthen and expand NgREN to interconnect additional tertiary institutions;
- Restructure the teaching and learning environment to be ICT-driven by providing classrooms in all schools with requisite ICT infrastructure and services including ICT facilities for learners with special needs;
- Mainstream Open, Distance and e-learning into tertiary and secondary education; and
- Review the IT curriculum to address emerging and future market needs including coding, artificial intelligence, robotics, among others; and integrate ICT into all subject areas.

12.5 Action Plan for Addressing the Challenges of Information and Communication Technologies (ICT) in Education

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
To provide interactive access to online data in education at all levels	Develop Education Sector Data portal	To set up a real time education data portal	2024 - 2027	JAMB, NITDA, NCC, NBS	FME, and other Education stakeholders	Education Sector Data portal developed
To strengthen and expand Open, Distance and E-learning (ODeL) at all levels	1. Expand courses on the OdeL platform and provide OdeL in all tertiary institutions	Courses mounted on the ODeL platform and establish ODeL in all tertiary institutions	2024 - 2027	TETFund, NITDA, NCC, DPs	FME, NUC, NOUN, NBTE, TETFund, NCCE, NOUN, NTI, CPN	<ul style="list-style-type: none"> Number of new courses on the OdeL platform. Number of tertiary institutions providing OdeL Number of students enrolled in the courses.
	2. Establish virtual laboratories and libraries in all tertiary institutions.	Virtual laboratories and libraries established in all tertiary institutions	2024 - 2027	TETFund, NUC, NBTE, NLN, NCCE, NITDA, NCC, DPs	FME, NUC, NOUN, NBTE, NCCE, NOUN, NTI, CPN, LRCN	<ul style="list-style-type: none"> Number of tertiary institutions with virtual laboratories. Number of tertiary institutions with virtual library.
	3. Digitise existing learning resources and develop as well as review e-learning contents for all levels of education	Achieve full access to quality e-learning resources at all levels for improved learning outcomes.	2024 - 2027	TETFund, NCC, NITDA	FME, NUC, NOUN, NBTE, NERDC, NCCE, UBEC, NSSEC, NOUN, NTI, CPN, TRCN, LRCN	<ul style="list-style-type: none"> Number of e-learning resources digitised at all levels of education. Number of e-contents developed, available and accessed through e-learning.
	4. Provide mechanisms for the establishment of Open Polytechnics, Open Colleges of Education and virtual learning for Senior Secondary Schools	Create Open Polytechnics, Open Colleges of Education and virtual learning for Senior Secondary Schools	2024 - 2027	TETFund, NITDA, NCC, NSSEC	FME, NUC, NOUN, NBTE, NERDC, NCCE, NSSEC, NOUN, NTI, CPN, TRCN, LRCN	<ul style="list-style-type: none"> Number of learners enrolled in Open Polytechnics, Open Colleges of Education and virtual learning for Senior Secondary Schools

Focus Area: Quality and Standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Inclusivity: Drawing on all skills base	Implement Digitalisation Policy of Workflow processes and improve service delivery to clients and collaborate with NITDA to increase access to education	<p>Procure at least 4 Digitalisation software and install in line with NITDA requirements</p> <p>Procure at least 10,000 licences with a minimum of one thousand procured annually</p> <p>Train staff on the use of the software</p> <p>Digitalised at least 330 customer client interaction with a minimum of 60 interactions annually</p> <p>Establish 230 call centres at least 40 annually;</p> <p>Provide 250 public schools digital learning</p>	2024 -2027	FME, NITDA	FME, NITDA, NDE	<ul style="list-style-type: none"> Digitalisation Software procured and installed in line with NITDA requirements. Number of licences procured Percentage of customer client interaction digitalized

Focus Area: Quality and Standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
		aids, at least 55 annually Train 85,000 educators in digital literacy at least 10,000 annually Provide 9.5 million learners with on line access to educational materials, at least 1 million annually				<ul style="list-style-type: none"> Number of call centres established Number of public schools with access to digital learning aids Number of educators trained in digital literacy Number of learners accessing online educational materials
Improve national digital literacy skills across all levels of education	Develop and implement a National Digital Literacy Policy	Digital Literacy policy to be developed and implemented nationwide	2024 - 2027	NITDA, NCC, NLTF, NCAOOSCE, NCNE	FME, SMoEs, NITDA, UBEC, NCAOOSCE, NSSEC, NBTE, NCCE, NUC	<ul style="list-style-type: none"> Policy developed Number of Policy document circulated Number of stakeholders implementing digital literacy policy
Restructure teaching and learning environment to be ICT-driven	1. Establishment and provision of baseline ICT infrastructure and ICT teachers in education	To establish and provide baseline ICT facilities and teachers	2024 - 2027	NITDA, NCC, NLTF, UBEC, NSSEC, TETFund	FME, NITDA, TETFund, UBEC, NSSEC, NBTE, NCCE, NUC, SMoEs	Baseline ICT facilities and teachers provided
	2. Provide ICT Infrastructure and Facilities (computer hardware, networks and server rooms) in schools	40% of teaching and learning in schools across the nation should be ICT driven	2024 - 2027	NITDA, NCC, NLTF, UBEC, NSSEC, TETFund	FME, NITDA, TETFund, UBEC, NSSEC, NBTE, NCCE, NUC, SMoEs	<ul style="list-style-type: none"> Number of smart classrooms established in FUCs and other schools across the states and FCT annually Number of FUCs and schools across the States and FCT

Focus Area: Quality and Standard						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
						<ul style="list-style-type: none"> with broadband and internet access Number of FUCs and schools across the States and FCT deploying ICT in the teaching and learning
	3. Provide ICT Infrastructure and services (computer hardware, networks and data centres) to Tertiary Institutions	At least 40% of teaching and learning in tertiary institutions across the nation should be ICT driven.	2024 - 2027	NCC, NITDA, NLTF, TETFund	FME, NUC, SMOEs, NBTE, NCCE, TETFund, Tertiary Institutions	<ul style="list-style-type: none"> Number of tertiary institutions with at least 1 Data Centre. Number of smart classrooms in each tertiary institution across the country. Number of tertiary institutions included in NgREN
	4. Build the capacity of staff and teachers for effective deployment of ICT-driven teaching and learning	At least 40% of staff/teachers become proficient in the use of ICT in teaching and learning.	2024 - 2027	NITDA, NCC, NLTF, TETFund, SMOEs, UBEC, NSSEC	FME, SMOEs, NTDA, UBEC, NSSEC, NUC, NBTE, NCCE, TETFund	<ul style="list-style-type: none"> Number of staff/teachers with proficiency in ICT driven teaching and learning process.
	5. Provide IT infrastructure and tools in schools for practical-based teaching and learning of digital literacy	All FUCs provided with IT infrastructure for digital literacy	2024 - 2027	NITDA, NCC, NLTF, FME, SMOEs, UBEC, NSSEC	FME, NITDA, UBEC, NSSEC, NUC	<ul style="list-style-type: none"> Number of FUCs provided with adequate IT infrastructure and tools to teach digital literacy
	6. Monitor and evaluate the implementation of digital literacy in schools	All FUCs monitored	2024 - 2027	FME, NITDA, NLTF	FME, UBEC, NSSEC	<ul style="list-style-type: none"> Number of FUCs monitored and confirmed to have been equipped with IT infrastructure

CHAPTER 13: LIBRARY SERVICES AND EDUCATION RESOURCES

13.1 Introduction

Library Services and Education Resources play a critical role in improving the teaching and learning environment and the attainment of sustainable development and global competitiveness in education. Library is an invaluable component of education growth and development as it enhances teacher's proficiency, supports students towards improved learning outcomes, promotes independent learning, scales-up development of employable skills and broadens students' horizons. Indeed, the provision of standard libraries is a game changer in the education subsector as it plays a catalytic role by helping to build a reading culture in the population, especially in children, expanding the country's publishing industry, creating more employment and by extension more wealth. It reduces the dumping of irrelevant published works from outside the country, conserves Nigeria's scarce foreign exchange, and promotes a literate and informed society capable of contributing to the growth and development.

13.2 Situation Analysis of Library Services and Education Resources

Library development in the country has suffered from severe neglect and poor resource allocation. This has in turn aggravated the poor reading habits and learning outcomes among the citizenry.

13.3 Challenges

The challenges of library services and education resources that need to be addressed include the following:

- Non-completion of the national library complex
- Dearth of functional libraries, (public, academic, school, special, private, government etc.)
- Insufficient number of professionals, especially at the basic and post-basic education levels
- Insufficient professional tools of trade (e.g., cataloguing and classification tools)
- Dearth of indigenous Library Management software

- Insufficient capacity building programmes for Librarians and Library Officers (Continuous Professional Development)
- Poor attitude and perception of the library as a necessary education support service
- Near absence of Library standards and requirements
- Insufficient up-to-date materials in the libraries
- Poor synergy among the stakeholders.
- Insufficient use of library promotion campaigns.
- Insufficient funding of Library services and Education Resources;
- Insufficient Libraries in schools and none in communities outside the schools

13.4 Strategies for Addressing the Issues and Challenges

Addressing the challenges of library services in Nigeria will require a holistic approach focused on policy formulation and implementation, resource allocation and management, and human capital development in the subsector. The following are specific strategies for addressing the challenges:

- Review the National Policy on Library and Information System;
- Complete the National Library of Nigeria Headquarters building complex in Abuja;
- Increase the budgetary allocation for library development;
- Recruit and deploy qualified and certified Librarians and Library officers to manage libraries and resource centres, especially at the basic and post-basic education levels;
- Encourage and promote indigenous library management software;
- Encourage Library Endowment by private citizens and corporate bodies. e.g., former Presidents;
- Enhance capacity building programmes for librarians and library officers (Mandatory Compulsory Professional Development);
- Increase library awareness in Adult and Non-formal Education, especially for women and persons with special needs;

- Promote mobile library services in the rural and less accessible areas (Internally Displaced Persons, swamps and among migrant labourers);
- Establish National, State and Local Government use of library and Readership promotion campaigns, (library, reading clubs);
- Ensure mass production, distribution, application and enforcement of library standards and guidelines;
- Equip the libraries with up-to-date collections in hard copies and electronic platforms;
- Establish functional libraries in all schools;
- Introduce and utilise library hours in the school timetable;
- Ensure regular monitoring and evaluation for provision of effective and efficient service;
- Observe a National Reading Day;
- Establish e-libraries in all schools to compliment physical libraries; and
- Encourage and engage authors and publishers to comply with standards and criteria for quality assurance and assessment of educational resources.

13.5 Action Plan for Addressing the Challenges of Library Services and Education Resources

Focus Areal: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Expand access to library services at Federal, States, FCT and local government areas.	1. Complete the National Library of Nigeria Headquarters Building	Securing FEC approval for the completion of the National Library	2024-2027	FME, FEC, TETFund, NLN	FME, FEC, TEFund and the NLN	Commissioning of the National Library of Nigeria Headquarters Building.
	2. Construct and equip e-library in each Local Government Area.	1. At least one E-library in each Local Government Area	2024-2027	SMEs, DPs	FME, NLN, States' Library Board	Number of e-library established annually across 774 LGAs.
		2. Provision of E-Libraries in 10% of schools throughout the country	2024-2027	UBEC, NSSEC, NITDA, SMEs and FCT, DPs	UBEC, NSSEC, SMEs and FCT	Percentage of schools equipped with E-libraries
	3. Promote e-learning by increasing availability of resource materials	Establishment of E-resources (e-books, e-journals, etc.) Centres	2024-2027	FME, NLN, SMEs, State Library Board and Development Partners.	FME, NLN, SMEs, State Library Boards	Number of E-resources (e-books, e-journals, etc.) Centres established and functional in all schools and communities.
	4. Complete Public Libraries in states where construction is on-going	1.Complete on-going work on NLN structures in 14 states	2024-2027	SME, States' Library Board, Development Partners, NLN	SME, States' Library Board, NLN	<ul style="list-style-type: none"> Number of Libraries established annually in each state capital. Number of Libraries established annually in the LGAs
5. Commence construction of NLN buildings in 4 states	Commencement of construction of NLN buildings in Anambra, Delta, Kebbi and Zamfara	2024 – 2027	FME, TETFund, NLN	FME, TETFund, NLN	Work commences on construction of 4 state branches	

Focus Area: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
		states				
	6. Establish Public Libraries in state capitals and LGAs where none exist	Establishment of public libraries in state capitals and LGAs where there are none	2024 – 2027	FME, TETFund, NLN	SMoE, States' Library Board, Development Partners, NLN	<ul style="list-style-type: none"> Number of Libraries established annually in the LGAs
	7. Reactivate and encourage mobile library services in the hard and difficult terrains to reach.	1. At least one mobile library Van in each local Government Area	2024-2027	FME, NLN, States' Library Board, SMoEs, DPs	FME, NLN, States' Library Boar, LEAs	Number of mobile library service vehicles available in the 36 States and the FCT annually
		2. Provision of 2 mobile Libraries per State, per year including all the necessary infrastructures	2024 -2027	FME, NLN, States' Library	FME, NLN, States' Library Boar, LEAs	Number of mobile libraries provided
Promote and sustain reading culture among learners	1. Procure Books and Reference Materials for junior and senior secondary school libraries	Supply reference materials for all schools	2024-2027	FME, NLN, NLA, SMoE, LRCN, DPs	FME, NLN, NLA, SMoE, LRCN	Number of titles of Books and Reference Materials for available in Junior and Senior Secondary School libraries.
	2. Make Library and Information Services available to Primary, Secondary and Out-of-School Children	Establish Libraries in 20% of Primary and Secondary Schools in the states and FCT	2024-2027	FME, NLN, SUBEBs, SMoEs, UBEC, NSSEC, DPs	FME, NLN, SUBEBs, SMoEs, UBEC, NSSEC	Number of Libraries established in Primary and Secondary Schools in the states
	3. Conduct advocacy and sensitization on use of library among pupils and students in	Organise three (3) Sustainable library use and Readership Promotion	2024-2027	FMFME, LSD, NERDC, SMoEs, LGAs, Tertiary Institutions	FME, LSD, NERDC, SMoEs, LGAs, Tertiary Institutions	<ul style="list-style-type: none"> Number of Readership Promotion campaigns conducted annually.

Focus Areal: Access and Equity						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
	early childhood and basic education, and in colleges and secondary schools, out-of-school children and children with special needs.	campaigns per year and establish library users and book clubs in schools.				<ul style="list-style-type: none"> Number of Library users/Book Clubs established annually in schools.
	4. Provide Community Information and Literacy Centres in LGAs and 6 Geo-Political Zones.	Information and Literacy Centres established in 10% LGAs spread across 6 geo-political zones	2024-2027	FME, NLN, SUBEBs, SMOEs, UBEC, NSSEC, DPs	FME, NLN, SUBEBs, SMOEs, UBEC, NSSEC	<ul style="list-style-type: none"> Number of LGAs with Literacy Centres established annually. Number of Resources and Literacy Centres established across the Six (6) Geo-Political Zones
	5. Make Virtual Library and Information Resources and Services available to all levels of schools, including Out-of-School Children, the IDPs and the reading public.	Access to reading materials created for all Nigerians through virtual means.	2024-2027	FME, NLN, DPs	FME, NLN, DPs	<ul style="list-style-type: none"> Number of schools and communities with access to virtual library

Focus Area: System Strengthening						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Reposition the library service sector for better delivery to all Nigerians.	1. Review and Produce National Policy on Library and information systems.	National Library Policy to be reviewed	2024-2027	FME, NLN, SMOEs, LRCN		A reviewed Library Policy
	2. Improve the knowledge and skills of Librarians and Library Officers and make them capable of delivering credible professional services.	Organise at least one annual capacity building programme for Librarians and Library Officers	2024-2027	FME, NLN, NLA, DPs	FME, NLN, NLA	<ul style="list-style-type: none"> Number of capacity building workshop organised annually. Number of Librarians and Library Officers at all levels of Education trained annually.
	3. Digitize the Materials already stored in hard copies for posterity and easy retrieval.	50% archived materials to be digitized.	2024-2426	FME NITDA, DPs	FME, NLN	Percentage of archived materials digitized.
	4. Design, implement and deploy the National Repository of Nigeria	10,000 records hosted in the repository.	2024-2027	FME, NLN, M DPs	FME, NLN	<ul style="list-style-type: none"> Number of records hosted in the repository.
Strengthen library services at tertiary institutions	1. Build e-libraries in select tertiary institutions to serve as hub for e-resources and enhance beneficiary institutions ranking	Fully equipped e-library in select institutions	2024 - 2027	TETFund, NLN	FME, NLN, TETFund	<ul style="list-style-type: none"> Number of select institutions with fully equipped e-library
	2. Promote indigenous book publications to ensure availability of indigenous books in beneficiary institutions and their communities.	Significant increase in the number of indigenous authors and publications.	2024 - 2027	TETFund	TETFund	<ul style="list-style-type: none"> Number of new indigenous authors and publications Number of indigenous publications available to communities

Focus Area: Standard and Quality						
Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Ensure that school libraries comply with NUC and LRCN minimum standards and guidelines.	1. Conduct Accreditation of LIS Schools	At least 20% of library schools will be accredited.	2024-2027	FME, LRCA, NLN, DPs	LRCN	% library schools accredited annually.
	2. Conduct Monitoring and Evaluation (M&E) of all types of Libraries	25% of all types of libraries to be visited annually for M&E.	2024-2027	FME, LRCA, NLN, DPs	LRCN	<ul style="list-style-type: none"> 100% M&E visits to all types of Libraries conducted and annual reports submitted.
	3. Review and distribute the LIS Curriculum in collaboration with relevant stakeholders	To review LIS curriculum and distribute to all Library Schools.	2024-2027	FME, NLN, NCCA, DPs	LRCN, NERDC	<ul style="list-style-type: none"> Number of schools using the reviewed curriculum.

CHAPTER 14: CROSS CUTTING ISSUES

Strategy	Specific Actions	Target	Timeline	Innovative Funding Plan	Responsibility	Key Performance Indicators
Education Financing	Provide steady rise in the education annual budget from 8%-25%	4.25% annual increase in the 8% budget baseline	2024 -2027	Presidential Initiative	FEC, FME, FMF, National Assembly	% of Budget increased annually
Learning Outcomes	Develop National Framework of Action annually to address learning crisis	Develop 4 Framework of Action	2024 -2027	FME, Development Partners	FME	Number of Framework of Action Developed
School Safety	Develop annual Action plan on School Related Gender Based Violence (SRGBV) and national scheme to support survivors of school attack and kidnap	Develop 4 Action Plan and National Scheme	2024 -2027	FME, Development Partners	FME	Number of Action Plan and National Scheme developed
Funding	Strategically increase private sector funding through initiatives to incentivize investment	Source 20% of annual education budget from the private sector	2024-2027	FME, SMOEs, Private Sector	FME, Private Sector	% of annual education budget financed by the private sector
	Incentivize the private sector through tax credit scheme and other benefits to increase investment in education	Introduce 4 tax credit scheme and other benefits to attract investment in education	2024-2027	FME, SMOEs, Private Sector	FME, Private Sector	Number of tax credit scheme introduced
Partnerships	Strengthen international partnership to open avenues for financial support, technological assistance and knowledge exchange	Strengthen partnership with ALL the Donor agencies and organizations	2024-2027	FME, DPs	FME	Number of international partnerships strengthened

Review	Alignment of the National Policy on Education	The NPE updated	2024-2026	FME, DPs	FME, NCE	National Policy on Education overhauled
Infusion of Digital Literacy across the entire education sector	Modernization of Nigeria's Education System with the integration of bold and comprehensive plan of Digital Literacy	National Plan on Digital Literacy integrated into the NPE	2024-2026	FME, NITDA, DPs	FME, NITDA, FCE	National Digital Literacy Plan integrated into the NEP
Inter-Agency collaboration for efficient utilisation and cooperation on the use of existing facilities across Ministries and agencies	Collaboration with NDE to make use of their over 100 training centres across the country for training of OoSC, digital literacy, and entrepreneurship	NDE training centres to be used for training OoSC	2024-2027	UBEC, SMOEs, NCNE, NCAOOSCE	FME, SMOEs, NCNE, NCAOOSCE	Percentage of NDE training centres deployed for training OoSC

ANNEXURE: Implementation Guidelines

A guideline has been put together to establish a structure for the implementation of the Roadmap. Included in the guidelines is also a proposal for the development of a strong Monitoring and Evaluation Framework that will ensure an effective and efficient implementation of the Roadmap. The framework will serve as a management tool to enable the Federal Ministry of Education and other stakeholders track performance and adjust strategies accordingly, as a means of producing desired outcome.