

FEDERAL MINISTRY OF EDUCATION

THE 2014 JOINT PLANNING BOARD (JPS) AND NATIONAL COUNCIL ON DEVELOPMENT PLANNING (NCDP) MEETINGS

THEME: “National Strategic Planning for Inclusive Growth and Sustainable Development: Fostering Job Creation and Equity”

Education is the most powerful weapon that can be used to change the world, the purpose of which is to nurture the mind; create a good society; and compete globally. Quality Education is central to transforming Nigeria into one of the most competitive economies in the world in the 21st century. Over the years, we have defined Nigerian vision for Education as:

- To establish a modern and vibrant education system ... that propels the nation’s development;
- To become an economy model, delivering sound education for public good; and
- The acquisition of appropriate skills and the development of ... abilities and competences as equipment for the individual to live and contribute to the development of society.

Critical Components of our Educational Transformation:

- Curriculum Development
- New Generation of Teachers
- Knowledge Transfer through ICT for Global Competitiveness
- Sustainable Structural Reforms in Education
- Early Years and Basic Education
- Effective Partnering for Access, Quality and Accountability
- Technical and Vocational Skills Development, and
- Tertiary Education for Competitiveness and Employability,

The Federal Ministry of Education is enhancing the drive for inclusive education through the special needs education programme (SNEP). The objective is to increase access to basic education by children with special needs through the establishment of more schools for them enhancing the provision of special needs education in all existing public schools. In 2013, the Ministry commenced the construction of a national diagnostic and assessment centre for special school children in Abuja. When completed, this centre will screen, assess and place students with special needs in schools. Also, the Federal Government through the Universal Basic Education Commission supports public and private SNEP providers. In 2013 UBEC spent N2,077,196,805 as grants to 348 providers of special needs education for expanding access and facilities in their schools.

Expansion of Nomadic Education:

Access to basic education by the nomadic population, including pastoralists, children of migrant fisher-folks and farmers is receiving attention. Through the National Commission for Nomadic Education, a series of sensitization campaigns was conducted in 2013 to advance access and ensure the provision of quality functional Basic Education in Nomadic schools. These campaigns took place across the country and succeeded in attracting increased enrolment figures in many nomadic schools in the country.

Provision of Infrastructure through the MDGs and Constituency Projects:

The Federal Government's MDG projects for the development of education include "constituency projects on education" aimed at ensuring Federal presence in the nooks and crannies of Nigeria. The projects are usually decided upon by the members of the National Assembly based on the needs of their constituencies and they add value and enhance access and quality of education in the country. In 2013, for instance, FME executed about 300 Constituency/MDGs education projects, including over 205 – three classroom blocks, in the six geo-political zones spread across 33 states of the Federation, including the FCT. Most of the projects are at various stages of completion.

Development of Curriculum on Trade and Entrepreneurship education

Nigeria is focused on moving from offering academic courses or theoretical vocational and technical education to a more competence-based skill training, in order to produce youths with appropriate skills to meeting the highly competitive job market. Through the NERDC the Nation developed a new curriculum on trade and entrepreneurship education for 34 trade subjects as part of the drive to promote skills development and entrepreneurship among Senior Secondary School students. This is aimed at enhancing the introduction of trade and entrepreneurship studies in schools. The trades are as follows:

Trade/Entrepreneurship Subjects

1	Auto Body repair and spray painting	10	Painting and Decoration	19	Store Keeping	28	Catering and Craft Practice
2	Auto Electrical work	11	Capacity and Joinery	20	Data Processing	29	GSM Maintenance
3	Auto Mechanical work	12	Block laying, Brick Laying and concrete work	21	Photography	30	Tourism
4	Air Conditioning Refrigerator	13	Plumbing and pipe fitting	22	Upholstery	31	Fisheries
5	Auto Parts Merchandising	14	Leather Goods Manufacturing and Repair	23	Furniture Making	32	Matting

6	Welding and fabrication and craft practice	15	Textile trade	24	Dying and Bleaching	33	Animal Husbandry
7	Electrical Installation	16	Garment Making	25	Printing craft practice	34	Salesmanship
8	Machine woodworking	17	Keyboarding	26	Cosmetology		
9	Radio, TV and Electric work	18	Book-keeping	27	Mining		

Other strategies include:

- **Establishment of the Presidential Public Private Sector Committee on Technical and Vocational Education development.** This Committee which was set up in 2013 is headed by Africa's foremost business mogul, Alhaji Aliko Dangote. Its responsibility is to develop a blue print for a sustainable private sector investment in the development of technical and vocational education and training. Its terms of reference include to:

 - ✓ Develop Strategy on the Improving the effectiveness of TVET in Nigeria;
 - ✓ Conduct Labour Market Survey to determine TVET Needs of Nigerian Industries;
 - ✓ Promote the adaptation of approaches from other environments for the Nigerian TVET strategy;
 - ✓ Support the Implementation of the National Vocational Qualifications Framework (NVQF) and the development of the National Occupational Standards;
 - ✓ Develop and Implement Government-Private Sector Collaboration framework for the funding of TVET at all levels of education; designate initial pilot institutions for government-private support in the development of TVET programmes;
 - ✓ Do all things that would enhance TVET and the development of skills of Nigerian industries.
- ✓ In 2013, Nigeria's Federal Executive Council approved a Six-Level National Vocational Qualification Framework (NVQF) for the country. The framework recognizes and certifies skills and vocations outside the school system and places same in the scheme of service. By so doing, Nigeria recognizes that skills development can be done within or outside the school system within a graduated qualification levels. The Framework will develop skills to support industries. It will enable youths to aim at acquiring skills and hence be productively engaged and appropriately remunerated according to the value of the level of certification they have obtained. To further facilitate the achievement of the goal, National Occupational Standards (NOS) are being developed in:

- ✓ Manufacturing;
- ✓ Agriculture;
- ✓ Hotel and Tourism;
- ✓ Information and Communication Technology;
- ✓ Transportation; and
- ✓ Construction.

Advancing Research and Innovation in Tertiary Institutions:

- The National Research Fund: The focus of the fund which is open to every academician and Tertiary and Research Institution in the following areas:
 - ✓ **Humanities and Social Sciences;**
 - ✓ **Science, Technology and Innovation;**
 - ✓ **Cross cutting issues relevant to National Development;**

- **Establishment of the Nigerian Education and Research Network (NgREN):**
 In 2012, the Federal Ministry of Education approved the proposal by NUC to establish the Nigerian Education and Research Network (NgREN) for the purpose of enhancing research between Educational and Research Institutions. Basically NgREN creates broadband interconnectivity between Education and Research Institutions and thus serves as a platform for collaborative deployment of modern teaching, learning and research tools and services in the country. Following the approval, the Ministry further ensured that the project was fully funded by the World Bank under Science Technology Education Post-Basic (STEP-B) project fund. The first phase of the project, which connects 27 Federal Universities, has the following components:
 - The provision of broadband connectivity infrastructure, which entails high speed full-mesh network, a high speed internet access via submarine cable; an An IPLC link to the London Open Exchange for cross-connection to GEANT. The Pan-European REN, and the USAREN;
 - Capacity Building to support skills for administration of the network;
 - Power Plan for the Network Infrastructure;
 - Provision of more and cheaper bandwidth;
 - Provision/development of ICT applications including
 - Enterprise wide anti-spam & anti-virus solutions
 - E-courseware
 - E-library
 - Video conferencing
 - Voice over Internet Protocol (VoIP)
 - Subscription to e-journal and e-books
 - Staff-student management & administration
 - Innovations in teaching and research

Missing Link

- Political will and commitments by leaders
- Ineffective framework for Monitoring and Evaluation (M & E)
- No linkage between Plans and Social Needs
- Developed and digitalized long term sector plans
- Effective collaboration between planning and budget offices.