Report of the Vision 2020
National Technical Working Group
On

Education Sector

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1.0   INTRODUCTION

Education is one of the most important factor in Nigeria's quest to become one of the largest economies by the year 2020. The development of Nigeria's human capital is the most important key to rapid economic development and the strongest weapon against poverty. However, given the current state of education in Nigeria, drastic measures will need to be taken to overhaul the system in order for it to serve as a reliable and efficient vehicle for the attainment of the vision.

1.1.   Overview of Nigerian Education

Nigerian education is categorised into three main vertical segments: basic education, post-basic education (or upper secondary education) and tertiary education. However, another segmentation based on the horizontal division of education into types is also available. Early childhood Care and Development (or pre-primary education, henceforth ECDD) is viewed as part of basic education but is specialised for younger children who are not yet of primary school age. Similarly, Nomadic education is part of basic education but is for special groups of migrants. Adult and Non-Formal education may be part of basic education or may transcend it, as it can go as high as the post-basic level. Within basic, post-basic and even tertiary education, technical/vocational education is a sub-set. Teacher education is also a sub-set of tertiary education.

1.2.   Scope of the Education Sector

Basic Education

According to the Federal Ministry of Education Ten-Year Strategic Plan, Basic Education is the education offered to children aged between 3 and 14 years. It comprises: 3 years of Early Childhood Care Development and Education (ECCDE), 6 years of primary and 3 years of Junior Secondary Education. It also covers special interventions directed at nomadic and migrant children, mass literacy as well as the almajirai and other vulnerable and excluded groups.

Early Childhood Care Development and Education (ECCDE)

Early Childhood Care Development and Education (ECCDE) is defined by the National Policy on Education (2004) as " the education given in an educational institution to children aged three to five

plus prior to entering the primary school, it includes the crèche, the nursery and the kindergarten" (p.11-12). The main objectives are to:

Effect a smooth transition from home to the schools;

Prepare the child for primary level education;

Provide adequate care and supervision for the children while their parents are at work;

Inculcate social norms;

Inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music and playing with toys, etc;

Develop a sense of cooperation and team-spirit;

Learn good habits, especially good health habits;

Teach the rudiments of numbers, letters, colours etc, through play(2004, p.31)

Primary Education

Primary education is described as the education given in institutions for children aged 6 to 11 plus with the following objectives:

Inculcate permanent literacy, numeracy, and the ability to communication effectively;

Lay a sound basis for scientific and reflective thinking;

Give citizenship education as a basis for effective participation in, and contribute to, the life of the society;

Mould the character and develop sound attitude and morals in the child;

Develop in the child the ability to adapt to the child's changing environment;

Give the child the opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity;

Provide the child with basic tools for further educational advancement including preparation for trade and crafts of the locality (NPE, 2004).

Under-funding of the education sector is a big problem in Nigeria, although it is difficult to gauge total education expenditures because of the way the three-tiered federal system works. Still, best estimates are that the country spends about 2.3% of GDP for education, less than half the percentage of GDP spent by the 19 sub-Saharan Africa countries on average. Moreover, only about 35% of the education budget is currently devoted to primary education, whereas to reach EFA goals it is estimated that about half of the education budget needs to go to the primary subsector. (USAID, 2003).

The primary school infrastructure has badly deteriorated, with many of the existing structures needing repairs, and it is difficult to attract sufficient numbers of teachers to teach in primary schools, despite salary increases of more than 500% since 1998. At the same time, some states are experiencing large numbers of teachers who are unemployed after obtaining their teaching credentials, and those who are employed frequently go through many months of uncertainty worrying about when (or whether) they will receive the salaries due them. (ibid)

The learning conditions in schools are alarming: paucity of teaching materials (few textbooks, in many schools no charts or teaching aides, children in many cases having only their exercise books for taking notes), absence of adequate furniture in some schools, over-crowded classrooms, lack of ventilation, and generally run-down condition of many of the school buildings. Also, in many cases teachers appeared to be de-moralized by the conditions under which they were working and by the fact that they had so very little with which to help the children learn. (ibid).

Junior Secondary Education

This is the education received by children 12-14 years. According to the Road Map the expected enrolment figure for JSS is 9.27 million but the actual is 3.27 million, leaving 6.0 million as the un-enrolled in Junior Secondary Schools. Figures indicate that only a little over half of all students who complete primary education progress to junior secondary level. Transition rates have increased over

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the years. Figures also show that a higher percentage of girls are progressing to Junior Secondary School than boys (2005: 55% female, 49% male). The completion rate is much lower at JSS level than at primary level (about 34%).

Nomadic Education

The National Commission for Nomadic Education implements basic education with respect to nomadic groups (pastoralists, migrant farmers and migrant fisher folks). The Nigerian Federal government recognizes that the occupational roles of these groups do affect their response to education hence the tailoring of education to suit their peculiar circumstances. The education of nomadic groups apart from being premised on the fact that education is the birth right of every Nigerian, also has economic importance as they supply over 80% of the animal requirements of Nigeria. At the moment the NCNE is able to cater for the Pastoralists (the split movement group) and Migrant fisher folks. It has collected baseline data with respect to Migrant farmers in the South-East. Its intervention in basic education is so far restricted to primary education and adult education.

Adult and Non-Formal Education

The National Policy on Education (2004) describes mass literacy adult and non-formal education as a form of functional education given to youths and adults outside the formal school system such as functional literacy, remedial and vocational education. The NMEC is the agency established in 1990 with the mandate in the areas of monitoring, coordination and research on adult education. The States agencies for Mass education established in the 36 states of the federation and Abuja are responsible for the implementation of adult education programmes. The Local Government councils are responsible for the day to day control and administration of local mass literacy and adult education programmes. Adult literacy, which was 57% a few years ago is now sliding to 49%.

According to ESA (2003) Adult and Non-formal education offers basic literacy, post literacy, women education, functional literacy, continuing education, Arabic integrated education, literacy for the blind, workers education, vocational education, literacy for the disabled and Prison education.

Post-Basic Education

The Nigerian post-basic education cycle has three years of senior secondary education. Only about 28% of the children in this age cohort are attending school, while 72% (representing 7.2 million children) are out of school. Only 3.6% of senior secondary school students were enrolled in technical/vocational education in 2005, which explains why there are serious skills gaps in this sector to the extent that our best plaster of Paris technicians are now Togolese or Beninois, for instance.

Tertiary Education

Tertiary Education comprises the following sub-sectors namely, Universities, Polytechnics, Colleges of Education, Monotechnics, and Innovative Enterprises Institutions (IEIS). The primary core responsibilities of this sub-sector are: academic teaching, research and community development. The major thrust of tertiary education is the production of highly skilled, knowledgeable, competent, conscientious and globally competitive citizens. According to the Education Road Map (2009), there are currently 94 Universities in Nigeria, 115 Polytechnics and Monotechnics, 86 Colleges of Education and 62 Innovative Enterprise Institutions. The Universities have staff strength of 99,464 consisting of 27,394 academic staff and 72, 070 non-academic staff, the Polytechnics and Monotechnics 12, 938 academic staff and 24,892 non-academic staff while the numbers for the Colleges of Education are 11,256 and 24,621, respectively.

With regards to enrolment, the Road Map showed that as at 2007, there were a total of 1,845,952 students in all the three types of tertiary institution. When combined with the estimated number of students in other post-secondary professional institutions such as Schools of Nursing and Midwifery, the aggregate enrolment figure comes to approximately 2,000,000, which is about 10% of the 18-25 year old age cohort.

1.3. Approach to Developing the NV 2020 Education Plan

In developing this plan, the following parameters were considered for each level or type of the educational system:

Access and Equity

Standards and Quality Assurance

Infrastructure

Teacher Quality, Motivation and Development

Curriculum Relevance

Funding

Planning and Management

1.4.   Review current plans and programs of States, MDAs and Other key stakeholders

The plan was developed by consulting all other previous plans and documents of the Ministry of Education, its agencies and external assessments produced by development partners. Brainstorming sessions held by the Working Group produce drafts which were subjected to further scrutiny and critique by major stakeholders such as the Ministry and its agencies, staff unions and development partners, and the National Steering Committee of Vision 2020.

The main agency coordinating the implementation of basic education is the Universal Basic Education Commission (UBEC) at the national level and the State Basic Education Commission (SUBEB) at the State level. UBEC and SUBESs are directly responsible for the provision of primary and Junior Secondary school services, while the National Commission for Nomadic Education (NCNE) is responsible for nomadic education and National Mass Education Commission (NMEC) is responsible for the Non-formal Education aspect of the UBE.

The 2009 Education for All Global Monitoring Report stated poor governance and management of education as one of the reasons holding Nigeria and Pakistan from achieving Education for All Goals. Good and strong institutional framework is important for good governance and effective management. Institutional framework for policy planning and management has improved over the years with the Federal and State government developing their education sector plans. However there is need to strengthen the planning process and ensure the institutionalization of priority setting and annual budget alignment to priorities.

Education Sector Planning

Road Map

As the third stage in the planning process, the Federal Ministry of Education developed a Road Map for the sector in 2009. This plan highlights the following four areas:

Access and Equity

Physical Access

Quality Access

Economic Access

The plan is however silent on the importance of ensuring those strategic plans are reduced to medium-term tangible programs which will be budgeted for in the state annual budgets. It is important to ensure that the planning process is institutionalized and programs implemented in a continuous and consistent manner.

State Sector Plans

Most of the States have also developed their Education Sector Plans based on their Education Sector Analysis. Lagos State developed its three- year Medium Term Sector Strategy (MTSS) for 2009-2011 and is currently up-dating the MTSS for 2010 -2012. It is expected that Lagos State will develop the 2010 annual budget based on priorities identified in the MTSS. Kano, Kaduna, Jigawa, and Kwara are also in the process of developing their MTSS for 2010-2012 in line with the priority targets set in their State Education Sector Plans (ESP).

In view of the renewed reform and interest in planning the following challenges remain:

Weak planning capacity and lack of continuity with stated priorities

Sector plans not aligned with National and State Economic Development Plans

Limited political will and capacity to implement plans

Inadequate relevant data for planning

EMIS issues in Nigeria

Since 2003 data situation in Nigeria improved with the development of Education Data Bank now renamed National Management and Information Systems (NMIS). The National School Census, which is run by FME and coordinated by NMIS and the States collect data from schools for the National Data Base. The school census has been conducted every year since 2003. However in year 2007/8 the census was not conducted due to lack of funds to administer the data collection process. The 2007/8 census was later conducted in November 2008.

In spite of the relative availability of data, the education data in Nigeria still suffers from the following issues relating to the quality and completeness:

Erroneously recorded and reported data

Poor return of census forms from public and private schools in states

Inconsistent coding systems for information on schools and teachers

Prolonged periods between data collection and data release

Poor school record keeping

Population data sometimes do not correlate with enrolment data, even where the latest population figures were used

General lack of statistical data on funding of education at all levels of government

These issues are aggravated by the following:

Inadequate mechanisms for monitoring of data collection exercises. Inspectors and school supervisors neither use data derived from EMIS nor validate information into EMIS.

Inadequate orientation and training is given to data collectors resulting in returned forms that are incomplete or completed incorrectly in key areas.

Overlapping data collection mandates between agencies results in duplicate information being collected by different agencies/departments.

Poorly coordinated data collection exercises which are given inadequate time and resources.

Lack of linkages to other systems and data sources. To some extent, this is owing to the lack of other systems with which to link.

Data collection activities are often driven by a need for budget articulation and releases rather than practical requirement

Education Management and Development

Basic Education is managed by the State Ministry of Education (SoME), State Basic Education Board (SUBEB) and the Local Government Education Department with the Federal Ministry of Education providing policy guidance. While the Federal Government, through the Ministry of Education and the Universal Basic Education Commission, provides leadership through broad policy guidance, setting national standards and providing a regulatory framework, these efforts are often confounded by at least 21 parastatals with overlapping mandates in the education sector. Adding to this complexity is the relative independence of each State Ministry of Education (SMoE) and each State Universal Basic Education Board (SUBEB), creating a situation wherein no two states have exactly the same systems for the provision of quality basic education. As the federal government places increasing emphasis on decentralization of education services, the opportunity exists to create greater efficiencies in the sector at the state and local government levels (FME 2004).

The UBE Act 2004 allows for the enactment of SUBEB Laws by State House of Assembly. As a result there are variations in the State UBE laws within the states. While some states place the JSS under the control of SUBEB, others put it under the management of the State Ministry of Education. States also follow different modalities in appointing the Local Government Education Authority (LGEA) Secretaries. In addition to SUBEB Chairs and LGEA Secretaries, some state Governors appoint Special Assistants (SA) on Basic Education. This further complicates reporting lines.

Education management and development is poor in Nigeria leading to limited capacity to design and implement education programs. Some of the management issues include:

- Structures are over-bureaucratic, too centralized and lead to duplication, ineffectiveness and a lack of decisive action.
- System for strategic planning, financial management, Management Information, Human Resources and assets and management and procurement systems;
- Capacity for human resource to include performance management, incentives for behaviour change development and training,
- Limited information on best practice and benchmarking to identify what works, what needs to change and how things are done differently;
- Poor control of private schools: registration, certification.
- Challenges for Nigeria in the education sector
- Low enrolment, high dropout, and low completion rates in nomadic schools. Lower enrolment, higher drop out, and lower completion rates among girls.
- Total movement groups of the pastoralists still do not have access to education.
- Inadequate funding.
- Inadequate classrooms, classroom furniture and instructional materials.
- Inability to make provision of education for infants (ECCDE) and migrant farmers.
- Shortage of qualified and competent teachers.
- Teachers' truancy and absenteeism.
- Near absence of quality assurance framework and strategies.
- Stakeholders' lack of awareness of their roles.
- The scope of the curriculum does not match teaching learning time available
- Poor teaching and learning standards.
- Inadequate and obsolete infrastructure
- Inadequate number of universities / polytechnics to accommodate prospective students
- Shortage of qualified candidates to meet the 60 / 40 and 70 / 30 admission policy for universities and polytechnics respectively
- Policy restricting right to award degrees to universities only
- Unattractive conditions of service for teachers
- Absence of deliberate strategies / programmes for recruiting qualified secondary school leavers to train as teachers
- Implementation of a transparent admission system (lack of
- Transparency)

- Weakness in management of funds (administration)
- Inadequate capacity for policy formulation and implementation
- Inadequate and untimely release of resources
- Obsolete and inapplicable policies
- Appointment to key managerial positions in education without due regard to qualification and competence
- Lack of ICT infrastructure (EMIS)
- Lack of reliable data for evidence-based planning
- Poor coordination among the tiers of government in the implementation of policies and programs
- Weak leadership in the system at Council and Management levels
- Frequent change of leadership at the policy implementation level
- Weak synergy among policy implementation agencies (FME,NUC,NBTE,NCCE, TRCN, NIEPA)
- Inadequate institutional capacity for monitoring and evaluation
- Lack of regular Management Audit exercise to ensure attainment of set organizational goals
- Low level of capacity building for staff at all levels
- Low enrolment by adult learners especially women and rural folks
- Poor infrastructure
- Majority of potential learners do not have access to learning centres
- Problem of curriculum relevance and functionality
- Lack of standard and quality assurance, parameters and quality assurance
- Poor funding
- Lack of appreciation and deployment of ICT
- Lack of synergy amongst the different stakeholders brought about poor managerial structure
- Poor infrastructure
- Poorly paid and motivated instructors
- Limited access
- Poor quality
- Little planning and implementation capacity
- Poor quality of personnel
- Inadequate funding

- Inefficient fund flow
- Poor assessment practices

Only 23% of candidates obtain credits pass in 5 subjects including Mathematics and English in WAEC / NECO

Report of the Education Sector National Technical Working Group

2.0   CURRENT ASSESSMENT OF THE EDUCATION SECTOR

2.1.   Global Trends in Education

Education systems in economically successful countries tend to be characterised by universal adult literacy, universal access to primary and secondary education, a significant size of enrolment in technical /vocational education and a 30% enrolment in tertiary education. They also tend to have high transition and success rates between the various levels and in the terminal examinations and other external assessments. In those countries, learning is often student-centred and problem-solving and skills-centred, rather than cognition-centred. This is because it is realised that owing to the knowledge explosion, facts may change rapidly but skills endure and are improved upon through life-long learning.. In those countries, teaching is fully professionalised and well remunerated in comparison with other professions. Expansion is anticipated well in advance and planned for, so that the delicate balance between educational inputs and outputs, which determines quality, is always maintained. In those countries, education is not merely regarded as a social sector service but as the most crucial vehicle for economic development.

2.1.1. Comparative Benchmarking Analysis

Nigeria appears to be lagging behind countries that it aspires to be like in most of the important indices of education such as gross enrolment ratios for all levels, proportion of GDP and national budgets spent on education etc as indicated by the Table 1 below:

Table 1: Comparative Education Indicators: Club of 20 Vs Nigeria

Country	Sec GER	Tertiary GER	%TVe Enrolment	Adult Literacy	Expenditure on Education as % of GDP	Education Expenditure as % of total Govt Exp
UK	170	60	51	100	5.3	9.8
US	95	82	NA	100	5.7	15.3
Japan	102		13	100	3.6	11
China	N.A		13			
Brazil	75		2	88.6		112.1
Korea			15		4.1	110.9
Iran			8		4.9	
Nigeria	35			69.1	0.9	

2.2. Local Trends and Recent Developments

2.2.1. Basic Education

Basic Education is the 9 year free and compulsory education provided to all children aged 6-14. Primary education is defined as the six year program given to children 6 to 11 years old and is the first part of the nine year basic education programme, while Junior Secondary School (JSS) is the second part of the Universal Basic Education program and is for three years. Basic Education was designed as a reform to:

- improve the existing infrastructure and provide additional infrastructure;
- advocate and mobilize for mass participation;
- provide instructional material;
- train and re-train teachers; and
- make the curriculum more responsive to national needs.

2.2.1.1. Access and Equity in Basic Education

Access and Equity in Early Child Care and Development Education (ECCDE)

"With its commitment to UBE Nigeria has made explicit its commitment to two ideals, firstly, that in the modern Nigeria all children have a right to be educated. This right is irrespective of their gender, ethnicity, religion, location or other factors distinguishing them from the mainstream. Secondly, that education is the means through which Nigeria can reduce the poverty of the vast majority of its people and create an efficient and competitive economy" (Education Analysis, 2007 p.12).

In spite of this commitment, access to ECCDE is low due to low funding, high cost and relatively limited linkages between public school provision and ECCDE. Studies have shown that children with ECCDE experience are better prepared for primary education and achieve better results than those who do not have such experience. As a result the education sector reforms have emphasized the need to ensure access to ECCDE for all children. Enrolment in ECCDE centres rose by 47% from 44,743 in 1999 to 84,340 in 2003. In spite of recent efforts to ensure that public schools have ECCDE centres, access remains a major issue. There is wide disparity between the expected and actual enrolment figures. According to the 2009 Education Road Map, the expected enrolment in

ECCDE is 22 million but the actual is only 2.02 million. There is a shortfall of 19.98 million pre-primary school children out-of-school.

The issue of limited access will be discussed from the; a) the supply side; b) cost and c) demand side issues.

Supply side issues
Due to long neglect of this area, the provision of ECCDE has been a near exclusive preserve of the private providers. As a result, it has been available mainly to those children whose parents could afford the services.

- There is a large shortfall in ECCDE centres and most of the available centres are in urban areas. According to the ESA study on ECC/Pre-primary/Nursery centres, 79% of the sampled centres were located in urban areas and only 20.2% in the rural area.
- Distance: Distance is one of the issues preventing parents from enrolling their children in learning centres. Due to the limited numbers of ECCDE centres to accommodate all those who need to be in school, children have to travel relatively long distances to attend school. The implication is that those with means of transportation or who have the money to pay are better equipped to enrol their children. The ESA ECC study showed that 75% of children walked between 1 and 2 kilometres to the centre.

Cost of ECCDE
Most ECCDE centres are private initiatives and therefore parents have to pay fees for their children to benefit. As a result the children of the poor are not able to benefit. In addition to direct fees there are also indirect costs such as transportation and feeding associated with the ECCDE.

Demand for ECCDE
Due to the cost associated the demand for the ECCDE is limited to those who have the resources. Poor parents are less likely to choose to send their children to ECCDE.

Health and Nutrition

Malnutrition and disease are known to damage the cognitive development of children. According to the EFA Monitoring Report (2009), child malnutrition affects one out of three children in developing countries. Although statistics on malnutrition are not readily available it is clear that malnutrition is a major factor affecting learning abilities of under fives in Nigeria. Further,

- Lack of water and sanitation facilities has been known to lead to the breakout of such epidemics as diarrhoea and cholera causing absenteeism or death.
- Malaria, typhoid fever, cough and measles have been known to cause absenteeism and in some instances death of children.
- HIV and AIDS have contributed to the increased number of orphans and vulnerable children and also reduced the capacity of teacher to be productive due to HIV and AIDS related illness.

Special needs Children

Only about 29% of the sampled schools had provision for children with special needs. There were no children with special needs in 71.3% of the centres.

Access and Equity in Primary and Junior Secondary Education

The Universal Basic Education Act of 2004 gave impetus to these objectives and Nigeria's desire to attain the Education for All (EFA) goals. However, results in respect of school enrolment nationwide show low enrolment with variations within regions, states and local governments.

Access is here defined as the number of school aged children (6-11) who can reach school within 30 minutes using any means of transportation including walking. According to data from the Core Welfare Indicator Questionnaire (CWIQ) Survey 2006, the national access was put at 75.9% (74.6 urban and 56.6% rural). The rates for the six geo-political zones were given at South-west 88.0%; North-central 79.7% and North-west 76.4 per cent. The North East (71.9), South-south (71.7 %) and South-east (60.6%) had rates below the National average. Also the rate for males was recorded at 75.5% lower than that of female 76.4%.

The national Gross Enrolment for primary schools (defined as all persons currently enrolled in primary 1-6) is 92.5%. Of the figure the urban areas made up 107.4% and the rural areas 87%.

GER for the South East was recorded as 124.2%, South West 116.3%, North Central 114.5%. Statistics also show a national enrolment figure of 24,422,918 (with 13,302,269 (or 54.5%) males and 11,120,649 (or 45.5%) females) indicating a gender parity of 83.6%. The Federal Education Road Map indicates a shortfall (i.e. out of school children) of 10.5 million.

The Net Enrolment figure for primary education, defined as children of primary school age 6-11 years currently in primary schools was put at 61.5% for national; 74.6% urban and 56.6% for rural dwellers. The net enrolment for the South West region was put at 82.3%, and south east 81.6%.

The CWIQ figures for children of school age not attending school was put at 4.5% for national, 3.9% for urban dwellers and 4.8% for rural dwellers. The South-South region showed the highest figures for children of school age not attending school and the North Central region had the lowest figure of 3.2%. Some of the reasons mentioned for children not attending school include expense, need for children's labour, cultural factors and limited space in institutions among others.

According to the Road Map the expected enrolment figure for JSS is 9.27 million but the actual is 3.27 million, leaving 6.0 million as the un- enrolled in Junior Secondary Schools. Figures indicate that only a little over half of all students who complete primary education progress to junior secondary level. Transition rates have increased over the years. Figures also show that a higher percentage of girls are progressing to Junior Secondary School than boys (2005: 55% female, 49% male). The completion rate is much lower at JSS level than at primary level (about 34%).

Reasons for the low participation in basic education is discussed in terms of: i) supply side issues ii) cost and iii) demand side issues;

Supply side (provision of services):
- Inadequate infrastructure
  - There are different statistics for the number of schools available. Statistics from the 2006 National Personnel Audit show that there are 54,434 public primary schools in Nigeria. While figures from the 2006 School Census states that there are 87,941 primary schools. There are about 254,319 classrooms while 251,030 more classrooms are needed to accommodate the children still seeking space in primary school. Even the existing infrastructure needs major repairs to bring them up to

minimum acceptable standards. Of the available classroom 50.95% are considered to be in 'good' condition. The inadequate numbers and poor state of classrooms have contributed to large class sizes and this has an impact on teaching and learning outcomes. Only 29.65% of primary schools have access to water and sanitation facilities and electricity. The physical state of classrooms is very poor, with poor floors, broken roofs and ceilings. In other words the fabric is in a poor state of repair with broken windows; where doors are available they are without locks, few schools have a perimeter fence or enclosure, so schools lack security.

- Inefficient fund flow
  - Studies show that funds do not reach the frontline provider (schools) and this leads to poor maintenance of infrastructure and provision of basic needs. Neither funds nor resources currently reach the frontline institutions (schools) in sufficient proportions of what is actually available.
- Inadequate number of qualified teachers
  - In addition to the limited number of classrooms, data also shows a shortfall in the number of qualified teaching staff and in teaching and learning materials. A large number of available teachers are not qualified to teach. Statistics show that there are 575,068 teachers with an additional 297,400 required.

Costs of Education

Studies show that cost (direct and indirect) of schooling can be a major barrier for attending school. Poor parents who cannot afford the costs do not enrol their children in school. High cost of education has also been known to lead to the withdrawal of children from school. Even where tuition is provided free there are other direct costs for books, fees, levies, transportation, and feeding all of which add up and make education too expensive and unattractive for the poor. Parents sometimes need the labour of their children for economic survival therefore releasing their children to go to school amounts to income forgone. This indirect cost of education is a major reason why parents do not let their children enrol in school.

Demand side

There is limited accountability and participation of stakeholders. The poor people are too weak to organize themselves to put pressure on government to demand for the delivery of good quality

education and accountability. They are largely voiceless and unable to articulate demand or participate in policy decisions. In addition, the poor quality of learning, culture, and corruption are reasons why parents do not demand educational services for their children. Dissatisfaction with the public education system has led to the expansion of private schools. Parents who can afford to pay fees have moved their children from the public to private schools leaving only those without a choice in public schools. In Lagos State for instance, there are twice more private schools than public schools showing the lack of confidence in public schools.

- Low community (including civil society) participation in school planning and management.
- Limited information on program, activities and budget allocation to enable beneficiaries to hold duty bearers accountable.
- Low accountability to learners, parents and management leading to poor delivery.

Exclusion

Exclusion here refers to the inability of groups or individuals to access education due to a number of circumstances. A large number of groups made up of: the very poor; slum dwellers; the physically challenged and those living with HIV and AIDS are not being properly served by the education system. The supply of education services does not recognize the different needs of these groups, thereby limiting their participation in schooling. Other associated factors included:

- Poverty: Lack of effectiveness in the system and the lack of earning capacity or livelihood options especially for rural dwellers contribute to their inability to participate or drop-out of the education system. Parents, who need the labour of their children for economic survival, consider the opportunity cost of education to be too high. According to findings from the World Bank (2007) Education Expenditure Review, there are large income (wealth) differences in school enrolments. The poor are the least likely to be enrolled at any level.
- "Children in the richest 20% of the population are about 1.7, 2.7, and 3 times more likely to be enrolled in primary, junior and senior secondary school respectively than children in the poorest 20% of the population" (p.64). There are large differences in school completion across household expenditure levels and across gender. While almost all the young people living in the 20% richest households complete primary school and about 70% junior secondary school; only about three fifths of those living in the 20% poorest households finish primary school and only about a third complete junior secondary (p.64).

- Gender: There are wide disparities in gender enrolment within regions with near parity in the South. More males (65%) are enrolled in primary schools in the North than females (35%) while in the south east the reverse is the case. There is limited consideration given to issues of gender. At present, there is no framework to guide the implementation of gender policy.

- Location: The children who live in difficult to access areas like the urban slums, riverine and overpopulated areas are not being served. They are nearly invisible to the planners given the difficulty of accessing the areas. Long distance between home and school is also known to contribute to lack of access especially for children in rural areas and urban slums.

- Special Needs: Capacity to understand disability and illness limit the ability of the government to provide education services that would serve the special needs of school children. There is limited data on the exact figure of children with disability but there is evidence that there are large numbers of children who are not participating in education because of their condition. Special needs education is provided through integration approach. However 90% of primary schools lack adequate facilities let alone facilities to cater for those with special needs. The lack of resources to pay for private education limits the capacity of poor parents to demand education services for their children with special needs. The ESA 2003 Survey revealed that about 40% of the sample schools had children with special needs while 60% had no children with special needs. In addition, only 29.4% of the schools had teachers trained in special needs, 23.7% of the schools had no teachers trained in special needs while 10.3% had teachers with MEd in Special Education. The lack of teachers with special needs training to take care of the children serves as a disincentive for demanding education for children with special needs.

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Access and Equity in Nomadic Education

A large percentage of nomadic school children are still out of school. Out of the estimated 3.5 million children who should be in school only 450,000 are in school. This represents only 23% of the school age children. In other words 77% of nomadic school age children are out of school.

Amongst the pastoralists, so far, access to education is limited to the split movement groups. The split movement groups are semi sedentary, only part of their families migrate while the remaining part stays in one place. The pastoralists thus were able to free only a small number of their children for schooling. The total movement group on the other hand migrates from one place to the other,

including one state to another. Because of this movement from one state to another, the states found it difficult to organize any form of education for them; they are thus deprived of education.

2.2.1.2. Standards and Quality Assurance

Standards and Quality Assurance in Early Child Care and Development Education

This section on standard and quality assurance will be looked at from the perspectives of: a) infrastructure, b) curriculum and c) Quality

Quality assurance mechanisms are weak despite the many inspection services at Federal, State and local levels. This contributes to the failure of many pupils to reach minimum standards. To maintain quality standards in the basic sub-sector, there must be in place an effective and efficient organ.

School inspection in Nigeria has, over time, become increasingly ineffective and irrelevant to the process of improving education. The term quality assurance inspection is used to indicate a change from the many different types of inspection activity that are carried out in Nigeria by different Federal and state agencies. To successfully make the change from old practice to quality assurance inspection, the focus of inspection needs to be simple and the process uniform across Federal and state agencies and those who carry out inspection must work to a similar standard.

The new quality assurance inspections also require those working in schools to shoulder some responsibility for the quality of education provided. This will be achieved through self-evaluation processes and school development planning playing integral parts in the quality assurance inspection process. Old style inspection checked compliance with policies and counted resources including teachers and spent little time using an inspectors' expertise in saying whether these things helped pupils learn.

At Federal level the FIS is moving from old inspection practice to quality assurance practice. However, the lack of practical experience and deep understanding in QA inspection is a major challenge. For example, the policy handbook which was developed through a protracted process of

stakeholder engagement appears to resemble old inspection practice rather than quality assurance. Federal inspectors need more training in QA to ensure greater understanding. Federal inspectors should be in a position to become leaders by example:

- Become National Advisors in Quality Assurance
- Provide Technical, material and Professional Support to states that are interested in beginning the process of Quality Assurance
- Develop mechanisms for communication/ collaboration between FIS and States

Some state governments have also commenced the reform of their inspectorates. In Kwara State the old inspectorate has recently been disbanded and a new bureau for inspection has been set up with staff in place. The next step is the training and induction process. In Kaduna State Senior personnel have a reasonably good working knowledge of the new inspection Handbook. They have reliable data about the numbers of schools and evaluators. Unfortunately they have spent too much time revising the wording of various aspects of the handbook rather than planning the key steps towards implementation.

Kano has 11 different bodies involved in the inspection process. There is some lack of clarity about who will undertake external evaluations and the strategic decisions. There are 20 'task team' members, representing 11 different bodies all involved in making decisions. Precise planning is hindered by the uncertainty about the number of schools in the state and the number of inspectors/evaluators available.

Jigawa State has an agency but there is a need for legislation to protect the function of the Quality Assurance unit. Lagos now wants a quality assurance division within the ministry and every public school inspected in the first year. They want to appoint the system of accrediting QA inspectors as a way to get synergy, collaboration or bringing together different inspection agencies so there is one body for uniformity. The current SMOE inspection unit is well organized and run but has little autonomy in what they do – often spending most of their time following up complaints about schools.

Standards and Quality Assurance in Nomadic Education

Quality assurance in nomadic schools is within the context of the state and LGEA inspectorate system. Supervisors are appointed specifically to supervise nomadic schools. Staff of the NCNE also participates in supervision, monitoring and evaluation. The frequency of such visits either for supervision or for monitoring and evaluation has been very low. They have not informed decision making on quality assurance and standards.

A pilot study by the NCNE has shown that there is evidence of poor learning in numeracy, literacy and general knowledge. However the poor learning is at par with what is obtainable in most conventional public schools. The same study has shown how the absence of furniture has affected how pupils in a nomadic school did not know what a chair or table is in English because they have never seen one as they were neither available at school nor at home.

Completion rate in nomadic schools is very low, only 5.21% of the pupils are able to complete primary education. Out of this figure 77.85% transits into Junior Secondary school.

Due to demands for children, boys for herding and girls for marriage, dropout rate is very high in nomadic schools.

Standards and Quality Assurance in Adult and Non-formal Education

There are not well defined parameters for standards and quality. The standard and quality of this sector can only be inferred from level of participation, graduation and drop out rates. Where there are learning centres participation is restricted on grounds of non functional programme offering, age, unsuitable programmes schedules, irrelevant programme, lack of interest, ill health and in the case of women husbands'' refusal. In 1996 out of the 1,142,966 learners enrolled 814,143 completed their programme representing a drop out rate of 28.8%.

The free entry and free exit feature of non-formal education and training programmes makes control and quality assurance very difficult in the non-formal sector. The large number of providers of non-formal education compounds the problem. There is a need to introduce quality assurance mechanisms to ensure enhanced service delivery, and also some form of regulatory framework for harmonizing the activities of providers. However, it is important to ensure that any such regulatory framework assists and does not hamper initiatives in the area.

2.2.1.3.   Infrastructure

There are different statistics for the number of schools available. Statistics from the 2006 National Personnel Audit show that there are 54,434 public primary schools in Nigeria. While figures from the 2006 School Census states that there are 87,941 primary schools. There are about 254,319 classrooms while 251,030 more classrooms are needed to accommodate the children still seeking space in primary school. Even the existing infrastructure needs major repairs to bring them up to minimum acceptable standards. Of the available classroom 50.95% are considered to be in 'good' condition. The inadequate numbers and poor state of classrooms have contributed to large class sizes and has impact on teaching and learning outcomes. Only 29.65% of primary schools have access to water and sanitation facilities and electricity. The physical state of classrooms is very poor, with poor floors, broken roofs and ceilings. In other words the fabric is in a poor state of repair with broken windows, where doors are available they are without lucks, few schools have a perimeter fence or enclosure so schools lack security.

Infrastructure in Early Child Care Development Education

Although the Local Governments are directly responsible for the management and delivery of early child care education, the Federal Government has the mandate to set the policy direction and ensure standards.

  a) **Infrastructure**

  - **Limited resources:**
    - Near absence of classroom structures – according to the National Action plan (NAP) for implementing the UBE program, about 53,000 additional ECCDE centres are required to ensure access to all children who are not attending ECC.
    - Little or no teaching and learning facilities
    - Limited ICT facilities and deployment
    - Little or no toys for the children to play with and learn
    - Most centres have no source of water
    - The pit toilets is the most used sanitary facility

Infrastructure in Nomadic Education

Nomadic schools have 10,469 classrooms with a shortfall of 28,931 classrooms. In most cases classes are held under temporary sheds or trees. In such cases teaching and learning are subject to the vagaries of the weather .Monitoring reports have shown that the supply of furniture to such schools is grossly inadequate. Thus you find many schools that lack chairs, desks and even teachers' tables. The supply of mobile collapsible classrooms and mobile chairs so far has not been able to meet the shortfall in the availability of classrooms and furniture.

Infrastructure in Adult and Non-formal Education

Infrastructure varies according to provider. Classes are held in school buildings, community halls, market places, church buildings, mosques, private compounds and tree sheds. Desks chairs and libraries are not often available.

2.2.1.4.   Teacher Quality, Development, Motivation and Retention

Teacher Quality in Basic Education

The Monitoring Learning Achievement (MLA) studies carried out in 1996 and 2003 and the study by Johnson, Hsieh and Onibon (2007) on learning outcomes of children in Primary Grades 4 and 6 in Kwara, Kano and Kaduna, show that children in Nigerian school underachieve in numeracy and literacy skills. The underperformance could partly be as a result of lack of textbooks, poor learning environment and over-crowded classrooms. However, the lack of ability of teachers to deliver the curriculum is the major cause of poor learning achievement. According to the National Policy on education, No education system can rise above the quality of its teachers as the standard of our teachers invariably affects the performance of the pupils and students.

The major challenges affecting teacher quality, deployment and retention can be summarized as:
- Inadequate number of qualified teachers. There are a large number of Grade II teachers and secondary school leavers teaching in Nigeria. A large number of them have certificates below the NCE (38.75%) which is below the minimum requirement. In the North-East and North-West regions, the figure is as high as 70% indicating that a lot of teachers need to be

trained and retrained for better performance. The existing shortfall in teachers shows 969,078 for ECCDE; 338,147 for Primary education; 581 for JSS; 1,580,000 for adult literacy and 12,329 for nomadic education.

- Another major challenge is the discrepancy between teacher certified qualifications and their actual teaching competence and performance on the job. In 2008 an Assessment of the Development of Teachers in Nigeria was conducted. Only 0.4% of the sample teachers achieved the minimum threshold standard. This meant that only 75 teachers out of the 19,000 plus teachers tested could be defined as competent. Out of those tested only 7 teachers scored 80% and over in all four tests. Twenty per cent (3,814 teachers) scored between 60% and 79%, over 50% (9, 662 teachers) scored between 40% and 59%, and 29% (5,574 teachers) scored below 40%. Two hundred and fifty nine teachers failed to score on the tests. Since teacher quality is a major contributor to learning outcomes, making teacher development a priority is necessary.

- Deployment: There is an uneven distribution of teachers between urban and rural schools. Teacher deployment is a major issue as teachers are reluctant to take deployments to rural or difficult areas. Studies have shown large numbers of schools across Nigeria with class sizes ranging from 1 teacher to 4 pupils, to classrooms with more than 150 pupils. Schools with small class sizes reveal inefficiencies in the education system while large class size are clearly unmanageable. To add to the issue of class size, head teachers have indicated that the teachers sent to their schools do not match the needs of the school. There are large mismatches between teachers and the jobs available in most schools. A rational deployment policy, possibly including incentives for posting to rural areas, could alleviate many of these problems.

- Poor remuneration and motivation and low teacher support.

- Teacher salaries as they stand today do not motivate teachers to put in their best because it does not provide a career path which can serve as an incentive. In addition, teachers' promotion is not strongly linked to their performance and when the teachers are promoted they are not able to and do not take on significant extra responsibility and their remuneration does not rise significantly. A head teacher with a lifetime of experience might only earn about double the salary of a young newly appointed teacher, while the norm, even within Africa, is that an experienced head-teacher might expect to earn 4 or 5 times the salary of a newly qualified teacher. To achieve this position, the head-teacher will have had to perform

to the highest standards throughout the teaching career, and will wield significant levels of authority and responsibility in their role. The National Strategy for Teacher Education published in 2007 provides an excellent basis for the future development of teachers; however it needs to link development and incentives to responsibility and performance.

Teacher Quality in Nomadic Education

Nomadic schools like the conventional schools suffer from the availability of qualified and competent teachers There is dearth of teachers in terms of quantity and quality, (12,059 teachers serving 415,426 learners in 2,289 schools with a significant percentage of them unqaulified .(62.56 % of teachers in Nomadic schools have qualifications below the minimum NCE that is required for teaching at the Primary school)

The NCNE held series of Workshops for Nomadic teachers to : enhance their professional competence , make them appreciate and enable them use the instructional materials adapted and produced for Nomadic schools. Such teachers when trained are mostly posted to conventional schools. The professional development of the teachers therefore hardly made any impact

Nomadic schools are located in rural areas in fact deep in to the bush. Access to such schools is very difficult as the roads leading to such schools are mostly not motorable. Few teachers live amongst the nomads. Thus there is high incidence of absenteeism and truancy amongst such teachers. At the inception of Nomadic education teachers in such schools were paid 'hardship/bush allowance' to motivate them teach in Nomadic schools.

Teacher Quality in Adult and Non-Formal Education

Teachers of adult literacy are called instructors. There are hardly full time instructors. Most instructors are hired on part -time basis. The turn over of teachers is quite high. Instructors are trained from various sources, 13 government institutions provide training for instructors. There is no data on outputs. The qualifications of instructors vary in some cases it is the graduates of the adult learning centres. The stipends paid to instructors is low, it hardly motivates them to teach.

2.2.1.5. Curriculum Relevance and Review

9-Year Basic Education

The primary education curriculum derives from the 6-3-3-4 system of education and has a focus on acquisition of knowledge and skills relevant for functional living. The major challenge with the curriculum is in effective implementation. The Nigerian Educational Research and Development Council (NERDC) recently reviewed and harmonized the primary education curriculum with that of the Junior Secondary school for smooth transition. However, the 9-year Basic Education curriculum is also not well understood and implemented.

Although there is the 2006 National ECCD curriculum for ages 0-5 years, states are said to have developed their ECCDE curriculum. According to the Education Sector Diagnoses (2007) there are different ECCDE curricula in use in the states. The ESA ECC study found that 52.3% of the centres surveyed used the NERDC curriculum while 37.8% used state curriculum.

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Curriculum Relevance in Nomadic Education

The NCNE has adapted the National Core Curriculum in English, Mathematics, Social Studies, Science, Physical and Health Education, Handicraft etc to suit the life style of the nomads. Textbooks and teachers' guide were written to reflect these adaptations. The adaptations were done to make the curriculum more relevant to the nomads by subjecting it to a cultural filter.

Very little is known about the impact of the curriculum and how well it is implemented. Curriculum coverage is a problem in nomadic schools because of the multi grade nature of the schools and

time that is actually spent on teaching and learning. The syllabus is hardly covered because, among other things, the time required for such coverage is not available to the nomadic teacher

Curriculum Relevance in Adult and Non-Formal Education

There is no national core curriculum. Several stakeholders are worried about the functionality and relevance of what is taught at literacy centres. Also of concern also is the methodology used by the instructors. There is gap between what is taught and the require life skills adult learners e.g poverty eradication.

Although there are many on going programmes meant for adult empowerment e.g agricultural extension, family planning, primary health care, and national orientation, these programmes are implemented in isolation resulting not only in duplication of efforts but failure to utilise the synergy that such programmes could bring.

2.2.1.6.   **Funding, Resource Mobilization and Utilization**

General Funding for Basic Education

Basic Education is funded by the Federal, State and Local Government. Funding of education was increased following the introduction of the UBE Intervention funds. The Federal Government through the UBE Intervention Funds supports the delivery of Basic education at the State level. The UBE intervention fund is divided into five main categories:

1. Matching grants to states – 70% of the fund. This is further divided into 5% for ECCD, 65% primary, and 30% on JSS; 70% to be spent on infrastructure programs, 15% on instructional materials and furniture, and 15% on teacher training
2. Imbalance funds 14%
3. Good performance grant 5%
4. Physically and mentally handicapped grant
5. School feeding program

The remaining 4% is allocated to UBEC monitoring and evaluation programs. In spite of the increase in funding, findings in the World Bank (2007) Education Expenditure Review, revealed that capital expenditures and overhead are inadequate to make available minimum requirement for basic standard of education. The report revealed that "around 90 percent of total public expenditure on primary education is spent on the salaries of teachers and support staff. Capital expenditure on education has accounted for only a relatively small share (less than 10%) of total state capital expenditure" (p.64). It is important to utilize innovative approaches to increase education financing for the education sector.

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

Commitment to education can be judged by its resource allocation. There is often significant discrepancy between, political pronouncements about the importance of education to human capital development and actual allocation and release of funds to the sector. Tracking of expenditure is important to ensure that funding allocations goes to schools where it is most needed in the education system.

There is weak absorptive capacity within the system. The Federal Government UBE Intervention Funds are not being access by states. The FME MTSS 2009-2011 revealed the challenges in the area of budgetary allocation and utilization to include:

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

As at January 2009 a total of 28 states had not accessed their 2007 intervention funds totalling N12.513bn, while 34 states had not accessed their intervention funds for 2008 totalling N29.551bn. A strategic plan for addressing these weaknesses in the funding mechanisms is necessary.

Other challenges include the inability to judiciously utilize funds; inefficient resource mobilization; lack of transparency and accountability; low political will; low commitment on the part of states in funding basic education; inadequate planning, weak implementation capacity, weak synergy between funding agencies and alienation of LGEAs in the implementation of Basic Education.

Funding in Nomadic Education

Funds for the implementation of Nomadic education are sourced from the Federal Government, the ETF and recently through the MDG office. Suffice it to say that such funds have not been adequate to enable the NCNE meet its obligation. The lack of funds has affected its routine monitoring and evaluation, support for self help projects, teacher training, development and adaptation of instructional material especially for Migrant farmers among others.

The funds that are obtained are spent for educational purposes as well as on other purposes that may hinder school attendance for example water and animal health.

Funding Adult and Non-Formal Education

The actual amount spent on this sector is not known. From what is paid to instructors, availability of instructional materials, and infrastructure it is obvious that. Mass literacy, adult and non formal education is grossly underfunded.

2.2.1.7.   Planning and Management

Institutional Framework for ECCDE

Although the Local Governments are directly responsible for the management and delivery of early child care education, the Federal Government has the mandate to set the policy direction and ensure standards.

The Federal Governments Policy Thrust for pre-primary education is to:

- Establish pre-primary section in existing public school and encourage both community and private efforts in the provision of pre-primary education;
- Make provision in teacher programs for specialization in early childcare education;
- Ensure that the medium of instruction is principally the mother tongue or the language of the immediate community;
- Ensure that the main methods of teaching shall be through play and that the curriculum of teacher education is oriented to achieve this, regulate and control the operation of pre-primary education, set and monitor minimum standards for early childhood centres in the country;
- Ensure full participation of governments, communities and teachers' association in the running and maintenance of early childhood education facilities (2004, p.11)

Planning and Governance: 9-Year Basic Education

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

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

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

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

In reality the Reference Committees are no longer drawing attendance from across the entire Education Sector. Representations and membership of the Committees are now from a restricted group made up of a few individuals from Civil Society. Most of those who attend are from the States. Secondly, from previous attendance, a fair assessment of the quality and content of the meetings is that they may have become what one may describe as "talkshops" with submitted policy documents not sufficiently detailed in terms of analysis and research content.

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

Management of junior secondary school at both the Federal and State levels put more emphasis on supervision or inspection at all levels of the schooling sector rather than adopting a developmental approach. The NPE (1981) made a shift from supervision towards development but the stigma remained prevalent. Inspection is still associated with old practices of punishment and revenge upon schools. The role of inspectors was redefined to be advisors, guides, catalysts and sources of new ideas. The government promised to run in-service courses for inspectors and for new ones joining the service. It is essential to ensure that there is adequate implementation of policies that redefines the role of inspectors, as well as reverse negative perceptions about educational support that is to be provided by inspectors. There is literature that suggests that the change process could benefit from the use of more up to date approaches and strategies.[1] Recommendations have also been made for the Federal Government to appoint a statutory body that would liaise with local educational

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[1] Cited in "Higher education and the Labor Market: A study of University Access and Graduate Employment Opportunities in Nigeria" by Romanus Ejiaga, Institute of International Education, Stockholm University.

agencies, faculties and institutes of education in universities and colleges, and international agencies promoting quality education in secondary schools.

Planning and Management in Nomadic Education

Nomadic schools can be found in all the states of the Federation. In all the states there is either a Coordinator or Director in charge of nomadic education. The NCNE also has Zonal offices located in Bauchi, Kano, Sokoto, Ibadan, Benin and Enugu. The offices are responsible for nomadic education in the North-east, North Central, North-west, South-west, South- south and South-east geo-political zones.

Although there is organizational structure responsible for Nomadic education, there appears to be a problem when it comes to implementation. The different stakeholders do not appear to appreciate their different roles in the implementation of nomadic education. For example although the NCNE is charged with the responsibility of supplying of textbooks and copies of the curriculum (which they have adapted) to nomadic schools, in some states nomadic schools are still supplied with textbooks and curriculum meant for the conventional schools. Where states are expected to build classrooms they call upon the NCNE to do such.

The UBEC law and constitutional provision seem to limit the extent of intervention in nomadic education by the NCNE. Thus for example, the building of classrooms by the NCNE is restricted to Grazing reserves only.

Planning and Management in Adult and Non-formal Education

There is lack planning for Mass literacy, adult and non formal education. Its management structure is also poor as illustrated by the problem of duplication of effort.

2.2.2 Post-Basic Education

2.2.2.1   Access and Equity

Only about 30% of children of secondary school age are in school. This equates to about 2 million students currently enrolled in 68,442 secondary schools (102 Federal Unity schools). The number of students attending senior secondary school is increasing fast with boys constituting 57% and girls 44% of enrolment in 2003.

Of the students who manage to complete secondary education, only about 11% are admitted into tertiary education. Females also only account for 19%, 40% and 27% respectively of students in Nigerian technical colleges, polytechnics and universities respectively.[3] In addition, only 16% of the academic staff population are women.[4]   This has serious implications for the quality of teacher trainees feeding into basic education and the quality of staff that train them.

Access in education remains an issue at all levels of education. The demand for access has not been fully met in a society where social mobility depends more on academic achievement than anything else. The issue of access has been manipulated by various regimes as a source of political power and in seeking political support. Such activity has opened up opportunities for malpractices that now run deep in the system. Far too many students, who should have been denied access, presently gain access to higher education institutions, thus contributing to the decline in quality. Disparities between Northern and Southern regions are evident in terms of teaching and learning resources, and the participation of males and females in education. There are also disparities between urban and rural schools and between education institutions owned and controlled by the Federal Government and those owned and controlled by the States and private agencies. The entire system reflects privilege and differentiation, with merit and quality usually the victims.

Gender disparities in enrolment numbers are quite evident in the system as a whole and particularly noticeable in completion and in retention rates. Although government has made efforts to address some of these issues, a lot more work needs to be done to make the programs effective. For

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[2] FME/EDB, National School Census, 2002 & 2004/5
[3] FME/ESA, 2004
[4] Human Development III, STEPB, 2006

example, there are programs designed to increase female access to education, particularly amongst communities and regions where the denial of access is steeped in religious or cultural practices, which do not encourage females to participate in educational activities.

The 2005 Education Sector Analysis (ESA) study report shows that enrolment in Senior Secondary Schools (SSS) was 2,773,418 with females constituting 43.8%. The Gross Enrolment Ratio (GER) at the secondary school level was merely 31.4% in 2005; with 7,210,378 young persons (15 -19 yrs+) not enrolled in school. There is also the problem of low transition rates of 16% from junior secondary to senior secondary schools. This picture is even more daunting with respect to Technical and Vocational Education and Training (TVET), where shortfall in enrolment is over 80%. In terms of equity, the national Gender Parity Index (GPI) has improved progressively in recent years reaching 0.86 in 2006. In spite of the increase, there is need to address the Girl-Child education in the North and out–of- school-boys syndrome in the South-East. In the same vein, people with special needs, people living in difficult terrain and other vulnerable groups such as almajirai, poor/deprived persons, etc. are presently underserved. Among the barriers to access to Post-Basic Education are:

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

2.2.2.2 **Standards and Quality Assurance**

Assuring Quality is a major challenge of our educational system. From general public opinion and particularly the incidences of infrastructural decay, declining standards, cultism, examination malpractice, maladministration as well as facts and statistics from the 2006 General Inspection of 14,942 Secondary Schools nationwide, (i.e. ORASS) it is obvious that the state of education in Nigeria is poor, necessitating urgent remedial actions. The performances of inspectorate services at the 3 tiers of government have also been considerably poor. For example, at the Federal level, only 4.9% and 4.7% of Secondary Schools were inspected by the Federal Inspectorate Service in 2004 and 2005 respectively. While some State Inspectorate Services may be better off, a few States do not have distinct Inspectorate Services department. Significantly also, the current model of education inspection practice which was inherited from the colonial government has remained unchanged despite the changing circumstances of the country. The model has been described variously as "ineffective", "inefficient", "too–expensive" and "seemingly irrelevant" as it is non-collaborative, diagnostic rather than remedial, does not inspire quality consciousness and lacks power of independence to sanction erring proprietors and school operators. Key challenges include:

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

- ▪ Scarcity of current reliable data on quality issues
- ▪ Inadequate allocation and channelling of funds/resources for Quality Assurance

Standards

Standards and quality assurance extend to all aspects of the teaching and learning process which encompasses the quality of school infrastructure, teachers, curriculum, assessments, information communications technology, and students' life. .

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

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

There are 7 components of quality standards outlined in the approved National Education Quality Assurance Policy and the Education Quality Assurance Handbook for Nigeria. These are:

1. Learner achievement and standards
2. Learners' welfare and participation
3. Care, guidance and support

4. Leadership and Management
5. School community relationships
6. Learning Environment
7. Teaching and learning

2.2.2.3 **Infrastructure**

The quality of teaching and learning is often poor due to the inadequate and poorly constructed infrastructure5 which has suffered serious deterioration (including roofs, toilets, and water supply).

Many schools lack the essential infrastructure to enable them to function as safe, efficient and effective schools. The vast majority, whether urban or rural, have no water, sanitation and electricity and these services need to be addressed as a matter of urgency. The physical state of classrooms is very poor, with floors full of holes, roofs and ceilings broken, overall, the fabric is in a poor state of repair. Windows have shutters at best but these and doors are often not lockable so schools lack security. Few schools have a perimeter fence or enclosure, again making them open to intruders and vandalism. In some circumstances furniture is stolen and classrooms are used as toilets. Thus sanitation is a critical issue: the national pupil to toilet ratio is 292:1, compared to the recommended maximum of 40:1. There are alarming fluctuations across the states6. In 2001, there were only 66,969 toilets in 49,326 schools, an average of a little over a toilet per school. This does not guarantee privacy of females and could lead to non-attendance and eventual dropout. The 2005 school census data confirms this situation with only 41% of schools having toilet facilities.

Thus there is a shortage of space in all the sub-sectors of the educational system.
The expansion of the education system, mainly through the introduction of universal primary education, has put pressure on education facilities that did not expand at the same rate as the school population.

In terms of security of the school environment, the 2005 school census data indicates that only 13% of the schools had complete fencing round the school while only 12% had gates that could be locked.

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[5] Wakeham, N., (2006) *Nigeria School Construction: Evaluation of Current Practice*, unpublished report, Abuja, Nigeria.
[6] FME/UNESCO Baseline study, 2004

The existing buildings are in a state of decay due to lack of maintenance and repair.

The present conditions of buildings impact negatively on the quality of education offered. Such conditions have encouraged a brain drain of teaching and administrative personnel out of education to other sectors of the economy or out of the country. Dilapidated school environments contribute to the high dropout of learners from school. The amount of funding needed for new buildings is high and the estimated cost of the rehabilitation of the existing infrastructure is even higher.

The need for provision of adequate education facilities at all levels of education is urgent.

The Nomadic environment is not favourable to the deployment of ICT partly because of the absence of electricity and partly because of access. Nevertheless the NCNE is pilot-testing an Interactive Radio Instruction (IRI) programme. The IRI, unlike computers, does not require electricity. It is based on radios that are mechanically operated. The IRI aims at enriching the teaching learning experiences of the pupils and to make school more interesting.

ICT has great potential use in Mass literacy, adult and non formal education but it is hardly deployed.

2.2.2.4   Teacher Quality and Development

Overall teacher training and the provision of Staff Development at both pre-service and in-service levels are both inadequate and inappropriate in there delivery and approach. From 180,540 teachers in this sector, only 141,517 are qualified teachers while 39,023 are unqualified. As a consequence, low learning outcomes are the result. There remains the difficulty in attracting and retaining top talent in the teaching profession of this sector.

There is a dearth of qualified and competent teachers, with very few possessing the necessary skills of transferring content to application. In addition to this, teaching styles have not caught up with the developed world and the practice of copying notes as a form of delivery is the dominant tool utilized for the means of instruction.

Appropriate ICT skills within teaching are not apparent and as such little or no relevant skills in ICT are transferred to the student base. The use of modern educational technology for instructional purposes is relevantly low or non existent.

Currently, little or no attention is given to this sector in terms of addressing the needs of staff welfare issues, as being the key operator in ensuring commitment and stability. Teachers pay and other incentives are inconsistent throughout Post Basic Education and promotion prospects are limited.

There is no effective system of staff deployment or the collaboration between schools for employment opportunities. Poor motivation and security of teachers within this level is leading to an expansion of private schools and an exodus of stake holders in the state sector.

2.2.2.5   Curriculum Relevance

The curriculum and instructional materials have a direct impact on the quality of teaching and learning in schools. The major challenges include: effective implementation of the new 9-year Basic education curriculum; lack of regular review and updating of existing curricula to meet changing societal needs; low capacity of curriculum developers and implementers; lack of digitization of curriculum including the use of computer simulation and inadequate funding for curriculum development and review.

There is need for curriculum transformation in order to take into consideration the changes that are taking place in the nation as well as in the world. The transformed curriculum will have to be responsive to new needs in society and be updated to include new knowledge. Social issues, such as those pertaining to HIV/AIDS and to the introduction of new technologies, need to be addressed in appropriate ways as part of curriculum change. Curriculum transformation will have to take into consideration the availability of teaching and learning resources as well as the support facilities such as libraries, laboratories and computer facilities.

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

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

2.2.2.6 Funding

Funds for the implementation of nomadic education are sourced from the Federal Government, the ETF and recently through the MDG office. Suffice it to say that such funds have not been adequate to enable the NCNE meet its obligation. The lack of funds has affected its routine monitoring and evaluation, support for self help projects, teacher training, development and adaptation of instructional material especially for migrant farmers among others.

The funds that are obtained are spent for educational purposes as well as on other purposes that may hinder school attendance, for example, water and animal health.

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

Expenditures on Post Basic education in public schools are essentially the responsibility of the State and Federal government for unity schools. As a result, the information base is very weak for debates on fundamental issues such as the adequacy of funding for post basic education in general and at both level, the sources of funding, the efficiency and equity of the use of public funds, costs of system expansion and the appropriate mix of public and private (household) expenditures. The main problem lies in gathering and aggregating information on state government expenditures. For the future, there is a need to design a process to regularize its collection, aggregation and analysis.

The major problems in collecting data on post basic educational expenditures occur at the level of the state governments. There are six main obstacles. First, there is the problem of fiscal federalism and enormous task of collecting data in 36 states (and FCT). Second, there is no constitutional requirement for states to report budgetary information to the Federal government, and consequently there is no such reporting. At the same time, the level of monitoring of state government expenditure has diminished and there is no single location at a Federal institution, or elsewhere, at which the necessary information (annual budget books or audits) is held, let alone collated and analyzed.

Third, within states, since departments of post basic education do not control the budgets of post basic education such as vocational and technical institutions, any detailed expenditure data (beyond a single budget line) by state governments on post basic education institutions requires visits to each institution, further increasing the problems of data collection. Fourth, several post basic education expenditures are not included in the budgets of Education Departments at all. For example, in some states the funding for scholarships can be found in the allocations to the Governor's Office. Fifth, sources of public expenditure outside of departmental budgets exist. The most important is the Education Tax Fund and UBEC are also funding post basic/senior secondary and junior secondary respectively within the post basic education sector..

The gap in funding needed to achieve the post basic education with exponential increase of graduation from junior secondary is substantial despite recent increases in public spending on post basic education. World Bank (2005) estimates that the total cost to offer universal basic education covering six years of primary and three years of junior secondary education would be approximately US$29.4 billion between 2005 and 2015, without taking into account the need to improve quality or efficiency.

Actual spending within post basic education deviates significantly from the approved budget, especially for capital expenditures. Overall, Nigeria has improved budget predictability (World Bank 2006a). In the post basic education sector, deviations between the approved and actual budget for recurrent expenditures have become rare because the bulk of recurrent expenditures are emoluments for current staff that have to be met first. However, important deviations exist for capital expenditures. For example, over the past few years, less than a third of the approved capital budget has been spent.

School-level inputs are funded from a wide range of sources. Funding sources are fragmented, and the financing system is in chaos, especially for the financing of post- basic education. For example, the QSDS found that schools in Enugu and Kaduna have, on average, three funding sources for each input, including no sources for expenses that do not entail purchases (repairs to toilet blocks), four sources for teacher's learning materials and student's textbooks, and as many as five sources for new rooms, toilet blocks, and renovation of roofs and windows.

The fragmentation of funding sources affects the use of resources within post basic education. First, it is difficult to ascertain (a) overall public spending for post education, (b) spending at state and federal level of post basic education, and (c) functions of different government agencies. Monitoring, regulation, and policy making are very challenging. Second, different funding sources bring different incentives to the table, making it difficult to ensure efficiency and equity in public spending at post basic level. Third, administrative costs are high because different sources operate as stand-alone, vertical funding sources. Fourth, multiple sources are unpredictable, making it difficult to ensure sustained financing for medium-term strategies at the state level. Finally, fragmentation without effective coordination compromises the effectiveness of the budget as a tool for achieving accountability.

Federal Government expenditures: Federal Government expenditures on education are below 10 percent of its overall expenditures as a percentage of recurrent and capital expenditures. The shares of the Federal government described in recent case studies are surprisingly high, averaging around 25 percent. Even though the Federal Government Colleges are high cost boarding institutions there are usually only two in each state, plus a total of 16 Federal secondary technical colleges.

State government expenditures. The combined recurrent and capital development expenditures of all state governments total around only one fifth of those made by the Federal government.
Horizontal and vertical imbalances: Due to the inherent challenges of fiscal federalism there are vertical and horizontal fiscal imbalances. With regard to resources for post-basic education, there are very major differences both among state governments across states and even between the federal government and states in the financial burden which results from the way in which post-

basic education is funded. In those state governments which are educationally developed, there will be a significant demand for resources while there is little in the allocation mechanism to ensure that this demand is met and that they are allocated more resources than are the local governments where demand is low. With regard to vertical imbalance between tiers of government, there are some indications that it exists and that the impact may have been detrimental to the post-basic educational system. For example, the overall public post-basic education expenditures as a share of both GDP and total government spending have fallen over time and are below those in most developing countries, and at the same time the distribution of this expenditure has moved very sharply towards that level of education – tertiary – which is most dependent on the Federal Government and State Government. The question can be raised of whether the decrease in these measures of post basic educational expenditure is a result of too small a share of total public financial resources being allocated to the states government which have most responsibility for the sector, and whether the shift in expenditure shares from post basic/secondary school to tertiary education similarly is connected to the finances of the level of government financially responsible for post basic education (state) having been the most constrained while that level of government which has greatest responsibility for tertiary education (Federal) has been least constrained.

However, post basic education is rarely a (financially) costless activity to the student or household, even when the child attends government schools at which no tuition fees are charged. The data on household expenditures generally covered post basic educational materials, clothing, meals and transportation, as well as fees and/or other charges. However, the non-fee/charge items formed a large share of household expenditures in schooling,

The low execution of the capital budget results from three factors. First, it reflects the limited absorptive capacity of the implementing units. Even when resources are available, the ability to prepare and carry out activities in a timely manner is often limited. Second, although this has improved in recent years, allocated funds have not been fully released on time, preventing the completion of planned work. Third, the budget is poorly formulated. In many Nigerian states, the appropriation bill often includes project ideas at such early stages that the feasibility of their being launched during the concerned budget year is low. Budget formulation should reflect the capacity of the spending level, and funds should be disbursed in a timely fashion to facilitate implementation.

Funding is unpredictable. Budgets proposed by spending authorities at post basic level are significantly revised before being enacted by the National Assembly for federally funded post basic education institutions or by State Assembly for state-funded institutions. As a result, much of the logic that underpins the formulation of budgets is lost before the final allocations are made for post basic education. Nigeria implements its budget on a cash basis, in which cash receipts determine the release of funds. The recent introduction of the excess crude account and its use as a stabilization fund are major advancements and should improve the implementation of budgets at the federal and State level

Sustainability: Given the current financing modalities, the long term financial stability of post basic education depends significantly on the revenues of the Federation Account, and in turn on oil revenues. The evidence, alone, that some states already have teacher salary bills beyond their total allocation from the Federation Account and from VAT collections casts doubts on the equity of the arrangements. Even more important, it casts doubt on the ability of the arrangements to provide the necessary resources for post basic to accommodate universalization of primary schooling given that teachers exist nationally for around only 60 percent of the age group (at a ratio of 50:1), and not all of these children can be accommodated in existing classrooms. The current financing modalities appear to be increasingly incapable of coping with current levels of basic education school enrolment, let alone providing a basis for funding a program of post basic education.

The recommendations call for a decrease in the Federal government's share of the Federation Account and increase in the state governments' share and a decrease in the local governments' share would reduce share for local governments, however, would be countered by shifting the responsibility for post basic education responsibilities and from them to a specific first charge on the Federation Account of seven percent for 'post basic education and skill acquisition'.

The bottom line is that currently post basic education is underfunded even with only 60 percent of the age group in school. The extension call for universal basic (let alone post -basic) education, is unrealistic within this setting without a considerable increase in the level of resources utilized in the sector. This implies both that the level of government which is responsible has access to the required resources and that these are used for the purposes of post basic education. Following the UBEC bill passed in early 2003 and the adoption of a new set of rules for the allocation of

Federation Account funds in line with the Constitution, the issue of whether post basic education is really to be a national target, will need to be raised. If it is to be a meaningful national target then serious analysis of the expenditures involved will need to be made, incentives/ requirements placed on the states to allocate sufficient funding (the Brazilian case), and a framework devised for the (voluntary) allocation of Federal government grants (the Indian case), whether these are part of this level of governments 'own' funds or acquired from donors.

The core problem within Nigeria's budget system, common to all levels of government and all service sectors, including education, is one of inefficient spending more than inadequate amounts of funding.

To understand this situation, recent reports that examined the internal efficiency of the post basic education sector at both the federal and state levels. Available data show that expenditure per student varies substantially among federal institutions and across and within states, which suggests inefficiencies in the use of resources. These differences are mainly due to variations in (a) teacher salaries, which are closely related to teacher qualifications; (b) the proportion of qualified teachers; (c) the number of students per teacher; and (d) non-salary expenditures. Salary expenditures as a share of recurrent expenditures account for more than 90 percent of recurrent expenditures in post basic education.

Recurrent funding per student for federal post basic (expressed as a share of per capita GDP) is higher than per capita GDP, which is similar to the regional average for Africa, but much higher than the average for industrial countries (44 percent of per capita GDP). Information on institutional productivity in post basic education is limited, but budget allocations per student show substantial variations across institutions. This wide range suggests that some budgets are inadequate, while others are much higher than the national average. Assuming that the budget reflects cost structures, there is substantial opportunity to improve the cost-effectiveness of post-basic education service delivery.

By international standards, Nigeria has low repeat rates, which are related to the phenomenon of automatic promotion and low dropout rates, and low transition rates from junior to secondary education, and post basic to tertiary. The main indications of internal inefficiency have to do with the

structure of expenditures, the deployment of teachers, the salaries of teachers, the salaries of support staff, and the inability to track funding for infrastructure investment.

The sector has an inefficient expenditure structure, specifically, inadequate spending on maintenance and operations and inflated spending on payroll at the expense of recurrent inputs. The current method of determining teacher recruitment encourages oversupply, especially of unqualified teachers, and inequitable teacher deployment within the state. Schools and local governments have little incentive to use teachers efficiently and strong incentive to claim undersupply and request additional resources.

Teacher deployment is a source of inefficiency. All state ministries of education have norms that stipulate staffing requirements relative to the number of students enrolled. Thus there should be a reasonably close linear relationship between the number of students enrolled in a school and the number of teachers in that school. However, there is wide variation among the states post-basic education learning outcome achievements, student-teacher ratios vary widely among state government areas and individual schools. Some of this variation can be explained with a large disparity between urban and rural schools, resulting in shortages of qualified post basic education teachers in many rural schools.

Support staff members are also a source of inefficiency, but variations exist across and within states. If norms regarding the ratio of teachers to support staff were enforced, there would be little variation among individual schools regardless of proprietorship.

The funding of infrastructure investments is inadequate and difficult to track. An excessive number of investment projects are inadequately funded year to year, resulting in extended completion periods, cost overruns, and a large number of unfinished projects

The data for other additional sources and not readily available especially for all the state post basic education and the school age group is 12-17 years. In fact there is quite a large difference in coverage between vocational /technical education and senior secondary. Again there are significant differences in coverage across households differentiated by economic status. The relative variations

are greatest across the net rates implying than students from the poorest households tend to be older than those from wealthier households.

Private expenditures: The data gathered in the recent studies on private expenditures shows that they are insufficient to reach the conclusion that the cost of public post basic education for students and households is significant, even when only direct costs for fees and other charges and educational materials are considered. The higher up the system, the greater are the indirect costs such as for transport and accommodation. In addition, the evidence available of private schooling suggests that in some states private post basic schools expenditure are increasing and that private post basic education schools are also widespread in several states. It is tempting to suggest that the relative fall in the share of government post basic education expenditure has to be taken up by parents. If this is the case, it will be important to understand the impact that this is having on access and equity etc.

In a summary form, therefore, the following are some of the challenges posed by funds and fund utilization in the Post-Basic Education sector:

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

2.2.2.7   **Planning and Management**

Education Management Information Systems (EMIS)

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

The primary challenges facing the Nigeria education sector is access to relevant information. Data is hardly collected. Where they are, most prove unreliable as a result of the methods used in collecting them. Further, these are rarely made available as and when required. As a result of this, every plan and implementation of government policy starts with a major and fundamental flaw – the use of inaccurate data to determine the allocation of scarce resources. The success of the Roadmap and future planning and implementation process will depend on the development of an efficient information management system. At the moment NEMIS is the system that units in the Education sector depend on for planning information. However, this unit is unable to perform its functions effectively. In order to be effective, therefore, it must be supported to develop capacity and competence in its areas of operation. This includes the implementation of approved policy, strengthening data linkages between organizations that generate and use information. In addition, there must be an efficient way of disseminating information, including virtually. Information that should be in the public domain must be obtained with little hassle. In doing this, information should be collected and organized as near as possible to their sources with links provided through a central database

Technical and Vocational Education & Training

The main purpose of technical and vocational education and training (TVET) is to provide skilled manpower in applied science, engineering technology and commerce to operate, maintain and sustain the Nation's economic activities for rapid socio-economic development. TVET is designed to impart necessary skills and competencies leading to the production of craftsmen, technicians and technologists who will be enterprising and self-reliant, thus having the greatest potential to generate employment, reduce poverty & eliminate the 'Area Boy Syndrome'. Unfortunately, these objectives have, by far, not been realized due the long period of systemic neglect and discrimination. Formal vocational education commences after Basic Education with 3 years of Technical Colleges or more recently the Vocational Enterprise Institutions (VEIs), while the majority is found in non-formal training offered in Craft Vocational Schools, Skills Development Centres as well as open Apprentice Workshops scattered in the Country. Presently, there are 159 recognized Technical Colleges offering trades at NTC/NBC level (made up of 19 Federal, 137 State and 3 Private) with a total enrolment of 92,216 (86.1% male and 13.9% female) in 2005. There are also 18 approved VEIs; 214 Vocational Schools owned by States and Local Governments as well as NGOs; 1,850 registered Open Apprenticeship Centres (50 per State and FCT).

In the technical colleges there was a total of 2,730 teaching staff comprising 2,285 (83.7%) males and 445 (16.3%) females, in 2005. This gives a staff to student ratio of 1:35. The standard ratio is 1:25 showing the need for more qualified staff. Currently, only 32 VEI programs have been granted interim accreditation with a total carrying capacity of only 2,880 students.

Education of Gifted and Talented Children at Post Basic Level

For children who are gifted and talented, the need for specialized approaches in providing them with enhanced access and opportunities for meeting their potential as high achievers (in creative endeavours and knowledge innovativeness) is recognized in the National Policy on Education since 1981. As the Policy puts it, this is the education of children and youths whose potentials and abilities are not challenged enough by the regular school curriculum and who by their characteristics require to be identified and provided with special interventions and nurturance through early enrolment and admission as well as early completion of programs through enriched or compacted curriculum.

In the context of the Education Sector and overall Vision of accelerated national development by 2020 in Nigeria, the post basic level of the system requires creating opportunities for gifted and talented children through enriched specialized schools, accelerated programs and their involvement in innovative and creative projects all aimed at harnessing the quality human capital in them.

The only school officially recognized at the Federal level for the education of gifted children is the Federal Government Academy Suleja. Unfortunately, almost over two decades of the recognition and official provision of gifted education opportunity in Nigeria, the Academy is a far cry from what obtains for gifted children in countries (USA, Russia, China, Malaysia, South Africa) which emphasize specialized educational approaches as a means of harnessing the quality human capital inherent for national development. Towards Vision 20:2020, the Federal Government Academy and a number of other post basic schools where gifted children have been turned out need to be converted into centres of excellence in a formally organized network with varied specialized approaches of educating gifted children and youths.

Special Needs Education at Post-Basic Level

The National Policy on Education (2007) describes Special Needs Education as entailing:

"…modifications, adaptations, innovations and management of curriculum methods and materials in addition to the other resources and practices of regular schools to fit and meet the special learning needs of those who present different forms of disabilities and learning difficulties."

Those for whom special needs education is necessitated at all levels of the education system include the blind or visually handicapped, deaf and hearing handicapped, physically challenged, learning disabled as well those experiencing emotional or social adjustment difficulties.

The essence of special needs education is to enhance opportunities and access to commensurate and quality learning and training for life skills and career development for people who present one form of special need or the other. At the post basic level as with the other levels of the education system, not only that there are limited opportunities (in terms of special schools or integrated school environment), special facilities and equipment required are grossly inadequate and in most cases obsolete.

To ensure that all segments of the population are carried along and in the spirit of harnessing every fathom of human resource for national development, there is a need to scale up opportunities for children and youths with special needs through emphasis on Inclusive Education which is the current trend of ensuring that they are provided with commensurate opportunities in schools nearest to their homes. To achieve this, the numerous challenges of infrastructure, equipment and personnel required for ensuring functional and quality special needs education has to be given the due attention towards Vision 2020.

2.2.3 Tertiary Education

Tertiary education is defined here as all forms of postsecondary education that takes place in Universities, Polytechnics, Colleges of Education, and Monotechnic education programs. Over 1.4 million students are enrolled in over 200 such institutions and programs in Nigeria. In 2003, there were 66 colleges of education, with an enrolment of 197,901 students; 55 polytechnics, with an estimated enrolment of 331,466 students; and 55 universities, with an estimated enrolment of 700,000 students. In addition, there were 90 Monotechnics (i.e., technical colleges specializing in one area of study such as agriculture or health technology) and about 100 schools of nursing and midwifery and other professional training institutions, with an estimated enrolment of some 190,330 students.

In 2003, Nigeria's population was projected at about 127 million, while the total estimated enrolment into higher education was 1,419,700 which represented a participation rate of 1,121 per 100,000 members of the population. This is above the average for developing countries in 1995 of 824, and better than the sub-Saharan African average of 328. However, as a gross enrolment ratio for 18-to 25-year-olds (whose population was estimated to be 18 million in 2003), enrolment in Nigerian higher education represents a mere 7.8% (National Population Commission, 2003).

By 2006, the Nigerian higher education system consisted of 308 institutions: 89 universities, 57 polytechnics, 90 specialized colleges and monotechnics, and 72 colleges of education. There are also several research institutes under the Ministries of Agriculture, Science and Technology, National Planning and Education. About 80% of the institutions are publicly owned; however, in the case of universities, although some 30% of them are privately owned, the share of enrolment of the private universities is only about 6% of the total.

For the nation to succeed in the Vision 20:2020, we must accept that education is the key to national development. It is the panacea to poverty as well as the key for unlocking the natural resources. It opens the mind of the citizen for participation in national activities

As far as enrolment is concerned, the Universities have a total enrolment of 1,131,312, the Polytechnics a total of 360,353 and the Colleges of Education a total enrolment of 354,387 (FME Road Map, 2009). Already, a distortion is obvious in the enrolment pattern as the Universities

dominate the scene with nearly twice the combined enrolment of the Polytechnics and the Colleges of Education. Given the critical shortages of teachers and technicians, the two types of institutions ought to be much larger than the Universities but they are not, owing largely to the compensation system in the public service which tends to over-reward university degrees and under-reward other qualifications.

There are also critical academic staffing deficits in all three types of tertiary institutions with the Polytechnics and the Colleges of Education topping the list with a shortfall of 17,074 (57%) and 14,858 (57%) respectively, followed by the Universities with 19, 548 (42%), . This has serious implication for the quality of the products that are turned out of the system. It is obvious that the absorptive capacities of the tertiary institutions are already over-stretched, and as a consequence, Universities barely manage to absorb only about 15% of the demand for admission annually. With only 23.7 %of secondary school products managing to secure 5 credits, including English and Mathematics, the problem of access is further compounded from the supply side. Nigeria has a tertiary participation rate of 10%, compared with 24% world average, and a minimum of 30% among the most developed economics. The 2008 – 2009 data (see Roadmap, p. 56) gives the admission figures, absorptive capacity, and annual demand for the university system, colleges of education, and polytechnics as being around 15%. Regarding equity, there is a general disparity against people with special needs and disadvantaged groups, females, and significant differences across states and local Government Areas.

2.2.3.1 **Access and Equity**

One of the indicators of under-provision in the Nigerian higher education system is the admissions crisis that occurs every year when the season for admitting students to the higher education institutions arrives. Administrators and senior academics in the universities literally go underground in order to avoid meeting desperate parents and guardians of prospective candidates who come visiting to plead for the favor of having their wards admitted for their chosen course. Although the pressure in the polytechnics is also considerable, it is nowhere near the intensity of the pressure in the universities, especially the first generation federal universities and especially where professional courses such as medicine, law, accountancy, pharmacy, and business administration are involved.

Access to education should be considered for all children and adults. In order to have access to education, it means that an individual has a free and unlimited, unhindered, unrestricted opportunity at each leve of education to obtain knowledge, good character, skills and ability at that level needed to optimally participate and contribute to the development of the society. The question one may ask is, have the tertaiary education institutions met the definition of providing access to education nat that level? The answer is No.

Current rate of admission of 6% into tertiary levels of education as against the general accepted minimum of 16% for meaningful economic development has not been met. This is because of the low carrying capacity of the tertiary institutions. For instance, Universities current capacity is 150,000 while the actual demand is about 1 million. Similarly, the Polytechnic system has a capacity for 158,370 while actual is 140,535. Polytechnics achieved more than 100% because their admission provides for some social science and art courses which are not technical. Colleges of Education have a capacity for 118,170 while the actual is 354,387. Preference of people to University education has compounded the issue to education at tertiary level. On the other hand, Colleges of Education and Polytechnics are having difficulties attracting qualified students.

Only 23.7% of candidates meet the criteria of 5 credits including English, Mathematics at SSCE.
At present in all tertiary education institutions there is a dearth of infrastructural facilities and equipment to accommodate applicants. The ratio of 60:40 in favour of sciences and the ratio of 70:30 policy in favour of technology-based subjects, have denied some students access to education.

The restriction of the award of degrees by Polytechnics and Colleges of Education is another factor.

Equity
Equity is a situation in which everyone is treated equally. Are Nigerian citizens treated equally in terms of provision for education? The answer is No. Nomadic and fishermen are disadvantaged in provisions of education. Also those with special needs are disadvantaged in the provision of education; buildings, other infrastructures and equipment do not take into account physically handicapped individuals, e.g. blind, wheelchair people, etc. The policies of quota-system, Federal

character in the admission into tertiary institutions do not give equal opportunities to individual citizens

2.2.3.2   Standards and Quality Assurance

There are credible and effective quality assurance mechanisms put in place for the tertiary education sub-sector by the three regulatory agencies (NUC, NBTE and NCCE). However, the results of accreditation exercises released by these agencies reveal the extent of inadequacies in the system. For example, the last accreditation exercises carried out by NUC in May and November 2008 show that only between 52.8% and 62.8% of the programmes secured full accreditation while between 35.5 and 42.2% obtained interim accreditation. Between 1.3% and 5% of the programmes had denied accreditation status.[7] It is also significant that no Nigerian university has been ranked among the best 200 universities in the world by any of the ranking systems. Complaints about the poor quality of the average Nigerian graduate from employers and other stakeholders abound[8].

Statistics provided by the Roadmap reveal that the universities have adequate facilities for only 14% of their current enrolments, while polytechnics and colleges of education have adequate facilities for only 46% and 33% respectively. This has serious implications for standards and quality.

2.2.3.3   Infrastructure

Tertiary institutions have been expanding their enrolments in response to demand but without expanding their classrooms, lecture halls, laboratories and other facilities owing to the breakdown of national planning in the last two decades. In addition, the traditional challenges of power and water supply, sanitation and ICT infrastructure also confront the tertiary institutions.
Alarming inadequacies exist in infrastructural facilities in tertiary institutions

2.2.3.4   Teacher Quality and Development

According to the Roadmap universities have academic staff shortages of 45%, polytechnics 435 and colleges of education 57%. In addition, according to the same document, less than 40% of academic staff in polytechnics possess higher degrees while over 60% of university academic staff

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[7] National Universities Commission (2009): *Monday Bulletin vol4 No11* 16th March 2009
[8] See, for instance, Dabalen, Oni and Adekola (2000): *Labour Market Prospects of University Graduates in Nigeria* The World Bank

belong to the junior category which should not normally exceed 45% of the teaching staff. In other words there is a critical shortage of senior academics that are ageing and retiring from the system and are not being replaced fast enough.

2.2.3.5   Curriculum

Our Tertiary education curricula ought to be reviewed regularly and should have strong provision for skills development. Industry should be active stakeholders in reshaping the curriculum. Employability skills need to be integrated into the curricula. Upon graduation, products should have acquired professional certificates in addition to their academic certificates.

2.2.3.6   Funding

Since most of the higher education institutions are owned by state and federal governments, these proprietor governments tend to provide most of the funding for these institutions. In addition to failing to adequately meet the funding needs of these institutions, the governments—especially the federal government—restrict and regulate the institutions' ability to generate revenue from tuition fees and accommodation charges.

Education is a national investment from which both the Individual and the nation benefit. However, there are serious funding gaps arising from government under-funding. Fro example, in 2004, only 255 of the universities' funding request was met by the Federal Government. To make matters worse, there is an existing policy which prohibits Federal universities from charging tuition fees.

As a country, Nigeria spends significantly less on education than the countries we aspire to be like. While the UK and the US, for instance, allocate 9.8% and 15.3% of their total expenditure to education, we sometimes allocate as low a percentage as 7. Also, while Iran and Korea, for instance spend 4.1% and 4.9% of their GDP on education, Nigeria spends only 0.9%.

There is also a serious lack of executive capacity to judiciously spend earmarked funds and account for the expenditure satisfactorily as evidenced by the size of unaccessed ETF funds belong to the tertiary education sub-sector. The Universities currently have N6, 434,000,000, the Polytechnics N2,884,030,919 and the Colleges of Education N1,272,738,750 trapped with the Education Trust Fund.

Over the years the funding for tertiary education system has been on the increase but the funding has not been adequate. Extra-budgetary allocation has been made to tertiary institutions for specific projects, e.f. ETF, and FG. This is more so because current funding has been too low compared with advanced countries which we want to meet economically. The current shunting of funds that could go directly to service teaching for paying non-teaching staff should be examined by the Committee of Vice-Chancellors

Clearly, the Nigerian higher education system must be reformed to diversify its resource base if it is to deliver the quality output that the country needs to become a respected player in the knowledge economy of the 21st century. The government should deregulate the system and untie the hands of the universities and other tertiary institutions, allowing them to charge realistic fees for both tuition and staff and student accommodation. The government should also improve the public funding of higher education institutions in order to meet the minimum staffing and facilities levels recommended in the minimum academic standards/benchmarks. This funding reform should be implemented in three phases as follows:

- Phase I should involve the full deregulation of staff and student accommodation charges and the re-introduction of minimal tuition fees so that the government's contribution is reduced to 75%; this should take place during 2006–2007.
- Phase II should run from 2008 to 2010 and should involve the raising of fee levels beyond the token levels introduced in phase I; by the end of the phase, the government's contribution should be reduced to 60% while internal revenue should rise to 40%.
- Phase III should run from 2011 onward and should involve a more aggressive revenue drive to reduce the government's contribution (which should continue to rise, nevertheless) to 45%.

2.2.3.7   **Planning and Management**

The Federal Ministry of Education has about 20 parastatal/ agencies under its supervision. The tertiary sector is regulated by agencies like the National Board for Technical Education (for the Polytechnics), the National Commission for Colleges of Education (for the Colleges of Education) and the National Universities Commission (for the Universities). These agencies co-ordinate and

consolidate the budgets of the institutions under them so as to make the budgeting process less cumbersome. However, in recent times, the National Assembly Committees on Education have often insisted that individual institutions should appear before them to defend their budgets, thereby complicating the process further. The Budget Office also plays an increasingly visible role in the budgeting process.

However, the tertiary institutions could not access their full funds from the ETF. The Universities could not access N6,343,000,000, while Polytechnics could not access N2,884,030,919, and the Colleges of Education could not access 1,272,738,750. This development is due to poor planning and management either by ETF or the concerned tertiary institutions.

In addition, the practice where tertiary institutions sometimes divert funds for capital projects for recurrent expenditure is due to lack of proper planning and management of resources. Also the problem of incessant strikes by tertiary institutions is largely due to inappropriate conflict management strategies.

Educational Services

Nigerian tertiary institutions suffer from shortages of ICT infrastructure, and skilled personnel Nigeria has a weak ICT backbone and subsequently, poor ICT infrastructure. There is also noticeable lack of educational technology center for providing project, slides, power point presentation facilities for lecturers, as well as lack of a full-organized virtual library.

2.3 Challenges Facing the Academic Profession

The academic profession in Nigeria faces several challenges. As noted earlier, the most important challenge is that of attracting and receiving adequate remuneration, which can guarantee a decent standard of living for the academic and his family; this should compare favorably with what is obtainable elsewhere in Africa. Although salary levels have increased five times in the last seven years in nominal terms, owing to inflation and the continual loss of value of the Nigerian national currency (the Naira), in real terms the improvement is only about 25% of the 1998 levels. As a consequence of this poor level of remuneration, there is a continuous flood of skilled university teachers out of the country and also into the more lucrative sectors of the Nigerian economy. The internal brain drain to the oil industry and the banking sector by brilliant new graduates—who then earn up to three times what the university would have paid them as graduate assistants—is alarming to the academic profession, as it means that there is no new blood coming into the profession to replace the aging senior academics in the future.

Ultimately, this is but a manifestation of a bigger crisis, the crisis of system funding highlighted earlier in this chapter. Since for the foreseeable future, public universities (especially federal universities) will continue to dominate the system, funding must be reformed and deregulated so as to diversify the resource base of these universities and reduce their dependence on the unpredictable and unreliable public treasury.

One of the consequences of this funding crisis is that equipment and facilities in the universities, colleges, and polytechnics have become obsolete or non-functional, while classrooms and laboratories can no longer accommodate the ever-increasing numbers of students. The academic staffing ratios continue to deteriorate below optimum levels (a few years ago the staffing levels were only 36% of what was optimally required). The cumulative effect of all these inadequacies is that the quality of Nigerian higher education continues to decline while academic corruption continues to prosper. Incidents of financial extortion and sexual harassment are on the rise, although few have been brought to public view.

The crisis of governance also looms large on the Nigerian higher education horizon. Although the Nigerian federal government has been singing the melodious song of granting autonomy to its universities, for instance, it is obvious that people in the government are reluctant to let go of their

traditional powers of appointment and control in the higher education institutions. Although a bill designed to grant some autonomy to the universities was signed into law by the President in 2003, for some inexplicable reason the previous law is still in operation, and the new one is effectively ignored. The academic staff union is also not comfortable with the kind of autonomy that will compel the universities to be financially independent of the government and to charge appropriate tuition and other fees.

Finally, the problem of student secret cults and the violence their members perpetrate on campuses in some parts of the country is a serious threat to the security of both staff and students on such campuses. Quite a few members of faculty have been killed by such violent students, while student-on-student violence is a daily occurrence in some universities.

3.0 STRATEGIES FOR THE EDUCATION SECTOR

3.1. Vision, Objectives, Goals and Initiatives for Education Sector

A modern and vibrant education system that ensures the maximum development of the potentials of individuals and promotes a knowledge-driven society that propels the nation's development

3.1.1. Strategies for Achieving the Objectives of Basic Education

Early Child Care Development and Education (ECCDE)

S/No	Objectives	Goals	Strategies	Key Initiatives
1	*To enable a smooth transition from home to school and prepare the child for the primary level of education*	Expand the provision of ECCDE from 18% in 2009 to 50% in 2015 and 75% by 2020	i) Provide integrated and child friendly centres in at least 50% of public schools by 2015 ii) Achieve 50% enrolment rate for boys and girls aged 3-5 years in ECCDE by 2015 iii) Ensure 100% retention and completion of ECCDE iv) Encourage participation of the private sector and not-for-profit organisation in the delivery of ECCDE	i) Build 5,000 additional classrooms nationwide per annum for pre-primary education ii) Ensure minimum direct cost to parents iii) Provide toys and ensure safe playing fields iv) Develop clear guidelines for partnering with private providers
		Inculcate in the child social norms, the spirit of enquiry and	i) Design special program for the training of teachers for	i) Train additional ECCDE teachers ii) Ensure careers

		creativity	ii)	Provide facilities for the training of ECCDE teachers at the colleges of Education		progression for ECCDE as an incentive to enrol as teacher trainees
			iii)	Recruit more teachers and care givers for ECCDE	iii)	Use mother tongue for instruction
		Promote good governance, transparency and accountability	i)	Ensure wide sector participation in ECCDE planning and management	i)	Establish Schools Based Management Committee (SBMC)
			ii)	Ensure the design of child-friendly, family-focussed and community based ECCDE programs	ii)	Provide information on ECCDE budgets to SBMC members
					iii)	Build capacity of members of SBMCs to advocate for improved service delivery
2.	*To nurture the children for their physical, mental and cognitive development*	Provide adequate care and supervision of the children		Ensure the holistic development of the children's physical, cognitive, language, social and emotional development	i)	Develop a comprehensive integrated and multi-sectoral family and care development policy
					ii)	Provide one balanced diet a day to children
					iii)	Provide school children with vitamin tablets
					iv)	Give

				appropriate immunization to school children

Primary Education

S/No	Objectives	Goals	Strategies	Initiatives
1	*Inculcate permanent literacy, numeracy, and the ability to communicate effectively to the Nigerian Child*	Achieve unfettered access to primary education for all primary school aged children	i) Increase net enrolment from 61.5% to 100% into primary schools by 2015 for both boys and girls ii) Ensure 100% retention and completion in primary education by 2015 for both boys and girls iii) Reduce opportunity cost to parents iv) Improve the health and nutrition of children	i) Enforce mechanisms already in place for the implementation of enrolment and retention of children in primary schools ii) Provide gender disaggregated data on enrolment and retention figures for policy decisions iii) Construct and furnish additional schools in all LGAs on the basis of need iv) Provide Conditional Cash Transfer or scholarship as incentive for parents to enrol children in school v) Provide one balanced meal a day and vitamin tablets to children
		Improve the	i) Undertake	i) Provide child

S/No	Objectives	Goals	Strategies	Initiatives
		learning outcomes for children in primary school	radical whole school transformation ii) Increase teacher status and level of motivation iii) Improve quality assurance iv) Enhance teachers capacity to effectively and efficiently deliver primary school curriculum v) Increase time-on –task vi) Reduce pupil-teacher ratio vii) Reduce teacher absenteeism viii) Implement mechanisms to improve quality of learning in private and IQT schools	friendly environment including sporting facilities ii) Undertake policy and practical reforms in the area of teacher development with regards to competencies, continuous professional development and career paths. iii) Ensure that teacher responsibility and job description is linked to grade, adequate remuneration and incentive iv) Align NCE curriculum to that produced by NERDC to enhance delivery v) Conduct regular monitoring and mentoring vi) Incentivize teacher attendance vii) Provide information,

S/No	Objectives	Goals	Strategies		Initiatives	
						care and support on HIV and AIDS and other diseases
		Enhance equity in access to education	i)	Bridge the gender gap in the participation of education	i)	Increase the number of female teachers to serve as role models
			ii)	Bridge rural-urban gap in enrolment and school attendance	ii)	Provide water and sanitation facilities
					iii)	Ensure school and personal security
					iv)	Provide incentives in the form of scholarships or Conditional Cash Transfers (CCT) to the poorest households
		Promote Good Governance, transparency and accountability	i)	Support community participation in school management	i)	Develop legal framework for the establishment of school based management committees
			ii)	Encourage information dissemination and knowledge management	ii)	Establish SBMC and empower them to demand accountability
			iii)	Ensure transparency of budgets and school standards	iii)	Build capacity of SBMCs to plan and manage

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S/No	Objectives	Goals	Strategies	Initiatives
				resources iv) Provide simple and accessible information on school budgets
		To decentralize school management and take school administration closer to the communities	i) Improve school leadership and management ii) Improve planning and development capacity within schools with the aim of setting targets, priorities, plan strategies and activities to achieve set targets iii) Provide schools with financial autonomy and responsibility for determining their own progress	i) Provide performance incentive to encourage head-teachers to take responsibility for school development ii) Build capacity for Schools to produce school development plans linked to education sector plans within states iii) Give schools grants linked to their development plans
		realisation of the full potentials of children with special needs	i) Increase by 25% annually the number of the children with special needs who complete primary school ii) Ensure proximity of school to homes iii) Provide	i) Conduct assessment to identify the special needs within each community ii) Design targeted programs to accommodate the needs of the poor and vulnerable

S/No	Objectives	Goals	Strategies	Initiatives
			inclusive facilities and resources for gifted and talented children and the physically challenged	groups especially girls, children with special needs and those living in difficult terrine iii) Integrate basic education and Qur'anic schools iv) Initiate reintegration programs for out-of-school children v) Organize sensitization and advocacy campaign to educate parents on how to prevent the spread of HIV and tuberculoses and to prevent other childhood diseases
		Achieve 100% transition from primary to JSS by 2015	i) Reduce opportunity cost of schooling ii) Change mind set	i) Give incentives as cash transfer or scholarships ii) Conduct advocacy and sensitization
	Nurture the child for the comprehensive development of the physical and mental	Deliver the best possible physical education and sports opportunity to all school aged	i) Encourage children to take part in sports inside and outside school	i) Establish new and rehabilitate old sports facilities within school ii) Provide

S/No	Objectives	Goals	Strategies	Initiatives
	capacity and potentials	children	ii) Forge links between schools sports clubs and community groups iii) Provide incentives to participate in sporting activities iv) Provide information on the importance of sports	sporting equipment iii) Train teachers in physical education and employ school coaches iv) Give scholarship to children talented in sports v) Guarantee employment opportunities for children with sporting skills vi) Conduct sensitization and advocate for sports

Nomadic Education

S/No	Objectives	Goals	Strategies	Initiatives
1.	*Provide relevant and functional education for the nomads*	i) Increase access from 22% to 50% by 2015 and to 75% by 2020 for boys and girls ii) Increase completion rate from 5% to 50% by 2015 and 75% by 2020 for boys and girls	i) Ensure child friendly environment ii) Provide incentives to parents to enrol their children	i) Provide more permanent structures in grazing reserves, farming and fishing settlements ii) Provide mobile classroom structures and furniture for the relevant groups iii) Provide relevant teaching and learning

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S/No	Objectives	Goals	Strategies	Initiatives
				materials iv) Ensure flexible time table and school calendar reflecting the peculiar life styles of the groups v) Enforce the implementation of the nomadic education curriculum vi) Expand the use of interactive radio instruction
2.	*Provide knowledge and skills to empower nomads for economic and self development*	i) To provide second chance for early school leavers to acquire functional literacy and skills ii) Empower youth and adults who never went to school iii) Enhance teacher recruitment and deployment for nomadic schools iv) Increase opportunities for nomadic children with special needs	i) Open learning centres ii) Develop relevant curriculum for those groups iii) Improve time-on-task iv) Create awareness for the need to come back to school or attend learning centres v) Improve communication and knowledge management of nomadic education vi) Improve	i) Provide resources for the provision of new learning centres ii) Train teachers for the new learning centres iii) Provide incentives for teachers in difficult areas iv) Increase stakeholder participation v) Establish school management committees vi) Develop systems to identify peculiar needs of the different group and manage information vii) Build capacity

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S/No	Objectives	Goals	Strategies	Initiatives
			vii) teacher motivation Provide inclusive facilities and resources to cater for the needs of the physically and mentally challenged, gifted and talented and children with learning difficulties	to collect and interpret data on nomadic education for policy planning viii) Train teachers on how to manage children with special needs ix) Create awareness and reduce stigmatization to ensure participation.
3	Increase opportunities for nomadic children to attend Junior secondary schools	Ensure 100% transition from nomadic schools to mainstream JSS schools	NCNE to facilitate the mainstreaming of nomadic education schools into post basic education	i) NCNE to expand its role to cover the provision of Junior Secondary education ii) Revise the law governing NCNE

Junior Secondary School

S/No	Objectives	Goals		Strategies		Initiatives	
1	*Equip citizens with adequate knowledge and skills requires for a useful life in the society*	i) ii)	Increase the number of primary school levers who transit to JSS from 44% to 100% by 2015 for boys and girls Ii) Increase completion rate from 90% to 100% by 2015 for boys and girls	i) ii) iii) iv)	Ensure the reduction of unit cost to guarantee universal access Expand available spaces to carry more students Enhance girls' enrolment, retention and learning achievements Ensure the physical safety of boys and girls	i) ii) iii) iv) v)	Increase funding Construct more classrooms Incentivize poor families through scholarships or cash transfers to send girls to school Provide incentives through grants or school awards to schools to attract and retain children especially girls Reduce distance between school and home
2)	*Develop in the individual functional skills and capacity for creative and critical thinking that will enable him or her to make informed decisions, solve problems and carryout practical*	i) ii)	Improve Quality Ensure effective delivery of curriculum and promote prevocational content	i) ii) iii) iv)	Improve the internal efficiency of the sub-sector Enforce the 60% to senior secondary, 20% to technical colleges, 10% to vocational training centres, and 10% apprenticeships Improve ICT delivery Quality	i) ii) iii) iv)	Increase the transparent utilization of resources to the sub-sector Train and motivate teachers Conduct advocacy to change the negative perception of technical and vocational education Focus on skills development and provide equipment for introductory

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S/No	Objectives	Goals	Strategies		Initiatives	
	task			assurance	v)	technology Carryout regular quality control, capacity building and advisory roles
		Enhance equity in access to education	i)	Bridge the gender gap in participation of education	i)	Increase the number of female teachers to serve as role models
			ii)	Bridge rural-urban gaps in enrolment and attendance	ii)	Provide water and sanitation
					iii)	Ensure school and personal security
					iv)	Provide incentives in the form of scholarships or Conditional Cash Transfers (CCT) to the poorest households
		Promote Good Governance, transparency and accountability	i)	Support community participation in school management	i)	Provide legal framework for the establishment of school based management committees
			ii)	Encourage information dissemination and knowledge management	ii)	Establish SBMC and empower them to demand accountability
			iii)	Ensure transparency of budgets and school standards	iii)	Build capacity of SBMCs to plan and manage resources
					iv)	Provide simple and accessible information on school budgets
		To decentralize school management and	iv)	Improve school leadership	iv)	Provide performance incentive to

S/No	Objectives	Goals	Strategies	Initiatives
		take school administration closer to the communities	v) and management Improve planning and development capacity within schools with the aim of setting targets, priorities, plan strategies and activities to achieve set targets vi) Provide schools with financial autonomy and responsibility for determining their own progress	encourage head-teachers to take responsibility for school development v) Build capacity for Schools to produce school development plans linked to education sector plans within states vi) Give schools grants linked to their development plans
		Guarantee the realisation of the full potentials of children with special needs	i) Increase by 25% annually the number of the children with special needs who complete primary school ii) Ensure proximity of school to homes iii) Provide inclusive facilities and resources for gifted and	i) Conduct assessment to identify the special needs within each community ii) Design targeted programs to accommodate the needs of the poor and vulnerable groups especially girls, children with special needs and those living in difficult terrine

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S/No	Objectives	Goals	Strategies		Initiatives	
				talented children and the physically challenged	iii)	Integrate basic education and Qur'anic schools
					iv)	Initiate reintegration programs for out-of-school children
					v)	Organize sensitization and advocacy campaign to educate parents on how to prevent the spread of HIV and tuberculoses and to prevent other childhood diseases
		Achieve 100% transition from primary to JSS by 2015	i) ii)	Reduce opportunity cost of schooling Change mind set	i) ii)	Give incentives as cash transfer or scholarships Conduct advocacy and sensitization

Adult and Non-Formal

S/No	Objectives	Goals		Strategies		Initiatives	
1.	Provide basic literacy and continuing education for youth and adult	i) ii)	Increase the adult literacy level of rural dwellers especially women from 58% to 75% by 2015 Create opportunity for adult learners to acquire and	i) ii)	Provide non-formal nine years basic education for adults and youths who never had the advantage of formal education Provide continuing or remedial education for	i) ii) iii)	Develop relevant infrastructure for the delivery of functional literacy Design a well defined structure for the implementation of adult literacy Equip

S/No	Objectives	Goals		Strategies		Initiatives	
			apply skills of reading, writing and computation to enable them participate meaningfully and effectively in the political, economic, social and cultural activities	iii)	school leavers Motivate adult learners to develop continued interest in acquiring knowledge and skills for self-improvement to better serve the nation		almajiris, girls, street children and out-of-school boys with basic functional literacy
					iv)		Provide liberal education to adolescents and adults on government programs and policies
					v)		Conduct sensitization and mobilization activities to ensure popular participation in non-formal education
2.	Provide functional and lifelong skills to empower youth and adults	i)	Link adult and non-formal education to skills acquisition and income generation	i)	Determine the equivalence between formal and non-formal education	i)	Develop relevant curriculum for the delivery of adult and non-formal literacy
		ii)	Provide in-service, on the job, vocational and professional training for different categories of workers and	ii)	Provide guidelines linking literacy with extension services in the areas of health, agriculture and family planning	ii)	Collect relevant data for the design of non-formal education programs
				iii)	Develop skills that will enhance self-	iii)	Train teachers in the relevant areas
						iv)	Develop mechanism for ensuring the employability

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S/No	Objectives	Goals	Strategies	Initiatives
		professional to improve their skills iii) Link adult literacy to national orientation	actualization, peaceful co-existence, ego, rights and responsibilities	of those with adult literacy qualification
3.	Enhance accountability in the delivery of non-formal education	Expand comprehensive monitoring and evaluation services	Develop quality assurance mechanism for ensuring service delivery of non-formal education	i) Design monitoring framework ii) Conduct regular evaluation
4	Increase funding	Coordinate and encourage private sector participation	Develop comprehensive framework for stakeholder participation	i) Increase government allocation to non-formal education ii) Provide incentive to private providers to train youth and adults.

Planning and Management

S/No	Objectives	Goals	Strategies	Initiatives
1.	Enhance the capacity of Federal and States Ministries of Education to effectively plan and implement education programs	Institutionalize and internalise strategic (long, medium or short term) planning process within MDAs	Streamline and harmonized the work of education MDAs at the Federal, State and LGA levels	i) Review and reform all existing laws and policy guidelines governing education delivery in all states and at the Federal level. ii) Clearly define roles and responsibilities of all MDA and remove all overlaps
			Ensure all states develop their 10 year Education Sector Plans (ESP), Medium-Term Sector Strategy (MTSS) by 2010	i) Build capacity for strategic planning, ii) Provide framework for delivery and draw-up work plan
			Conduct annual review of the sector to provide feedback for policy	i) Conduct stakeholders conference to agree modalities and time-table ii) Review progress against targets
		Promote the use of reliable and relevant data for educational planning and management	Develop Education Management Information system to provide information for monitoring	i) Develop ICT systems for EMIS ii) Build capacity to collect and interpret data for policy

S/No	Objectives	Goals	Strategies	Initiatives
				iii) Revise NEMIS software in line with new decentralized role iv) Conduct annual school census
2	Increase value for money in education delivery	Enhance Public Financial management within MDA	i) Ensure that annual budgets align with sector goals and aligned with programs identified in MTSS ii) Ensure transparency in the procurement process	i) Develop state of the art financial management systems ii) Build capacity in the budget and procurement process iii) Draw-up annual work plans to phase program implementation iv) Monitor implementation based on agreed targets
3.	Ensure effective and efficient management of education delivery	Decentralize education management	i) Clarify roles of LGEA and MDAs ii) Provide financial autonomy to school iii) Strengthen capacity of top and middle management to management education delivery	i) Create ministry of Basic and Post-Basic Education to support states in the delivery of basic and post basic education ii) Conduct institutional capacity assessment to identify overlaps iii) Establish

S/No	Objectives	Goals	Strategies	Initiatives
				SBMC to support school management iv) Give grants to schools for routine maintenance v) Train LGEA secretaries, Head-Teachers on school leadership
4.	Ensure standards and quality of education delivery	i) Enforce minimum standards to bring about improvement in teaching and learning ii) Track progress against set goals and provide information for policy	i) Reform the inspectorate to concentrate on quality rather than compliance ii) Monitor Learning Achievement on a systematic basis to ensure achievements	i) Establish an autonomous quality assurance agency ii) Build capacity and support schools to conduct self-evaluable annually iii) Conduct external evaluation every 3 years iv) Establish a national system for summative assessment to monitor learning achievement v) Establish link with regional assessment bodies vi) Conduct tests
5.	Increase Funding		i) Identify innovative ways to finance	i) Use local technology to provide construct

S/No	Objectives	Goals	Strategies	Initiatives
			education and to fill financing gaps ii) Improve internal efficiency of the sector iii) Provide incentive for private participation iv) Seek the intervention of influential politicians in kick starting school infrastructure	schools and classrooms at the rural level ii) Reduce duplication in the implementation of programs iii) Ensure effective recruitment and deployment practices iv) Explore the opportunity for additional International Development Assistance (IDA) including the Fast Track Initiative (FTI) v) Politicians to participate in school management committees.
6.	Harmonize donor support to basic education	Ensure that donor assistance moves from project support to budget support	i) Align donor support programs with priorities identified in the sector strategy ii) Design mechanisms for donor harmonization of donor programs	i) Play active role in the design of donor programs ii) Actively participate in the evaluation of donor program implementation iii) Ensure maximum benefit from donor support through active participation of

S/No	Objectives	Goals	Strategies	Initiatives
				the relevant implementing agency
				iv) Hold regular meetings with donors

3.1.2. Strategies for Achieving the Objectives of Post-Basic Education

Access and Equity

Objectives (Key Thrust)
▪ Provide equitable access to post basic education that would empower the students to attain international performance benchmarks and compete internationally with their peers within five years of implementation ▪

Goals (Targets)	Strategies
▪ Facilitate access to senior secondary by 70% ▪ Expand avenues for continuing and vocational education for adults, women and out of school youths. ▪	▪ Facilitate access to senior secondary schools by 70% ▪ Increase enrolment in vocational technical colleges to 65% ▪ Intensify the implementation of the Girls Education Programme (GEP) and Student Tutoring, Mentoring and Counselling (STUMEC) initiative ▪ Accelerate the mainstreaming of Qur'anic, Nomadic, and Migrant Fisher men ducation programs ▪ Provision of open schools e.g. market schools ▪ Increase the transition rates of boys and girls from Basic education to the Post-Basic education level ▪ Increase enrolment in vocational technical colleges to 65% ▪ Provision of open schools e.g. market schools ▪ Mainstreaming of pupils who have completed the integrated Qur'anic education and nomadic education programmes into post basic education programme. ▪ Intensify the implementation of the Girls Education Programme (GEP) and Student Tutoring, Mentoring and Counselling (STUMEC) initiative ▪ Facilitate the transition from basic education to post basic education of

children with special needs such as the mentally and physically challenged.

Initiatives

- Build and equip . 11,000 classrooms per annum to accommodate more secondary school entrants
- Establish one open school for post basic education in all states by 2015 at the rate of seven schools annually.
- Establish one centre open school centreFacilitate the
- enrolment and transition for Nomadic and migrant fishermen children
- Improve enrolment of vulnerable children

Standards and Quality

Objectives (Key Thrust)
▪ Create an enabling environment that would facilitate attainment of the Goals of the Post-Basic education

Goals (Targets)	**Strategies**
▪ Facilitate the delivery of a functional and relevant post-basic curriculum to cater for the differences in abilities, opportunities, and future roles of learners ▪ Ensure teacher competence in areas of Information and communication technologies in all disciplines ▪ Create effective learning infrastructure that is conducive to learning at Post-Basic education level ▪	▪ Produce minimum standards document for Post-Basic Education ▪ Produce uniform quality standards instruments for post basic level ▪ Make the learning environment of Post-Basic students competitive in terms of international performance standards ▪ Create and sustain an effective inspectorate system that will continue to ensure high quality instruction and learning in Post-Basic education ▪ Strengthen collaboration between and among relevant government agencies responsible for quality assurance ▪ Implement the Converged Examination Management Technology Platform (CEMTP) for examination bodies to chart the course for monitoring standards ▪ Introduce framework for school development planning and internal self evaluation ▪ Establish adequate mechanism for monitoring learning outcomes/learning achievements ▪ Conduct standardized assessments and rank schools by performance levels ▪ Introduce incentive schemes for promoting excellence in post basic schools ▪ Provide science laboratories (physics, chemistry, biology), technology labs, workshops, studios, functional libraries, e-libraries, ICT equipment, visual library & software and STM kits
	Initiatives
	▪ Relevant agencies should create a uniform

standard instruments for post basic level and create mechanism to ensure that they are continuously utilized
- Establish, expand and sustain well equipped schools
- Existing established systems for monitoring achievement to be standardized to international levels and current developments in ICTs
- Implement Operational Converged Examination Management Technology Platform (CEMTP)
- Implement the recommendations contained in ORASS 2006 and other Inspection reports

Infrastructure

Objective
▪ Provide adequate, necessary and tangible and intangible infrastructures for the effective and efficient learning and teaching at the post basic Education level

Goals (Targets)	Strategies
▪ Provide technical and vocational education to build human capital for development. ▪ Provide quality education for all Nigerians. ▪ Produce competent and capable workforce for national development	▪ Un-interrupted supply of electricity and provision of adequate water supply ▪ Provision of good road net work. ▪ Construction of more classrooms, offices, toilets, and recreational facilities in all schools ▪ Provision of, ICT facilities and suitable workforce to facilitate the delivery of education through e-learning. . ▪ Provide required facilities and equipment for technical colleges. ▪ Encourage the creation of home education.
	Initiatives
	▪ Each post-basic education school has to be connected to electricity including alternative sources of energy like Solar ▪ Increase funding by allocating more money to the sector. ▪ Involving the foreign donors, NGOs, FBO, private sectors in the provision of fund and infrastructures. ▪ Encourage school-community based relationship.

Teacher Quality and Development

Objective (Key Thrust)
Ensure the production of fully qualified and competent teachers at the Post-Basic education level

Goals (Targets)	Strategies
- Create a sufficient pool of qualified teachers in all subjects at Post-Basic education level. - Encourage diversity and creativity in the teaching styles adopted by Post-Basic Education teachers - Empower teachers to develop new teaching styles that place them on a competitive level with other Post-Basic education teachers within the Vision 2020 target countries. - Expose teachers to ICT training - Upgrade the teaching qualifications of unqualified teachers	- All States to strive to implement Teachers Salary Structure (TSS) - State governments should review their Schemes of Service for teachers to make it at par with what obtains in the public service - Faculties of education, polytechnics and colleges of education with degree awarding status to review existing teacher education curricula in line with the approved Senior Secondary Education (SSE) Curriculum. - Expand the scope of extra curricular activities in the schools. - Facilitate the retention of Post-Basic teachers through fast-track in-service initiatives - Sustainable professional development of teachers

	Initiatives
	- Create a better alignment of teacher education program with the secondary school curriculum - Implementation of relevant provisions of the National Teacher Education policy - Bursary and Scholarship ward for teachers in training especially in mathematics, languages,science, technical and vocational education

Curriculum Relevance

Objectives
▪ Ensure that the curriculum is relevant to the needs of the individual students and societal demands ▪ Ensure equilibrium amongst the contending goals of curriculum ▪

Goals (Targets)	Strategies
▪ Prepare students for useful living within the society and for higher education ▪ Ability to pas the internal and external examinations ▪ Valuing the cultures and having aesthetic response to the environment (appreciating and protecting the environment) ▪ Cultivating good reading culture ▪ Ability to think individually and respect the feelings of others ▪ Having the dignity of labour	▪ Regular updating and revising the curricula according to individuals needs and societal demands ▪ Making available the W.A.S.C, N.E.C.O and NABTEB syllabi ▪ Digitization of all curricula ▪ Provision of Internet facilities and ICT knowledge ▪ Proper monitoring exercise and efficient measurement and evaluation routine have to be put into force as checks and balance instrument ▪ Teaching of civic studies and value of our cultural heritage. ▪ Curriculum has to be provided for the teachers ▪ Constant training of the teachers ▪ The examination syllabi have to be developed according to international standards. ▪ Expand the scope of extra curricular activities in the schools.
	Initiatives
	▪ Comparing the national curriculum with international standards. ▪ Making W.A.E.C. and N.E.C.O. syllabi available to both staff and student in all senior secondary schools. ▪ The teaching of computer science and information technology should be compulsory at the upper Basic level of Education ▪ Periodic evaluation of curriculum that should inform curriculum changes
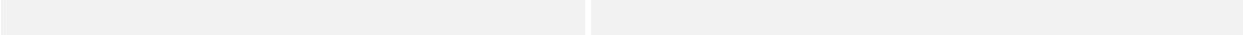
Funding

Objective
Develop a more participatory, sustainable, cost effective and efficient financing mechanism to facilitate attainment of the Goals of the Post-Basic education curriculum in terms of agreed performance benchmarks such as learning outcomes etc .

Goals (Targets)	Strategies
▪ Facilitate a more participatory cost effective and efficient delivery of a functional and relevant post-basic curriculum to cater for the differences in abilities, opportunities, and future roles of learners ▪ Create and sustain a cost efficient and effective system that will continue to ensure high quality instruction and learning environment in Post-Basic education ▪ Ensure equitable improvement of post basic education budget and expenditure as a percentage of the education budget at Federal and state levels ▪ Increase private sector participation and incentive for performance and results to achieve the post-basic education goals. ▪ Ensure more openness, transparency and accountability in financial management at the post basic education level	▪ Produce a national post basic education financial and funding strategy with clear roles and responsibilities for all relevant stakeholders ▪ Explore the use of alternative funding schemes including collaboration with the private sector to ensure the effective and efficient implementation of national post basic education strategy ▪ Set up long term financial arrangements and strengthen collaboration between and among relevant governments and their agencies responsible for the funding of education ▪ Introduce financial mechanism, synergy and framework for post basic education to provide incentive and ensure openness and accountability for learning outcomes and achievements ▪ Develop a cost and financing database to facilitate financial incentive schemes for promoting excellence and equity within post basic education institutions ▪ Use a combination of fiscal and other incentives to encourage private sector investment in post basic education service delivery.
	Initiatives
	▪ Improve , expand and sustain cost effective and efficient well equipped post basic education institutions ▪ Existing established financial and incentive systems should be linked to learning outcome and achievement to

	be standardized to international levels and developments
	▪ Improve the budgeting process and on-time release of funds to achieve optimum results

Planning and Management

Objective (Key Thrust)
Ensure an efficient and effective planning and management policy that enhances quality service delivery at Post-Basic education.

Goals (Targets)	Strategies
- Create a mechanism that ensures timely release of resources - Ensure that appointment to key managerial positions in Post-Basic education is done according to due process - Facilitate an effective co-ordination between sub-sectors that feed into Post-Basic education - Ensure sustainable development and implementation of EMIS at all segments of Post-Basic education	- Build capacity of officials responsible for policy formulation and implementation - Appoint professionals as key managers of education - Strengthen the NCE process for policy formulation and monitoring - Empower the FME to ensure the enforcement of NCE decisions - Reposition the ministry and its departments of (e.g. B&SE) to carry out their statutory responsibilities with regard to parastatals - Consider reinstituting the Department of Technical and Vocational Education - Link utilization of resources to strategic plans, MTSS and annual work plans - Strengthen due process in policy implementation - Strengthen the institutions coordinating Post-Basic education activities with adequate manpower and infrastructure - Make management of basic education ICT-driven - Strengthen data linkages between FME and States MOEs, FME data generating departments/units and parastatals, NBS, UIS, ISESCO, ECOWAS and other end users - Promote statistical awareness and inculcate good record keeping culture in the Nigerian school system - Monitor, evaluate and reform

	policies in the education sector including progress towards Millennium Development Goals (MDG's) and Universal Basic Education for all (UBE/EFA). ▪ Institute strategic planning in secondary schools.
	Initiatives
	▪ Train and re-train key managers of education ▪ Increase capacity of FME to carry out statutory responsibilities over parastatals and institutions ▪ Adhere to approved action, rolling and strategic plans ▪ Ensure synergy of policies and strategies ▪ Ensure synergy among stakeholders ▪ Obtain timely, uniform and quality data for various input and output measures of schools (number of teachers, classrooms etc.) and make comparisons of schools and geographic zones.

Educational Services (ICT, Instructional Technology, Guidance &Counselling)

Objective (Key Thrust)
Enhance inclusive education policies for 100% of special education needs learners to enable them to participate in mainstream education through effective provision of targeted infrastructure, as well as increase the numbers of the students receiving this type of education intervention

Goals (Targets)	Strategies
- Facilitate the development of inclusive education integration strategies for special education needs learners - Enhance gifted education policies for 100% gifted and talented learners to enable them to reach their full academic potentials through accelerated learning, enrichment etc. - Reposition gifted education program along internationally accepted standards - Promote study of computer science and application of information technology. - Making guidance and counselling and other related support services available to both staff and students. - Full access to learning and teaching of computer science.	- Promotion of inclusive education by federal, state and private school providers to ensure integration of special needs and other excluded children - Up-scaling provision for laboratories and workshops in all the Post Basic schools. - Enhancing capacity development in ICT for teachers and students. - Access to computers and accessories by all teachers and learners - Provision for e-learning opportunities. - Facilitating counselling services through relevance support. - Scaling-up facilities for sporting activities in the schools Availability of computer accessories at affordable price - Provision of facilities to cater for special need learners
	Initiatives
	- Appropriate programs for special needs students - Improved Federal Gifted Academy - School programs for special needs populations - Improved inclusive education programs 20% boost in gender-focused enrolment and participation of other disadvantaged groups in education - Scaling-up educational support

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	service facilities for enhancing quality learning and teaching (ICT, learning resources rooms, laboratories. Fields and gardens for practicals, etc) ▪ Re-packaging and developing variegated students support services scheme (Students tutoring, mentoring, counselling programs, health support services, scholarships, etc.) ▪ Implementing the NERDC reviewed Post Basic education curriculum. ▪ Setting up Magnet schools and programs of enrichment and accelerated learning opportunities for Gifted and Talented Children. ▪ Initiate involvement of NGOs for the provision of educational support services'

3.1.3. Strategies for Achieving the Objectives of Tertiary Education

Objectives	Goals	Strategies	Initiatives
Expand access to higher education	• Increase the current capacity of the universities (from the present 10%) of the age cohort to 15% in 2015 and ultimately, 20% by 2020, and double the carrying capacity for the Polytechnics and Colleges of Education, from their present levels of 158,370 and 118,170, respectively, by 2020.	• Expand and improve infrastructural facilities in existing tertiary institutions.	• Provide a 100% increase number of infrastructures including sporting facilities
			• Increase the public private partnership in the development of facilities.
			• Enact enabling legal framework to attract international involvement in the development of facilities.
		• Upgrade some Polytechnics and Colleges of Education to autonomous degree awarding status.	• Gazette and implement approved policies on parity between HND and Bachelors Degree.
			• Immediate implementation of the Yabani's 1999 report on modalities for mounting degree programmes in selected polytechnics and Colleges of education
		• Increase the carrying-capacity of tertiary institutions by a) 50% by 2015 and	• Source for sustained funding to constantly upgrade facilities and increase human resources.

		• b) 100% by 2020 without compromising standards.	
		• Promote and expand open and distance learning systems in tertiary institutions.	• Introduce virtual libraries in more institutions. • • Popularize distance learning and use the media to publicize the non conventional institutions • Encourage the establishment of dual mode delivery systems in tertiary institutions
		• Promote private sector and State government participation in the provision of tertiary education.	• review conditions for establishing private institutions
		• Attract secondary school leavers to	• Re-introduce bursary award for teacher trainees at all levels.

		train as teachers and TVET by providing special incentives.	• Local Government Service Commission to be encouraged to employ teachers into all grade levels
	• Popularize the non-conventional segment of tertiary education.	• Consolidate and improve the programmes of NOUN and NTI.	• Senate of NOUN and Academic Board of NTI to consolidate their programmes.
			• Establish Educational Resource Centres in each Local Government Area with internet connectivity and power stability for effective e-learning
			• Hold sensitization workshop/seminars to create public awareness of the non-conventional tertiary institutions as well as COEs and Polytechnics.
		• Creation of Innovative Enterprises and Vocational Institutions in partnership with the private sector.	• Establish at least one model enterprise centre in each State
			• ITF to train personnel for innovation enterprises
			• TVET institutions to encourage day-release schemes for

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			vocational programmes to up-skill the existing artisan labour force.
• Improve the quality of higher education	• All academic staff in tertiary institutions to be professionally qualified teachers fully ICT compliant and have the minimum qualification of Ph.D (for universities) and Masters Degree (for Polytechnics and Colleges of Education)	• Expand postgraduate programmes/facilities in tertiary institutions.	• Establish a Masters/Ph.D enrolment and output enhancement Scheme. • Resuscitate the Nigerian Expatriate Supplementation Scheme (NESS)
		• Strengthen Linkages with Experts and Academics in the Diaspora (LEAD) and establish staff and student exchange programmes	• Institutions to establish offices and articulate institutional policy programme on LEAD and other linkages.
		• Strengthen the capacity of NUC, NBTE, NCCE and FME to identify and sanction illegal and substandard institutions.	• Review the legal framework for tertiary institutions and regulatory agencies

		• Periodic review of conditions of service to ensure competitiveness and comparability with global trends and the private sector.	• Regulatory bodies to initiate and ensure review of conditions of service every five years.
		• Strengthen the capacity of tertiary institutions and FME to implement FEC guideline in the eradication of cultism, examination malpractices and other vices.	• Special task forces comprising of security agents and the university community to be set up to stamp out cultism. • Publicize the names of identified cultist and sponsors in print and electronic media including the websites of institutions • Enact appropriate laws on the eradication of cultism.
		• Strengthen the capacity of lecturers in tertiary institution to develop and use	• Develop professional post graduate courses in education specially tailored for teachers in tertiary institutions.

		effective/productive teaching and assessment (instrument).	• Establish and fund polytechnic "Teachers Practical Skill Acquisition Scheme"
	• Create an environment to attract high quality and well motivated staff	• Establish R&D Centres in tertiary institutions for effective co-ordination of postgraduate and staff research activities and industry-linkages.	• Tertiary institutions to collaborate among themselves and with research institutes.
			• Institutions to deliberately train technical skilled manpower for effective operations and maintenance of laboratories and workshops.
			• Institutions' Research Centres should interface with industries and other stakeholders
		• Improve and monitor the Direct Teaching and laboratory Cost (DTLC) grant and Teaching Research Equipment Grant (TREG)	• Put in place a transparent mechanism for tracking DTLC and TREG funds

		• Review the admission policy or science/art ratio for Polytechnic and specialized universities to 80:20 by 2015 and ultimately 100:0 by 2020.	• Supervisory agencies should ensure that institutions adhere strictly to the policies on admission ratio.
			• Expand the facilities and resources in the science and technology related programmes in polytechnics and specialize universities
• Ensure equity in the provision of higher education	• Ensure gender parity in admission and recruitment into tertiary institutions	• Develop and implement affirmative action policies to increase the access to higher education for female and other disadvantaged groups.	• Establish Day Care Centres in each tertiary institution to cater for female staff and students.
			• Provide special bursary/scholarship scheme for female and disadvantaged students from indigent homes.
			• Reserve special admission quota of 5% in the science mathematics and technology discipline for the female.
	• Ensure that facilities are accessible to all, particularly the physically challenged	• Provide physical facilities that take cognizance of the physically challenged	• Modify access routes and other facilities to cater for the physically challenged

• Ensure that graduates from tertiary institutions are globally competitive	• Review curricula to meet local and international relevance	• Expand and improve the ICT infrastructure in all the tertiary institutions	• Promote acquisition and usage of ICT equipment and facilities.
			• Make the use of ICT based facilities mandatory in all institutions.
			• Make functional computer knowledge a requirement for all programmes
			• Develop a scheme to encourage access to computers and or acquisition by each student
		• Periodic update of curricula to in line with local and international market needs	• Establish a mechanism that involves the private sector and professional bodies in the regular review of curricula of tertiary institutions.
		• Accelerate the establishment of entrepreneurship centres in tertiary institutions	• Develop and implement plan on Federal entrepreneurship education
			• Ensure that students undertaking entrepreneurship courses obtain the necessary support to enable them establish and run viable enterprises.

Provide high quality career counselling and lifelong learning programmes.	• Ensure that all tertiary institutions have functional career counselling centres	• Establish functional career counselling and work placement centres	• Urgently train counselling officers to man the centres and strengthen the staff adviser scheme
			• Strengthen orientation programmes to provide proper guidance to new students.
• Ensure good governance in tertiary institutions	• Improve the level of transparency and accountability in the governance of tertiary institutions.	• Ensure that the appointment of heads of tertiary institutions based strictly on a standardized procedures and due process.	• Depoliticize appointment of Vice Chancellors, Rectors, Provosts and other Chief Executives of Parastatals and regulatory agencies in the Education sector.
			• Review the procedure on the appointment of the Deputy Vice-Chancellors to ensure transparency.
		• Ensure that only people with cognate qualifications, experience and integrity are appointed into the governing councils of	• Appoint only suitably qualified individual as members of the Governing Councils of tertiary institutions

		tertiary institutions	
		• Stop the virement of capital funds to recurrent.	• Enforce accountability procedure and discipline
	• Ensure effective and tactful implementation of the master plans in the physical development of tertiary institutions	• Adhere strictly to the approved master plan for the physical development of the institutions. And ensure proper implementation and management of strategic plans	• Monitor physical facilities to ensure adherence to physical and master plans.
			• Prioritized projects according to academic needs.
			• Review and strengthen both the internal and external mechanism for the monitoring and supervision of intervention projects to ensure timely completion of the projects

• Ensure proper management of financial and other resources	• Enforce honest and proper auditing	• Establish Community Accountability and Transparency Initiative (CATI) in tertiary institutions
• Increase the level of funding of tertiary institutions to $5,000 per student per year in 2015 and $7,000 in 2020	• Improve funding to tertiary institutions	• Review upwards the current budgetary allocation of funds to tertiary institutions.
	• Develop partnership involving the public, community, stakeholders, development partnership.	• Develop partnership involving the public, community, stakeholders and donor Agencies •
	• Develop appropriate cost sharing formula involving all tiers of government, private sector, parents and other stakeholders.	• Develop appropriate cost sharing formula among all stakeholders in the education industry.
• Ensure stability in industrial relations in tertiary institutions	• Review conflict resolution mechanism in tertiary	• Establish a standing conflict resolution committee in each tertiary institution

		institutions to stem instability in the system	• Council to be proactive in conflict resolution.