

THE MINISTERIAL SESSION OF THE 63RD NATIONAL COUNCIL ON EDUCATION (NCE) MEETING, HELD AT THE INTERNATIONAL CONFERENCE CENTRE, ABUJA, FEDERAL CAPITAL TERRITORY (FCT), FROM WEDNESDAY, 1ST TO THURSDAY 2ND AUGUST, 2018.

COMMUNIQUÉ

- 1.0 The 63rd meeting of the National Council on Education (NCE) was held at the International Conference Centre, Federal Capital Territory (FCT), Abuja, from Wednesday 1st to Thursday 2nd August, 2018. The Ministerial Session was presided over by the Honourable Minister of Education, Malam Adamu Adamu and supported by the Honourable Minister of State for Education, Prof. Anthony Gozie Anwukah and the Deputy Governor and Honourable Commissioner for Education, Science and Technology, Kano State, Prof. Hafiz Abubakar, *MFR*. Other members of the Council at the Ministerial Session were the State Commissioners for Education and the FCT Education Secretary. The theme of the meeting was "*Funding of Education for the Achievement of Education 2030 Agenda*".
- 2.0 The Ministerial Session was preceded by a two-day Officials' Session under the Chairmanship of the Permanent Secretary, Federal Ministry of Education, Arc. Sonny S.T. Echono, *fnia* held at the NICON Luxury Hotel, Abuja and supported by the Director, Educational Planning, Research and Development (EPR&D), Federal Ministry of Education, Dr. (Mrs.) Chioma C.J. Nwadei.
- 3.0 The Opening Ceremony of the Ministerial Session was attended by the Honourable Minister of Education, Malam Adamu Adamu, the Honourable Minister of State for Education, Prof. Anthony Gozie Anwukah, the Deputy Governor and Commissioner for Education, Science and Technology, Kano State, Prof. Hafiz Abubakar, *MFR*, the Permanent Secretary, Federal Ministry of Education, Arc. Sonny S.T. Echono, *fnia*, State Commissioners for Education and the FCT Education Secretary, and the Chairperson Joint Consultative Committee on Education (JCCE) and Director Educational Planning Research and Development (EPR&D), Federal Ministry of Education, Dr. (Mrs.) Chioma C.J. Nwadei.
- 4.0 Delegates at the meeting included Officials from the Federal and State Ministries of Education, Higher Education, Science and Technology; the FCT Education Secretariat, Federal and State Education Parastatals and other Agencies. Others include West African Examinations Council (WAEC), Ministry of Defence, the Armed Forces Education Corps, Naval Education, Police Education Headquarters, Nigerian Prisons, National Drug Law Enforcement Agency (NDLEA), Federal Road Safety Corps (FRSC), Nigeria Academy of Education, Institutes of Education in Nigerian Universities, Colleges of Education, Nigeria Institute of Social and

Economic Research (NISER), National Association of Proprietors of Private Schools (NAPPS), Industrial Training Fund (ITF), Science Teachers' Association of Nigeria (STAN), Civil Society Action Coalition on Education for All (CSACEFA), Federation of Muslim Women Association in Nigeria (FOMWAN), Nigerian Union of Teachers (NUT), National Agency for Food, Drugs Administration and Control (NAFDAC), Mathematical Association of Nigeria (MAN), Non-Governmental Association for Literacy Support Services (NOGALSS), Association of Proprietors of Innovation and Vocational Enterprise Institutions (APIVI), United States of America Embassy, World Bank, United Nations Children Education Fund (UNICEF), United Nations Educational, Scientific and Cultural Organization (UNESCO), Central Bank of Nigeria (CBN), Non-Governmental Organizations (NGOs), other Stakeholders and the Press. A total of 652 delegates were in attendance.

- 5.0 The Welcome Address was delivered by the Honourable Minister of State for Education, Prof. Anthony Gozie Anwukah, while the Keynote Address was delivered by the Honourable Minister of Education, Malam Adamu Adamu. Goodwill messages were presented by the Deputy Governor and Commissioner for Education, Science and Technology, Kano State, Prof. Hafiz Abubakar, *MFR* and the Chairman, Commissioners' of Education Forum, Hon. Godwin Ettah. The Vote of Thanks was given by the Permanent Secretary, Federal Ministry of Education and Secretary to the Council, Arc. Sonny S.T. Echono, *fria*.
- 6.0 The Ministerial Technical Session was chaired by the Honourable Minister of Education, Malam Adamu Adamu who was ably represented by the Deputy Governor and Commissioner for Education, Science and Technology, Kano State, Prof. Afiz Abubakar, *MFR*. Delegates took time to look at the Ministerial Memoranda, Reports from the Reference Committees, FME Parastatals, States and the FCT respectively.
- 7.0 After extensive deliberations on all the Memoranda presented to the Council and other issues on how to improve Nigeria's Education Sector;

Council:

noted:

- (i) the advent of Open Educational Resources (OER) and efforts of UNESCO in ensuring its global acceptance;
- (ii) the participation of Nigeria in the Mauritius Regional Consultation Meeting on OER, which was organized by UNESCO and attended by Nigeria;

- (iii) the approval by the Honourable Minister of Education of the Constitution of the National Steering Committee on OER (NSC OER);
- (iv) the Objectives and goals of the OER Policy including the roles of institutions, teachers and students;
- (v) the need for Nigeria to sustain the tempo by actively participating in the activities of the OER and promoting same in the Nigeria Higher Education
- (vi) that NERDC has completed the separation of Christian Religious Studies (CRS) Curriculum and Islamic Studies (IS) Curriculum from Religion and National Values Curriculum;
- (vii) that critical stakeholders like the Christian Association of Nigeria (CAN), the Supreme Council for Islamic Affairs, among others, were involved in the separation process;
- (viii) that insurgents and other armed groups have targeted schools, students and education personnel resulting in killing, maiming and kidnaping of students and teachers' as well as destruction of schools;
- (ix) that there is no deliberate and carefully crafted policy by the Federal Government to ensure that our schools are insulated from attacks;
- (x) that the Chibok girls and the recent Dapchi girls kidnaping are pointers to the unsafe nature of our schools for teaching and learning;
- (xi) that there are no standard measures for schools to adopt in relation to safety and security of schools;
- (xii) that a National Policy on Safety and Security in Schools in Nigeria will mitigate the insecurity in the education sector;
- (xiii) that there is an urgent need to augment the services of uniformed security officers in our schools with other security measures such as establishment of Vigilante group and community neighborhood watch;
- (xiv) that there is lack of preventive measures that promote proactive steps to prevent attacks on schools or provide protection in the face of a pending attack on schools;
- (xv) the need to institutionalize endowment funds to augment the budgetary provisions of tertiary institutions;

- (xvi) the need for institutions to render annual audited reports of the endowment funds;
- (xvii) that private sector involvement on Build, Operate and Transfer (BOT) for the provision of hostel facilities could assist the nation to achieve target 4(a) of Goal 4 of Education 2030 Agenda;
- (xviii) the need for adequate fund to effectively implement inclusive education as there are many other competing needs in the sector;
- (xix) the importance of developing a Corporate Social Responsibility (CSR) Strategy to source for funds;
- (xx) that the chapters 6 and 7 of the Draft National Policy on Science and Technology Education on funding and management of Science and Technology Education has been reviewed as directed by the National Council on Education (NCE);
- (xxi) that Technical and Vocational Colleges have Production Units with broken-down and obsolete equipment;
- (xxii) that commercializing the products from Production Units of the Colleges will assist in the funding of Technical and Vocational Education and Training (TVET) as profit generated will be ploughed back into the Colleges;
- (xxiii) the importance of introducing Entrepreneurial and Enterprise Fair as an alternative source of funding for schools in all the States of the Federation including the FCT;
- (xxiv) the dilapidation of infrastructure in schools and its dire consequence on education service delivery especially at the post- basic education level;
- (xxv) the manpower deficits in schools due to shortage of qualified teachers and other support staff especially at both primary and secondary school levels;
- (xxvi) the need for States and FCT to establish State Education Development Fund (SEDFund) and create additional but sustainable funding source for the development of Education for the achievement of Education 2030 Agenda;
- (xxvii) the need to build capacity of library personnel for effective and efficient service delivery;

- (xxviii) the need to acquire Library technical tools for processing of library resources;
- (xxix) the need to provide ICT components (library softwares) to aid computerisation of library operations;
- (xxx) the need to provide e-library resources for effective provision of research needs of library users;
- (xxxi) the need to increase library funding at National and States levels for timely, accurate and reliable research outcomes and impact;
- (xxxii) the need to extend the on-going e-library projects at Federal Government Colleges to States, FCT Schools and public libraries;
- (xxxiii) the need to identify relevant NGOs that can assist in teaching and learning of entrepreneurship subjects in the schools;
- (xxxiv) the non-existence of national skills data bank for artisans, craftsmen, operatives and skills clusters for trainees and their trainers;
- (xxxv) the non-existence of apprenticeship trainees and trainers' cooperative societies;
- (xxxvi) that most SUBEBs and Local Governments do not include Adult and Non-Formal Education programmes in their Annual Work Plan as a component in the UBE Act;
- (xxxvii) the need to establish a functional monitoring framework for monitoring the activities of the NGOs in funding Adult and Non-Formal Education;
- (xxxviii) that poor synergy between governments and the communities for fund mobilization is a serious handicap towards achieving Education 2030 Agenda;
- (xxxix) that inadequate funding of Adult and Non-Formal Education programmes is affecting youths, adults and marginalized groups;
- (xl) the need to include the use of Digital Technology to facilitate learning in Adult Literacy Centres all over the States of the Federation and the FCT;
- (xli) the need to engage philanthropists, Information Communication and Technology (ICT) providers, Non-Governmental Organisations and other

Stakeholders in the funding and provision of Digital Technology in Adult and Non-Formal Education activities for the achievement of Goal 4 of the SDGs;

- (xlii) that there is no existing framework to empower VEIs in generating funds from external bodies;
- (xliii) that there is need to build Institution-Industry linkages for VEIs;
- (xliv) that the re-introduction of school farm programme into the Basic Education system will ensure that some revenue is generated for schools;
- (xlv) the need for teachers to participate in CPD programme;
- (xlvi) that teacher education and development is insufficiently funded in the budgetary provisions which is seriously eroding the quality of training programmes;
- (xlvii) that sourcing alternative funds and implementing strategies that would reduce financial burden on government will go a long way in funding capacity building of teachers to achieve Education 2030 Agenda;
- (xlviii) the achievements and challenges of FME Parastatals, States and the FCT towards the implementation of NCE decisions.

b) urged:

- (xlix) States, the FCT, LGAs and owners of schools to, as a matter of urgency augment the services of uniformed security officers with registered Vigilante groups and Community Neighborhood Watch
- (l) States, the FCT and other Stakeholders to collaborate in the institutionalization of endowment funds;
- (li) Tertiary Institutions to collaborate with corporate bodies, Alumni associations, community members and individuals for their contributions to the endowment funds;
- (lii) NUC, NBTE and NCCE to develop "Build, Operate and Transfer" (BOT) Operational Framework in collaboration with institutions;
- (liii) States, the FCT, Private sector and other stakeholders to key into BOT as a strategy for construction of hostel facilities for our tertiary institutions;

- (liv) States and the FCT to develop a Corporate Social Responsibility (CSR) strategy to enable them source for additional funds for the implementation of inclusive education;
- (lv) States and the FCT to sensitize their populace on the importance of Inclusive Education and the need to invest in it in order to bring more children with special needs into schools;
- (lvi) all Education Stakeholders to adopt and use the funding and management strategies as suggested in the National Policy on Science and Technology Education;
- (lvii) Corporate Organizations such as Bank of Industry (BOI), Industrial Training Fund (ITF), Manufacturers Association of Nigeria (MAN), Nigerian Association of Chambers of Commerce, Industry, Mines and Agriculture (NACCIMA), etc. to assist in upgrading production units of Technical Colleges through the provision of grants;
- (lviii) FME, States, the FCT and other education stakeholders to ensure that production units in Technical and Vocational Colleges are adequately equipped with modern equipment to be used for commercial production;
- (lix) FME, States and the FCT to approve the Entrepreneurial and Enterprise Fair as an innovation as well as an alternative means of funds generation in schools;
- (lx) States and the FCT to establish an accountable mechanism within the public service for the management of State Education Development Fund (SEDFund);
- (lxi) States and the FCT to liaise with relevant agencies such as States Inland Revenue Services to work out the modalities for achieving the objective of the SEDFund;
- (lxii) FME, States and the FCT to increase funding of libraries at all levels for the attainment of pillar ten of "Education for Change" Ministerial Strategic Plan, SDG4 and Education 2030 Agenda;
- (lxiii) FME, States and the FCT to identify the NGOs that are relevant for assistance in teaching and learning of entrepreneurship subjects in schools;

- (lxiv) FME, States and the FCT to collaborate with such relevant NGOs in achieving overall success in delivery of entrepreneurship subjects in schools;
- (lxv) States, the FCT and other stakeholders to develop functional skills data bank for apprenticeship practitioners and trainees nationwide;
- (lxvi) States, the FCT and other stakeholders to identify apprenticeship trainees and practitioners in all States, Local Government Areas, communities and place them into skills clusters for easy location and patronage;
- (lxvii) States, the FCT and other stakeholders to encourage the formation of apprenticeship trainees and trainers cooperative societies for easy access to funding from intervention agencies;
- (lxviii) State Universal Basic Education Boards (SUBEBs) to incorporate Adult and Non-Formal Education (NFE) programmes in their work plans;
- (lxix) Local Governments to release their 5% constitutional allocation to NFE Sub-Sector regularly;
- (lxx) Private sector and NGOs to actively participate in the funding of Adult and Non-Formal Education Programmes;
- (lxxi) States, the FCT and other Stakeholders to build synergy with communities for increased support and funding of Adult Education Programmes in the community;
- (lxxii) States, the FCT and other Stakeholders to strengthen CBMCs in resource mobilisation and judicious utilisation to ensure sustainability;
- (lxxiii) FME, States and the FCT to intensify advocacy through mobilization//awareness campaigns to ICT Providers, Philanthropists and Non-Governmental Organisations on the urgent need to support Adult and Non-Formal Education on the use of Digital Technology to facilitate learning;
- (lxxiv) FME, States and the FCT to upgrade the knowledge and skills of the facilitators on the use of Digital Technology in Adult Literacy Centres;
- (lxxv) FME, States, the FCT and other stakeholders to support the development of a Frame Work to drive Public Private Partnership in the funding and

operation of Vocational Enterprise Institutes (VEIs) for sustainable development;

(lxxvi) Stakeholders of VEIs to revitalize the mechanisms for institutional collaboration and partnerships to ensure uniform standards in revenue generation and management;

(lxxvii) States and FCT to embark on advocacy and sensitisation of communities to assist in the development of school farms in the basic education schools;

(lxxviii) States and FCT to make school farm project mandatory in schools;

(lxxix) States and the FCT to build the capacity of teachers and SBMCs in farm production and resource management for effective utilization of funds especially those generated from school farm;

(lxxx) States, the FCT and other stakeholders to explore Public Private Partnership (PPP) for funding of CPD programmes;

(lxxxii) Institutions to seek for support from Non-Governmental Organisations (NGOs) and individuals on in-service programmes

(lxxxiii) States and the FCT to enforce section 10, Sub-section 155(e) of the National Policy on Education (2013) on the contributions of 1.5 percent of tract sum and fees to a special corporate social responsibility fund;

(lxxxiv) FME Parastatals, States and the FCT to intensify efforts in the implementation of NCE decisions; and

c) approved:

(lxxxv) the National Policy on Open Educational Resources (OER) for Higher Education in Nigeria for immediate Implementation;

(lxxxvi) the separated Christian Religious Studies (CRS) Curriculum, Islamic Studies (IS) Curriculum and National Values Curriculum for implementation in Primary and Junior Secondary Schools nationwide;

(lxxxvii) the teaching, learning and assessment of Christian Religious Studies (CRS), Islamic Studies (IS) and National Values as stand-alone subjects at the basic education level;

- (lxxxvi) that Federal, States, the FCT and relevant Stakeholders collaborate to develop a policy on safety and security in schools;
- (lxxxvii) the draft National Policy on Science and Technology Education be adopted as amended, for use by all education stakeholders;
- (lxxxviii) that Governments, stakeholders and the public to patronize and commercialize the products from the production units of Technical and Vocational Colleges;
- (lxxxix) that the proceeds from the commercialization of the products from the production units of Technical and Vocational Colleges be ploughed back to the Colleges.
- (xc) the re-establishment of State Education Development Fund (SEDFund) and other funds to create additional but sustainable funding source to improve education service delivery in post-basic schools for the achievement of 2030 Agenda.
- (xci) the development of a frame work that will drive Public Private Partnerships in the establishment, management and administration of Vocational Enterprise Institutes;

d) commended the:

- (xcii) Executive Governors of Kano, Kwara and Niger states for the successful hosting of 62nd NCE, 2017 JCCE Reference Committees and 78th JCCE Plenary meetings respectively;
- (xciii) Honourable Commissioners for Education, the Permanent Secretaries and other delegates for their large turn out and participation that made the 63rd NCE meeting a huge success;
- (xciv) International Development Partners for their support and interventions in the Nigerian Education sector;
- (xcv) FME Parastatals, States and FCT and other Stakeholders that attended the 78th JCCE Plenary meeting for their meaningful participation and presentation of reports on NCE decisions.

e) THEME FOR 2018 JCCE AND NCE MEETINGS

Council approved:

“Education for Self-Reliance: A Tool for the Achievement of Education 2030 Agenda” as the theme for 2018 JCCE and NCE meetings.

f) THE HOSTING ROSTER FOR 2019 -2023

Council approved the hosting Roster for 2019 – 2023 as:

S/N	Year	JCCE Reference	JCCE Plenary	NCE
1.	2019	Bayelsa State	Oyo State	Taraba State
2.	2020	Enugu State	Adamawa State	Ekiti State
3.	2021	Benue State	Abia State	Lagos State
4.	2022	Cross Rivers State	Yobe State	Ebonyi State
5.	2023	Zamfara State	Delta State	Ondo State

g) Hosting of the 2018 JCCE and NCE Meetings

Council approved as follows:

- ❖ Imo State – JCCE Reference Committees Meeting
- ❖ Osun State – 79th JCCE Plenary Meeting
- ❖ Rivers State – 64th National Council on Education (NCE) Meeting

h) SUGGESTED SOURCES FOR ADEQUATE FUNDING OF EDUCATION

Council approved as follows:

- (i) the establishment of Education Bank and Students Loan Boards by States at concessionary interest rate to allow students easy access to fund.

- (ii) that Education Fund should be established by all States of the Federation with special emphasis on funding Teacher Development and Secondary Education.
- (iii) the Establishment of a Special Intervention Fund for persons with Special Needs.
- (iv) that investments in education should be tax deductible.
- (v) that contracts and other financial transactions should be taxed to fund education.
- (vi) that revenue generated from FME Parastatals should be ploughed back to the Education Sector.
- (vii) that right conditions should be created for Alumni to plough back to their Alma-mater.

i) Adoption of Communiqué

The Communiqué was adopted by the Council by a motion moved by Gombe State and seconded by Rivers State on this day, the 2nd August, 2018.