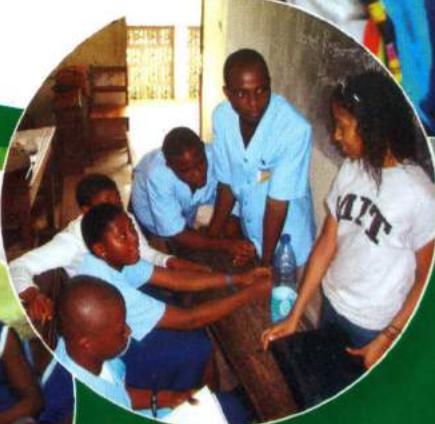
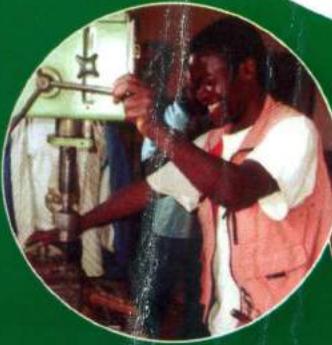




FEDERAL MINISTRY OF EDUCATION

# 4-Year Strategic Plan *for the* Development *of the* Education Sector



Professor Ruqayyatu Ahmed Rufa'i OON  
Honourable Minister

2011 - 2015

**4-Year Strategic Plan  
for the Development  
of the Education Sector:  
2011-2015**



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*Honourable Minister*

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## Foreword

Education is central to the actualization of the Transformation Agenda of the President, Dr Goodluck Ebele Jonathan, GFCR. In the light of this, there must be coordinated efforts towards addressing the mirage of challenges that face the Education sector in Nigeria. It is as a result of this that this 4-Year Strategic Plan for the Development of the Education Sector: 2011-2015 has been developed. The Plan continues from the foundation laid by the *Roadmap for the Nigerian Education Sector; the One-Year Strategy for the Development of the Education Sector: May 2010-April, 2011 and the Report of the Presidential Task Team on Education*. The inputs of individuals, groups and the diverse and rich education stakeholder group were also taken into account in the development of the Plan.

This Strategic Plan, in taking into account the aims of the Transformation Agenda, carefully identifies key turn around strategies that would make immediate and long-term impact in the education sector and society generally. These are grouped into six focal areas. The first two – Access and Equity; and Standard and Quality Assurance represent the basic strategic goals of the education sector. The other four focal areas – Strengthening the Institutional Management of Education; Teacher Education and Development; Technical and Vocational Education & Training; and Funding, Partnerships, Resource Mobilization and Utilization represent issues that need to be addressed in order to achieve the basic goals.

An institutional framework has been put in place to enhance the success of the identified strategies. This includes the inauguration of Task Teams for each of the Focal Areas. These are to work closely with the implementing agencies to track the implementation of activities. A quarterly briefing will take place for stakeholders so as to bring them up to date on the implementation status of the Plan.

The Plan is a living document which is going to be continually reviewed to reflect trends in the education sector. The ultimate goal of the plan is the development of institutions that have world class facilities, teachers, resources and therefore able to produce highly-skilled individuals who can compete globally.

Prof. Ruqayyatu Ahmed Rufa'i, OON  
Honourable Minister of Education  
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## LIST OF ABBREVIATIONS

ABU	- Ahmadu Bello University
ASUU	- Academic Staff Union of Universities
ATBU	- Abubakar Tafawa Balewa University
BSE	- Basic and Secondary Education
CBN	- Central Bank of Nigeria
CBOs	- Community-Based Organisations
COEs	- Colleges of Education
CPN	- Computer Professionals Registration Council of Nigeria
CRF	- Consolidated Revenue Fund
DFA	- Department for Finance & Accounts
DHRM	- Director of Human Resource Management
DTLC	- Direct Teaching and Laboratory Cost Grants
DTSE	- Department of Technology and Science Education
ECCDE	- Early Child Care Development Education
ESSPIN	- Education Sector Support Programme in Nigeria
FCSC	- Federal Civil Service Commission
FCT	- Federal Capital Territory
FEC	- Federal Executive Council
FME	- Federal Ministry of Education
FSB	- Federal Scholarships Board
FUCs	- Federal Colleges of Education
G&C	- Guidance and Counselling
ICT	- Information and Communication Technology
FUC	- Federal Unity College
HATS	- Housing for All Teachers Scheme
HND	- Higher National Diploma
IDP	- International Development Partners
IEI	- Innovation Enterprise Institutions
IGR	- Internally-General Revenue
ITF	- Industrial Training Fund
JCCE	- Joint Consultative Council on Education
JICA	- Japanese International Cooperation Agency
LGA	- Local Government Area
LGEA	- Local Government Education Authority



LCRN	- Librarians Registration Council of Nigeria
MCPD	- Mandatory Continuing Professional Development
MDGs	- Millennium Development Goals
MIS	- Management Information System
MLA	- Monitoring Learning Achievement
MOU	- Memorandum of Understanding
NABTEB	- National Business and Technical Examinations Board
NALV	- Nigerian Arabic Language Village
NASS	- National Assembly
NBS	- National Bureau of Statistics
NBTE	- National Board for Technical Education
NCCE	- National Commission for Colleges of Education
NCE	- National Council on Education/Nigeria Certificate of Education
NCNE	- National Commission for Nomadic Education
NDU	- Nigeria Defence University
NEMIS	- Nigerian Education Management Information System
NERDC	- Nigerian Educational Research and Development Council
NERI	- National Education and Research Infrastructure
NFE	- Non-Formal Education
NFLV	- Nigerian French Language Village
NGO	- Non-Governmental Organization
NLN	- National Library of Nigeria
NMC	- National Mathematical Centre
NMEC-	- National Adult, Mass Literacy and Non-Formal Education Commission
NOS	- National Occupation Standards
NOUN	- National Open University of Nigerian
NPC	- National Planning Commission
NTI	- National
NUC	- National Universities Commission
NUT	- National Union of Teachers
NVQF	- National Vocational Qualifications Framework
OAU	- Obafemi Awolowo University
OBR	- Optical Braille Reader
ODL	- Open and Distance Learning
OPS	- Organised Private Sector
PFI	- Private Finance Initiative



PPM&R	- Policy Planning Management and Research
PPP	- Public Private Partnership
QA	- Quality Assurance
SAME	- State Agency for Mass Education
SBMC	- School-Based Management Committee
STEP-B	- Science Technology Education Post-Basic
STUMEC	- Students Tutoring Mentoring and Counselling Programme
SMoE	- State Ministry of Education
SSE	- Senior Secondary Education
TDNA	- Teacher Development Needs Assessment
TETFUND	- Tertiary Education Trust Fund
TNAE	- Teacher Needs Assessment Exercise
TOR	- Terms of Reference
TRCN	- Teachers Registration Council of Nigeria
TSS	- Teachers Salary Structure
UBEC	- Universal Basic Education Commission
UDU	- Usman Danfodiyo University
UI	- University of Ibadan
UNIPORT	- University of Port-Harcourt
UNN	- University of Nigeria, Nsukka
VEI	- Vocational Enterprise Institution



## INTRODUCTION

Education is critical for the long-term success of Nigeria. The country's ability to stay competitive in a knowledge-driven world is dependent on the development of the right skills at different levels of human endeavour. At the moment, the challenge of doing this is quite immense because Nigeria is decades behind in the provision of the ideal environment for the development of the required skills. The President of the Federal Republic of Nigeria, Dr Goodluck Ebele Jonathan, GCFR, recognizing the need to move our nation forward, has unveiled a holistic Transformation Agenda with priorities that include:

- Education
- Energy
- Health and
- Job Creation

Education is central to the actualization of the Transformation Agenda because of its responsible roles in developing individual skills to drive other sectors of the economy. With an estimated population of over 160 million, Nigeria has an asset that can move the nation forward. However, this large population is at the moment considered more of a liability or time bomb and can only be truly an asset if nurtured through quality education.

*The 4-Year Strategic Plan for the Development of the Education Sector, 2011-2015* signifies the readiness of the Federal Ministry of Education, under the leadership of Professor Ruqayyatu Ahmed Rufa'i, OON to boldly tackle the challenges hampering the Nigerian Education System from playing its key national development role. It seeks not only to represent the Education Component of the Transformation Agenda, but also clearly articulate in the next four years, activities targeted towards addressing specific challenges. The *Plan* draws from the rich resource of available development-oriented documents that already exist in the sector. These include the *Roadmap for the Nigerian Education Sector*, the *One Year Strategy for the Development of the Education Sector, May 2010-April 2011* and the *Report of the Presidential Task Team on Education*. In addition, view of individuals and groups within the Nigerian Education Sector are harnessed and embedded in the *Plan*. It is divided into six focal areas:

1. Strengthening the Institutional Management of Education
2. Access and Equity
3. Standard and Quality Assurance
4. Teacher Education and Development
5. Technical and Vocational Education and Training
6. Funding, Partnerships and Resource Mobilization

Access and Equity and Standard and Quality Assurance represent the areas of basic challenges in the Nigerian Education Sector. The other four focal areas need to be addressed in order to effectively provide solutions for these basic challenges.

The *Plan*, in line with the goals of the Transformation Agenda is setting the stage so that at the end of the Plan period, the Nigerian Education System is able to start to effectively support Nigeria's human



capacity needs and meet developmental objectives. This would mean the availability of

- Highly-skilled world-class manpower and
- World class institutions in Nigeria with
  - world class infrastructure;
  - world class learning resources; and
  - world class teachers.

The Plan identifies the responsibilities of departments, units, parastatals of the Federal Ministry of Education, State governments and other relevant stakeholders towards meeting the set goals. In addition, timeline for completion of activities over the four years are provided.

The Plan also defines strategies and initiatives that will strengthen the role that the Federal Ministry of Education is expected to play in maintaining standards through the establishment of effective National Systems. The outlines of such National Systems are six. These are:

1. Nigeria Education Management Information System (NEMIS)
2. Teacher Development Needs Assessment system (TDNA)
3. Monitoring Learning Achievement (MLA)
4. Guidance and Counseling System (G & C)
5. Quality Assurance (QA)
6. School-Based Management Committees (SBMC)

It is indeed a plan that attempts to implement strategies that will make "education" to be more functional beyond "schooling" where emphasis is on certification. We recognize that Education is not synonymous with schooling. What really distinguishes education from schooling is its emphasis on **development**. The purpose of development of individuals is to enable them to contribute to the development of society. For this reason, the Plan lays emphasis on Technical and Vocational Education & Training as the "master key" to unlocking our future. Nigeria is uniquely positioned to be able to harness and distribute its resources for sustenance of its population and to those of others. This self-reliant disposition can be nurtured in the vast number of the unemployed youth through education and training. The curricula and syllabi ought to reflect this by providing the knowledge and skills that will position citizens to actively pursue careers such as mechanised agriculture, entrepreneurship, natural resource development and processing, export-based industry and outsourcing, all to be enabled on the platform of cutting edge technology.

In line with the President's Transformation Agenda this 4-Year Strategic Plan is going to pay significant attention to actual transformation of the schools and institutions for which the Federal Ministry of Education is responsible. We are selecting a minimum of eighteen (18) Unity Schools per year, three in each geo-political zone (a boy and a girl college and a science and technical college) for complete revamping and establishment to models worthy of emulation.

Under the FME/World Bank STEP-B Project we have selected nine (9) universities, one (1) polytechnic and two (2) specialised institutions as centres of excellence in different subject areas. They have each been granted between \$4.0 million to \$5.7 million. Under the same project, each Unity School received \$250,000 for science and technology laboratories.



**TETFund Special High Impact Project**

In order to progressively upgrade facilities in our institutions of higher learning, the Federal Government assigned to TETFund the responsibility for progressive upgrading of programmes and improvement of teaching and leaning environment in select tertiary institutions across the six geopolitical zones with the aim of nurturing the emergence of centres of excellence.

**Under Phase One in 2009**, the sum of N3 billion each was allocated to six Universities (UI, UNN, ABU, Universities of Benin, Ilorin and Maiduguri). Three Polytechnics (Yaba, Kaduna and Akanu Ibiam) and three Colleges of Education (Kontagora, Gombe and Omoku) were the allocated N1 billion each.

The same amount was allocated under **Phase Two in 2010** to six Universities (UNIJOS, BUK, ATBU, FUTO, OAU and UNIPORT), three Polytechnics (Lokoja, IMT Enugu and Mubi) and three Colleges of Education (Gumel, Afaha-Nsit and Adeyemi).

**Under Phase Three in 2011**, two Universities (UDU, Sokoto and NDU), two Polytechnics (Benue State Poly, Ugbokolo and Abia State Poly) and two Colleges of Education (Yobe State Poly Gasua and FCE Abeokuta) benefitted from the special funds.

In addition to all the above, N12.4 billion has been released to all Federal and State polytechnics for purchase laboratory equipment and facilities.

An institutional arrangement has been put in place to ensure successful implementation and enhancement of the activities identified in this Plan. Each of the focal area has a task team that works closely with implementing agencies, monitoring to ensure timely implementation of activities. The Task Teams are structured to report first to the Steering and Coordinating Committee that then reports to the Honourable Minister of Education. Stakeholders in the education sector are to be regularly briefed on the progress made and on any identified challenges encountered.



## 1.0 STRENGTHENING THE INSTITUTIONAL MANAGEMENT OF EDUCATION

### 1.1 National Policy on Education

Any meaningful review of the National Policy on Education (NPE) is necessitated by the need to address noticeable gaps in the content and provisions that emerged in the course of implementation of the 4<sup>th</sup> edition (2004) and unpublished 5<sup>th</sup> edition (2008) of the NPE. There is also the need to maintain currency, relevance and to ensure that the policy document not only remains in tune with emerging trends in education, but also that it sets the framework for positioning Nigerian education to better serve the needs of the country.

The revision of the 5th (2008) edition of the National Policy on Education is informed by the need to reflect on Mr President's Transformation Agenda with Education as a key priority area. It is also necessary to effectively address the persistent gaps in education policy provisions and implementation in Nigeria. This is to avoid making policies related to emerging issues in an ad-hoc manner. There is the need to harmonize all these policies and incorporate them with the NPE.

The revision and updating of the NPE gives us the opportunity to revisit the Nigerian Philosophy of Education. There are three broad areas of great concern and attention: the needs of young people and adults, national socioeconomic needs and aspirations and the demands of curricula content.

In re-examining the philosophy, a number of clear issues that the NPE should address include that of:

a. **Relevance:** The foundations of our educational philosophy were established at the first national curriculum conference held over forty years ago. This document was drafted within the context of a young, fractured nation and reflected our desire for citizenship, reintegration and unity. Whilst the broad statements outlined in the report reflect noble goals, we must ask ourselves if the realities of those days are still relevant today. Has our value system changed? Are we different in our individual and societal aspirations? More importantly, can we, by adhering to the philosophy in its totality, achieve our desired future goals? Given that a philosophy of education is dynamic and inherently contestable, it is important to revisit the philosophy of education regularly, assessing the stated vision, goals and objectives of education to ensure continued relevance.

b. **Philosophy Diffusion:** A clear strategy is needed to translate the lofty aims of educational growth into policy imperatives and practice. A continuous internal and external monitoring is, however, needed to ensure that the nation remains on the track of the educational vision. For philosophy to effectively inform policy decisions, there must be greater specificity to aims and objectives, and a clear methodology for diffusing these to the level of curriculum design, education management and pedagogy. It is important to ensure that a) the philosophy is translated into policy and practice without losing its essence b) policy implementation can be evaluated using a sound theoretical and practical framework and c) the discourse on the relevance of the national curriculum is a continuous, deliberate and regular occurrence.



**c. Foundational Education:** Early childhood is the foundational phase of a child's moral, character and intellectual development. UNESCO states that the 'stimulation a child receives during this period determines to a large extent, the level of physical and cognitive development'. Although progress is being made in expanding pre-school access, less than 30% of children receive formal early childhood care and education and the vast majority that do, utilise private providers. This lack of attention to the early stages of a child development can be traced to the philosophy of education whereas a decision area, it was glaringly missing. The situation requires urgent review to erase the local and global evidence that may suggest a country devoid of a sound early childhood care and education policy and strategy.

**d. Character Education:** Over many years, the traditional Nigerian values of integrity, mutual respect, dignity of labour, hard work and professionalism have been eroded as citizens struggle to survive in a nation ridden by poverty and institutionalised corruption. Although at the first curriculum conference there were well-reasoned arguments for establishing character education as a priority of primary schooling, only vague allusions to individual and societal ethics were made in the final submission. This lack of entrenched values and character orientation within the curricula may be partly responsible for the current disregard to the afore-mentioned traditional values.

The revision and publication of the fifth (2008) edition of the National Policy on Education is overdue. This is one of the gaps we intend to fill in this 4-Year Strategic Plan.

## 1.2 Implementation the FME Communication Strategy

Effective communication would help the Education Sector to thrive internally and externally. At the moment, the sector faces the challenge of inadequate communication between the FME, its parastatals and the stakeholders. The communication strategy of the FME seeks to enhance effective communication in the sector. Though a Committee had existed since 2009 to help in the implementation of the Strategy, it had not been able to provide a workplan towards getting this done. It is, therefore, necessary to take the issue of communication seriously through the implementation of the FME Communication Strategy.

## 1.3 Development of National Systems

A key function in FME's mandate is to define and maintain minimum standards across national levels. Instrumental to achieving this is the establishment of effective National Systems. There are six areas that will receive special attention in the 4-Year Strategic Plan in order to strengthen their impact on quality education delivery nationwide. These are:

- i. Nigeria Education Management Information System (NEMIS)
- ii. Teacher Development Needs Assessment (TDNA) system
- iii. Monitoring Learning Achievement (MLA)
- iv. Guidance and Counseling (G & C) System
- v. Quality Assurance (QA) System
- vi. School Based Management Committee (SBMC)

### 1.3.1 Implementation NEMIS Policy on Decentralization.

In December 2007, the National Council on Education (NCE) approved the Nigeria Education Management Information System (NEMIS) policy. A guideline on its implementation was issued



thereafter. The policy which decentralized the NEMIS process is meant to enhance efficiency in the collection, management and dissemination of education information in Nigeria. It provides for the collection and processing of data that are very closely linked to the source.

The NEMIS Unit of the Federal Ministry of Education in line with the decentralization process, is responsible for co-coordinating and integrating the activities of state, local, government and their agencies in the area of education data gathering. However, FME NEMIS on its part is faced with challenges of efficiency and effectiveness. As a result of this, it is, therefore, unable to carry out its basic role. To rectify this, a 2-Year Plan has been developed towards enhancing the operations of NEMIS across the country. This 2 – Year Plan will be executed within the Plan period.

### **1.3.2 Conducting a Teacher Development Needs Assessment (TDNA)**

The Honourable Minister of Education has been in the forefront of advocating the need for promoting standards and quality assurance throughout the Education system. The urgent need for Teacher Performance Development which is key to the quality of teaching and learning is also her great concern. There is the need for Teacher performance development programmes at federal/national level that are more tailored to the weak skills and competencies of many of our teachers.

To do this, it is imperative that not only the qualifications but also the skills and competencies of the teachers are known. Evidence from Teacher Development Needs Assessments (TDNA) undertaken to determine the skills and competencies of primary teachers in a few States indicate a very low educational base of the teachers. This evidence leads to a shift in our thinking regarding the way teachers should be developed and supported to raise pupil achievement levels.

We may assume that this assessment is a fair representation of the situation of teachers across the country. To further verify this assumption, there is the need to undertake a Teacher Development Needs Assessment (TDNA) in two or three States per geo-political zone. A Ministerial Committee will be set up to organise, manage and supervise the conduct of the Assessment that could produce a professional development framework for teachers.

### **1.3.3 Strengthening Mechanism for Monitoring Learning Achievement**

While there is a common desire by FME about government agencies and IDPs in the education sector to evaluate the Learning Achievement of children in Nigeria's Basic and Secondary Education Levels, the methodology and approaches to be used across agencies are yet to be synchronized.

In the case of Federal agencies, there is an apparent overlap in the understanding, remit and the conduct of Monitoring of Learning Achievement in Basic and Secondary Education between the Policy, Planning, Management and Research Department of the FME and the Universal Basic Education Commission.

The situation is as follows:

- The Universal Basic Education Commission, in line with the functions of the UBE Act, 2004, believes that it its right and duty to conduct assessments of pupils' learning in Basic



Education as a means of monitoring the progressive implementation of UBE and its impact on pupils' achievement. In 2006, a type of Monitoring of Learning Achievement was carried out for Primary 6, JS1 and JS2 but its report was published until 2009. In June 2011, a "National Assessment of Learning Achievement in Basic Education" was carried out for Primaries 4, 5, 6 and JS1 pupils in English Language, Mathematics and Life Skills, using objective and essay questions. It is expected that a report will not be ready before mid-2012.

- The Department of Policy, Planning, Management and Research, in line with its remit within the Federal Ministry, believes it has the right/duty to conduct assessment of pupils' learning across primary and secondary education nationwide. Following years of planning, an exercise was to be conducted in August 2011 across schools in states. This was to be done during the school holidays for most pupils and teachers but had to be postponed to early September 2011. The exercise was to conduct tests for Primary 4 and 6 pupils in Mathematics, English Language and Lifeskills, using both objective and essay type of tests.

The obvious lack of clarity, duplication and overlap among Federal agencies would have to be properly addressed and resolved once and for all at the Ministerial level. For example:

- UBEC may have to be given the remit to conduct Monitoring of Learning Achievement at Primary and Junior Secondary levels while the Ministry is given the remit for Senior Secondary.
- UBEC may be given the responsibility to conduct the Monitoring of Learning Achievement at Primary and Secondary level with the associated responsibility of costs, while drawing on the expertise available in the Ministry in their leadership team

There is the need to create a Ministerial Committee/Technical Working Group on MLA with specific ToRs and a timeframe to deliver an improved national MLA system which is best for the education sector and that is sustainable.

There are different schools of thought as to the methodology/approach to MLA to use. It is important that different views/schools of thought be harmonized by **an independent minded Ministerial Committee/Technical working group on MLA** for emergence of methodology/approach relevant to the Nigerian context. This we feel can produce practicable and sustainable solutions that can yield useful results and impact positively on the Nigerian education decision-making process.

#### **1.3.4 Development of Effective Guidance and Counselling System for Schools**

Nigerian public schools generally lack co-ordinated and effective system of guidance and Counselling of students. As a result of this, students pass through the system without the necessary guidance that might enhance their academic, personal and professional development. The result of this is the large number of school leavers going into higher education without the necessary preparation on how to approach future challenges.

It is, therefore, necessary that steps are taken to urgently integrate Guidance and Counselling Services into public education sector across levels. The Honourable Minister of Education, in recognition of this, has set up a committee to start the process of integrating Guidance and Counselling into all schools.



### **1.3.5 Strengthen Quality Assurance System for Education**

In recent years, there has been a considerable international interest in establishing ways of monitoring the quality of education in schools. Much of this has focused on the need to shift emphasis of school inspection away from physical enumeration of school facilities to assessment of teaching and learning processes. This process combines critical self-assessment with independent external assessment. Quality Assurance is generally more cooperative and less inquisitorial than traditional ways of inspecting schools. It is developed as a reaction to the failure of school inspection systems to assessment of what actually goes on in the classroom and its relation to student learning.

The main objective of school inspections are to: ensure that learning takes place in schools; ensure that the required standards are being maintained; make sure schools are accountable to their proprietors (in the case of public schools, the government) and their customers (parents and students); provide guidance on how schools can improve; and build up a picture of how well schools are performing for informed policy decisions. This list could be expanded. Judged against any of the objectives on the list, school inspection in Nigeria would be found wanting.

There is still general lack of clarity of purpose for undertaking school inspection in Nigeria. The considerable amount of work done by the Federal Ministry of Education and others to establish the principles on which quality assurance should operate has really not helped matters. The National Council on Education has established a policy on Quality Assurance (2009) and issued a handbook and QA instrument, which sets out what school inspections should entail and how they should be conducted.

Much attention has been paid to the institutional arrangements for Quality Assurance, partly because these have been so confused, with a large number of different bodies at Federal, State and Local Government whose remits include inspection or supervision of schools. The efforts of these various bodies have been uncoordinated resulting in some schools being over-inspected and others either under-inspected or completely ignored. Funding constraints have always limited the number of schools that could be visited, but poor management of the available funds has been a greater challenge. Results of school visits have been poorly recorded. There is no body of information that can be used to assess school performance as the basis for determining improvement.

The confusion over organisational roles and responsibilities is compounded by the federal structure of the country. The division of responsibilities between levels of government is not so clear cut. For basic education, the onus of responsibility mostly lie with the States and this raises questions of the appropriate role for federal institutions. When basic education schools are “owned” by states and local government, Federal institutions have struggled to find a role for themselves. Since 1985, the quality of standards in education has been the responsibility of the Federal Ministry of Education. This has been executed through the Federal Inspectorate Service (FIS). However, the UBE Act of 2004, charges UBEC with a quality assurance role.

The proposed legislation to set up a National Educational Quality Assurance Agency (NEAQA) might have clarified this contradiction but has raised another key issue of the division of responsibilities



between federal and state levels of government. The work done in preparation for the submission of the NEAQA legislation provides useful reference material for the Committee in this respect. Although the proposal to set up an independent QA body has now been shelved, the background documentation may still be useful.

To compound the uncertainty over institutional jurisdiction, there have been recurrent problems of low capacity, with inspectorate services traditionally regarded as a dumping ground for unwanted staff. Postings to the inspectorate are perceived as "punishment" or a 'waiting room' for retirees.

**The proposed objectives of the Ministerial Committee include the need to:**

- clarify the purpose of Quality Assurance and to establish a direction and methodology for a national approach to QA;
- propose a rationalisation of institutional roles and responsibilities for QA at the appropriate levels of government; and
- produce a clear step by step implementation plan for establishing a rational QA system for the education sector over the next four years.

**1.3.5 Improving the Capacity of School-Based Management Committees**

In a bid to ensure the participation of local communities in the running of the affairs of schools, the FME/UBEC directed all State Universal Education Boards (SUBEB) to establish functional School Based Management Committees (SBMCs) in all public schools. Within the period under review, the stakeholders in education developed guidelines for maintaining uniformity in the structure and administration of the SBMCs. Thus, the National Council on Education (NCE) has approved that every primary and secondary School in Nigeria should have SBMCs. The existence of functional SBMCs in most schools has provided further impetus for enhancing transparency, accountability and best practices in the school administration at the grassroots level.

However, this initiative is devoid of any policy guideline. It is also not functional in about 60% of the Nigerian Public primary schools. The activities of most of the SBMCs need to be streamlined for proper coordination. From 2010, concerted effort has been made by UBEC in collaboration with ESSPIN, to make SBMCs more functional through special training and mentoring programmes involving the SBMC members, Civil Society Organisations and the relevant government agencies such as SUBEBs.



## STRENGTHENING THE INSTITUTIONAL MANAGEMENT OF EDUCATION

S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE QUARTERLY	SOURCE OF FUNDING
1.1	Revising/Reviewing of 2004 and Draft 2008 National Policy on Education to reflect new development /emerging issues and incorporate other Educational policy provisions.	<ul style="list-style-type: none"> <li>• Stakeholders' Workshops to identify existing gaps</li> <li>• Organize workshops to harmonize other existing policy documents and produce Draft National Policy</li> </ul>	A revised and updated National Policy on Education that emerges from an all-inclusive process	FME/ PPM&R/ NERDC	2 <sup>nd</sup> Quarter 2012	FME/ NERDC
1.2	Implementation of the FME Communication Strategy to strengthen communication and synergy between FME, Parastatals and stakeholders at Zonal and Local levels.	<ul style="list-style-type: none"> <li>•Inaugurate effective Communication Committee to drive the implementation.</li> <li>•Activate regular meetings of the Communication Committee</li> <li>•Monitor and Evaluate the activities of the Committee by demanding periodic reports from the coordinating</li> </ul>	Effective and synergised communication system between FME, Parastatals and stakeholders	FME/ PPM&R/ICT/ Parastatals/IDPs	2012-2014	FME & Parastatals



S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE QUARTERLY	SOURCE OF FUNDING
1.3	Implementation of HME NEMIS Plan	<ul style="list-style-type: none"> <li>•Re-active the HME Committee on Data</li> <li>•Produce Implementation work Plan.</li> <li>•Conduct refresher and sensitization workshops on the NEMIS decentralization policy</li> </ul>	<ul style="list-style-type: none"> <li>•Data collection and processing Streamlined across the country</li> <li>•Sustainable and reliable national data collection and management system in place</li> <li>•NEMIS Decentralization Policy implemented</li> </ul>		2012-2014	FME/PPM & R/NEMIS, SMoE, SUBEB, IDPs



S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE QUARTERLY	SOURCE OF FUNDING
	Review/adapt existing NEMIS SQL software to meet current and future requirements	•Existing NEMIS software reviewed. •Existing software adapted and under the Technical/Copyright control of FME NEMIS. •Software available and accessible to data collection agencies over the web for uploading of data	FME/PPM&R, NBS, IDPs	June 2011 – May 2012	FME, PPM&R, NEMIS, NBS, IDPs.	
1.4	Developing NEMIS Infrastructure at Federal and State levels	Liaise with OPS and IDPs to support the development of EM IS infrastructure at Federal, State and local levels	FME /PPM&R (NGOs/PPP), SMoE, SUBEB	2012-2015	FME/ PPM&R, OPS, IDPs.	



S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE QUARTERLY	SOURCE OF FUNDING
1.5	<ul style="list-style-type: none"> <li>• Making School – Based Management Committees (SBMCs) functional.</li> <li>• Scaling up-of Community Involvement in SBMCs in all the State.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop Work Plan on functional SBMCs and community involvement;</li> <li>• Develop Policy guidelines for SB MC operation.</li> <li>• Develop a structured monitoring mechanism for SBMC activities.</li> <li>• Co-ordinate the operations of IDPs on SBMCs nationwide;</li> <li>• Adapt of SBMC Policy guidelines to suit State requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Work Plan Developed</li> <li>• Policy Guideline Developed and adapted to suite State requirements</li> <li>• Mechanism for co-ordinating and monitoring SBMC activities developed</li> </ul>	FME, SMoE, UBEC, SUBEB, IDPs	2011-2015	FME/ IDPs



S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE QUARTERLY	SOURCE OF FUNDING
1.6	<p><b>Developing effective Guidance and Counselling Framework for Education</b></p> <ul style="list-style-type: none"> <li>● Prioritising the FME policy on guidance and counselling in the school system.</li> <li>● Creating and improving awareness on guidance and counselling in schools</li> </ul>	<ul style="list-style-type: none"> <li>● Set up Ministerial Committee to develop Framework</li> <li>● Conduct advocacy programmes/ campaigns on the importance of guidance and counselling.</li> <li>● Conduct a staff audit emphasising on the capacity and needs of existing staff.</li> <li>● Build job role specifications for all guidance counselling personnel</li> </ul>	<ul style="list-style-type: none"> <li>● Guidance &amp; Counselling Framework Reviewed/ Developed</li> <li>● Guidance &amp; Counselling Services introduced in Schools</li> <li>● Guidance &amp; Counselling Personnel Recruited and Trained</li> </ul>	FME, UB EC, SUBEB	2011-2015	2% CRF



S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE QUARTERLY	SOURCE OF FUNDING
1.7	Reviewing Decree 33 of 1999 on Examination Malpractices to ensure application of sanctions that are realistic	<ul style="list-style-type: none"> <li>● Conduct stakeholders' workshops to identify existing gaps in the Decree</li> <li>● Harmonize all inputs and produce a Draft Review Act on examination malpractice.</li> <li>● Ensure regular and effective monitoring of public examinations</li> </ul>	A Reviewed Act on Examination Malpractice ready for submission to the NASS.	FME/ Legal Unit/ Examination Bodies.	1 <sup>st</sup> -4 <sup>th</sup> Quarter 2012	FME Statutory Appropriation
1.8	Ensuring Campus Safety	<ul style="list-style-type: none"> <li>● Anti-cultism Sensitization campaign.</li> <li>● Rehabilitation of Campus Cult members who renounce their membership.</li> <li>● Provide functional Guidance &amp; Counselling services from Basic to Tertiary levels of education</li> <li>● Strengthen security system in institutions at all levels</li> </ul>	<ul style="list-style-type: none"> <li>● Ex -cult members became useful members of society</li> <li>● Security system including the provision of gated perimeter fences</li> </ul>	FME, SMoE, Public and Private Educational Institutions FME	1 <sup>st</sup> – 4 <sup>th</sup> Quarter, 2012 - 2014	FME Statutory Appropriation



S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE QUARTERLY	SOURCE OF FUNDING
1.9	Developing Monitoring Learning Achievement (MLA) mechanism and Assigning of roles on the Conduct of MLA.	<ul style="list-style-type: none"> <li>• Set up Ministerial Committee to develop framework</li> <li>• Organize Stakeholders' Workshop to produce draft report.</li> </ul>	MLA Framework developed with roles assigned.	FME, UBEC, IDPs	1 <sup>st</sup> -2 <sup>nd</sup> Quarter, 2012	FME Appropriation and IDPs Intervention Funds
1.10	Reviewing Current Pre-NCE Policy	<ul style="list-style-type: none"> <li>Conduct a Review Stakeholders' Workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of NCE meeting decisions monitored</li> <li>• Communiqué evolved and dissemination of the level of compliance of NCE decisions published</li> </ul>	FME, SMoE, SUBEB,	3 <sup>rd</sup> Quarter, 2013	FME Appropriation



S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE QUARTERLY	SOURCE OF FUNDING
1.11	Strengthening the National Council on Education (NCE) Process for Policy Formulation	<ul style="list-style-type: none"> <li>● Conduct Workshop for provision of improved memo template and tenure guidelines</li> <li>● Pre-Visit meetings to host States for adequate preparation for NCE.</li> <li>● Pre-Conference Meeting Post Meeting activities to harmonize the Nine (9) Reference Committee Meetings Reports</li> <li>● Conduct capacity building workshop for JCCE State desk officers for quality memo presentation</li> <li>● Compile JCCE summary of recommendations from 1992</li> </ul>	<ul style="list-style-type: none"> <li>● Standard Formats for memo writing and presentation developed.</li> <li>● Report of Reference Meeting memo for presentation at Plenary harmonized Tenure guidelines developed.</li> <li>● Newly appointed Chairmen and Secretaries trained</li> <li>● Template format for memo writing and presentation developed</li> <li>● Minutes of meeting and Summary of Recommendations developed</li> </ul>	FME, SMoEs, SUBEB	1st Quarter 2012	FME Annual Appropriation



S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE QUARTERLY	SOURCE OF FUNDING
1.12	Conducting an Early Grade Reading Assessment (EGRA) and Early Maths Assessment (EGMA) Nationwide	<ul style="list-style-type: none"> <li>• Conduct Awareness &amp; Sensitization Workshop</li> <li>• Adaptation of the instruments</li> <li>• Training of Assessors</li> <li>• Pilot Study</li> <li>• Conduct of EGRA</li> <li>• Data Analysis &amp; Report writing</li> </ul>	Publication of results of EGRA Dissemination of findings and recommendations to relevant stakeholders	FME, UBEC, SUBEB, SMOEs, NCCE, NERDC, IDPs.	2012-2015	FME Appropriation, IDPs intervention
1.13	Action Research on sectoral issues: i) Students' poor performance in Internal and External Examinations eg: WAEC and NECO; ii) Trend of increase in the phobia in some schools subjects: (a) Maths (b) Biology, and (c) Attitudinal response of Almajiris to Education.	<ul style="list-style-type: none"> <li>• Conduct Workshop to identify challenges</li> <li>• Commission research on</li> <li>• Poor performance in public examinations in the following areas:</li> </ul>	<p>● Research Report Produced</p> <p>● 60% improvement in the students' performance by 2015.</p> <p>● Students' phobia for science and technical subjects reduced</p> <p>● Attitudinal response of Almajiris improved</p>	FME/NERDC	2 <sup>nd</sup> and 3 <sup>rd</sup> Quarters, 2015	FME /BSE , NERDC, ESSPIN



S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE QUARTERLY	SOURCE OF FUNDING
1.14	Amend the Universities (Miscellaneous Provisions) Act	Submit amended Bill to National Assembly	•Act Amended; •Agreement between the FG and various University Unions actualized – e. g. retirement age for staff	FME/Legal Unit/NUC	2011 - 2012	FME Appropriation
1.15	Restructuring/ Refocusing FME Departments and Parastatals	•Professionalize management of FME departments •Harmonize functions of departments, units and parastatals	•FME departments, units and Parastatals harmonized according to functions; •FME Professional Departments headed by professionals;	FME/HOS	1 <sup>st</sup> Quarter, 2012	FME Appropriation
1.16	Capacity Building to Improve the Service Delivery of Social Mobilization Personnel at SUBEB and LGEA Levels	•Conduct capacity building and training workshops	Capacity building and training workshops conducted for SUBEB and LGEA personnel	UBEC SUBEBs LGEAs	2011-2015	2% CRF
1.17	Setting up technical Media Committee to develop UBE Communication Strategy	•Conduct stakeholders workshop to critique communication strategy	UBEC Communication Strategy developed and disseminated	UBEC	2012	2% CRF



S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE QUARTERLY	SOURCE OF FUNDING
1.18	Re-Launching and Preparing Support-A-Public School Initiative	<ul style="list-style-type: none"> <li>• Capacity building, seminars and workshops for Support-A-Public School desk officers in FME, thirty-six (36) States and FCT.</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity of SAP desk officers built.</li> <li>• SAP I re-launched</li> <li>• Printing of hand bills and other sensitization materials.</li> </ul>	FME, SMoEs	3rd Quarter - 2012	Budgetary allocation



## 2.0 ACCESS AND EQUITY

### 2.1 Introduction

The constant population increase in the Federal Republic of Nigeria, currently projected to be over 160 million, has serious consequences and challenges for the nation's educational sector. This affects access to education for all, especially for the young, the vulnerable and children with special needs.

In recognition of the importance of education as a veritable tool for national development, a fundamental right of all school-age children, avenue for acquisition of relevant skills and competences for the full development of their potentials, government policies have been directed towards adequate educational opportunities. This is reflected in the high level commitment and concern to the course of the Universal Basic Education, the Millennium Development Goals (MDGs) and Vision 20:2020, through the instrumentality of education. Unfortunately, these efforts and commitments have suffered setbacks and failed to yield the desired results. The prevailing socio-economic, cultural, political and institutional hurdles must have indeed hindered considerable access to education from the early childhood care to the tertiary level.

### 2.1 Basic Education

In spite of the pronouncements by the Federal Government to incorporate Early Child Care Development Education (ECCDE) into primary school system, only 39% of primary schools have ECCDE section thereby excluding other Nigerian children the opportunity for a head start in life. Out of the expected enrolment figure of 22 million in ECCDE, only 2.02 million are currently enrolled, thus excluding 19.98 million from school. Coupled with this is the non-availability of copies of the approved (ECCDE) Curriculum and other documents already developed in collaboration with UNICEF. There is also lack of professionally-trained specialist ECCDE teachers, leaving the most important and critical period of development in the hands of uninformed and unqualified personnel.

The situation is not anything different at the basic education level where one out of three children of school age is out of school. It is estimated that there are about 10.1 million children are out of school at this level presently, with a high prevalence of excluded girls in the northern part of Nigeria and boys in the south-eastern part.

In order to address this anomaly, a national campaign on access to the girl-child education has been launched in the North-East and plans are on the way to do the same thing for the boy-child education in the South-East. The trickle-down effect of the gains for the launching at the national level to state and grass root levels is yet to take place.

There is also the perennial challenge of effective integration of the vulnerable, the poor and the totally excluded into the Nigerian education mainstream. The totally excluded groups such as the *almajiri*, children with special needs, the nomadic, the migrant fisher-folks and the adult illiterate population whose contributions to national socio-economic development remains untapped, are part of our great concern.



Presently, there is a lack of Sector Plans at the state education levels. This is occasioned by a weak policy-backing to the use of the Plans which constitutes a critical problem that tends to negatively impact on the continuity of projects and invariably on the end users.

Extant evidence suggests that the Organised Private Sector (OPS), Non-Government Organisations (NGOs), Civil Society (CO), Faith-Based Organisations (FBO), among others, are contributing their own input to access to education. In Lagos state, for example, private enrolment at the early childhood and basic education levels has soared to over 50% of total enrolment. The poor monitoring of private schools across the country poses the risk of abuse by profiteering private providers. It is, therefore, important to revisit the policy on private education provision and review the nature of state collaboration with these non-state providers to strengthen and streamline educational provision across the country.

### 2.3 Tertiary Education

The problem of access and equity also extends to the tertiary level. This is as a result of their extremely low carrying capacity due to inadequate infrastructural provisions. The student intake is limited to only about 10% of the prospective students who apply for admission. In addition the existing alternative routes to higher education, particularly vocational and technical education are not embraced because they are considered unpopular. The challenges and under-development experienced in the use of Open and Distance Learning (ODL) in Nigeria remain an issue that affects access to higher education by distance learning.

Lack of access to schools at all levels, therefore, remains a critical issue of concern that causes distortions and disparities in the nation. This challenge has to be surmounted to achieve success in actualizing the Transformation Agenda, Millennium Development Goals and Vision 20:2020.

Therefore, it is imperative that the following turn-around strategies, specific activities, achievable deliverables and time lines be implemented in order to give the future generations of Nigerian children the deserved access to quality education.



ACCESS AND EQUITY		TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE (QUARTERLY)	SOURCE(S) OF FUNDING
2.1	Launching of National Campaign on Access to Boost Enrollment	Launch National Campaign in States and Local Governments	Access campaign launched across states and local governments	FME, States, Local Governments	FME, States, Local Governments	2012-2015	FME, States, Local Governments
2.2	Strengthening the Institutionalization of ECCDE especially in Primary Schools	• Identify and determine the number of ECCDE Sections in Primary Schools in the country. • Establish more ECCDE Centres in Primary Schools	• Functional and quality ECCDE Sections available in all Primary Schools	FME, UBEC, NERDC, SUBEBs, LGEAs.	1 <sup>st</sup> - 4 <sup>th</sup> Quarter 2012-2015	2% CRF and Budgetary Allocation	2% CRF and Budgetary Allocation
2.3	Providing adequate number of approved ECCDE Curricula and other Learning Materials	• Verify the type and number of curricula available in the ECCDE Sections. • Procure and distribute approved curricula and other learning materials on ECCDE in schools	Adequate and relevant curricula available in all ECCDE Sections provided.	FME, UBEC, NERDC, SUBEBs, LGEAs.	1 <sup>st</sup> – 4 <sup>th</sup> Quarter 2012-2012	2% CRF and Budgetary allocation	2% CRF and Budgetary allocation



S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE (QUARTERLY)	SOURCE(S) OF FUNDING
2.4	<ul style="list-style-type: none"> <li>• Recruiting Professional ECCDE Teachers.</li> <li>• Re-training of ECCDE Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a survey to ascertain the adequacy and qualification of teachers in all ECCDE sections. across the country</li> <li>• Organize training sessions for ECCDE teachers.</li> </ul>	Adequate and qualified teachers of ECCDE recruited	UBEC, NERDC, NCCE, NTI SUBEBs, LGEA	2011-2015	2% CRF and Budgetary allocation
2.5	<ul style="list-style-type: none"> <li>• Reducing the number of Out-of-School Children</li> <li>• Main-streaming the Out-of-School Children into the Formal School System.</li> </ul>	<ul style="list-style-type: none"> <li>• Ascertain pupils/students enrolment from 2005 to date.</li> <li>• Determine the Attendance/Retention rates of pupils/students in Basic Education Schools.</li> <li>• Monitor the intervention of the Almajiri Implementation Committee</li> <li>• Conduct enrolment drives</li> <li>e)Organize enlightenment campaigns.</li> <li>f)Produce and air documentaries, jingles and hold roundtable discussions on Basic Education</li> </ul>	<ul style="list-style-type: none"> <li>• Increased Enrollment/Attendance/Retention/Completion in Basic Education Schools including Almajiri schools;</li> <li>Reduction of out-of-school children by 60%</li> <li>• Properly informed UBE Stakeholders on the key responsibilities, features, achievements and challenges of UBE</li> </ul>	FME, UBEC, SUBEBs, LGEA, NMEC	2011-2015	2% CRF and Budgetary Allocation



S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE (QUARTERLY)	SOURCE(S) OF FUNDING
2.6	<ul style="list-style-type: none"> <li>Mobilizing and Sensitizing Affected Communities on the need to Embrace the Almajiri Education.</li> <li>Main-streaming Almajiri pupils into the formal school system.</li> </ul>	Monitor the implementation of Almajiri Education in Nigeria	<ul style="list-style-type: none"> <li>Guidelines on Almajiri Education implemented.</li> <li>Almajiri pupils main-streamed into the formal school system</li> </ul>	FME/UBEC/ Stakeholders	2012-2013.	2% CRF and Budgetary allocation
2.7	Implementing the Almajiri Education Programme	Execute the workplan of the Almajiri Implementation Committee	<ul style="list-style-type: none"> <li>400 Day and boarding schools constructed for Almajiris across Nigeria</li> <li>Almajiri Education integrated into Basic Education Programmes</li> </ul>	FME, UBEC, TETFund, NMIEC, SAME, NCNE, SUBEB, LGEA, IDPs,	2011-2015	2% CRF Budgetary allocation, MDG Special Intervention Funds
2.8	Establishing additional Schools for children with Special Needs and equipping them adequately with trained personnel and relevant equipment.		<ul style="list-style-type: none"> <li>Conduct a national survey on special needs education</li> <li>Monitor the establishment of more schools for children with special needs in States</li> </ul>	FME, SMoE, UBEC, SUBEBs, NGOs, CBOs,	1 <sup>st</sup> – 4 <sup>th</sup> quarter 2011-2015	2% CRF and Budgetary Allocation



S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE (QUARTERLY)	SOURCE(S) OF FUNDING
2.9	Developing guidelines on education policies for the boys and girls child education as well as second chance education	<ul style="list-style-type: none"> <li>• Develop draft guidelines on education policies for the boys and child education</li> <li>• Convene stakeholders meetings</li> <li>• Print and disseminate guidelines</li> </ul>	Guidelines on education policies developed and disseminated	FME, UBEC, NMEC, SAME, NCNE, SUBEB, LGEA, IDPs	2 <sup>nd</sup> -4 <sup>th</sup> Quarters, 2012	2% CRF Budgetary Allocation, MDG
2.10	<ul style="list-style-type: none"> <li>• Carrying out mobilization and sensitization campaigns on Girl-, Boy-Child Education</li> <li>• Ensuring the provision of education opportunities to all children of school age.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish more programmes for the girl-, boy child for access and retention in affected States and monitor to ascertain full implementation</li> <li>• Document reports on the status of boy-child and girl-child education in affected states</li> <li>• Collate and analyse statistics on enrolment, attrition, and retention</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of girl-child and boy-child completing compulsory Basic education in affected states.</li> </ul>	FME, SMoE, SUBEB, LGEA, NGOs, CBOs, UBEC	1 <sup>st</sup> – 4 <sup>th</sup> quarters, 2011-2012	2% CRF, Annual budget and the MDG



S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE (QUARTERLY)	SOURCE(S) OF FUNDING
2.11.1.	<ul style="list-style-type: none"> <li>• Improving Adult and Youth Literacy Enrollment and Retention by 50% by 2015.</li> <li>• Making TVET Programmes more attractive to Adults and Youth</li> </ul>	<ul style="list-style-type: none"> <li>• Build additional Centres</li> <li>• Monitor the implementation of the approved programmes</li> <li>• Train and re-train teachers for Adult and Vocational Adult Centres</li> <li>• Sensitize the public on TVET programmes</li> <li>• Disseminate UNESCO guidelines on adult and youth literacy programmes</li> <li>• Develop a VET Strategy &amp; Framework for NFE</li> </ul>	<ul style="list-style-type: none"> <li>• Functional Adult Education and Vocational Centres with increased enrolment of 50%</li> <li>• Youth and Adult Literacy programmes implemented in line with UNESCO's</li> <li>• Sensitize the public on TVET programmes</li> <li>• Disseminate UNESCO guidelines on adult and youth literacy programmes</li> <li>• Develop a VET Strategy &amp; Framework for NFE</li> </ul>	UBEC, NMEC, SUBEB, Ministry of Women Affairs, Youth Development, NGOs	2011-2015	2% CURE and Budgetary allocation
2.12.1.2	Providing adequate infrastructure and institutional facilities in Basic Education to enhance quality education		<ul style="list-style-type: none"> <li>• Monitor on the number of classrooms in the country, ascertain the conditions and proffer appropriate solutions.</li> <li>• Provide adequate instructional materials</li> </ul>	FMBBEC, SUBEB, LGEA/QPSPS	2nd & 4th quarters, 2010/2014	2% CURE



S/N	TURNAROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE (QUARTERLY)	SOURCE(S) OF FUNDING
2.13	Developing Basic Education School Maps	<ul style="list-style-type: none"> <li>Conduct nationwide school mapping</li> <li>-Digitize school maps</li> </ul>	Digitized Basic Education maps produced.	FME/UBEC and SUBEBs.	1 <sup>st</sup> -3 <sup>rd</sup> Quarters, 2012/12	2% CREF
2.14	Developing Sector Plan by SUBEBs	<ul style="list-style-type: none"> <li>Carry out situation analysis by States</li> <li>Organise capacity building workshops for MoE, SUBEB, and IGEA officials</li> <li>Develop Sector Plan by States</li> <li>Develop Operational Plan</li> </ul>	5-Year SUBEBs Sector Plans produced	SUBEBs, SMoE, UBEFC, IDPs	1 <sup>st</sup> -4 <sup>th</sup> Quarters, 2012/12	2% CREF and Budgetary Allocation
2.15	Developing Education Policy Committee for Primary Education HIWAYADS	<ul style="list-style-type: none"> <li>Convene stakeholders for planning and development of the guidelines</li> <li>Produce and disseminate the guidelines</li> </ul>	Guidelines	FME/UBEFC, NMECS/SWAE, NONGEAs, IDPs, NAVAC, SACA, LADACA	1 <sup>st</sup> -4 <sup>th</sup> Quarters, 2012/12	2% CREF Budgetary Allocation, MDG



S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	IMPLEMENTING TIMELINE (QUARTERLY)	SOURCE(S) OF FUNDING
2.16	Establishing Nomadic Education Model Centres in Grazing Reserves	Construct and equip Nomadic Education Model Centres in Grazing Reserves	Twelve (12) Nomadic model education centres constructed and equipped in Grazing Reserves	NCNE	4th Quarter 2011-2nd Quarter,2015	Capital and MDGs appropriation
2.17	Establishing Fisherfolk Education Model Centres in fishing ports	Construct and equip Fisherfolk Education Model Centres in fishing ports	Twelve (12) Fisherfolk model education centres constructed and equipped in Fishing Ports	NCNE	4th Quarter 2011-2nd Quarter,2015	Capital and MDGs appropriation
2.18	Establishing Nomadic Education Model Centres in Farm Centres (Settlements)	Construct and equip Nomadic Education Model Centres in Farm Centres (Settlements)	6 No.s of Nomadic model education centres constructed and equipped in Farm Centres	NCNE	4th Quarter 2011-2nd Quarter,2015	Capital and MDGs appropriation
2.19	Designing, developing and providing mobile collapsible tents	Produce mobile collapsible tents	200 No.s of Collapsible school structures procured	NCNE	4th Quarter 2011-2nd Quarter,2015	Capital and MDGs appropriation
2.20	Providing schools boats and dug out canoes	Produce boats and dug out canoes	15 School Boats and six (6) dug out canoes provided	NCNE	4th Quarter 2011-2nd Quarter,2015	Capital and MDGs appropriation



S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE (QUARTERLY)	SOURCE(S) OF FUNDING
2.21	<b>Strengthening Advocacy, Mobilisation and Sensitization of Nomadic Communities through Radio programmes</b>	Carry out advocacy, mobilisation and sensitization programmes in nomadic communities	150 Nomadic Communities sensitized	NCNE	4th Quarter 2011-4th Quarter,2015	Capital and MDGs appropriation
2.22	<b>Developing Interactive Radio Instruction Programmes from Levels 1-6</b>	Develop and implement Interactive radio Instruction Programmes from Levels 1-6	Interactive Radio Instruction (IRI) Programmes from levels 1-6 implemented	NCNE	4th Quarter 2011-2nd Quarter,2015	Capital and MDGs appropriation
2.23	<b>Rehabilitating Community-Based Nomadic Schools including Providing of Potable Water</b>	Rehabilitate community-based nomadic schools	•Thirty-five (35) community-based nomadic schools rehabilitated •Forty-five (45) no hand pump boreholes constructed	NCNE	4th Quarter 2011-2nd Quarter,2015	Capital and MDGs appropriation



S/N	TURNAROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE (QUARTERLY)	SOURCE(S) OF FUNDING
2.24.24	Providing adequate Reproductive Health Information Education and Communication in Nomadic Communities	Production reproductive health materials on nomadic children for nomadic mothers	25,000 Reproductive health materials produced and distributed to nomadic mothers	4th Quarter 2010-1st Quarter 2011	Capital and MDGs appropriation	
2.25.25	Carrying out Advocacy on Enrolment, Retention and Completion of Non-hadolic Girls Child	Conduct advocacy on enrolment, retention and mobilization of girl-child	Nomadic Girl Child Education enrolment increased by 500,000	NONENE	4th Quarter 2010-3rd Quarter 2011	Capital and MDGs Appropriation
2.26.26	Developing ICT-Based NFE Programmes	• Develop e-learning packages for NFE Programmes • Disseminate packages to end users	NIMEC, States SAME and FCT Abuja	1st-3rd Quarter 2015		



S/N	TURURARQUDUND STRATEGY	ACCOUNTY	DETERMIRABLE	IMPLEMENTING TIMELINE	SOURCE(S) OF AGENCY (Q. (DRAEENTLY) FUNDING
2.2B.27	Producing instructional materials for all financial Education levels at all levels in major Nigerian languages	Print 506,000 copies of the teaching book Size 2A/2B/2D exercise books, primers in major Nigerian languages	Institutional materials available at all levels on NFE programmes in selected Nigerian languages	1st-3rd Quarter, 2020-2025	NME/EE/536 State/SA/SEM/ Quadrant, and FCT Abuja
2.2B.28	<ul style="list-style-type: none"> <li>Increasing participation in programs that have Coexistingly Standardized Full Accreditation Status.</li> <li>Strengthening/Expediting Open and Distance Learning facilities (ODL) Systematic Pedagogic.</li> <li>Increasing awareness and support for Alternative Route to Higher Technical Education through SEIs</li> <li>Encouraging the adoption and implementation of eLearning</li> <li>Ensuring ODL institutions comply with NUC standard</li> </ul>	<ul style="list-style-type: none"> <li>Provide additional staff facilities and staff capacity</li> <li>Encourage private sector participation in provision of facilities</li> <li>Implementation of Degrade policy by College of Education and Polytechnics that meet the minimum requirements</li> <li>Ensuring that ODL providers comply with NUC standard</li> </ul>	<ul style="list-style-type: none"> <li>Increasing participation in selected courses</li> <li>Increasing OPS participation in increased education through PPR or direct funding</li> <li>Policy on award of Degrees by Polytechnics and Colleges implemented</li> <li>State and ODL implemented with</li> </ul>	1-4th quarters FY2020-2021, NNU/CONOUN, 2020-2025 NNMC	FMD/MINENBTE,



S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE (QUARTERLY)	SOURCE(S) OF FUNDING
2.30	Integrating Albinism Education into the school system	<ul style="list-style-type: none"> <li>● Organise Stakeholders Forum on Albinism</li> <li>● Develop Blueprint for Albinism Education</li> <li>● Develop advocacy materials for albinism education</li> <li>● Organise advocacy and sensitization workshops on Albinism</li> </ul>	<ul style="list-style-type: none"> <li>● Blueprint on Albinism education developed</li> <li>● Stakeholders' forum on Albinism organized</li> <li>● Advocacy materials for Albinism education developed</li> <li>● Advocacy and Sensitization Workshops on Albinism organized in 6 geo-political zones</li> </ul>	FME/BSE, NERDC	1 <sup>st</sup> -4 <sup>th</sup> quarter 2012-2014	Budgetary allocations for 2011
2.31	Establishing of National Diagnostic and Assessment Centres for Special Needs Children	Set up a diagnostic centre for proper diagnosis of Special children's educational needs	Centres for screening, assessment and placement of children with special needs established	FME/BSE	1 <sup>st</sup> quarter -4 <sup>th</sup> Quarter 2012 – 2014	Annual budget provision



S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE (QUARTERLY)	SOURCE(S) OF FUNDING
2.32	High Level Advocacy Visits to States with High Gender Disparity	Develop Sensitization and mobilization of Policy for Makers/Emirs/Chiefs/Religious/Traditional Leaders	Enrolment, retention and completion in schools enhanced	FME, UNICEF, NGOs and States	March, 2012 – Aug. 2015	Annual budget provision
2.33	Rolling out of Students' Tutoring, Mentoring and Counseling (STUMEC) in all the States and Monitoring to ensure Sustainability	Conduct Zonal and State Workshops to build capacity of stakeholders, on STUMEC principles	Provision of functional and quality education for all children enhanced	FME, UNICEF, NGOs and States	March, 2012 – Aug. 2015	Annual budget provision
2.34	Developing the capacity of Adult and Non-Formal Education Facilitators	Conduct capacity building workshops for facilitators to achieve quality in mass literacy	Adult education trainers' capacity built	FME/NMEC, NGOs	2012-2015	Annual budgeting provision
2.35	Developing standardized and quality assurance instrument for NFE	Edit and print standardized instrument to determine adult literacy learners' certificate equivalent	Standardized instrument provided and published	FME, NGO and NMEC	May 2012	Annual budgeting provision
2.36	Resuscitating literacy centres across Nigeria	Conduct needs assessment of two hundred and fifty-seven (257) literacy centres across the country.	Two hundred and fifty-seven (275) literacy centres resuscitated	FME/NMEC	2012-2015	Annual budget provision



### 3.0 STANDARD AND QUALITY ASSURANCE

Quality Assurance is a major challenge of Nigeria's education system. A critical look at the educational institutions reveals low standard and quality of schools and their products. Infrastructural decay, obsolete facilities, poor teacher quality, mass failure in public examinations, cultism, examination malpractice and maladministration, are indicators of the poor state of education in Nigeria. Most primary and secondary schools lack the essential infrastructure to enable them function. They lack adequate support services that enhance teaching and learning. For meaningful national development, academic excellence should be complemented with sound character, emotional stability, good health and respect for fellow citizens.

The situation in our schools is further compounded by weak and inadequate quality assurance mechanisms. The result is ineffective school supervision and inspection by the Federal, the State and Local government operatives. For example, at the Federal level, only 4.9% of primary and 4.7% of Secondary Schools were inspected by the Federal Inspectorate Service in 2004 and 2005. The Federal Ministry of Education (FME) has produced and distributed Quality Assurance (QA) Handbooks and Instruments to all States, the Federal Capital Territory inclusive and trained teachers in the use of such materials. A lot still need to be done to improve the capacity of school inspectors and supervisors. The Inspectorate Services (at the three tiers of government) also need to deliver better school supervision and monitoring results for remarkable educational growth.

At the tertiary level, the concern is related to instability of the academic calendar, infrastructural decay and obsolescence of equipment among others. All these culminate in the lowering of the quality of graduates from tertiary institutions. In addition, existing tertiary education curricula are out-dated and, therefore, largely irrelevant to our national needs and global competitive demands.

Other challenges to education quality include:

- non professionalization of Education Quality Assurance practice;
- absence of a comprehensive Standard and Quality Assurance Standards Policy document;
- lack of synergy among relevant stakeholders in Quality Assurance, resulting in institutional constraints and role conflict;
- weak support structure for Students Industrial Work Experience Scheme (SIWES);
- low learning outcomes in literacy, numeracy and life skills;
- inadequate deployment of ICT for teaching and learning purposes;
- inadequate capacity of educational institutions to undertake internal/comparative quality assessment; and
- Inadequate mechanisms for identifying learners with special needs and the gifted children.

Educational projects and programmes in the next four years, will have to address these key challenges in order to improve education quality and bring about the desired transformation of



Nigeria. The Turn Around Strategies proposed for the Focal Area of Standard and Quality Assurance are clustered around five critical education issues, namely:

- i policy coordination;
- ii educational input (infrastructure, instructional materials, ICT, etc.);
- iii process issues arising from implementation of educational programmes and services;
- iv benchmarking and setting of educational standards; and
- v assessment, monitoring, and evaluation issues.

Specific actions to perform in order to address these challenges include:

- reviewing and strengthening legal framework for educational institutions and regulatory agencies
- undertaking capacity building of school inspectors and supervisors;
- professionalization of education standard and quality assurance practice;
- strengthening partnerships/collaboration among relevant stakeholders;
- establish a Quality Assurance Management Information System that links with NEMIS;
- reviewing and enriching the existing school curricular;
- development of instructional materials (such as textbooks, syllabi, etc);
- establishment of a standardized assessment system for monitoring and reporting learning achievement;
- provision and monitoring of Direct Teaching and Laboratory Cost Grant (DTLC);
- provision and monitoring of Teaching and Research Equipment Grant;
- establishing and equipping of Guidance and Counseling Units in all schools;
- provision of ICT infrastructure and equipment in all schools;
- introduction of e-learning to expand access to quality education;
- implementation of the provisions of the National Information Technology Education Framework; and
- rehabilitation and development of infrastructural facilities across sectors of education.



S/N	TURN AROUND STRATEGY	ACTIVITIES	DELIVERABLES	IMPLEMENTING AGENCY	TIME-LINE QUARTERLY	SOURCE(S) OF FUNDING
3.1	Developing National Policy and Strategy on Education Quality Assurance for Strengthening Relationship between Federal and State Inspectors and Local Government Education Supervisors	<ul style="list-style-type: none"> <li>Inaugurate Ministerial Committee on Quality Assurance</li> <li>Organise stakeholders' workshop to review the National Policy on Education Quality Assurance</li> <li>Education Quality Assurance and Strategy</li> <li>Organize workshop to critique the documents on National Policy on Education Quality Assurance and Strategy</li> <li>Produce and disseminate <ul style="list-style-type: none"> <li>of the final policy and strategy document</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A Revised National Policy / Strategy on Education Quality Assurance document produced and implemented</li> <li>Responsibilities for Collaborative inspectorate services at federal/state/local levels assigned</li> <li>Better relationship and synergy</li> <li>among Federal, State and LGAs</li> <li>Quality Assurance Agents established</li> </ul>	FME/FIS, FME/FIS, SMoEs and LGAs	1st and 2nd Quarter of 2012	FME budget
3.2	Building Capacity of Federal, State and LGEA Supervisors and School Managers on Quality Assurance	<ul style="list-style-type: none"> <li>Organize six (6) Zonal Training Workshops</li> <li>Organize short training in relevant institutions across the country</li> </ul>	Federal, State, LGEA supervisors and school managers trained on Quality Assurance	FME/FIS, SMoEs, FCT and LGEAs	2nd to 4 <sup>th</sup> Quarter 2012-2014	FME budgetary allocation and aid from development partners and MDG office
3.3	Producing National Assessment Kits for Early Childhood Care for Development Education (ECCDE) in Nigeria	<ul style="list-style-type: none"> <li>Identify appropriate ECCDE assessment kits</li> <li>Produce ECCDE assessment kits</li> </ul>	National Assessment kit for ECCDE produced	FME/FIS, SMOEs, UNICEF	2nd to 4th Quarter 2012	FME Budgetary Allocation



S/N	TURN AROUND STRATEGY	ACTIVITIES	DELIVERABLES	IMPLEMENTING AGENCY	TIME-LINE QUARTERLY	SOURCE(S) OF FUNDING
3.4	Developing Achievement Indicators for Technical and Vocational Centres	<ul style="list-style-type: none"> <li>• Organise technical and critique workshops</li> <li>• Produce and disseminate achievement indicators</li> </ul>	Achievement indicators for technical and vocational centres produced and disseminated.	FME/FIS	3rd to 4th quarter 2012	FME Budget appropriation
3.5	Reviewing Guidance and Counselling Framework in Schools Nationwide.	<ul style="list-style-type: none"> <li>• Set up Ministerial Committee to review Guidance and Counselling Framework</li> <li>• Organize Workshops to review the Framework</li> <li>• Produce the reviewed Framework</li> </ul>	Guidance and Counselling Framework Reviewed and Produced	FME, UBEC, States	2 <sup>nd</sup> Quarter, 2012	FME, UBEC Funding
3.6	Creating Direct Data Capture Portal for schools and using Biometric data to Capture/Validate Candidates' Registration	<ul style="list-style-type: none"> <li>• Design and develop on-line registration portal for schools.</li> <li>• Organise sensitisation workshops for principals and examination officers.</li> <li>• Sensitize stakeholders through workshops and seminars</li> </ul>	<ul style="list-style-type: none"> <li>• Direct data capture website designed, developed and activated.</li> <li>• Sensitisation workshops organised.</li> </ul>	WAEC, NECO	1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> Quarters 2012	FME Budget appropriation
3.7	Using Optical Braille Reader (OBR) for Sourcing Visually Challenged Candidates' Scripts	Install OBR equipment and software	Two Pairs OBR machines acquired and installed by examination bodies	NECO, WAEC, JAMB and NABTEB	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> and 4 <sup>th</sup> quarters 2012-2014	Appropriation



S/N	TURN AROUND STRATEGY	ACTIVITIES	DELIVERABLES	IMPLEMENTING AGENCY	TIME-LINE QUARTERLY	SOURCE(S) OF FUNDING
3.8	Reviewing and Enriching Curriculum at Basic and Post-Basic Education Levels	<ul style="list-style-type: none"> <li>Organize critique workshops</li> <li>Review UBE curriculum in accordance with national needs</li> <li>Produce and disseminate reviewed curriculum for Basic and Post-Basic Education</li> </ul>	Basic and Post-Basic Education curriculum produced and disseminated	FME/NERDC/ UBEC	1 <sup>st</sup> - 2 <sup>nd</sup> Quarters 2012	MDG and ETF CRF
3.9	Enriching Nigerian Education by Developing Orthographies for Twenty (20) Additional Nigerian Languages	<ul style="list-style-type: none"> <li>Develop orthographies for twenty (20) Nigerian Languages</li> <li>Develop Basic Education Curriculum for 3 Nigerian Languages</li> <li>Develop SSE Curriculum for Five (5) Nigerian Languages (Kanuri, Tiv and Fulfulde)</li> <li>Develop Bilingual Dictionaries in Six (6) network Nigerian Languages</li> </ul>	<ul style="list-style-type: none"> <li>Orthographies for Twenty (20) Nigerian Languages developed</li> <li>Basic Education Curriculum for Five Nigerian Languages (Kanuri, Tiv and Fulfulde) developed</li> <li>SSE Curriculum for Three (3) Nigerian Languages (Kanuri, Tiv and Fulfulde) developed</li> <li>Bilingual Dictionaries in Six (6) network Nigerian Languages developed</li> </ul>	FME/NERDC	2012-2013	MDG and Budgetary Allocation
3.10	Developing Benchmarks for Minimum Academic Standards in Tertiary Institutions	<ul style="list-style-type: none"> <li>Develop benchmarks for minimum Academic Standards for Programmes without Benchmarks and Minimum Academic Standards in Nigerian Universities</li> <li>Develop benchmarks and minimum academic standards for programmes without Benchmarks and Minimum Academic Standards in Nigerian Polytechnics and Colleges of Education</li> </ul>	Benchmarks and Minimum Standards developed for tertiary institutions – Universities, Polytechnics and Colleges of Education	NUC,NBTE, NCCE	2012 -2014	Appropriation



S/N	TURN AROUND STRATEGY	ACTIVITIES	DELIVERABLES	IMPLEMENTING AGENCY	TIME-LINE QUARTERLY	SOURCE(S) OF FUNDING
3.11	Build capacity of University, Polytechnic and College of Education Librarians.	Organize workshops on open access to library and information resources and services	Universities, Polytechnics and College of Education Librarians trained.	LRCN	1 <sup>st</sup> -4 <sup>th</sup> Quarter 2012-2014	Budgetary Allocation
3.12	Developing Standards for Libraries in Nigeria	-Organize Workshop to develop standard guidelines for quality assurance for libraries in Nigeria	Library standards and quality assurance guidelines produced, and distributed	LRCN,NLA	1 <sup>st</sup> – 4th Quarter 2012	Budgetary Allocation
3.13	Strengthening and Expanding e-learning in the Education Sector through the Implementation of the e-learning Framework	<ul style="list-style-type: none"> <li>• Conduct baseline survey</li> <li>• Carry out communication &amp; advocacy campaign</li> <li>• Commence Connectivity Network</li> <li>• Co-ordinate ICT intervention in Education</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline study conducted</li> <li>• Database of existing interventions created</li> <li>• Interventions harmonized by MDAs</li> <li>• Awareness created</li> <li>• Institutions utilize e-learning Infrastructure</li> </ul>	FME/ICeL/ICT2012-15	Budgetary Allocation	
3.14	Rehabilitating Twenty (26) Federal Unity Colleges per year	<ul style="list-style-type: none"> <li>• Conduct baseline survey to determine areas of need</li> <li>• Identify challenges in each FUC</li> <li>• Commence Rehabilitation of FUC</li> </ul>	One hundred and four (104) Federal Unity Colleges fully rehabilitated to standard	FME/BSE/ UBEC	2012-2015	Budgetary Allocation



				Budgetary Allocation
				2011-2015
		Rehabilitation of infrastructure (buildings, classrooms, water, electrical, laboratories, etc) commenced	FME/NUC/NBTE/NCCE/TETFund/State governments	
3.15	Rehabilitating infrastructure across Tertiary Institutions	<ul style="list-style-type: none"> <li>• Inaugurate Ministerial Committee on Needs Assessment</li> <li>• Produce plan for rehabilitation of infrastructural facilities in tertiary institutions</li> <li>• Commence rehabilitation of infrastructural facilities in tertiary institutions</li> </ul>		
3.16	Rehabilitating/ Developing Teaching-Learning Support Resources across tertiary Institutions	<ul style="list-style-type: none"> <li>• Develop plan for rehabilitation/ development of Teaching -Learning support resources across tertiary institutions</li> <li>• Commence provision of teaching-learning support resources across tertiary institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Rehabilitation/development of Teaching -Learning resources commenced</li> </ul>	<ul style="list-style-type: none"> <li>• FME/NUC/NBTE/NCCE/TETFund/ State governments</li> </ul>
3.17	Training four hundred and sixteen teachers in the Federal Unity Colleges to Qualify as ICT Teachers	<ul style="list-style-type: none"> <li>• Adopt the curriculum for conversion in liaison with CPN.</li> <li>• National launch of training programmes.</li> <li>• Train four hundred and sixteen (416) science teachers at identified training centres nationwide</li> </ul>	<ul style="list-style-type: none"> <li>• 4 ICT teachers per Federal Unity College trained</li> </ul>	<ul style="list-style-type: none"> <li>• March 2012 to 2015</li> <li>• Annual Budgetary provision</li> </ul>



TURN AROUND STRATEGY	ACTIVITIES	DELIVERABLES	IMPLEMENTING AGENCIES	TIMELINE (QUARTERLY)	SOURCES(S) OF FUNDING
3.18 • Developing Standards and Guidelines for Content and Instructional Materials in Appropriate Media • Encouraging the Development of e-Content in Appropriate Media	<ul style="list-style-type: none"> <li>Develop standards and guidelines for content and instructional materials in appropriate media using a multi-sectoral approach.</li> <li>Leverage on diverse media for the life cycle of content and instructional materials.</li> <li>Digitize of content for one hundred and four (104) FUCs</li> <li>Deployment of e-learning facilities to FUCs</li> </ul>	<ul style="list-style-type: none"> <li>Standards and guidelines developed</li> <li>E-content in appropriate media produced and in use</li> </ul>	FME/ICT/IcEL	March 2012-April 2015	Annual Budgetary provision
3.19 • Establishing and Sustaining a common ICT Infrastructure platform for Education • Developing the National Education and Research Infrastructure (NERI)	<ul style="list-style-type: none"> <li>Interconnect all one and hour (104) FUCs, forty-three (43) FIS and six (6) FSB offices with each other and with FME HQ.</li> <li>Create a common platform for sharing resources, security of administration and access to the Internet</li> <li>Develop functional campus Network</li> </ul>	<ul style="list-style-type: none"> <li>National Education and Research Infrastructure in place</li> </ul>	FME/ICT	April 2012-June 2015	Annual budgetary provision
3.20 Encouraging Private sector Participation in Education and Training on ICT	Establish a forum for coordination and synergy of corporate social responsibility initiatives	<ul style="list-style-type: none"> <li>Public Private Partnership in ICT education and training established</li> </ul>	FME/ICT/NGO & PPP	May 2012 and March 2015	Annual Budgetary provision



S/N	TURN AROUND STRATEGY	ACTIVITIES	DELIVERABLES	IMPLEMENTING AGENCY	TIME-LINE QUARTERLY	SOURCE(S) OF FUNDING
3.21	Constructing the Headquarters and Branches of the National Library	<ul style="list-style-type: none"> <li>• Construct headquarters building</li> <li>• Construct prototype buildings at Bauchi, Yola, Katsina, Gombe, Calabar, Oshogbo and Yola</li> <li>• Construct four (4) new branches in Borno, Jigawa, Bayelsa and Ebonyi</li> </ul>	<ul style="list-style-type: none"> <li>• Headquarters building completed.</li> <li>• Four (4) prototype buildings completed at Katsina, Gombe, Calabar and Osogbo.</li> <li>• Two (2) prototype commissioned in Bauchi &amp; Yola and four (4) new State Branches at Borno, Jigawa, Bayelsa and Ebonyi</li> </ul>	FME/NLN	2011 2015	NLN Budget
3.22	Training of Professional Librarians in New Trends on Information and Communication Technologies (ICT)	Organize workshops and seminars on current trends in librarianship.	Library service delivery in the use of ICT improved	FME/NLN	2011 – 2015	Annual Budget



## 4.0 TEACHER EDUCATION AND DEVELOPMENT

### 4.1 Introduction

The quality of any educational system is determined by the quality of the teaching-learning process. Teachers interpret and communicate the curriculum to learners. They ensure the efficient and effective use of the country's investment in education, act as role models to the learners and transmit societal values from generation to generation. Thus, the education and development of the teacher is paramount to the country. The educational system is only as good as the quality of its teachers.

The poor quality of educational outcomes recorded in recent years is attributable to the poor quality of teachers, among others. The challenges of poor teacher quality become more pronounced in the following of teacher education development areas:

- i. pre-Service teacher education;
- ii. orientation and induction of new teachers;
- iii. continuing professional development for teachers;
- iv. school leadership recruitment, appointment and training;
- v. framework for teaching standards; and
- vi. incentives to attract and retain quality teachers.

### 4.2 Initial Teacher Education

The initial teacher education component is characterised by poor training at various educational levels. Teachers mostly teach using obsolete theory-based curriculum and limited range of instructional methods and materials. Integration of Information and Communications Technology (ICT), understanding of how the brain works and engaging diverse learners in different classroom situations are rarely taught. Where this takes place, it is in a very rudimentary fashion. The result is that of limited repertoire of skills, worsened by the low quality of the curriculum. Another situation that exacerbated all the issues raised above is the poor quality of student intake most of whom take to teacher education as a last resort and will readily abandon it as soon as better opportunities are available.

The quality of the lecturers is, to a large extent poor. Most of them lack adequate research-based qualifications. They are also faced with the problem of inadequate teaching resources, access to modern library and information resources and exposure to other educational systems. The result of all these, is that most teachers' skills are too basic and limited to be able to communicate the curriculum effectively.

The society is therefore faced with large number of teachers unable to manage the classroom of the 21<sup>st</sup> century. This state of affairs is not only antithetical to growth and development; it is also counterproductive.



#### **4.3 Orientation and Induction of New Teachers**

Formal orientation of new teachers is virtually non-existent in the country. New graduates are employed and deployed to classrooms without adequate preparation and induction. For new teachers to be effective, they must undergo proper orientation, induction, mentoring, and support programmes in the classroom.

#### **4.4 Continuing Professional Development for Teachers**

Where continuing professional development exists, it is often of very poor. In addition to poor quality, there are also not enough channels for effective teacher professional development. Low level ICT integration makes on-line training almost impossible. There are also no exchange programmes for sharing best practices. Many teachers have been teaching for years without opportunities to improve their competences through continuous professional development. One of the major issues affecting teacher professional development is the mismatch between teaching qualifications and teacher skills and competences. Post initial training professional development should primarily update knowledge and skills and not focused entirely on acquisition of certificates. However, in many instances teachers have had to go back to the formal tertiary institutions for higher qualification programmes from the same institutions that did not prepare them adequately well during the initial teacher training programme.

#### **4.5 School Leadership Recruitment, Appointment and Training**

School leadership appointment is often subjective and not dependent on clear cut performance indices. The ability of school administrators to function effectively is also reduced due to inadequate funding, faulty teacher recruitment and indiscipline. Furthermore, the framework for head teacher expectations is not implemented by authorities.

#### **4.6 Recruitment and Retention of Good Teachers**

Low public esteem and remuneration have adversely affected the recruitment and retention of quality teachers. As a result, availability of quality teachers in Nigeria is extremely low especially in subjects such as Mathematics, the Sciences and Languages

Assessment for career advancement of teachers is unsatisfactory mainly because promotions are based on years of service rather than quality of output. This brings about laziness, lack of creativity and commitment and general inefficiency in the system. The impact of the low remuneration and delayed salary payment, include high attrition rate, low morale and motivation to teach, endless struggle to make ends meet; sometimes toiling as 'okada' riders. Such teachers can neither inspire confidence nor command respect of those they teach. Consequently, teachers are no longer regarded as role models. The cumulative effects of poor teaching-learning conditions and teaching incentives are low performance and poor teacher retention rate. Teachers work in very poor physical environments with limited professional support and tools. They also contend with overcrowded classrooms of an average teacher:student ratio as high as 1:75 compared to the UNESCO recommended 1:35. To address the challenge of education in Nigeria, professional development and incentives for teachers is the most important action that must be taken to ensure instructional quality. This is expected to translate to higher student achievement and overall educational growth.



### TEACHER EDUCATION AND DEVELOPMENT

S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE (Quarterly)	SOURCE(S) OF FUNDING
4.1	Expanding and Improving ICT, Facilities Instructional Facilities in Teacher Education Institutions to Make them Globally Competitive	<ul style="list-style-type: none"> <li>• Implement Government directive on ICT initiatives for Tertiary Institutions</li> <li>• Implement the Federal Government e-learning framework</li> </ul>	<ul style="list-style-type: none"> <li>• ICT infrastructure provided across institutions</li> <li>• ICT integrated into the delivery of teacher education curriculum</li> </ul>	NTI, NCCE, TRCN, NMC, NUC	1 <sup>st</sup> Quarter 2012- 4 <sup>th</sup> Quarter 2013	Budgetary provisions.
4.2	Enhancing and Fast-Tracking Examination and result processing in Teacher education ODL institution.	Improve the quality of examinations and results by introducing e-processing of examination results.	NTI examination results processing enhanced	NTI		Budgetary provisions



S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE (Quarterly)	SOURCE(S) OF FUNDING
4.3	Strengthening of Physical Facilities in Teacher Education ODL institution.	<ul style="list-style-type: none"> <li>Produce work plan on the building of Model Study Centres</li> <li>Build Model Study Centres in each State and the FCT for NTI</li> </ul>	Model Study Centres built	NTI	2012-2015	Budgetary provisions
4.4	Reviewing and Up-dating NCE Curriculum in Teacher Education Institutions including ODL in line with specialist teacher education curriculum designed by NCCE	<ul style="list-style-type: none"> <li>Review NCE (DLS) programme in line with the 5<sup>th</sup> edition of the NCCE Minimum Standards</li> <li>Teachers Programme designed by NCCE.</li> </ul>	FME, NTI, NCCE, TRCN, NUC	<ul style="list-style-type: none"> <li>NCE (DLS) programme reviewed in line with the 5<sup>th</sup> edition of the NCCE Minimum Standards</li> <li>Teachers Programme designed by NCCE.</li> </ul>	Budgetary Provisions	



S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE (Quarterly)	SOURCE(S) OF FUNDING
4.5	• Retooling of Regular Classroom Teachers to achieve Implementation of Inclusive Education for the Special Needs Children.	Train In-service teachers to achieve inclusive education	The capacity of regular classroom teachers built for inclusive education	FME	2012–2015	Annual budget provision
4.6	• Developing the Capacity of Gifted and Talented Teachers on Skills and Methods of Handling Gifted Children.	Institutionalizing Mandatory Continuing Professional Development of Teachers (MCPD) in line with the National Framework for Continuing Professional Development	2000 teachers trained and retrained in line with the National Framework for Continuing Professional Development	FME, NTI, NUC, NCCE, TRCN	2011-2015	Budgetary provision



S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE (Quarterly)	SOURCE(S) OF FUNDING
4.7	Conducting a National Teacher Development Needs Assessment Exercise (TDNA)	<ul style="list-style-type: none"> <li>• Set up Ministerial Committee on TDNA</li> <li>• Develop TDNA Instrument and National assessment of teachers to capture qualifications, competencies and skills gap</li> </ul>	<ul style="list-style-type: none"> <li>• TDNA Instrument developed</li> <li>• TDNA conducted</li> <li>• Skills and gaps of teachers determined</li> </ul>	FME, UBEC, NTI, NCCE, TRCN, NUC	2 <sup>nd</sup> Quarter, 2012	FME Budget



S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE (Quarterly)	SOURCE(S) OF FUNDING
7	Developing Career Structure and Motivating Teachers	<ul style="list-style-type: none"> <li>• Institutionalize career development for teachers by introducing a new career structure that addresses and meets current requirements</li> <li>• Review and develop programmes that recognize and reward teachers through incentives such as Housing for All Teachers Scheme (HATS), TSS Teachers Merit Award, and Promotions etc especially for teachers in the rural areas.</li> </ul>	<p>New incentive based career structure introduced.</p> <p>Structure that addresses and meets current requirements</p>	<p>FME, TRCN, NCCE, SMOEs, NUC, SUBEBs, NUT, COAESU, ASUU, NCNE, NMEC, ESSPIN.</p>	2011-2015	Budgetary provisions



S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE (Quarterly)	SOURCE(S) OF FUNDING
8	Enhancing the teaching and Learning of Mathematics, English, French , Arabic , and Nigerian Languages.	<ul style="list-style-type: none"> <li>• Introduce capacity building programmes for teachers of Mathematics, English, French, Arabic, and Nigerian Languages at all levels of education.</li> <li>• Enhanced teaching and learning of Mathematics, English, French and Arabic Languages at all levels of education.</li> <li>• Better students' performance in National Examinations (WAEC, NECO,NABTEB etc)</li> <li>• More quality entrants to tertiary institutions and global qualitative and competitive graduates.</li> <li>• Introduce an annual competition for secondary schools to identify gifted and high performing students in Mathematics Nationwide and groom them for International Olympiad competition</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced teaching and learning of Mathematics, English, French and Arabic Languages at all levels of education.</li> <li>• Better students' performance in National Examinations (WAEC, NECO,NABTEB etc)</li> <li>• More quality entrants to tertiary institutions and global qualitative and competitive graduates.</li> <li>• Introduce an annual competition for secondary schools to identify gifted and high performing students in Mathematics Nationwide and groom them for International Olympiad competition</li> </ul>	FME, NUC, NCCE, NMC, NTI, NALV and NFLV.	2011-2015	Budgetary allocations and donor contributions



S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE (Quarterly)	SOURCE(S) OF FUNDING
4.7	Reviewing the Structure of Teacher Education Programmes in the Universities and COEs	Review, produce and disseminate curricula programme with SSS Curriculum.	Curriculum reviewed and disseminated	NCCE, NUC, TRCN	1 <sup>ST</sup> and 2 <sup>ND</sup> Quarters 2012	Budgetary provision
4.8	Developing Framework for Monitoring of Implementation of Teacher Standards.	Develop framework for the monitoring and Implementation of teacher standards.	Framework for monitoring of Implementation of teacher standards developed.	NCCE, NUC, TRCN, NERDC, NTI, NBTE	1 <sup>ST</sup> and 2 <sup>ND</sup> Quarter 2012	Budgetary provision
4.9	Developing standards of assessment of teacher performance.	Develop standards of assessment of teacher Performance Manual.	Standards of assessment of teacher performance developed	NCCE, NUC, TRCN, NERDC, NTI, NBTE	1 <sup>ST</sup> and 2 <sup>ND</sup> Quarter 2012	Budgetary provision
4.10	Developing Mechanism for Mentoring in Nigerian Schools	•Develop mechanism for mentoring. •Produce manuals for teacher mentoring	Mentoring mechanism developed and institutionalized	NCCE, NUC, TRCN, NERDC, NTI, NBTE	1 <sup>ST</sup> and 2 <sup>ND</sup> Quarters 2012	Budgetary provision



S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE (Quarterly)	SOURCE(S) OF FUNDING
4.11	Developing INSET Policy and its Implementation Framework	Develop INSET Policy and implementation framework.	INSET policy and implementation framework developed	FME/PPMR, NCCE, JICA, TRCN,NTI, NMC	2012	Budgetary provision
4.12	Introducing a 5year NCE/B.Ed straight stream programme Colleges of Education	Restructure NCE curriculum to encompass a 5 year NCE/B.Ed straight stream programmes in Colleges of Education.	Increased entrance to teachers' education programmes to enhance quality training of teachers of the COEs	NUC, NCCE, COES	2011-2015	Budgetary Appropriation



## 5.0 TECHNICAL AND VOCATIONAL EDUCATION & TRAINING (TVET)

### 5.1 Introduction

The ability of Nigeria to realize the vision of becoming one of the twenty largest economies in the world by the year 2020 is largely dependent on the capacity to transform its youth into highly skilled and competent citizens capable of competing globally. A major part of the responsibility for preparing such a workforce rests on the nation's education sector. It is for this reason that commitment to TVET must be strengthened. To be competitive in the current global economy, Nigeria needs to develop the appropriate knowledge and skill sets.

Technical and Vocational Education and Training (TVET) is currently not given the attention it deserves in Nigeria. If well developed, TVET could be an avenue for addressing a number of social and economic problems facing the country. For example, the large number of out of school children, unemployed youths and adults with limited or no skills is an indicator of underdeveloped TVET.

Globally, it is estimated that about eighty per cent (80%) of the jobs undertaken by people require technical and vocational skills. Labour supply in Nigeria is characterized by an abundance of unemployed and under employed workers, mostly in the agriculture and informal sectors. Low productivity serious shortage of skilled workers and technicians are rampant in the industrial and service sectors. Over sixty per cent (60%) of the labour force is classified as unskilled and untrained.

### 5.2 Challenges Faced by the Technical, Vocational Education and Training

The shortage of appropriately skilled labour across many industries is a big challenge to Nigeria's economic growth and future development. Government policy in the past had not accorded TVET its rightful place within the education sub-sector of the country. This can be seen in the placement of ceiling on career progression of polytechnic staff and graduates. The relative low level funding of the programmes, despite the expensive nature of TVET, and poor conditions of service for staff among others are strong barriers to the growth of the sector.

TVET in Nigeria is facing many challenges some of which are low enrolment, infrastructural decay, inadequate equipment and training materials. Other challenges are:

- i. lack of standardisation and development of non-formal technical and vocational education and training;
- ii. dearth of qualified and competent teachers;
- iii. low remuneration for skilled vocational workers;
- iv. low societal estimation of technical and vocational education and training;
- v. poor private sector participation in the implementation of TVET programmes;
- vi. low level of entrepreneurship and ICT literacy and utilization;
- vii. poor learning outcomes due to poor learning environment;
- viii. use of outdated curriculum, which results in a mismatch between what is taught and the needs of the labour market; and
- ix. poor management of funds

As a result, there is overwhelming preference for general secondary education. For example, in 2009, of the 1.5 million candidates that applied for admission into higher institutions in Nigeria, only 300,000 chose polytechnics and colleges of education as first choice.



## TECHNICAL AND VOCATIONAL EDUCATION &amp; TRAINING

S/N	TURNAROUND STRATEGY (POLICY OBJECTIVES)	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE	BUDGET
5.1	Establishing the National Vocational Qualification Framework (NVQF)	<ul style="list-style-type: none"> <li>• Finalize the NVQF for FEC approval</li> <li>• Develop the National Occupational Standards (NOS) in six (6) priority areas</li> <li>• Sign MoU with relevant industries and organizations</li> <li>• Add NOS in eight (8) new areas</li> <li>• Establish a full Department for NVQF and related qualifications at the NBTE</li> </ul>	<ul style="list-style-type: none"> <li>• NVQF finalized and approved</li> <li>• NOS in 6 areas developed</li> <li>• MoU signed</li> <li>• Additional NOS established</li> <li>• NVQF Department established</li> <li>• Implementation commenced</li> </ul>	NBTE and Partners	2012-2013	NBTE budget and grants



S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE (Quarterly)	SOURCE(S) OF FUNDING
5.2	Increasing Awareness for VEIs/IEIs	<ul style="list-style-type: none"> <li>• Organise workshop to develop ten (10) VEIs/IEIs Curricula and disseminate them</li> <li>• Commence awareness campaign</li> <li>• Provide counterpart grant to approved VEIs/IEIs</li> </ul>	<ul style="list-style-type: none"> <li>• Ten (10) additional curricula developed</li> <li>• Awareness campaign commenced</li> </ul>	FME, NBTE, NABTEB & Proprietors of VEIs& IEIs,	2012	FME/NBTE Budget, OPS
5.3	Establishing TVET Consolidation Fund	<ul style="list-style-type: none"> <li>• Develop proposal for Fund</li> <li>• Source and establish the funds and determine its modus operandi</li> <li>• Increase budgetary allocation to TVET institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Proposal presented to FEC</li> <li>• TVET Consolidation Fund established</li> </ul>	FME/NBTE & TVET institutions	2012-2013	FME/NBTE
5.4	Upgrading Physical Infrastructure in TVET Institutions	<ul style="list-style-type: none"> <li>• Conduct Condition Survey of physical facilities in TVET Institutions</li> <li>• Develop plan for upgrading physical infrastructure in TVET Institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Visits undertaken and Report submitted for implementation</li> <li>• The Plan developed</li> <li>• Physical facilities and infrastructure upgraded</li> </ul>	FME/NBTE/ TETFund development partners & states	2 <sup>nd</sup> Quarter 2012	



S/N	TURN AROUND STRATEGY	ACTIVITY	DELIVERABLE	IMPLEMENTING AGENCY	TIMELINE (Quarterly)	SOURCE(S) OF FUNDING
5.5	Polytechnics Awarding B.Tech Degrees by Polytechnics	<ul style="list-style-type: none"> <li>• Commences implementation of Presidential directives</li> <li>• on award of B.Tech degrees</li> <li>• Review Polytechnics Act to award B.Tech</li> <li>• Commence procedures for the take-off of B. Tech in polytechnics</li> <li>• d) Establish B. Tech. in six (6) selected polytechnics (one in each geopolitical zones)</li> </ul>	<ul style="list-style-type: none"> <li>• Action on the implementation of Presidential directives commenced</li> <li>• Polytechnic Act reviewed</li> <li>• Procedures commenced</li> <li>• B. Tech run in six (6) selected polytechnics</li> </ul>	FME, NBTE & NASS	2 <sup>nd</sup> Quarter 2012-2013	FME/NBTE Budgetary provision
5.6	Promoting parity between Degree and HND Holders	<ul style="list-style-type: none"> <li>• Implement presidential directives on parity by reviewing schemes of service to reflect removal of barriers</li> <li>• Finalise the proposal and send it to National Council on Establishment for approval.</li> <li>• Implement parity in all FG ministries and establishment so as to notify States for compliance</li> </ul>	<ul style="list-style-type: none"> <li>• Action on the implementation of presidential directives initiated, Scheme of Service Reviewed Proposal sent to Nat. Council on Establishment for approval.</li> <li>• Parity implemented &amp; States notified</li> </ul>	a) FME, HOS and NBTE and States	2012-2013	FME budgetary allocation



				Budgetary allocation
			1 <sup>st</sup> quarter 2012	
5.7	1 Increasing Awareness and Sensitization Campaigns for TVET. 2 Implementing the National Policy on Technical and Vocational Education and Training (TVET)	<ul style="list-style-type: none"> <li>• Carry out continuous awareness and sensitization programmes</li> <li>• Develop evidence-based National Policy on Technical and Vocational Education and Training (TVET)</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness and sensitization campaigns carried out</li> <li>• National Policy on TVET Developed</li> </ul>	NBTE, FME, Development Partners, NERDC, NUC, NCCE. etc
5.8	Establishing Tracer Study of TVET Graduates	<ul style="list-style-type: none"> <li>• Establish tracer study centre in NBTE, ITF and other TVET Institutions</li> <li>• Conduct Tracer Study for feedback purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Centre established</li> <li>• Feedback on the relevance of the curriculum to needs of the industry and the society obtained</li> </ul>	NBTE, ITF, TVET Institutions & Industries
5.9	<ul style="list-style-type: none"> <li>• Empowering and Training of Out of School Youths through TVET</li> <li>• Establishing more functional Vocational Training Institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Train Out-of-School Youths from all the six (6) geo-political zones</li> <li>• Establish more functional vocational training institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Out of School Youths trained in skills and entrepreneurship trades.</li> <li>• Vocational training institutions established</li> </ul>	FME/NERDC/FME/NCNE/NMPEC/SSTEBS& OPS
5.10	Reviewing the 2001 Blueprint on TVET		<ul style="list-style-type: none"> <li>• Set up Ministerial Committee to review/revise the Blueprint taking into account current challenges</li> <li>• Produce updated Blueprint on TVE</li> </ul>	FME/NBTE
				FME



			FME, NIMEC, NGOs Resource Persons	Feb – April 2012	Annual budgeting provision
			FME/DTSE, FSEM/C	2012-2015	FME Budget
5.11	<b>Building the capacity of Prisoners' Trainers</b>	Build the capacity of prisoners' trainers in five (5) geo – political zones of Nigeria	Prisoners' trainers capacity built		
5.12	<b>Producing Science Equipment for Laboratory Technicians (as part of Instrumentation and Fabrication Process).</b>	<p>Organise seminars on the theory of fabrication and instrumentation</p> <p>Provide practical exposure to determine the desired competency.</p> <p>Measure and evaluate the acquired skills.</p> <p>Provide feedback mechanisms</p>	<p>1000 technicians trained.</p> <p>(2)Technicians competency in fabrication and instrumentation ensured</p> <p>Science Equipment and Instruments fabricated and distributed to one hundred and four (104) Unity Schools</p>	FME/DTSE, FSEM/C	2012-2015
5.13	<b>Fabricating Science and Technical instructional Materials for Science and Technical Colleges</b>	Fabricate science and technical instructional materials.	100,000 science and technical instructional materials fabricated and distributed to one hundred and four (104) FUCs.	FME/DTSE, FSEM/C	1 <sup>st</sup> -4 <sup>th</sup> Quarters (2012-2015)
5.14	<b>Enhancing capacity building on the production, repairs and maintenance of Science and Technical equipment in 104 FUCs</b>	<ul style="list-style-type: none"> <li>● Nominate participants by school heads</li> <li>● Train, retrain, Tool and retool participants</li> </ul>	5,000 Science, Technical and Mathematics teachers trained, retrained, toolled and retrooled.	FME/DTSE, FSEM/C	1 <sup>st</sup> -4 <sup>th</sup> Quarter, 2012-2015



## 6.0 FUNDING, PARTNERSHIPS, RESOURCE MOBILIZATION AND UTILIZATION

### 6.1 Introduction

Capital is the life blood of every enterprise and the Nigerian educational system is not an exception. The sources of funding education in Nigeria broadly include government, private sector, non-government organisations, International Development Partners and faith-based organisations. All tiers of government in Nigeria are involved in the funding of education. Constitutionally, local government authorities are responsible for funding primary education, while the states fund secondary education with, the exception of the Federal Unity Colleges, which are owned by the Federal Government. Tertiary institutions are funded by their proprietors including the federal, state and private owners

For the past years, the education budget, as a proportion of total Federal spending, is approximately less than 10%. Even when state and local governments' spending is included (an estimated 12% of total government expenditure), government spending across all tiers fall, lies far below the UNESCO guideline of 26%.

### 6.2 Resource Mobilization and Utilization

Even at an estimated 12% of government expenditure, there is a perceived gap between the 'apparent budget' and 'real budget'. The apparent budget is that which is published and publicised, while the real budget is effectively cash-backed. and released for projects/programme implementation.

There has been a progressive lowering of the real budget in relation to the apparent budget. What is timely released is such a mismatch with what is budgeted and required. Implementation is compromised as a result of this mismatch.

There is an on-going challenge as regards some states accessing the UBEC Intervention Fund. All these are impediments towards Nigeria's ability to achieve the Education For All (EFA) in 2015.

Recurrent expenditure approximated to be 70% is the main consumer of education budgets at the Federal level. This leaves barely 30% for capital investment projects such as classrooms, laboratories, sporting facilities, ICT facilities, well-equipped technical and vocational centres principal staff accommodation.

### 6.3 Project Monitoring and Impact Assessment

Even where funds are released for capital and non-capital projects, supervision and quality assurance procedures are usually weak. Expected periodic project reviews and financial monitoring are rarely undertaken. If done at all, they are hurriedly executed.

### 6.4 Partnerships

The resources required to transform Nigeria's education sector cannot be provided by government alone. Public Private Partnerships (PPP) and well-coordinated activities of the International



Development Partners (IDPs) are critical to strategic investment in education. However, poor planning, management and the necessary enabling environment for private sector participation are generally lacking. There is the need for the FME to partner and collaborate with the National Planning Commission (NPC) in the coordination of the interventions programmes of IDPs as far as the education sector is concerned.

Potential private sector partners who would like to enter into Private Finance Initiative (PFI) activities with the education sector require concrete assurances on the part of government. Greater private sector participation in the education sector would be further encouraged through streamlining the bureaucratic process.

The present Strategic Plan is interested in exploring new ways of expanding education revenue base, creating conducive environment for greater private sector participation in education funding, accessing intervention funds, and partnering with international donors for greater educational funding opportunities.



**FUNDING, PARTNERSHIPS RESOURCE MOBILIZATION AND UTILIZATION**

S/N	TURNAROUND STRATEGY	ACTIVITIES	DELIVERABLES	IMPLEMENTING AGENCY	TIMELINE (Quarterly)	FUNDING SOURCE
6.1	Setting up of Ministerial Committee on Exploring new and expanding existing opportunities to increase education funding	<p>Commission independent research on the value of education in achieving Vision 20:2020.</p> <p>Commission independent review of alternative funding models.</p> <p>Develop a business case for investing in Nigeria's education sector.</p> <p>Work with the Federal Inland Revenue Service to constantly review and explore how to grow the education tax base.</p> <p>Explore and pilot the development of a Diaspora Fund for Education.</p> <p>Relaunch and rehabilitate the Support-A-Public School Initiative</p> <p>Conduct regular impact assessments and showcase good news stories in the press, online and via stakeholder events.</p>	<p>Independent report on the value of education in achieving Vision 20:2020 produced</p> <p>Independent report on alternative funding models with key implementable recommendations</p> <p>2020 Transformation Agenda: Education Business Case</p> <p>Policy paper on strategies to grow the education tax base</p> <p>Feasibility Study &amp; Recommendations</p> <p>Launch Pilot programme</p> <p>List of schools to be supported</p> <p>Costed Project Plan</p> <p>Education Business case</p> <p>Stakeholder events</p>	<p>2012-2015</p>	<p>FME/PPM&amp;R/ TETFund/ UBEC, NCCE, NBTE</p> <p>FMEPPM&amp;R</p> <p>FME/PPM&amp;R, DFA</p> <p>FME/DFA/TETFund</p> <p>FME/PPM&amp;R</p> <p>FME/PPM&amp;R</p> <p>FME, UBEC, TETF</p> <p>FME, UBEC, TETF</p>	<p>FME, NUC, NBTE, NCCE, TETF</p>



S/N	TURNAROUND STRATEGY	ACTIVITIES	DELIVERABLES	IMPLEMENTING AGENCY	TIMELINE (Quarterly)	FUNDING SOURCE
		Establish outreach advocacy campaign in print, online, and stakeholder events to drum up public support for additional investment in education.	Improved public perception of the value of education Published document on incentives for organised private sector participation in education Stakeholder events	FME, UBEC, TETF, NUC, NBTE, NCCE		
		Development of policy framework for the improvement of Internally Generated Revenue	Workshop on the development of Policy Colleges of Education conducted.	FME	TETFUND Intervention, FME	
6.2	Creating a Conducive Environment for Greater Private Sector Participation	a. Review and improve key processes and procedures (using ICT where possible) to reduce the bureaucratic burden, improve fraud detection, and engage with key stakeholders	New TETFUND financial accounting/ERP system Direct disbursement to beneficiaries through e-payment. Monitoring and evaluation of disbursement to beneficiaries conducted and mainstreamed. Prompt rendition of financial return and provision of timely information for management and board mainstreamed	2012-2013	TETFUND TETFUND, UBEC TETFUND TETFUND, UBEC TETFUND TETFUND, UBEC	FME, TETFUND, UBEC FME, TETFUND, UBEC FME, TETFUND, UBEC FME, TETFUND, UBEC



S/N	TURNAROUND STRATEGY	ACTIVITIES	DELIVERABLES	IMPLEMENTING AGENCY	TIMELINE (Quarterly)	FUNDING SOURCE
		Review strategic organisational competencies, establish the staff training needs, and establish a HR Development Programme	Approved staff training programme	DHRM	FME	
		Review, publish and implement NCE Policy on Partnerships in Education	Published Policy	PPM&R	FME	
		Upgrade the FME Website as part of a review of internal and external communications.	Upgraded website	FME	FME	
6.3	Supporting State Governments and Relevant Institutions in Fast Tracking the Process of Accessing UBEC and TETFUND	Establish regular briefing slots with Governors via the Governors Forum Establish regular briefing slots with Commissioners of Education via the Commissioners Forum Strengthen the capacity of state Institutions to plan and execute projects	UBEC and TETFUND briefing slots on NGF annual programme UBEC and TETFUND briefing slots on NGF annual programme Completed skills needs analysis.	2012 - 2015 2012- 2015 2012 - 2015	UBEC, TETF UBEC, TETF UBEC, TETF	FME, UBEC, TETF FME, UBEC, TETF FME, UBEC, TETF



S/N	TURNAROUND STRATEGY	ACTIVITIES	DELIVERABLES	IMPLEMENTING AGENCY	TIMELINE (Quarterly)	FUNDING SOURCE
		Conduct relevant training in project management, financial monitorry and review.		2012 - 2015 FME, UBEC, TETF, DHRM	FME, UBEC, TETF, DHRM	FME, UBEC, TETF
		Issue Proposal development, Project Management and Delivery guidelines.		Dec- 2012 FME, UBEC, TETF	FME, UBEC, TETF	FME, UBEC, TETF
		Review UBEC and TETFUND guidelines to improve access to funds.	Strengthen and complete consultation process. "Accessing UBEC Funds" - updated Guidelines	Aug-2012 Dec-2012 FME, UBEC	FME, UBEC, TETF FME, TETF	UBEC, TETF
		Provide incentives to performing beneficiaries	"Accessing TETFunds" - updated guidelines Issue Best Practice Awards	Dec-2012 2012 -2015 UBEC	FME, TETF	TETF
		Create a clearly defined process/procedure for engagement	Conduct name and name exercise Completed IDP Engagement Framework	2012 - 2015 Dec-2012 TETF PPM&R	UBEC TETF PPM&R	UBEC TETF FME
6.4	Developing a Strategic Engagement Framework for International Development Partners (IDP)	Publicly communicate the defined processes/procedures for engagement to all relevant stakeholders	Publicly communicated IDP Engagement Framework in print, online, and via stakeholder events.	2012 - 2015 PPM&R	PPM&R	FME
		Create an outreach programme to engage IDPs and OPS, encouraging them to participate in education delivery.	Programme of Stakeholders events developed and executed to engage IDPs and OPS.	2012 - 2015 PPM&R	PPM&R	FME



S/N	TURNAROUND STRATEGY	ACTIVITIES	DELIVERABLES	IMPLEMENTING AGENCY	TIMELINE (Quarterly)	FUNDING SOURCE
6.5	Establishing a Project Management Centre of Excellence to Improve Programme Governance, and Strengthen Project Delivery and Benefits Realisation	<p>Establish a Project Management Office (PMO) responsible for project oversight.</p> <p>Implement a Project Management IT system to enable seamless operations.</p> <p>Carry out robust Project Management Training for all relevant personnel at both the Federal and State Government levels.</p> <p>Enhance and mandate the implementation of periodic financial monitoring exercise.</p>	<p>Project Management Office established with the mandate to provide oversight, strengthening project governance, and providing training and support.</p> <p>Best practice project management tools, templates and procedures deployed for use across the ministry and State Institutions</p> <p>Programme of project management training available for relevant personnel at all levels</p> <p>UBEC quarterly financial monitoring exercise instituted.</p> <p>Financial monitoring of education financing in all schools, HCEs and FCEs</p>	<p>2012 - 2015</p> <p>2012 - 2015</p> <p>2012 - 2015</p> <p>2012 - 2015</p>	<p>UBEC, TETF, FME</p> <p>UBEC, TETF, FME</p> <p>UBEC, TETF, DHRM, FME</p> <p>FME, UBEC, NUC, TETF</p>	<p>FME, UBEC, TETF</p> <p>FME, UBEC, TETF</p> <p>FME, UBEC, TETF</p> <p>FME, UBEC, NUC, TETF</p>
6.6	Intensifying and Sustaining Education Tax Collection	Carry out assessments of companies by TETFund in liaison with FIRS issue out assessment notices to tax payers	Collection of Education Tax Fund Intensified	TETFUND/FIRS	2011-2015	TETFUND



S/N	TURNAROUND STRATEGY	ACTIVITIES	DELIVERABLES	IMPLEMENTING AGENCY	TIMELINE (Quarterly)	FUNDING SOURCE
6.7	Investing Funds to Enhance the Internal Revenue Generating Capability of the Fund	<p>Place funds and deposits in the banks by ensuring the following:</p> <ul style="list-style-type: none"> <li>• increased margin on funds placement</li> <li>• minimizing incidences of default which usually affect earnings if funds placed remain uncollected</li> <li>• reviewing of placements limit set for financial institutions, (half or yearly) so as to detect early deterioration in financial institutions that the TETFund is dealing with.</li> <li>• introduction of a system that will minimize apparent losses applicable to when placing new funds vide adoption of existing clearing house rule</li> <li>• enhancing the yield through diversification of investment portfolio while placing emphasis on the security of the funds i.e. balancing the risk between profitability and safety</li> <li>• prudent investment in stocks</li> </ul>	<p>Funds re-invested</p> <p>Income earned on invested funds</p>	TETFUND	2011-2015	TETFUND



S/N	TURNAROUND STRATEGY	ACTIVITIES	DELIVERABLES	IMPLEMENTING AGENCY	TIMELINE (Quarterly)	FUNDING SOURCE
6.8	Managing Available Funds Effectively	<ul style="list-style-type: none"> <li>• Operate of a fully computerized information systems for all accounting transactions</li> <li>• Direct disbursement to beneficiaries through e-payment</li> <li>• Monitor and evaluate of disbursement to beneficiaries</li> <li>• Ensure prompt rendition of financial returns and provision of timely information for management and board</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate and effective use of the proposed disbursement method</li> <li>• Organization of awareness and enlightenment forum for all accounting officers of the beneficiary institutions to enlighten them on the need implement TETFund financial requirements judiciously</li> <li>• Joint quarterly financial monitoring exercise of all beneficiaries to ensure effective utilization of funds and value for money</li> <li>• All operations, events and activities should aimed at minimization of errors in transaction processing.</li> <li>• Strict adherence to deadline for submission of statutory returns and information to management and board</li> </ul>	TETFund	2011-2015	TETFund



S/N	TURNAROUND STRATEGY	ACTIVITIES	DELIVERABLES	IMPLEMENTING AGENCY	TIMELINE (Quarterly)	FUNDING SOURCE
6.9	Computerizing Accounting Information System	<p>Computerize of the entire financial transactions</p> <p>Adopt of current accounting software package</p> <p>Organize manpower training and retraining for all the staff in the Finance Department on the usage of the accounting packages</p> <p>Ensure efficient and effective usage of electronic payment policy for executing all accounting and financial transactions</p>	Accounting system enhanced across the organization and beneficiary institutions	TETFund	March 2011 – June 2013	TETFUND
6.10	Disbursing and Tracking of Funds in Stages to Ensure Efficient and Judicious Utilization.	<ul style="list-style-type: none"> <li>Reconcile admissible projects with the beneficiaries</li> <li>Disburse funds</li> <li>Track beneficiary projects implementation status regularly</li> </ul>	Efficient and judicious utilization of funds tracked	TETFund	2012	TETFUND



S/N	TURNAROUND STRATEGY	ACTIVITIES	DELIVERABLES	IMPLEMENTING AGENCY	TIMELINE (Quarterly)	FUNDING SOURCE
6.11	Funding Special Education Projects	<ul style="list-style-type: none"> <li>• Organize Nationwide Special Education Survey for the handicapped</li> <li>• Identify special needs of the handicapped.</li> <li>• Select institutions to be funded</li> <li>• Meet with representatives of the institutions selected.</li> <li>• Undertake the actual implementation of projects</li> </ul>	Funds Provided for Special Education Projects	TETFund	2011-2015	TETFUND
6.12	Organizing Capacity Building Programmes for TETFund and Beneficiary Institutions	<ul style="list-style-type: none"> <li>• Liaise with regulatory bodies and institutions to identify areas of training needs</li> <li>• Draw up a proposal on capacity building programme</li> <li>• Production of workplan</li> <li>• Execute of actual workshop</li> <li>• Write a report of the workshop and present the report to management</li> <li>• Organize capacity building for Desk Officers handling TETFund Projects</li> <li>• Enhance the opportunities for TETFund staff development and training through exchange internship programme in similar Funding/Trust Fund Agencies/Organizations Overseas</li> </ul>	Capacity of staff developed across TETFund and beneficiary institutions Capacity of TETFund Desk Officers enhanced across institutions	TETFund	2011-2015	TETFUND



			NCCE	2012-2015	NCCE
6.13	Developing Policy Framework for the Improvement of Internally Generated Revenue Base of COEs	Organize workshops on the development of Policy Framework for the implementation of IGR in one hundred and twelve (112) Colleges of Education nationwide	Workshops on the development of Policy Framework on IGR in the one hundred and twelve (112) COEs conducted	NCCE	2012-2015
6.14	Tracking the Implementation of Fiscal Allocations in the FCE	Undertake financial monitoring of education finances of all FCEs.	Efficient internal control in place	NCCE	2012-2015
6.15	Strengthening the Financial Policies and Internal Control of NCCE and FCEs	<ul style="list-style-type: none"> <li>• Conduct workshops on improving efficiency in the use of fiscal allocations</li> <li>• Produce progress reports on the implementation of fiscal allocation.</li> </ul>	Efficient internal control and transparency in fiscal management used	NCCE	2012-2015
6.16	Enhancing Data Collection and Presentation Abilities of FCE management in all FCE	Organize follow-up activities and provide technical assistance to all FCE on financial reporting.	Harmonization/ standardization of financial documentation achieved.	NCCE	2012-2015



S/N	TURNAROUND STRATEGY	ACTIVITIES	DELIVERABLES	IMPLEMENTING AGENCY	TIMELINE (Quarterly)	FUNDING SOURCE
6.17	Strengthening Regulatory Compliance in NCCE and FCE.	Organize mandatory quarterly financial monitoring exercise of procedures involved in the receipt and disbursement of public funds.	<ul style="list-style-type: none"> <li>• Quarterly compliance/evaluation reports achieved</li> <li>• Annual financial efficiency and effectiveness reports improved</li> </ul>	NCCE	2012-2015	NCCE
6.18	Ensuring Tertiary Institutions Develop Self-Reliance through Internal Sourcing of Funds	Conduct meetings, workshops and enlightenment campaigns that foster self-reliance in funding of tertiary institutions	Appreciable Increase in IGR achieved	FME/NUC/NBTE/NCCE	2012-2015	FME/NUC/NBTE/NCCE
6.19	Diversifying and Improving other sources of Funding through Cost-Sharing, Private Sector Involvement, Alumni, Endowments, IDPs, Consultancy Services, etc	<ul style="list-style-type: none"> <li>• Conduct enlightenment workshops on cost-sharing modalities in higher education in higher education</li> <li>• Support for the initiative on sustainable financing of higher education in Nigeria</li> <li>• Design capacity building programmes for principal officers in funds mobilization, allocation and management</li> <li>• Organize capacity building programmes for universities on writing grant-winning proposals to donor agencies.</li> <li>• Organize annual forum for interaction between funding agencies, donor partners and Nigerian universities</li> </ul>	<ul style="list-style-type: none"> <li>• Greater private sector involvement in funding of education achieved</li> <li>• Internally Generated revenue through consultancy and community services and industrial linkages improved</li> <li>• IGR component of University budget improved</li> <li>• Database of all partnerships in the universities established</li> <li>• IT based system to capture resource flow and utilization developed</li> </ul>	FME/NGO & PPP/NUC/NBTE/NCCE	2012-2015	FME/NUC/NBTE/NCCE



S/N	TURNAROUND STRATEGY	ACTIVITIES	DELIVERABLES	IMPLEMENTING AGENCY	TIMELINE (Quarterly)	FUNDING SOURCE
6.20	Restructuring and Strengthening the Existing Scholarship and Student Loan Boards to Target TVET students	Provide 25% of funds for specific scholarship for TVET students.	Scholarship board restructured TO PROVIDE FUNDS	FME, NBTE and Polytechnics	2012-2015	FME/NBTE budget
6.21	Upgrading Facilities in Selected Polytechnics to make them Centres of Excellence	Provision of office Equipment (computers, software, furniture, etc) and training materials for polytechnics.	Upgrading of facilities51 Polytechnics and Monotechnics completed .	FME, NBTE and TETF	2012-2015	FME/NBTE/ TEFUND budget
6.22	Upgrading of Facilities in Selected Technical Colleges to make them Centre of Excellence	Source funds from the World Bank/ STEP-B, ADB and other funding agencies Procure and equip twelve (12) technical colleges in the six (6) geo-political zones.	Funding sourced/commitment for funding obtained. Equipment procured for twelve (12) technical colleges in the six (6) geo-political zones	FME/NBTE/ADB	2012-2015	FME, World Bank/STEP-B, ADB



S/N	TURNAROUND STRATEGY	ACTIVITIES	DELIVERABLES	IMPLEMENTING AGENCY	TIMELINE (Quarterly)	FUNDING SOURCE
6.23	Resuscitating and Intensifying Research Activities within the Fund	<ul style="list-style-type: none"> <li>• Establish and create grant for TETFund organizational action research</li> <li>• Intensify information sourcing</li> <li>• Conduct regular data collection exercises and visitations</li> <li>• Carrying out relevant action researches in needy areas.</li> <li>• Coordinate quarterly coordination of action research in various departments housing the funds</li> <li>• Facilitate regular attendance of short-term courses/ workshop and training in research and other relevant technical fields</li> <li>• Produce policy guidelines for TETFund monitoring and evaluation of research fund</li> </ul>	Research activities in tertiary institutions resuscitated and intensified through increased research funding	TETFund	2012-2015	TETFund
6.24	Automation of TETFund Library	<ul style="list-style-type: none"> <li>• Conduct feasibility studies</li> <li>• Undertake system analysis</li> <li>• Procure and deploy software and equipment</li> </ul>	Library Automated	TETFund	2012	TETFund
6.25	TETFund Electronics Document System	<ul style="list-style-type: none"> <li>Deploy electronic document management system</li> </ul>	<ul style="list-style-type: none"> <li>• Electronics document system deployed</li> <li>• Documents better organized</li> </ul>	TETFund	2012	TETFund
6.26	TETFund Management Information System (MIS)	Procure and deploy MIS	<ul style="list-style-type: none"> <li>MIS deployed</li> </ul>	TETFund	June 2011 - June 2013	TETFund
6.27	Training and Capacity in Development on ICT Tertiary Institutions	<ul style="list-style-type: none"> <li>• Identify training needs</li> <li>• Identify training firm</li> <li>• Develop work plan</li> <li>• Execute of training of the relevant personnel</li> </ul>	Training conducted	TETFund	Mar.2011 - Aug. 2013	TETFund



S/N	TURNAROUND STRATEGY	ACTIVITIES	DELIVERABLES	IMPLEMENTING AGENCY	TIMELINE (Quarterly)	FUNDING SOURCE
6.28	Effective Monitoring of the Implementation of the High Impact Projects	<ul style="list-style-type: none"> <li>• Check pre-qualification process</li> <li>• Check Minutes of Tenders Board and Procurement</li> <li>• Planning Committee</li> <li>• Scrutinize Approval/ Authorization (Mgt. Board, Minister and FEC)</li> <li>• Check Certificate of no objection from BPP for projected fund up to N100m/N250m and above</li> <li>• Audit Verification of the HISPs in each of the six(6) geopolitical</li> <li>• Present periodic reports to the relevant management/BOTs</li> </ul>	All High Impact Projects adequately monitored	TETFund	2012-2015	TETFUND
6.29	Effective Monitoring of TETFund Normal Intervention		<ul style="list-style-type: none"> <li>• Undertake quarterly audit verification with use of financial consultants</li> <li>Organize follow up visits using the audit staff in institutions and get them to report anomalies</li> </ul>	Normal interventions monitored and reports generated	TETFund	TETFUND
6.30	Physical Verification of TETFund Special Projects		<ul style="list-style-type: none"> <li>• Audit Inspection at the various institutions</li> <li>• Report to anomalies to the Management/Board</li> </ul>	<ul style="list-style-type: none"> <li>• Physical verification of TETFund special projects conducted</li> <li>• Report generated</li> </ul>	2011- 2013	TETFUND



S/N	TURNAROUND STRATEGY	ACTIVITIES	DELIVERABLES	IMPLEMENTING AGENCY	TIMELINE (Quarterly)	FUNDING SOURCE
6.31	Obtaining Customer Feedback on Services Provided and Identifying Customers' Needs and expectations	<ul style="list-style-type: none"> <li>• Design the instrument for data collection</li> <li>• Carry out the survey</li> <li>• Collect and analyse the data</li> <li>• Publish the findings of the survey</li> </ul>	Customers' feedback obtained Needs and expectations identified	TETFund	2 <sup>nd</sup> -3 <sup>rd</sup> Quarter 2012	TETFund
6.32	Reviewing TETFund Service Charter in accordance with the new Mandate	<ul style="list-style-type: none"> <li>• Obtain inputs from the various depts/units on their local charter</li> <li>• Collect information on local charter</li> <li>• Consider and compile data from the depts/units to develop the TETFund Charter</li> <li>• Submit the draft charter to the Servicom Office via the FME</li> </ul>	TETFund Charter reviewed and produced.	TETFund	2012	TETFund
6.33	Ensure SUBEBs capacity to access grants	<ul style="list-style-type: none"> <li>• Train SUBEBs on how to prepare work-plans</li> <li>• Carryout political engagement with states to ensure</li> <li>• Disburse matching grant to SUBEBs</li> </ul>	<ul style="list-style-type: none"> <li>• Planners trained in work-plan preparation</li> <li>• Meetings with political leaders</li> <li>• 33.89 billion naira 50% of 2% CRF matching grant disbursed</li> </ul>	UBEC	2012-2013	2% CRF



S/N	TURNAROUND STRATEGY	ACTIVITIES	DELIVERABLES	IMPLEMENTING AGENCY	TIMELINE (Quarterly)	FUNDING SOURCE
6.34	• Ensure SUBEBs have the capacity for budget implementation • Facilitate Audit of intervention fund accounts in all SUBEBs	• Train SUBEBs in budget preparation • Train SUBEBs on the preparation of Departmental Work Plans (DWP) based on budget allocation • Train SUBEBs to support the LGEAs in budget proposal development • Train SUBEBs to conduct internal monitoring of budget implementation Carryout 1 <sup>st</sup> -4 <sup>th</sup> qtrs, 2012 financial monitoring. • Build capacity of SUBEBs for internal Audit of intervention fund accounts • Carry-out audit for 2010 and 2011 by external auditors.	• Budget officers trained • Capacity to prepare DWPs • Capacity of SUBEBs to support LGEAs improved 2012 financial monitoring reports produced and forwarded to all relevant stakeholders. • Increased capacity for SUBEBs to conduct internal audit • 2010 and 2011 audited financial statements for UBEC and SUBEBs accounts produced and forwarded to relevant stakeholders.	UBEC UBEC/external auditors	2012-2013	2% CRF
6.35	Improve the capacity of SUBEBs to document and produce reports		• Build capacity for data collection and analysis • Build capacity for report writing • Follow-up visit to SUBEB with major observations	UBEC	2012-2013	2%CRF



S/N	TURNAROUND STRATEGY	ACTIVITIES	DELIVERABLES	IMPLEMENTING AGENCY	TIMELINE (Quarterly)	FUNDING SOURCE
6.36	Enhance the capacity of SUBEBs and LGAs to apply for the 14% educational imbalance funds for 2011	<ul style="list-style-type: none"> <li>•Train SUBEBs to support LGAs to work with SBMC to identify local needs</li> <li>•Train SUBEBs to prepare proposals</li> <li>•Disburse 2011 educational imbalance funds</li> </ul>	<ul style="list-style-type: none"> <li>•Increased capacity for LGAs and SBMCs to identify local needs</li> <li>•Improved capacity for proposal development</li> <li>•9 billion naira 14% of 2% CRF education imbalance disbursed</li> </ul>	UBEC	2012	2% CRF
6.37	Enhance the capacity building for finance staff	Interactive sessions/ group building techniques and workshops	Equipped personnel (finance) for basic education delivery.	UBEC	2012	2% CRF
6.38	Enhance the capacity of SUBEBs to access UBE Community Initiated Self Help Projects	<ul style="list-style-type: none"> <li>•Train SUBEBs to build the capacity of LGAs to work with SBMC to identify</li> <li>•Develop systems for UBE Community Initiated Self Help Project Implementation</li> <li>•Build capacity of local artisans</li> </ul> <p>Monitoring of Project Implementation at State, LGEA and School level</p>	<ul style="list-style-type: none"> <li>•Improved capacity for project identification</li> <li>•Improved systems for tracking Project execution (Construction of classrooms, Renovations, Bore holes etc)</li> <li>•Improved capacity for project delivery and monitoring</li> </ul>	UBEC SUBEBs LGEAs Schools & Community Members	2011-2015	2% CRF
6.39	Developing Capacity for functional SBMCs	<ul style="list-style-type: none"> <li>-Training of Trainers</li> <li>-Training of master Trainers</li> <li>-SBMC Training</li> </ul>	<ul style="list-style-type: none"> <li>•Training of Trainers on SBMCs</li> </ul>	<ul style="list-style-type: none"> <li>•Capacity of Trainers on SBMCs developed</li> <li>•Community participation in basic education enhanced</li> </ul>	FME UBEC ESSPIN STTs SUBEBs LGEAs SBMC members	2011-2015
6.40	Capacity building workshop for Mobilization personnel at SUBEB and LGEA levels	Build Capacity of SUBEB	Effective service delivery for Social Mobilization activities	UBEC SUBEBs LGEAs	2011-2015	2% CRF



**Note**

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## Note



