



**FINAL REPORT OF THE NEC AD-HOC COMMITTEE ON THE
REVIVAL OF EDUCATION IN NIGERIA**

SUBMITTED TO THE NATIONAL ECONOMIC COUNCIL

ON THURSDAY,20....

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Matrix of Actions that Require Urgent Attention

Preamble

Recall that at the National Economic Council meeting held on Thursday 28th June, 2018, the Honourable Minister of Education made a presentation to council on the National Education Policy, Prospects, Challenges and Way Forward (the State of Education in Nigeria). Consequently, council constituted a NEC Ad-hoc Committee on the Revival of the Education Sector.

Committee Membership

The NEC Ad-hoc Committee members are as follows:

- | | | | |
|-------|--|---|-----------|
| [i] | Sen. (Dr.) Ifeanyi Okowa (Governor Delta State) | - | Chairman |
| [ii] | Ogbeni (Engr.) Rauf A. Aregbesola (Governor State of Osun) | - | Member |
| [iii] | Prof. Hafiz Abubakar (Deputy Governor, Kano State) | - | Member |
| [iv] | Nkem Okeke, Ph. D (Deputy Governor, Anambra State) | - | Member |
| [v] | Mr. Godwin Emefiele, CON (Governor, CBN) | - | Member |
| [vi] | Malam Adamu Adamu (Hon. Minister, Education) | - | Member |
| [vii] | Mr. Olajide S. Odewale FCA (Secretary NEC) | - | Secretary |

Terms of Reference

The Terms of Reference (ToR) for the Ad-hoc Committee were to:

- [i] aggregate all the issues and recommendations highlighted in the presentations and comments made by members;
- [ii] draw up a workable plan on what needs to be done to revive the education sector in the short, medium and long term at the Federal and sub- national levels;
- [iii] discuss other relevant matters that might assist the committee in the discharge of the assignment; and
- [v] co-opt and or invite any individual or corporate body deemed appropriate to facilitate the work of the committee.

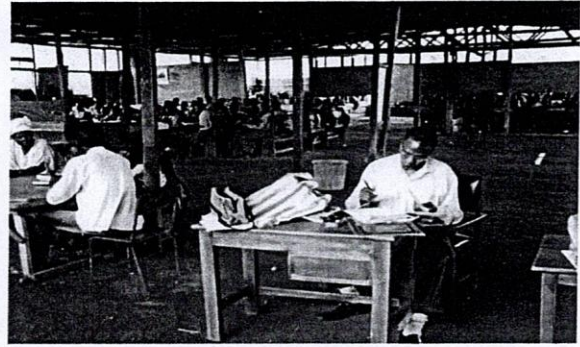
1.0 INTRODUCTION

The Nigerian education sector has in recent times witnessed efforts aimed at improving its overall wellbeing. However, the sector is still plagued with numerous challenges that impede the achievement of the sector's objectives.

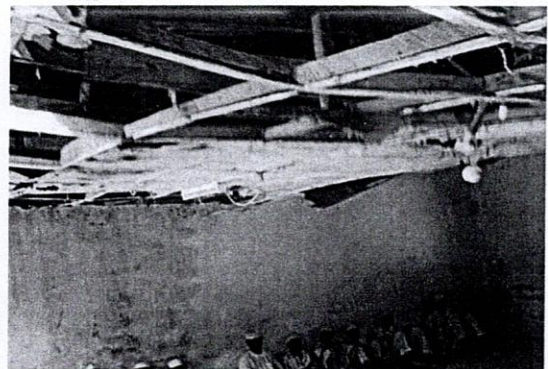
2.0 BASIC AND SECONDARY EDUCATION

This subsector has recorded marginal gains in some areas such as enhancing access, improving quality and breaking of the jinx of unavailability of current reliable data. However, it is still seriously blighted by several challenges among which are gross infrastructural deficits; shortage of qualified teachers and facilities for Science, Technology, Engineering, and Mathematics (STEM) & Technical, Vocational Education and Training (TVET) and severe inadequacy of funds.

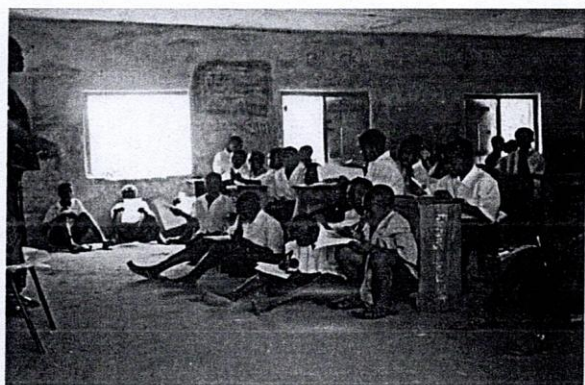
- The issue of the millions of out-of-school children persists obstinately as a sore thumb sign-posting the Nigerian education terrain alongside the phenomenon of rising youth illiteracy; the girl-child education challenge; high boy-child drop-out rates; and the huge population of illiterate adults estimated at over 40 million. The goriness of the situation becomes more graphic when the dimension of poor teacher quality is factored into the equation.
- It is pertinent to state that the various levels of education - basic, secondary and tertiary, are akin to the links of a chain and it is a well-known fact that a chain is only as strong as its weakest link.
- In Nigeria, the basic level of education which is the foundation upon which the other levels are built is undoubtedly the weakest link in the education sector. Across the nation, the terrible state of dilapidation and disrepair of primary and secondary school buildings is very well known and roundly condemned. As a matter of fact, many educated Nigerians including the elite, attest to the horrendous decay in the physical facilities and infrastructure of their various alma mater.



- There is consensus of opinion among the citizenry, that most of the public primary and secondary schools of yesteryears which produced virtually all of the past and current leaders of Nigeria are worse than shadows of their old selves. Indeed, there is a convergence of opinion that public primary and secondary schools are reserved for children of those within the lower socio-economic strata of society. This is a situation that needs to be urgently reversed as it portends great danger to the necessary social justice, equity, peace and socio-economic development of the country
- Today, the situation in Nigeria is that primary and secondary schools across the nation especially in rural and semi-urban areas where majority of Nigerians reside, are monuments of dilapidation, disrepair and near-abandonment, unlike in the past when some of the most iconic buildings even in the villages are the primary and secondary schools.
- In most of the school buildings, the roofs are either leaking or blown off, the ceilings are either unsightly and tattered or are completely absent. Many a classroom is devoid of doors or windows thus leaving the vulnerable children at the mercy of the vagaries of the inclement weather.



- Many pupils sit on the bare floor and even those classrooms with a semblance of furnishing, parade an assortment of broken down desks and chairs with nails sticking out in such a manner as to make the classroom a very hazardous environment. It is also not unusual for such ramshackle classrooms to be overcrowded with just one teacher, who may not have been paid for over three months, pretending to “teach” as many as 100 students.



Consequently with such hostile and inhospitable school environment, many children find schooling unattractive and learn very little as evidenced by the dismal statistics in trends on enrolments and learning outcomes in the Basic Education Sector.

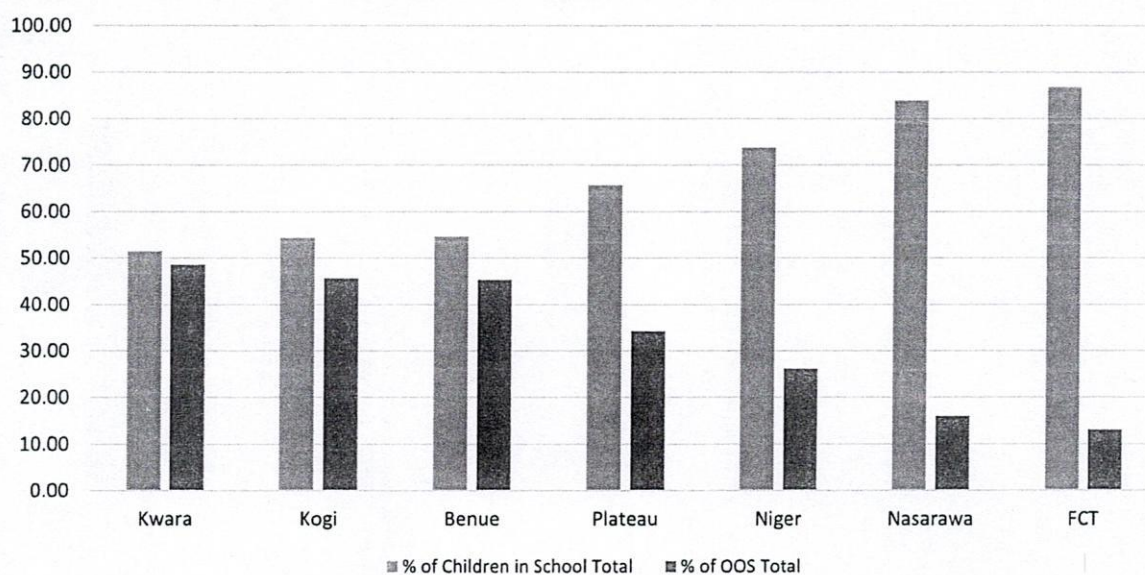
2.1 OUT-OF-SCHOOL CHILDREN (OOSC)

According to the 2018 National Personnel Audit (NPA) conducted by the Universal Basic Education Commission of the Federal Ministry of Education there are **10,475,031** out-of-school children at primary level and **6,269,477** at junior secondary school level, totaling **16,744,503**. This has been disaggregated on State-by-State basis for effective targeting.

2.1.1. DISTRIBUTION OF OUT-OF-SCHOOL CHILDREN IN PRIMARY SCHOOLS BY STATES IN THE NORTH CENTRAL ZONE (2017/2018)

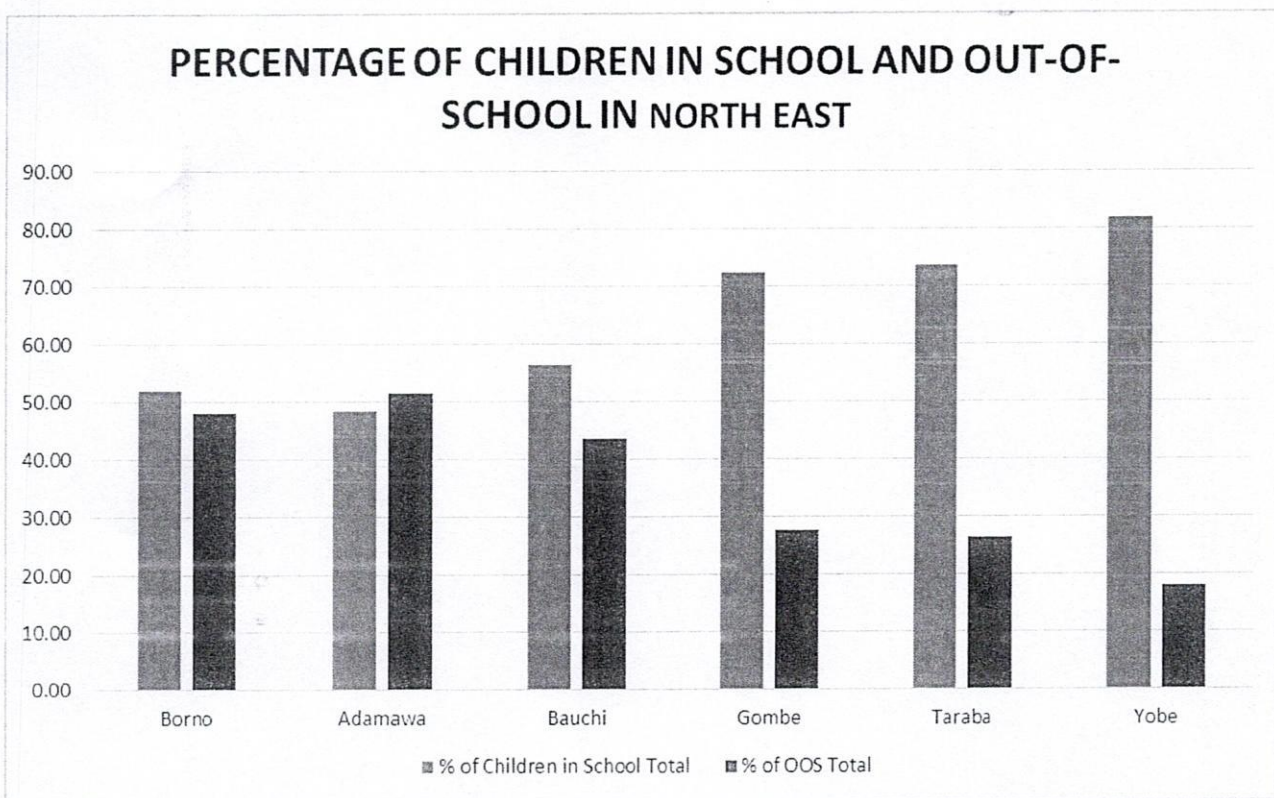
State	NUMBER OF OUT-OF-SCHOOL CHILDREN			PERCENTAGE OF SCHOOL AGE CHILDREN IN SCHOOL		PERCENTAGE OF OUT-OF-SCHOOL CHILDREN	
	M	F	M+F	M	F	M	F
Benue	193,753	204,506	398,259	56.11	53.15	43.89	46.85
FCT	20,107	17,159	37,266	85.99	87.87	14.01	12.13
Kogi	133,298	131,128	264,426	54.29	54.41	45.71	45.59
Kwara	115,441	119,978	235,419	52.70	50.14	47.30	49.86
Nasarawa	25,516	40,280	65,796	87.65	80.28	12.35	19.72
Niger	86,273	163,892	250,165	82.05	65.49	17.95	34.51
Plateau	118,750	122,578	241,328	66.42	65.05	33.58	34.95

PERCENTAGE OF CHILDREN IN SCHOOL AND OUT-OF-SCHOOL IN NORTH CENTRAL



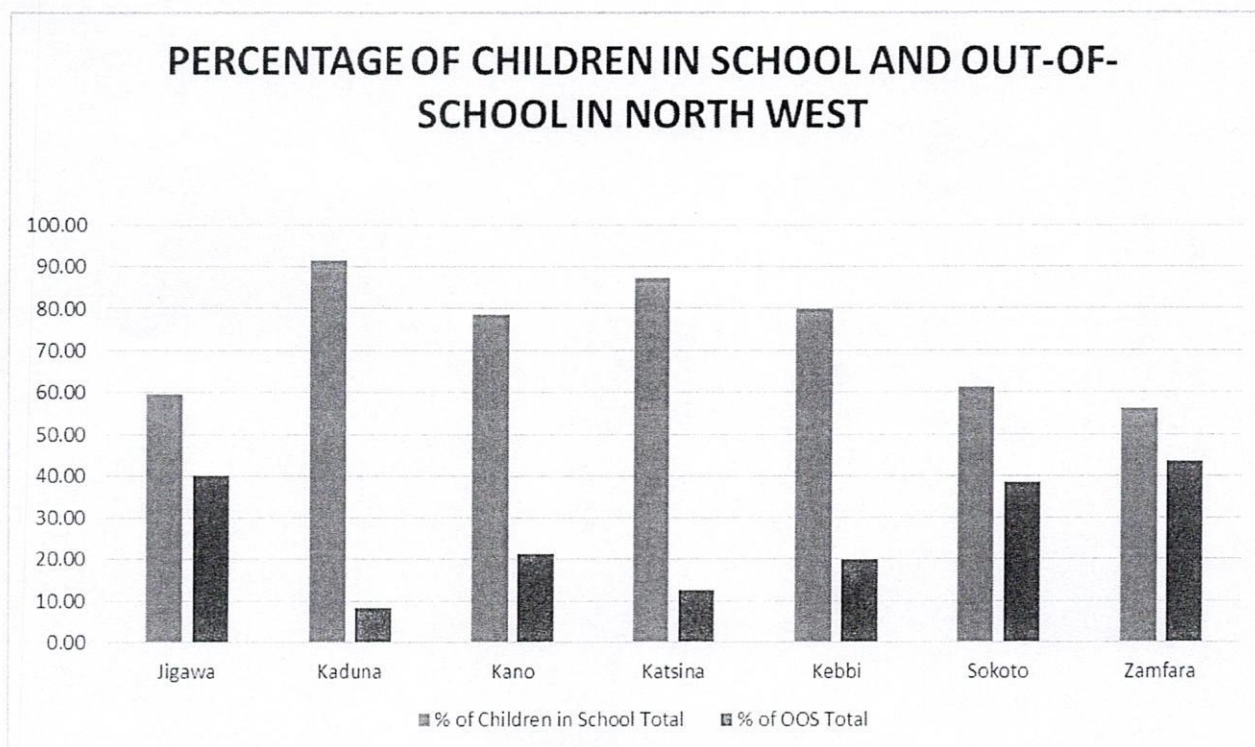
2.1.2 DISTRIBUTION OF OUT-OF-SCHOOL CHILDREN IN PRIMARY SCHOOLS BY STATES IN THE NORTH EAST ZONE (2017/2018)

State	NUMBER OF OUT-OF-SCHOOL CHILDREN			OF SCHOOL AGE CHILDREN IN SCHOOL		PERCENTAGE OF OUT-OF-SCHOOL CHILDREN	
	M	F	M+F	M	F	M	F
Borno	239,997	243,901	483,898	52.80	51.18	47.20	48.82
Adamawa	181,880	190,401	372,280	49.99	46.94	50.01	53.06
Bauchi	287,530	330,731	618,261	59.90	53.10	40.10	46.90
Gombe	69,350	99,251	168,601	77.48	67.13	22.52	32.87
Taraba	56,856	86,640	143,496	79.30	67.93	20.70	32.07
Yobe	34,136	70,964	105,100	88.39	75.39	11.61	24.61



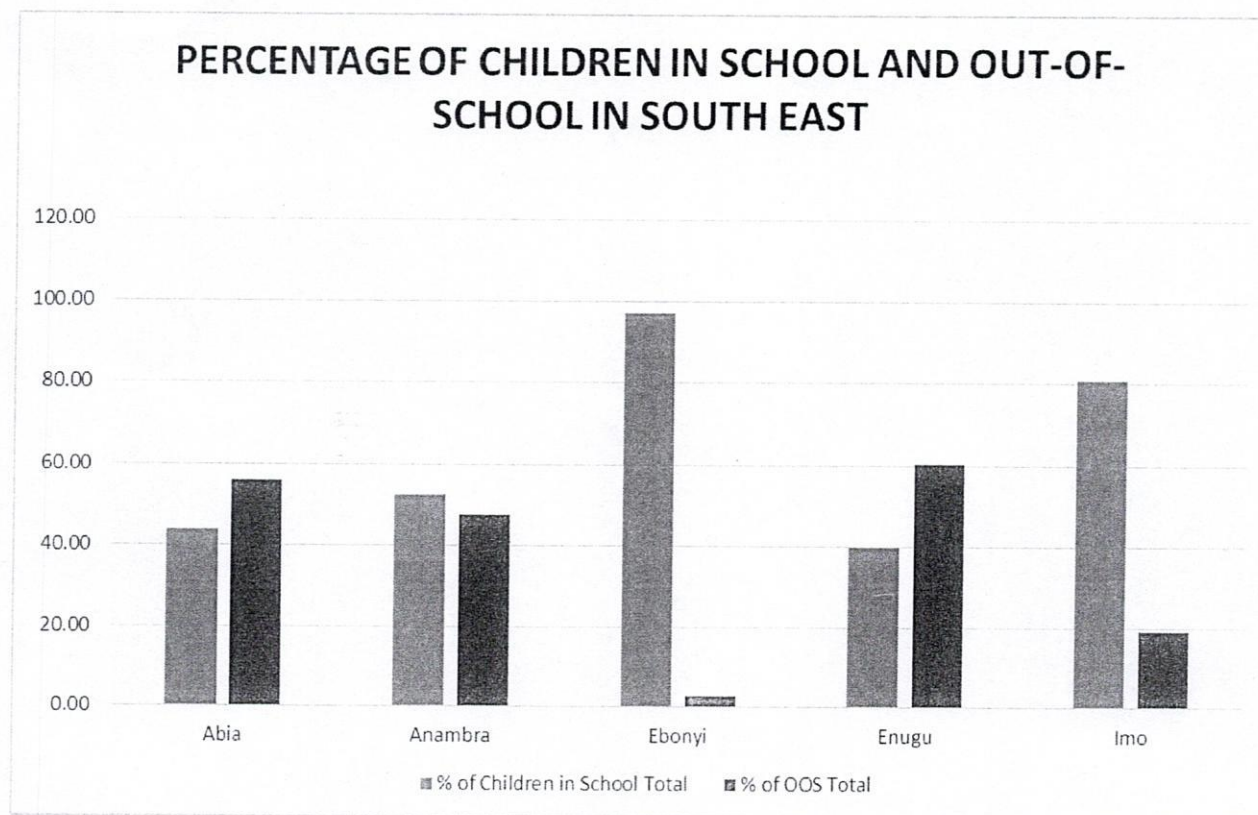
2.1.3 DISTRIBUTION OF OUT-OF-SCHOOL CHILDREN IN PRIMARY SCHOOLS BY STATES IN THE NORTH WEST ZONE (2017/2018)

State	NUMBER OF OUT-OF-SCHOOL CHILDREN			PERCENTAOF OF SCHOOL AGE CHILDREN IN SCHOOL		PERCENTAGE OF OUT-OF- SCHOOL CHILDREN	
	M	F	M+F	M	F	M	F
Jigawa	244,404	264,146	508,550	61.61	57.85	38.39	42.15
Kaduna	41,942	68,631	110,573	131.51	108.64	7.94	13.09
Kano	275,460	224,219	499,679	76.67	80.77	23.33	19.23
Katsina	70,320	133,449	203,768	91.38	83.36	8.62	16.64
Kebbi	23,216	144,142	167,358	94.52	65.45	5.48	34.55
Sokoto	140,263	242,131	382,394	71.87	50.65	28.13	49.35
Zamfara	294,465	48,175	342,640	44.45	81.15	55.55	18.85



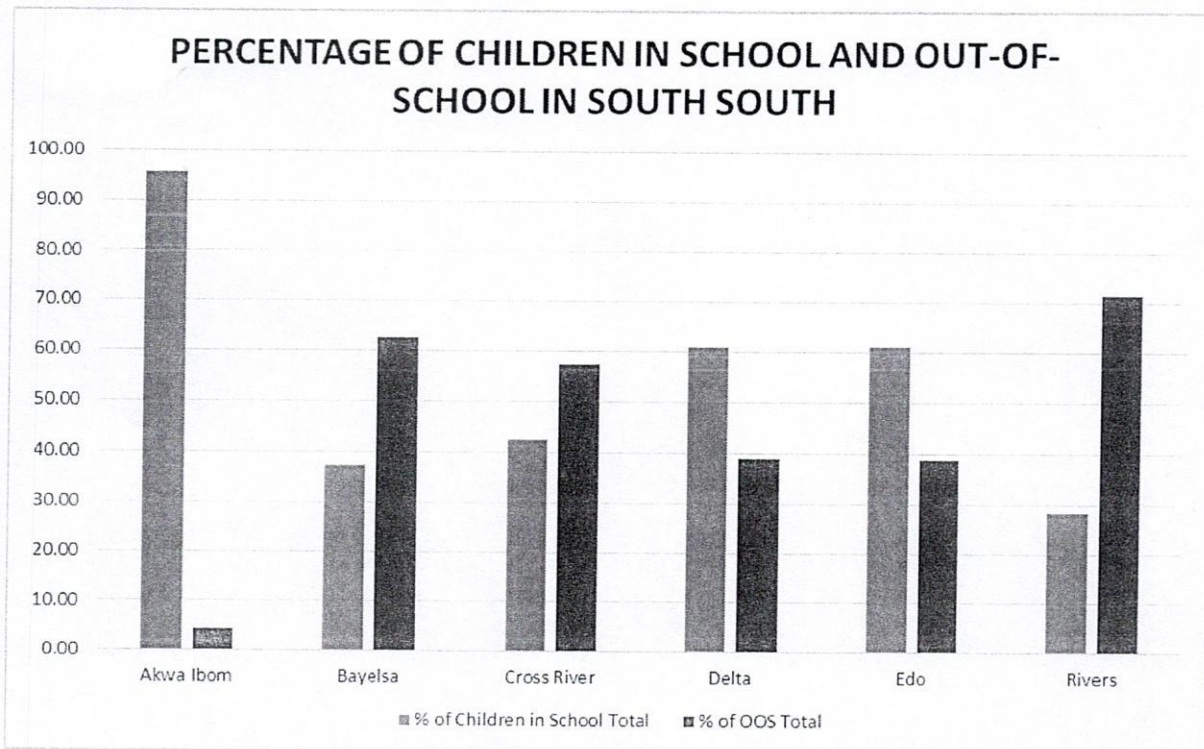
2.1.4 DISTRIBUTION OF OUT-OF-SCHOOL CHILDREN IN PRIMARY SCHOOLS BY STATES IN THE SOUTH EAST ZONE (2017/2018)

STATE	NUMBER OF OUT-OF-SCHOOL CHILDREN			PERCENTAGE OF SCHOOL AGE CHILDREN IN SCHOOL		PERCENTAGE OF OUT-OF-SCHOOL CHILDREN	
	M	F	M+F	M	F	M	F
ABIA	142,060	139,385	281,445	43.61	44.23	56.39	55.77
ANAMBRA	215,030	211,195	426,225	52.32	52.65	47.68	47.35
EBONYI	7,207	3,152	10,359	96.24	98.34	3.76	1.66
ENUGU	178,308	178,141	356,449	39.94	39.47	60.06	60.53
IMO	62,877	69,412	132,289	81.82	79.75	18.18	20.25



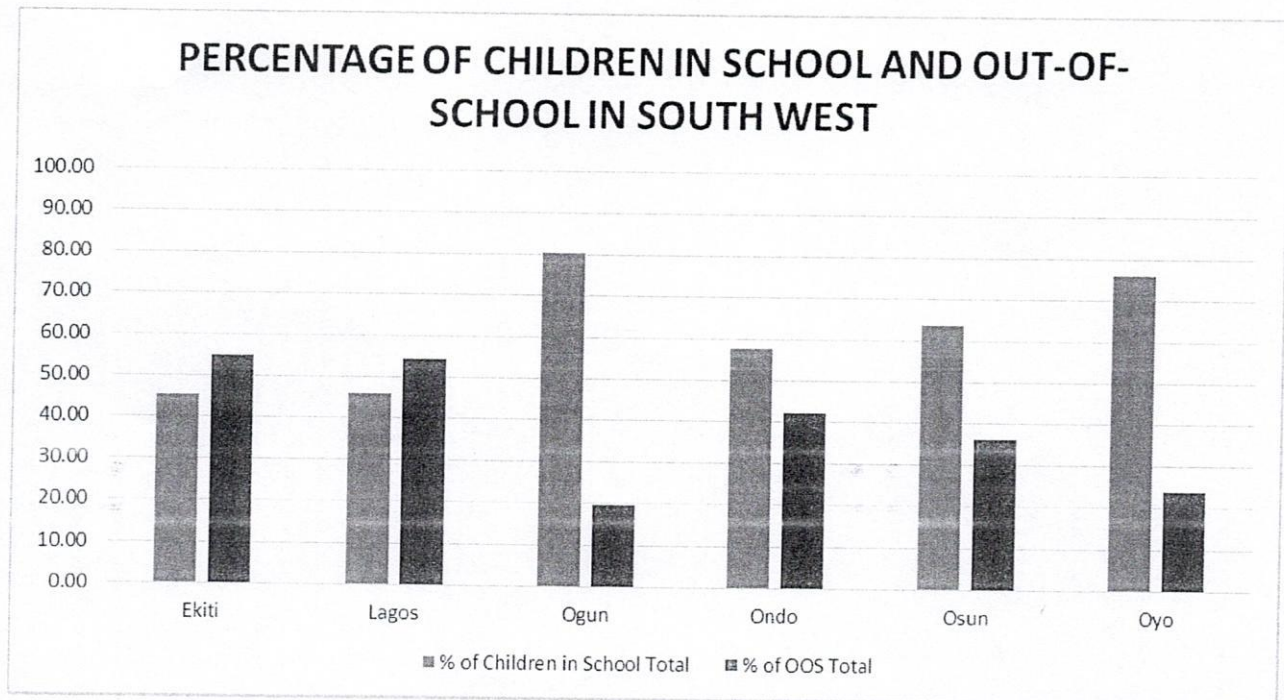
2.1.5 DISTRIBUTION OF OUT-OF-SCHOOL CHILDREN IN PRIMARY SCHOOLS BY STATES IN THE SOUTH-SOUTH ZONE (2017/2018)

STATE	NUMBER OF OUT-OF-SCHOOL CHILDREN			PERCENTAGE OF SCHOOL AGE CHILDREN IN SCHOOL		PERCENTAGE OF OUT-OF-SCHOOL CHILDREN	
	M	F	MF	M	F	M	F
AKWA IBOM	17,562	12,652	30,214	94.89	96.26	5.11	3.74
BAYELSA	93,954	91,650	185,604	36.92	37.70	63.08	62.30
CROSS RIVER	147,674	146,872	294,546	42.75	42.24	57.25	57.76
DELTA	142,200	139,997	282,197	60.76	61.01	39.24	38.99
EDO	110,676	111,490	222,166	61.52	60.81	38.48	39.19
RIVERS	335,908	328,192	664,100	28.06	28.80	71.94	71.20



2.1.6 DISTRIBUTION OF OUT-OF-SCHOOL CHILDREN IN PRIMARY SCHOOLS BY STATES THE SOUTH WEST ZONE (2017/2018)

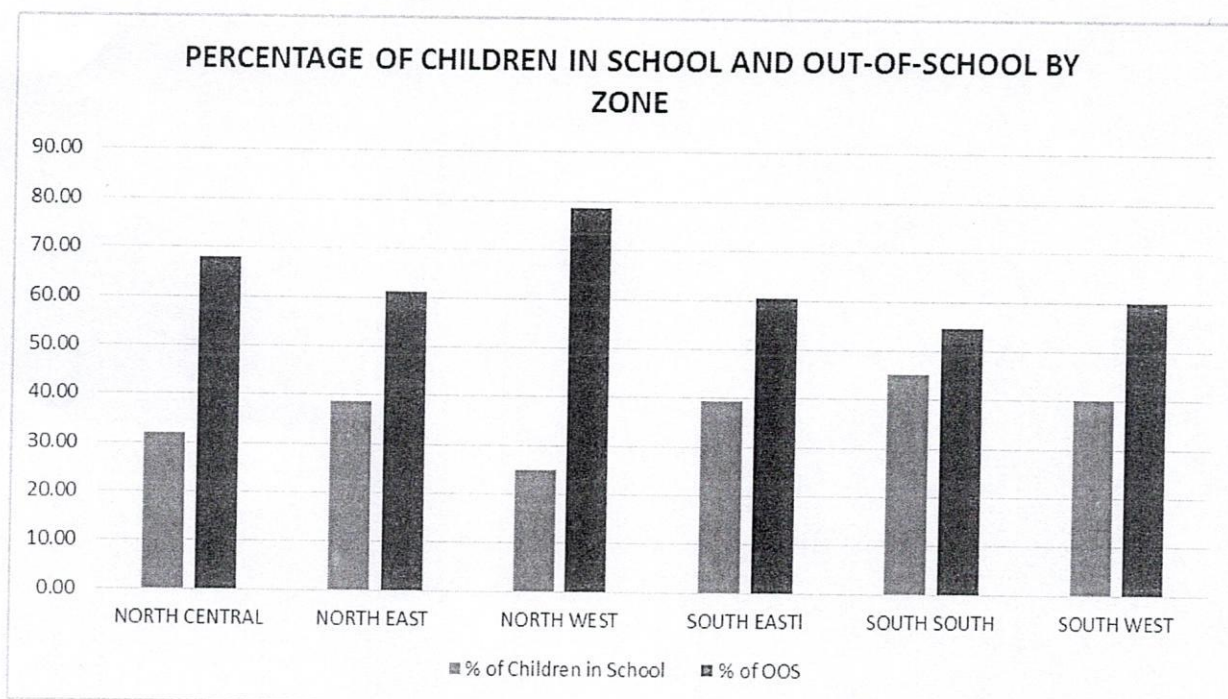
STATE	NUMBER OF OUT-OF- SCHOOL CHILDREN			PERCENTAOF OF SCHOOL AGE CHILDREN IN SCHOOL		PERCENTAGE OF OUT-OF- SCHOOL CHILDREN	
	M	F	M+F	M	F	M	F
EKITI	118,921	114,224	233,145	44.38	45.93	55.62	54.07
LAGOS	472,085	454,325	926,410	45.13	46.39	54.87	53.61
OGUN	63,167	65,931	129,098	80.96	79.96	19.04	20.04
ONDO	93,219	160,255	253,474	69.14	46.43	30.86	53.57
OSUN	110,140	105,009	215,149	63.14	64.47	36.86	35.53
OYO	55,936	176,969	232,904	88.59	63.57	11.41	36.43



SOURCE: NPA 2018-PROVISIONAL DATA

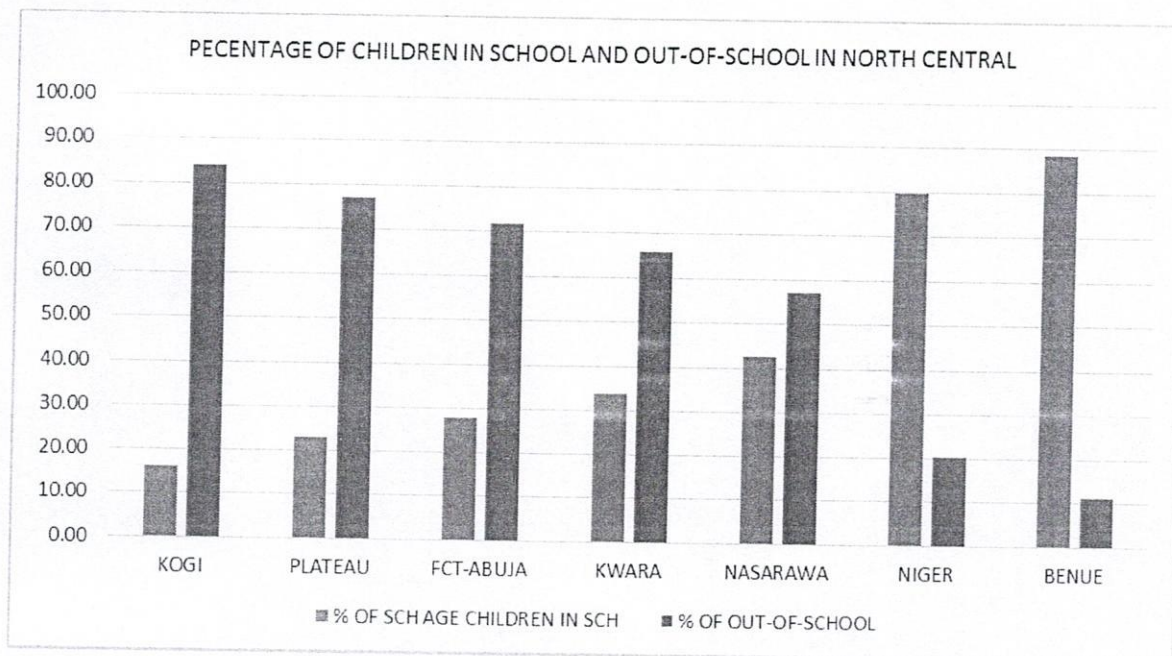
2.1.7 DISTRIBUTION OF OUT-OF-SCHOOL CHILDREN (OOSC) IN PRIMARY SCHOOLS BY ZONE 2017/2018

ZONE	NUMBER OF OUT-OF-SCHOOL CHILDREN			PERCENTAGE OF SCHOOL AGE CHILDREN IN SCHOOL		PERCENTAGE OF OUT-OF-SCHOOL CHILDREN	
	M	F	M+F	M	F	M	F
NORTH CENTRAL	693,138	799,521	1,492,659	70.97	64.99	29.03	35.01
NORTH EAST	869,749	1,021,888	1,891,637	64.73	57.84	35.27	42.16
NORTH WEST	1,090,069	1,124,893	2,214,962	80.89	76.39	23.63	26.27
SOUTH EASTL	605,482	601,285	1,206,767	60.62	60.53	39.38	39.47
SOUTH SOUTH	847,974	830,853	1,678,827	54.59	54.96	45.41	45.04
SOUTH WEST	913,468	1,076,712	1,990,180	63.42	56.38	36.58	43.62
TOTAL	5,019,879	5,455,151	10,475,031				



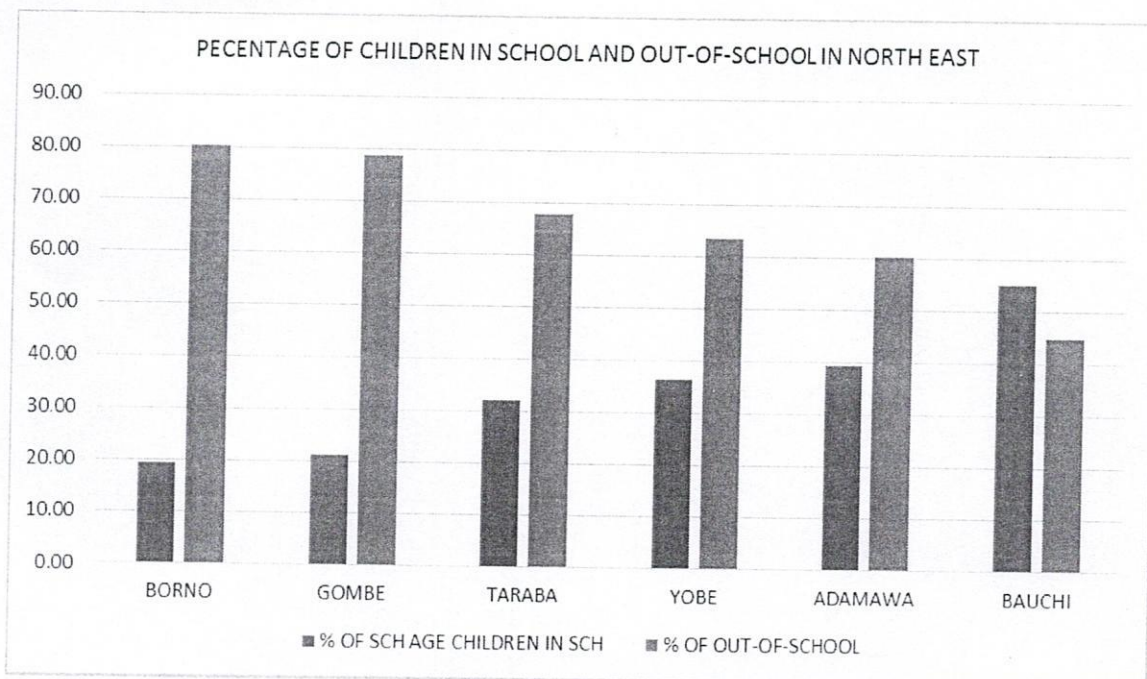
2.1.8 DISTRIBUTION OF OUT-OF-SCHOOL CHILDREN IN JUNIOR SECONDARY SCHOOL BY STATES IN THE NORTH CENTRAL ZONE

STATES	NUMBER OF OUT-OF-SCHOOL CHILDREN			PERCENTAGE OF SCH. AGE CHILDREN IN SCH H.		PERCENTAGE OF OUT-OF-SCHOOL CHILDREN	
	M	F	M+F	M	F	M	F
BENUE	3,573	8,004	11,577	93.00	84.56	7.00	15.44
FCT-ABUJA	122,476	129,649	252,125	27.92	28.25	72.08	71.75
KOGI	151,070	159,100	310,170	16.66	15.27	83.34	84.73
KWARA	91,848	97,608	189,456	35.66	32.35	64.34	67.65
NASARAWA	52,233	58,120	110,353	45.42	40.17	54.58	59.83
NIGER	6,080	27,731	33,811	92.57	67.23	7.43	32.77
PLATEAU	138,388	146,836	285,224	23.94	21.91	76.06	78.09
TOTAL	565,667	627,048	1,192,716				



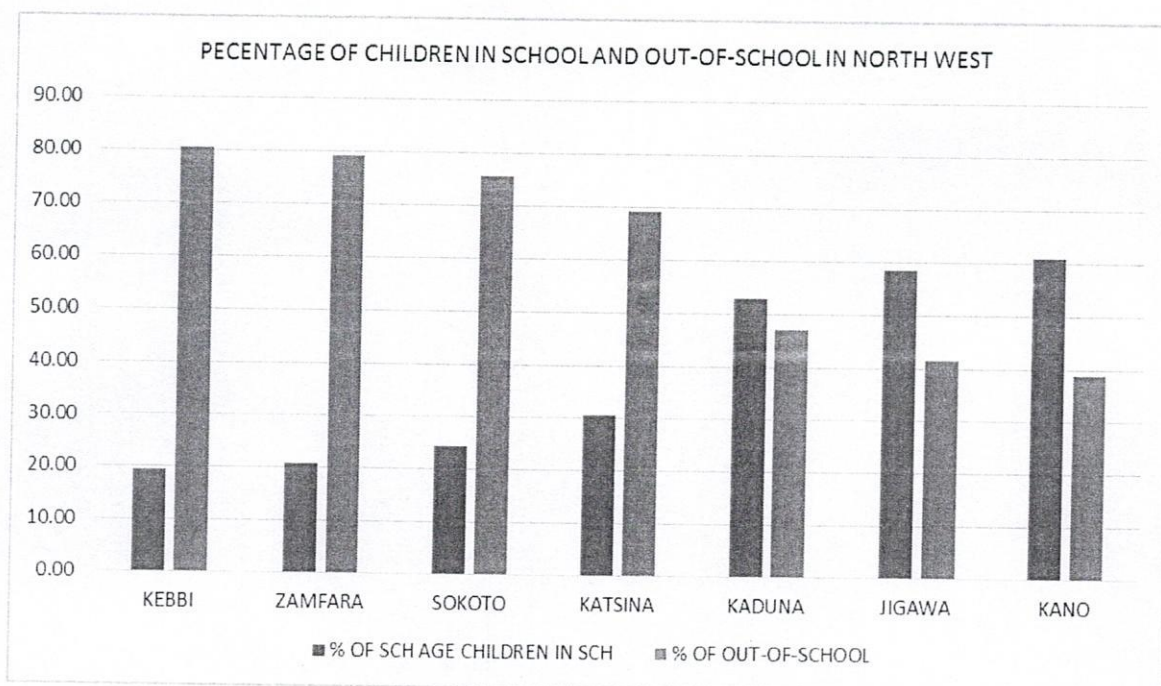
2.1.9 DISTRIBUTION OF OUT-OF-SCHOOL CHILDREN IN JUNIOR SECONDARY SCHOOL BY STATES IN THE NORTH EAST ZONE

STATES	NUMBER OF OUT-OF-SCHOOL CHILDREN			PERCENTAGE OF SCH. AGE CHILDREN IN SCH.		PERCENTAGE OF OUT-OF-SCHOOL CHILDREN	
	M	F	M+F	M	F	M	F
ADAMAWA	71,449	86,535	157,984	43.45	35.90	56.55	64.10
BAUCHI	49,459	70,781	120,240	62.66	47.86	37.34	52.14
BORNO	173,645	177,497	351,142	20.37	18.76	79.63	81.24
GOMBE	146,271	155,126	301,397	23.85	18.56	76.15	81.44
TARABA	70,301	73,856	144,157	34.62	29.57	65.38	70.43
YOBE	61,037	67,727	128,764	39.70	33.22	60.30	66.78
TOTAL	572,162	631,522	1,203,684				



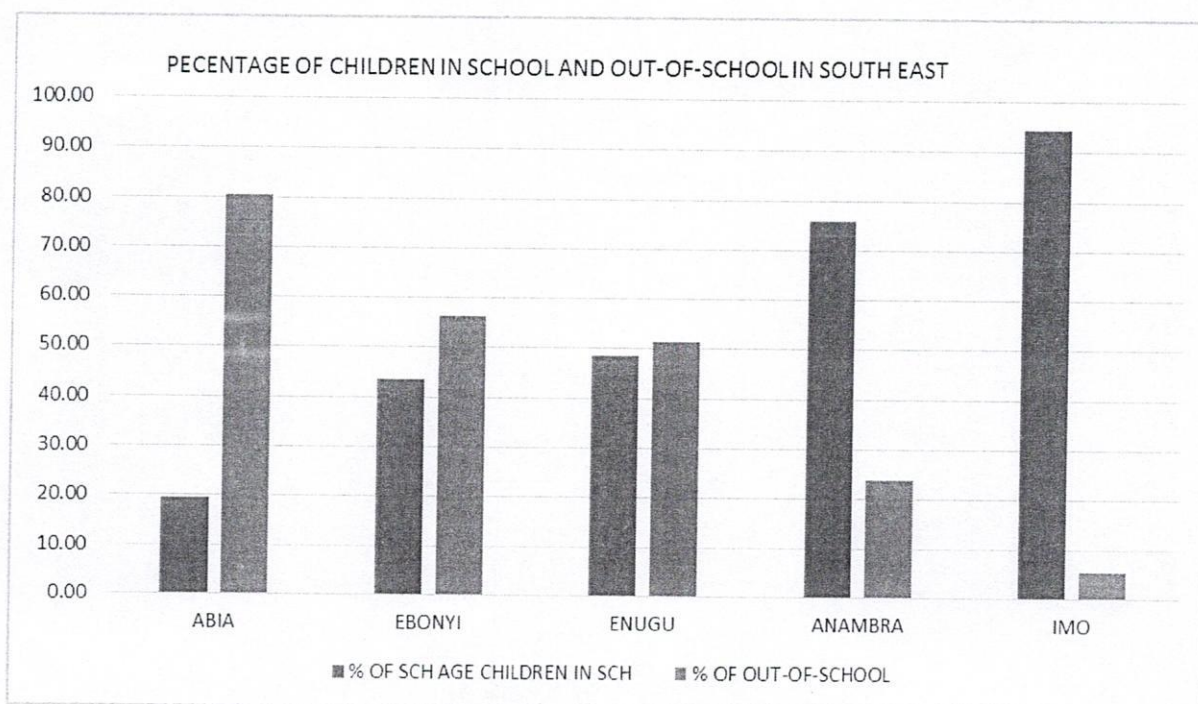
2.1.10 DISTRIBUTION OF OUT-OF-SCHOOL CHILDREN IN JUNIOR SECONDARY SCHOOL BY STATES IN THE NORTH WEST ZONE

STATES	NUMBER OF OUT-OF-SCHOOL CHILDREN			PERCENTAGE OF SCH. AGE CHILDREN IN SCH.		PERCENTAGE OF OUT-OF-SCHOOL CHILDREN	
	M	F	M+F	M	F	M	F
JIGAWA	37,257	50,385	87,642	65.05	51.64	34.95	48.36
KADUNA	93,812	105,733	199,545	55.42	50.24	44.58	49.76
KANO	88,595	124,402	212,997	66.79	55.48	33.21	44.52
KATSINA	276,608	318,413	595,021	34.61	27.01	65.39	72.99
KEBBI	213,919	241,364	455,283	24.66	14.19	75.34	85.81
SOKOTO	111,175	129,264	240,439	29.51	19.34	70.49	80.66
ZAMFARA	129,582	152,044	281,626	27.12	14.71	72.88	85.29
TOTAL	950,948	1,121,605	2,072,553				



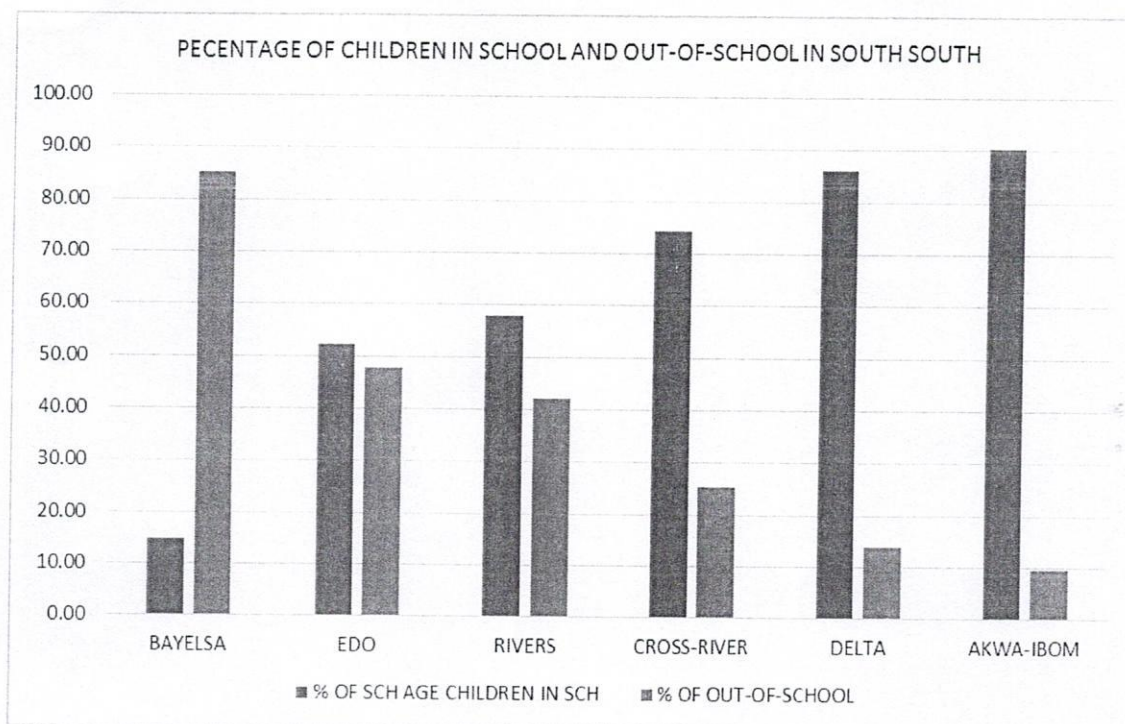
2.1.11 DISTRIBUTION OF OUT-OF-SCHOOL CHILDREN IN JUNIOR SECONDARY SCHOOL BY STATES IN THE SOUTH EAST ZONE

STATES	NUMBER OF OUT-OF-SCHOOL CHILDREN			PERCENTAGE OF SCH. AGE CHILDREN IN SCH.		PERCENTAGE OF OUT-OF-SCHOOL CHILDREN	
	M	F	M+F	M	F	M	F
ABIA	129,973	128,010	257,983	18.11	20.85	81.89	79.15
ANAMBRA	16,626	20,770	37,396	77.61	74.33	22.39	25.67
EBONYI	62,089	66,463	128,552	43.46	43.77	56.54	56.23
ENUGU	38,833	41,271	80,104	48.67	48.32	51.33	51.68
IMO	893	9,221	10,114	98.98	90.25	1.02	9.75
TOTAL	248,414	265,735	514,149				



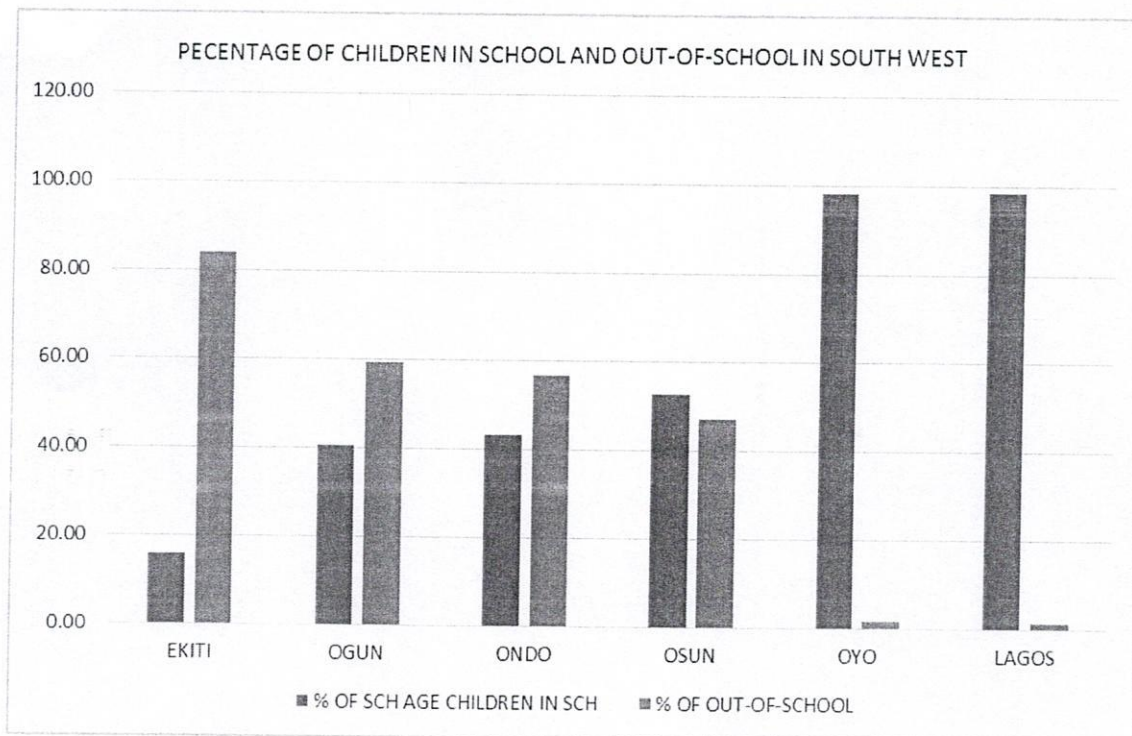
2.1.12 DISTRIBUTION OF OUT-OF-SCHOOL CHILDREN IN JUNIOR SECONDARY SCHOOL BY STATES IN THE SOUTH-SOUTH ZONE

STATES	NUMBER OF OUT-OF-SCHOOL CHILDREN			PERCENTAGE OF SCH. AGE CHILDREN IN SCH.		PERCENTAGE OF OUT-OF-SCHOOL CHILDREN	
	M	F	M+F	M	F	M	F
AKWA-IBOM	1,621	19,840	21,461	98.49	82.79	1.51	17.21
BAYELSA	97,627	99,862	197,489	14.94	14.68	85.06	85.32
CROSS-RIVER	13,085	14,101	27,186	74.97	73.96	25.03	26.04
DELTA	12,251	13,203	25,454	86.40	85.63	13.60	14.37
EDO	58,464	62,280	120,744	52.19	52.19	47.81	47.81
RIVERS	41,171	41,726	82,897	57.05	58.62	42.95	41.38
TOTAL	224,219	251,012	475,231				



2.1.13 DISTRIBUTION OF OUT-OF-SCHOOL CHILDREN IN JUNIOR SECONDARY SCHOOL BY STATES IN SOUTH WEST ZONE

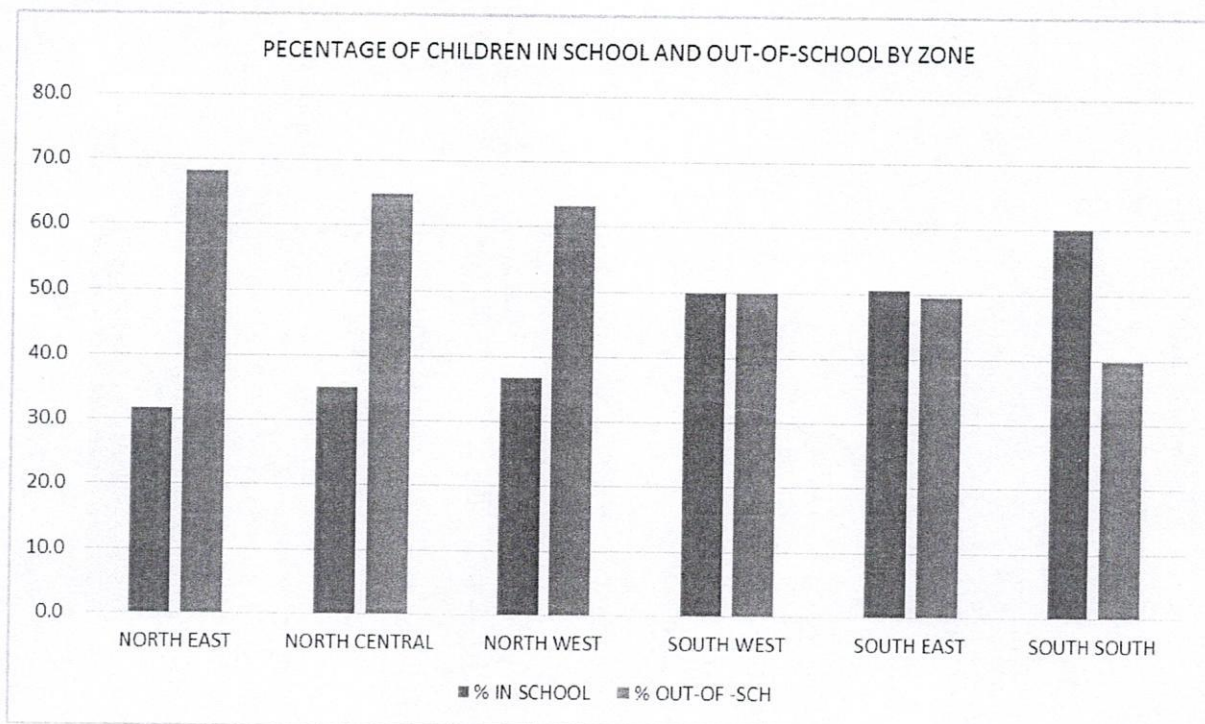
STATES	NUMBER OF OUT-OF-SCHOOL CHILDREN			PERCENTAGE OF SCH. AGE CHILDREN IN SCH.		PERCENTAGE OF OUT-OF-SCHOOL CHILDREN	
	M	F	M+F	M	F	M	F
EKITI	121,584	129,054	250,638	17.06	15.04	82.94	84.96
LAGOS	718	1,175	1,894	98.91	98.29	1.09	1.71
OGUN	153,393	158,145	311,538	40.84	40.13	59.16	59.87
ONDO	68,005	74,521	142,526	44.17	42.50	55.83	57.50
OSUN	47,932	53,505	101,437	54.06	51.62	45.94	48.38
OYO	1,844	1,263	3,107	98.12	98.77	1.88	1.23
TOTAL	393,476	417,663	811,140				



SOURCE: NPA 2018-PROVISIONAL DATA

2.1.14 DISTRIBUTION OF OUT-OF-SCHOOL CHILDREN IN JUNIOR SECONDARY SCHOOL BY ZONE

STATES	NUMBER OF OUT-OF-SCHOOL CHILDREN			PERCENTAGE OF SCH. AGE CHILDREN IN SCH.		PERCENTAGE OF OUT-OF-SCHOOL CHILDREN	
	M	F	M+F	M	F	M	F
NORTH CENTRAL	565,667	627,048	1,192,716	18.66	23.16	62.54	67.11
NORTH EAST	572,162	631,522	1,203,684	29.02	38.77	65.19	71.28
NORTH WEST	950,948	1,121,605	2,072,553	19.29	29.19	58.47	67.89
SOUTH EAST	248,414	265,735	514,149	17.13	17.89	49.12	49.65
SOUTH SOUTH	224,219	251,012	475,231	10.02	11.20	38.49	41.18
SOUTH WEST	393,476	417,663	811,140	14.00	14.56	49.45	50.43
TOTAL	2,954,887	3,314,585	6,269,472				



However, with the massive enrolment drive undertaken by States supported by Development Partners like Sokoto, Kano, Kaduna, Kebbi, Bauchi, Jigawa etc. were able to achieve a combined enrolment drive of about 4.0 million in the academic year thereby, reducing the number of out-of-school children to 12.7 million. Plans have been put in place to further reduce this number by 4.0 million by 2020 and another 3.0 million by 2022

3.0 SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM) & TECHNICAL, VOCATIONAL EDUCATION AND TRAINING (TVET)

Science and Technology provides the innovations that raise standards of living. They also serve as tools for the enhancement of economic growth, competitiveness, and creation of knowledge to solve problems through research and development. The poor economic performance of many developing countries is linked to the poor application of Science, Technology and Innovation (STI) to development. In today's knowledge society, countries that are making giant developmental strides are those that have embraced STI through focused and committed investment in Science, Technology, Engineering and Mathematics.

The term STEM is an acronym for Science, Technology, Engineering and Mathematics. It refers to the teaching and learning in the fields of science, technology, engineering, and mathematics across all levels of education from pre-primary to post-doctorate level, as well as formal (classrooms) and informal (after - school programmes) settings. On the other hand, Technical, Vocational Education and Training (TVET) refers to those aspects of the educational process that involve general education, the study of technologies and related sciences, the acquisition of practical skills, attitudes, understanding and knowledge related to occupations in various sectors of economic and social life. The percentage of unemployed youths without relevant skills is increasing at a very alarming rate, particularly in African Countries; thus the demand of STEM skills.

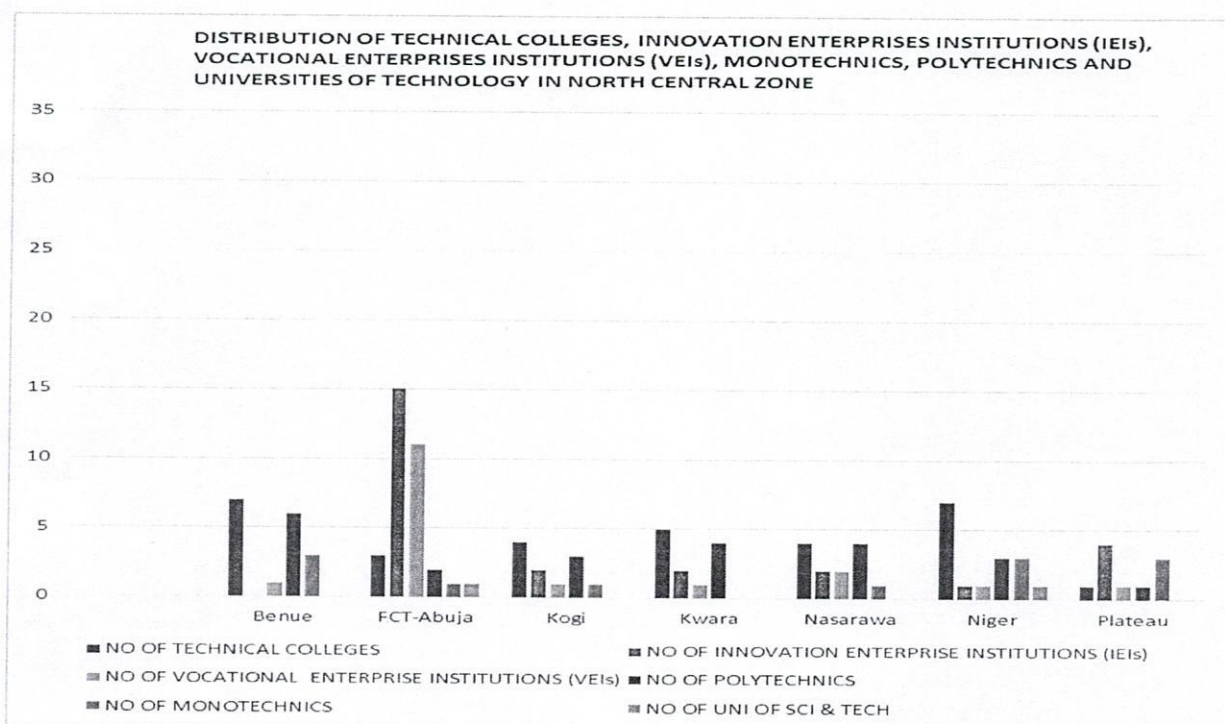
Technical, Vocational Education and Training (TVET) as well as Science, Technology, Engineering and Mathematics (STEM) education face multiple challenges in Nigeria. Access to TVET and STEM education at the Basic, Secondary and Tertiary levels as well as enrolment has remained low because of the inadequate infrastructures and public perception of the sub-sector as a veritable pathway to success. Furthermore, the strict compliance with the carrying capacity in higher institutions has also brought to fore the challenges of access to technical education at the tertiary level in Nigeria.

In all, Nigeria has a total number of 159 accredited Technical Colleges at the basic and secondary level and 20 Universities of Technology, 122 Polytechnics, 47 Mono-technics, 83 Vocational Enterprise Institutions (VEIs) and 154 Innovation Enterprise Institutions (IEIs) as illustrated on the table below:

STATE	NO OF TECHNICAL COLLEGES		NO OF INNOVATION ENTERPRISE INSTITUTIONS (IEIs)	NO OF VOCATIONAL ENTERPRISE INSTITUTIONS (VEIs)	NO OF POLYTECHNICS			NO OF MONOTECHNICS		NO OF UNI OF TECH
	FEDERAL	STATE			FEDERAL	STATE	PRIVATE	FEDERAL	STATE	
Abia	1	3	0	0	1	0	4	0	0	0
Adamawa	1	3	0	0	1	1	0	0	1	1
Akwa ibom	1	5	9	2	1	2	4	1	0	1
Anambra	1	1	4	2	1	0	0	0	0	0
Bauchi	0	2	0	0	1	1	0	0	0	0
Bayelsa	1	1	4	2	1	1	0	0	0	0
Benue	1	6	0	1	1	1	4	1	2	0
Borno	1	2	0	0	0	1	0	0	1	0
Cross River	0	3	1	0	0	1	0	0	0	1
Delta	0	6	7	5	1	3	1	2	0	1
Ebonyi	0	3	1	1	1	1	0	1	0	0
Edo	1	6	7	6	2	1	3	0	1	0
Ekiti	1	4	1	1	1	2	0	0	0	0
Enugu	0	3	7	6	0	1	2	2	0	1
FCT-Abuja	1	2	15	11	1	1	0	0	1	1
Gombe	0	2	0	0	0	0	0	0	0	1
Imo	0	4	5	2	1	1	0	1	1	1
Jigawa	0	1	0	1	1	2	0	0	0	0
Kaduna	1	4	9	8	2	1	0	5	2	1
Kano	0	5	4	3	1	0	0	1	1	1
Katsina	1	4	3	1	0	1	1	0	0	0
Kebbi	1	2	0	0	1	0	0	0	1	1
Kogi	0	4	2	1	1	1	1	1	1	0
Kwara	0	5	2	1	1	1	2	0	0	0
Lagos	1	5	33	12	1	1	4	4	1	0
Nasarawa	1	3	2	2	0	2	2	0	1	0
Niger	1	6	1	1	1	1	1	2	1	1
Ogun	1	7	9	4	1	5	3	0	0	2
Ondo	1	5	1	0	1	1	2	1	0	3
Osun	1	9	6	2	1	3	5	1	0	1
Oyo	0	5	9	2	0	3	4	5	0	1
Plateau	0	1	4	1	0	1	0	3	0	0
River	1	4	8	5	1	2	2	0	0	1
Sokoto	0	4	0	0	0	1	0	0	0	0
Taraba	1	6	0	0	1	0	0	0	1	0
Yobe	0	1	0	0	1	1	0	0	0	0
Zamfara	0	1	0	0	1	2	0	0	0	0
TOTAL	21	138	154	83	30	47	45	31	16	20

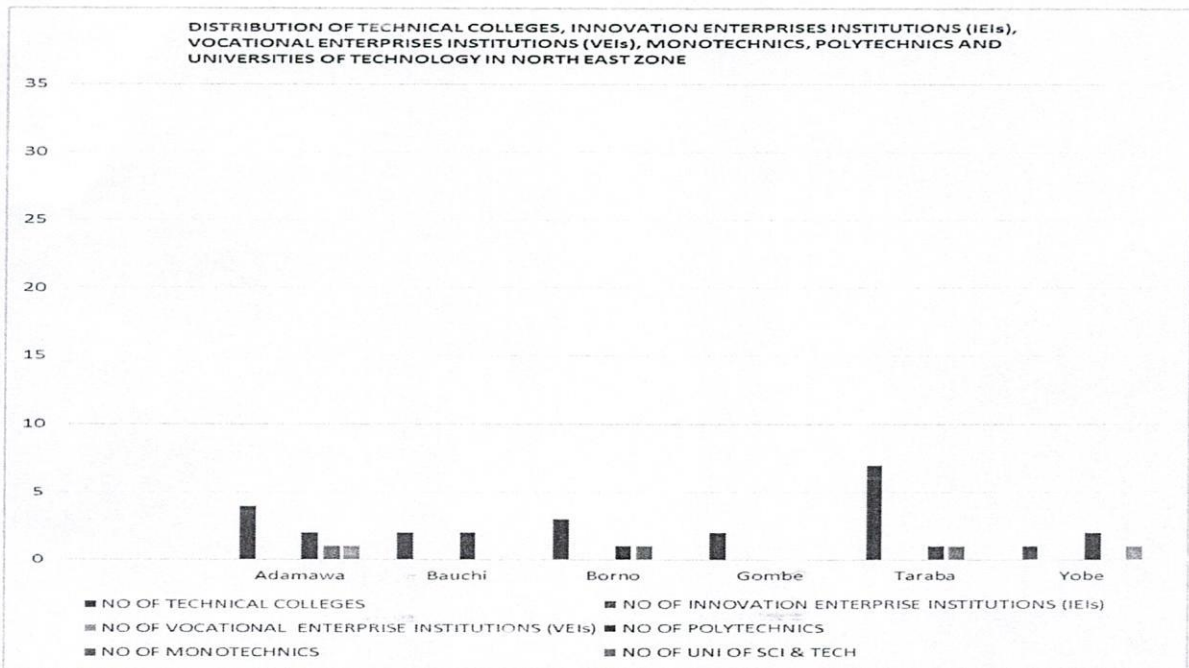
3.1 DISTRIBUTION OF TECHNICAL COLLEGES, INNOVATION ENTERPRISE INSTITUTIONS (IEIs), VOCATIONAL ENTERPRISE INSTITUTIONS (VEIs), MONOTECHNICS, POLYTECHNICS AND UNIVERSITIES OF TECHNOLOGY IN NORTH CENTRAL ZONE

STATE	NO OF TECHNICAL COLLEGES	NO OF INNOVATION ENTERPRISE INSTITUTIONS (IEIs)	NO OF VOCATIONAL ENTERPRISE INSTITUTIONS (VEIs)	NO OF POLYTECHNICS	NO OF MONOTECHNICS	NO OF UNI OF SCI & TECH
BENUE	7	0	1	6	3	0
FCT-ABUJA	3	15	11	2	1	1
KOGI	4	2	1	3	1	0
KWARA	5	2	1	4	0	0
NASARAWA	4	2	2	4	1	0
NIGER	7	1	1	3	3	1
PLATEAU	1	4	1	1	3	0



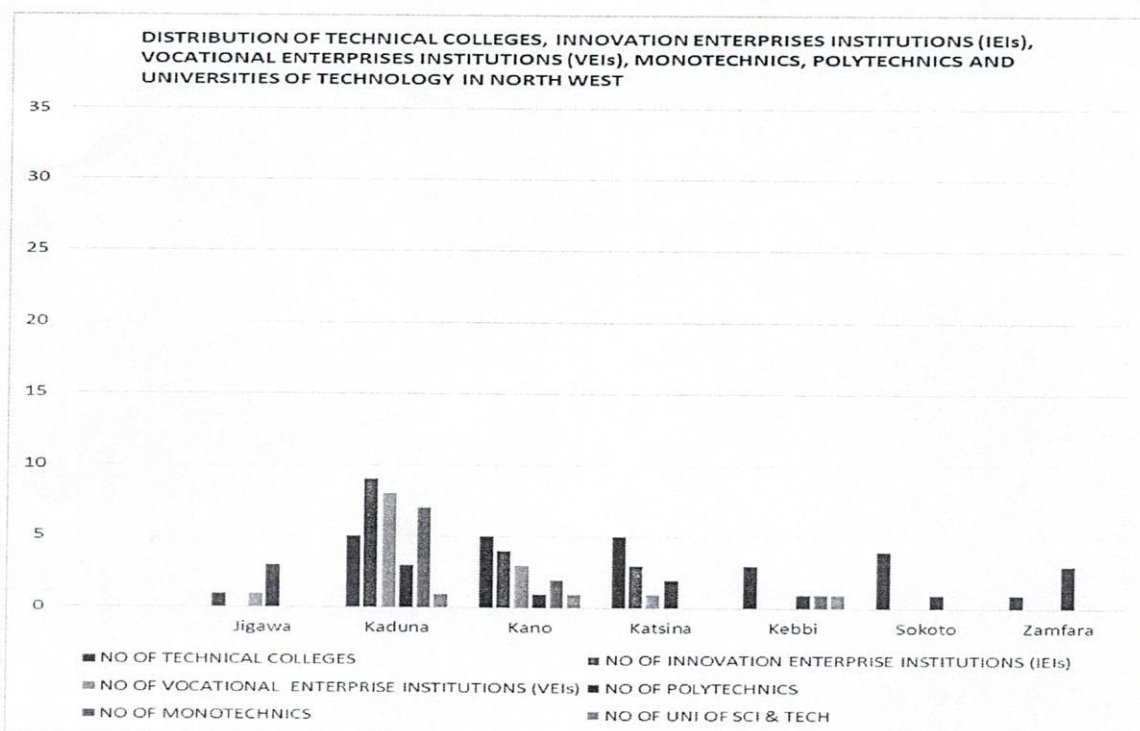
3.2 DISTRIBUTION OF TECHNICAL COLLEGES, INNOVATION ENTERPRISE INSTITUTIONS (IEIs), VOCATIONAL ENTERPRISE INSTITUTIONS (VEIs), MONOTECHNICS, POLYTECHNICS AND UNIVERSITIES OF TECHNOLOGY IN NORTH EAST ZONE

STATE	NO OF TECHNICAL COLLEGES	NO OF INNOVATION ENTERPRISE INSTITUTIONS (IEIs)	NO OF VOCATIONAL ENTERPRISE INSTITUTIONS (VEIs)	NO OF POLYTECHNICS	NO OF MONOTECHNICS	NO OF UNI OF SCI & TECH
ADAMAWA	4	0	0	2	1	1
BAUCHI	2	0	0	2	0	0
BORNO	3	0	0	1	1	0
GOMBE	2	0	0	0	0	0
TARABA	7	0	0	1	1	0
YOBE	1	0	0	2	0	1



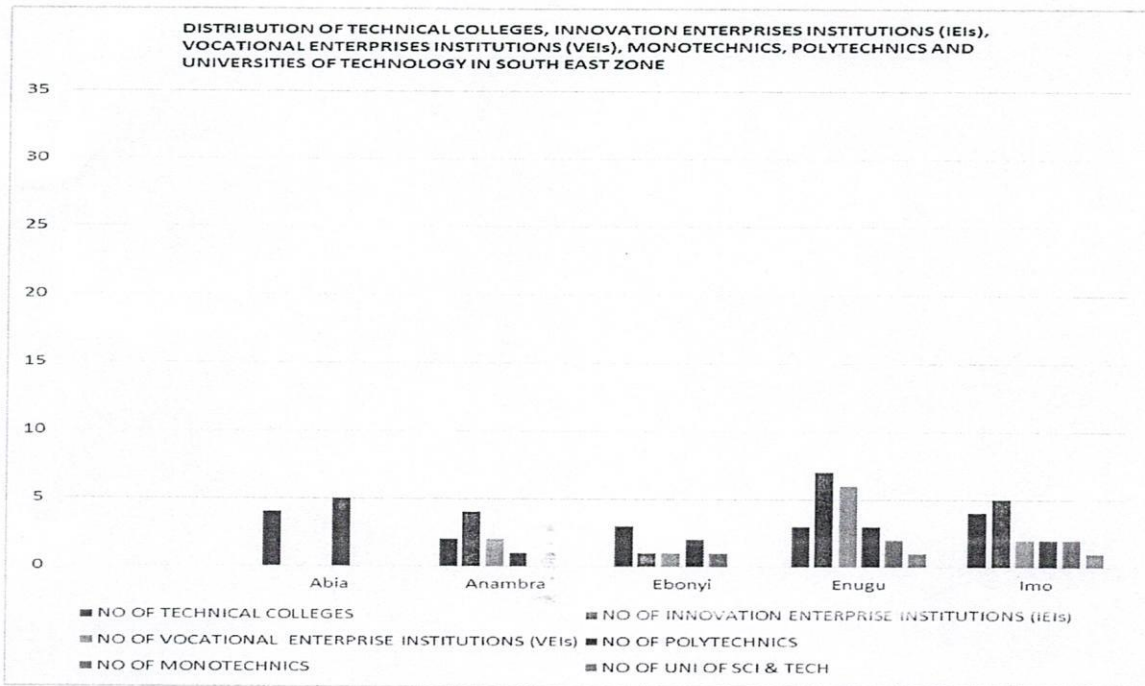
3.3 DISTRIBUTION OF TECHNICAL COLLEGES, INNOVATION ENTERPRISE INSTITUTIONS (IEIs), VOCATIONAL ENTERPRISE INSTITUTIONS (VEIs), MONOTECHNICS, POLYTECHNICS AND UNIVERSITIES OF TECHNOLOGY IN NORTH WEST ZONE

STATE	NO OF TECHNICAL COLLEGES	NO OF INNOVATION ENTERPRISE INSTITUTIONS (IEIs)	NO OF VOCATIONAL ENTERPRISE INSTITUTIONS (VEIs)	NO OF POLYTECHNICS	NO OF MONOTECHNICS	NO OF UNI OF SCI & TECH
JIGAWA	1	0	1	3	0	0
KADUNA	5	9	8	3	7	1
KANO	5	4	3	1	2	1
KATSINA	5	3	1	2	0	0
KEBBI	3	0	0	1	1	1
SOKOTO	4	0	0	1	0	0
ZAMFARA	1	0	0	3	0	0



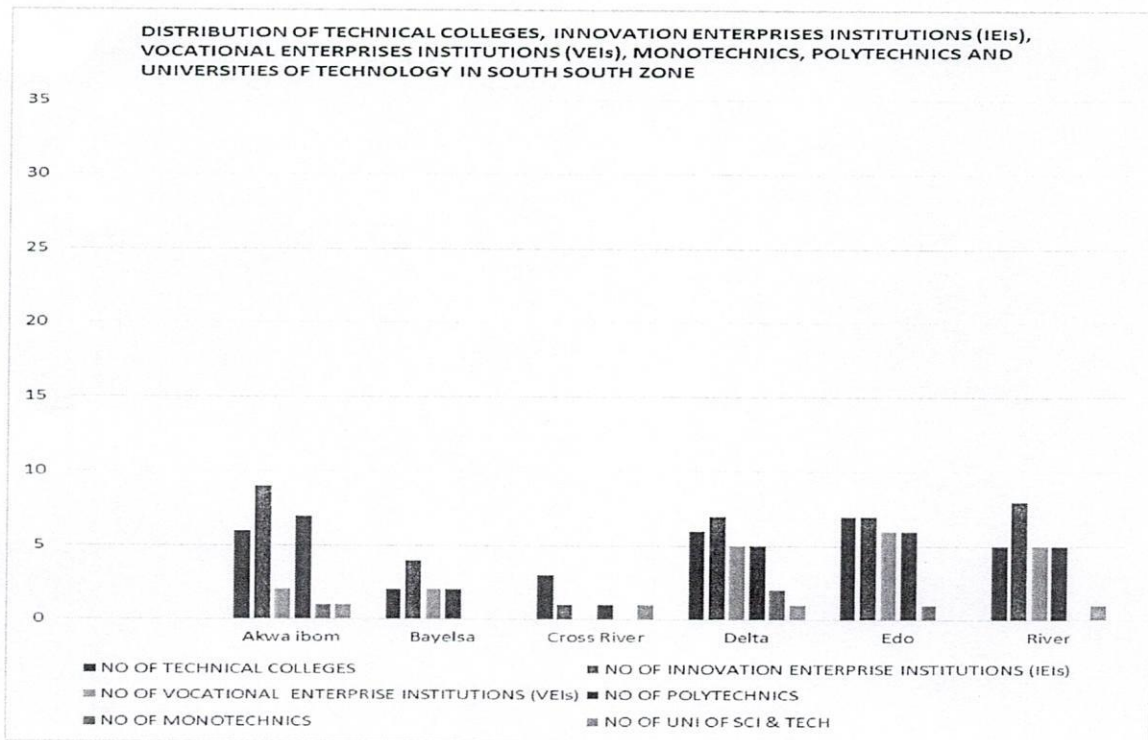
3.4 DISTRIBUTION OF TECHNICAL COLLEGES, INNOVATION ENTERPRISE INSTITUTIONS (IEIs), VOCATIONAL ENTERPRISE INSTITUTIONS (VEIs), MONOTECHNICS, POLYTECHNICS AND UNIVERSITIES OF TECHNOLOGY IN SOUTH EAST ZONE

STATE	NO OF TECHNICAL COLLEGES	NO OF INNOVATION ENTERPRISE INSTITUTIONS (IEIs)	NO OF VOCATIONAL ENTERPRISE INSTITUTIONS (VEIs)	NO OF POLYTECHNICS	NO OF MONOTECHNICS	NO OF UNI OF SCI & TECH
ABIA	4	0	0	5	0	0
ANAMBRA	2	4	2	1	0	0
EBONYI	3	1	1	2	1	0
ENUGU	3	7	6	3	2	1
IMO	4	5	2	2	2	1



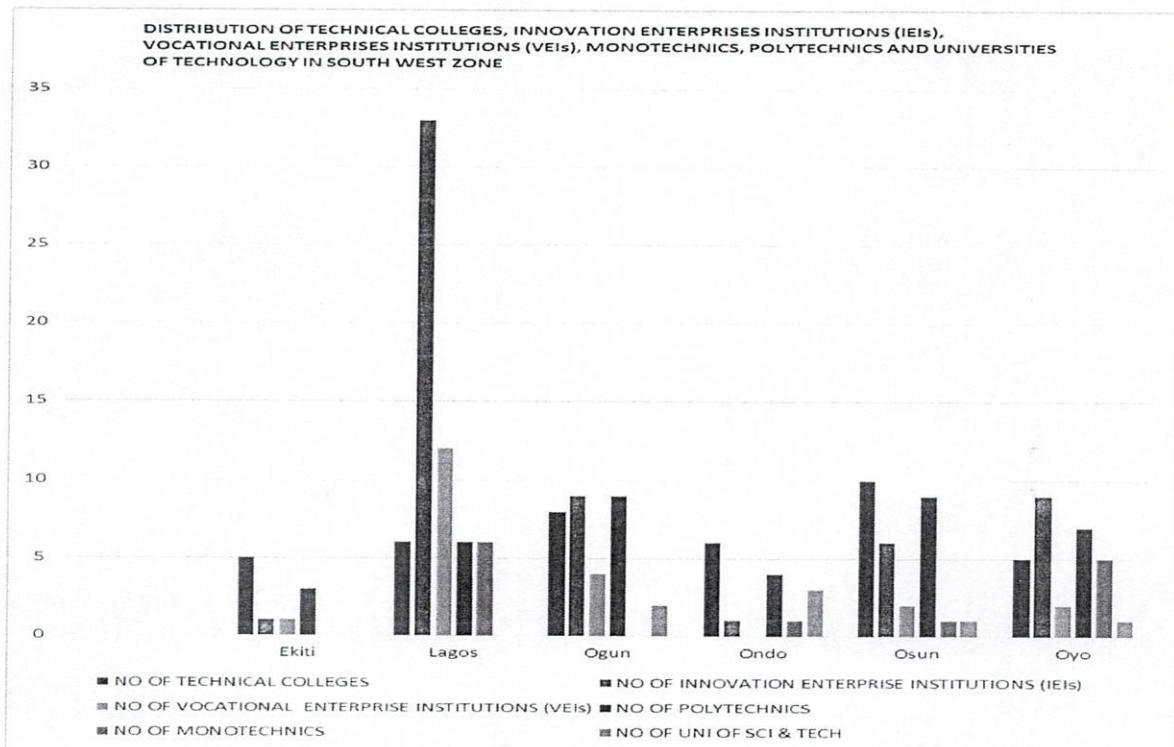
3.5 DISTRIBUTION OF TECHNICAL COLLEGES, INNOVATION ENTERPRISE INSTITUTIONS (IEIs), VOCATIONAL ENTERPRISE INSTITUTIONS (VEIs), MONOTECHNICS, POLYTECHNICS AND UNIVERSITIES OF TECHNOLOGY IN SOUTH-SOUTH ZONE

STATE	NO OF TECHNICAL COLLEGES	NO OF INNOVATION ENTERPRISE INSTITUTIONS (IEIs)	NO OF VOCATIONAL ENTERPRISE INSTITUTIONS (VEIs)	NO OF POLYTECHNICS	NO OF MONOTECHNICS	NO OF UNI OF SCI & TECH
AKWA IBOM	6	9	2	7	1	1
BAYELSA	2	4	2	2	0	0
CROSS RIVER	3	1	0	1	0	1
DELTA	6	7	5	5	2	1
EDO	7	7	6	6	1	0
RIVER	5	8	5	5	0	1



3.6 DISTRIBUTION OF TECHNICAL COLLEGES, INNOVATION ENTERPRISE INSTITUTIONS (IEIs), VOCATIONAL ENTERPRISE INSTITUTIONS (VEIs), MONOTECHNICS, POLYTECHNICS AND UNIVERSITIES OF TECHNOLOGY IN SOUTH WEST ZONE

STATE	NO OF TECHNICAL COLLEGES	NO OF INNOVATION ENTERPRISE INSTITUTIONS (IEIs)	NO OF VOCATIONAL ENTERPRISE INSTITUTIONS (VEIs)	NO OF POLYTECHNICS	NO OF MONOTECHNICS	NO OF UNI OF SCI & TECH
EKITI	5	1	1	3	0	0
LAGOS	6	33	12	6	6	0
OGUN	8	9	4	9	0	2
ONDO	6	1	0	4	1	3
OSUN	10	6	2	9	1	1
OYO	5	9	2	7	5	1



Some of the challenges that need to be addressed in order to reverse this trend and reposition STEM and TVET for national growth are as follows:

- i. Low female enrolment in STEM and TVET
- ii. Lack of well equipped vocational training centres that are supposed to provide basic skills for the youth and serve as feeders to technical colleges
- iii. poor career placement of TVET products, especially holders of the National Business Certificate (NBC) and Advanced National Business Certificate (ANBC) leading to low enrolment of candidates in the relevant trade
- iv. dearth of technical teachers in secondary schools and technical colleges due to stoppage of the Technical Teacher Training Programme (TTTP.); among other reasons
- v. inadequate infrastructure and instructional materials
- vi. high rate of graduate unemployment due to lack of relevant STEM and TVET skills and competencies; most industries are increasingly using advanced technologies and production techniques which require a workforce that continually increases its level of knowledge and skills
- vii. weak linkages between educational institutions and the industries.

3.7 PLANS FOR STEM & TVET IN NIGERIA

The strategies for addressing the issues and challenges of STEM and TVET include:

- i. strong political will on the part of governments at all levels with regard to making heavy investment in STEM and TVET
- ii. massive infrastructure to improve teaching and learning environment
- iii. prototype modern science, mathematics and ICT laboratories and technical workshops in TVET institutions and secondary schools to facilitate effective teaching and learning,
- iv. establishing and equipping 16 new FSTCs; and re-equip 21 existing FSTCs to improve access and quality

- v. establishment of 6 Federal Universities of Science and Technology in the 6 geopolitical zones of the country to improve quality and access
- vi. establishment of a National Resource Centre of Excellence for STEM to promote innovation and improve quality
- vii. establishment of a National Institute of Technology in Abuja to act as a Centre of Excellence in TVET
- viii. upgrading of existing technical workshops in the 104 Federal Government Colleges
- ix. upgrading the facilities at the Federal Science Equipment Centre, Ijanikin, Lagos
- x. provision of modern science and technical equipment, textbooks and other instructional materials in secondary schools and technical colleges
- xi. compulsory induction and mentoring programmes for newly recruited teachers
- xii. sensitisation, re-orientation workshops and training on the enhancement of pedagogical skills with emphasis on student-centered teaching approaches, inquiry and problem - based methods, group work, hands-on activities, and improvisation
- xiii. introduction of up - skilling programmes for all unemployed STEM graduates; and
- xiv. development of a national career guide
- xv. development of Science and Technology education database in collaboration with relevant stakeholders
- xvi. organisation of programmes and activities to improve female enrolment in STEM and TVET
- xvii. conduct of a technical study on the skills gap in Nigeria's educational system.

4.0 TEACHER EDUCATION AND TRAINING

On the issue of teacher quality, it is trite to say that the quality of any education system cannot be higher than the quality of its teachers. The standards of our teachers invariably affect the performance of the pupils and students. Ironically, across the nation, the dearth of qualified teachers at the basic and secondary level is catastrophic. There is empirical evidence that in

many states in Nigeria, a good proportion of teachers are barely literate. Serious doubts about the utility value of the Nigeria Certificate of Education (NCE) in the training of teachers required to prepare students for the challenges of the fourth industrial revolution and globalization are gaining traction among education experts and stakeholders across the nation.

5.0 TERTIARY EDUCATION

The situation at the tertiary level of education is not too different. The sub-sector is also characterized by several inadequacies ranging from the challenge of access and relevance of the curriculum to modern day skill need, to inadequate funding, gross infrastructural deficit, research capacity deficit, shortage of staff, low digital level of staff, poor attitude to learning by students, interruption in academic calendar, insecurity and inadequate hostel accommodation.

- In addition, the efficacy of the education curriculum in the universities is also subject of concern as many stakeholders have opined that the current curriculum of the 4-year degree programmes in Education lays too much emphasis on teaching methods and pedagogy with not enough exposure to subject matter knowledge, resulting in graduates who had spent most of their time learning how to teach with little time spent on what to teach. This has led to calls for a restructured curriculum that will produce teachers who are well grounded at the bachelor degree threshold of the teaching subject.
- At the tertiary level, the issue of inadequate access, especially in the university sub-sector, remains problematic. Skepticisms about curricular relevance, graduate quality, graduate employability and the suitability of university graduates for roles in the world of work, continue to cast a dark cloud over the tertiary education sub-sector.
- Also, questions pertaining to waning research vigour and the relevance of University research endeavours to national economic and technological development, the generation of new knowledge, the valorization of research results and overall impact of universities on the development of a robust Science Technology and Innovation (STI) Ecosystem required to drive Nigeria's development, remain on the front burners.

- As part of concerted efforts to ameliorate the problem of inadequate access to education at the tertiary level, successive governments have consistently attempted to enhance access to university education both by increasing the number of universities established at the Federal and State levels and encouraging private sector participation since 1999 as a result of which there are presently 164 universities in Nigeria comprising 42 Federal Universities, 47 State Universities and 75 Private Universities.
- Despite the significant increase in the number of private universities in Nigeria, their impact on the perennial inadequacy of access remains negligible since the total student enrolment in all the 75 private universities put together is less than 6% of the total student enrolment of about 2 million in the Nigerian university system. The pervasive poverty and inclement economic conditions in the country with the resultant economic emasculation of parents who are unable to pay the fees of their children in private universities, have been majorly responsible for the very low enrolment in private universities. Consequently, they remain largely unable to attract enough students to fill their allocated admission quotas.
- In addition to the licensing of private universities as an access-enhancing strategy, the open and distance learning (ODL) mode is also being strengthened with the National Open University of Nigeria(NOUN) having been re-branded and re-invigorated. NOUN is beginning to live up to its mandate as the flagship ODL University in Nigeria as it now has a student enrolment of about 400,000. The ODL mode is also being currently deployed by over 10 dual-mode universities who in addition to offering degree programmes through the conventional classroom-based mode also deliver academic programmes using distance learning modalities.
- Concerns about the quality of education by different stakeholder groups at all levels are trite and various initiatives are being implemented with the aim of bolstering the quality delivery of teaching and learning at all levels of education. In the University sub-sector for instance, the National Universities Commission (NUC) continues to re-invent and fine-tune its instruments and modalities of accreditation in line with global best practice. In addition, promoting the building of institutional and professional capacities across the Nigerian

University System (NUS) to engender an environment conducive to the enthronement of a culture of continuous improvement in programmatic and institutional quality wherein Universities could take ownership of their quality assurance processes culminating in sustainable production of quality graduates.

- These myriad challenges and the perennial underfunding, under-resourcing and generally low investment in education, work together to impede the efficiency of education as an engine of national development, wealth creation and poverty alleviation. These attenuate the ability of Nigeria to produce the critical mass of knowledgeable, skilled and competent human resource to bolster the nation's knowledge economy index and enhance her global competitiveness.

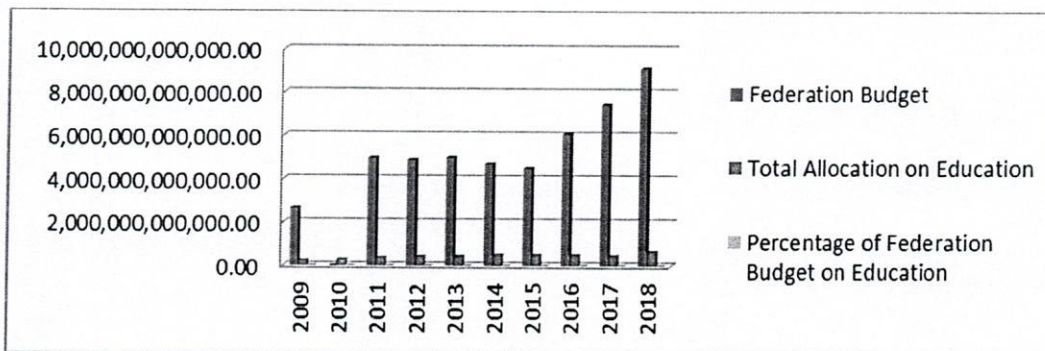
6.0 FUNDING

Another major challenge of the education sector in Nigeria is the gross underfunding by successive governments. Budgetary allocation to the Education sector over the years has continued to fluctuate as exemplified below:

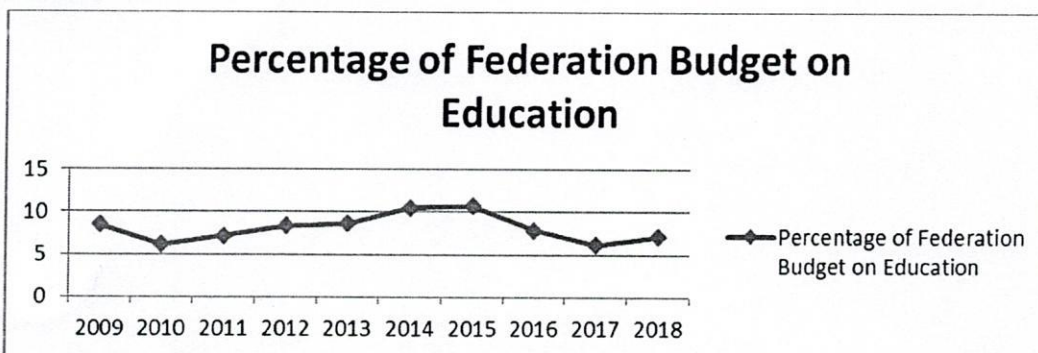
FEDERAL ALLOCATION TO EDUCATION SECTOR: 2009-2018

Year	Federation Budget	Total Allocation to Education (CAPEX)	Percentage of Federation Budget to Education
2009	2,649,543,000,000.00	224,676,889,661.00	8.48
2010	4,437,184,596,534.00	271,023,009,062.42	6.12
2011	4,971,881,652,689.00	356,495,828,145.24	7.17
2012	4,877,209,156,933.00	409,531,390,348.17	8.4
2013	4,987,220,425,601.00	431,789,137,839.19	8.66
2014	4,695,190,000,000.00	95,283,130,268.30	10.55
2015	4,490,000,000,000.00	83,183,784,654.00	10.76
2016	6,077,680,000,000.00	80,278,214,688.64	7.90
2017	7,441,000,000,000.00	55,770,201,889.21	6.13
2018	9,120,334,988,225.00	51,226,697,523.00	7.14

Source: Federal Ministry of Education (FME)



Percentage of Federal Budget to Education: 2009-2018



- Nigeria occupies an unenviable position in the comity of nations in terms of allocation of resources to the education sector. This is evident in allocation to education as % of GNP in 20 selected countries in the world, including Nigeria as indicated below

S/N	COUNTRY	% BUDGET ALLOCATED EDUCATION	RANK
1.	GHANA	31.0	1 st
2.	COTE D IVIORE	30.0	2 nd
3.	UGANDA	27.0	3 rd
4.	MOROCCO	26.4	4 th
5.	SOUTH AFRICA	25.8	5 th
6.	SWAZILAND	24.6	6 th
7.	MEXICO	24.3	7 th
8.	KENYA	23.0	8 th
9.	UNITED ARAB EMIRATES	22.5	9 th
10.	BOTSWANA	19.0	10 th
11.	IRAN	17.7	11 th
12.	USA	17.1	12 th

13.	TUNISIA	17.0	13 th
14.	LESOTHO	17.0	14 th
15.	BURKINA FASO	16.8	15 th
16.	NORWAY	16.2	16 th
17.	COLOMBIA	15.6	17 th
18.	NICARAGUA	15.0	18 th
19.	INDIA	12.7	19 th
20.	NIGERIA	8.4	20 th

Source: World Bank (2012)

7.0 SALVAGING EDUCATION IN NIGERIA: HOW FAR, SO FAR?

- In view of the multi-dimensional nature of the crisis in the education sector, a multi-frontal approach is being required to tackle the various factors militating against the achievement of the nation's educational objectives such as:

7.1 Ministerial Strategic Plan (MSP)

- Development of a Ministerial Strategic Plan for the Education Sector (2016-2019) which is the current roadmap for addressing the challenges in the sector.

7.2 Stakeholders Engagement

- Organization of a special retreat for members of the Federal Executive Council (FEC) on the challenges facing the sector and harmonization of the recommendations from the FEC into the Ministerial Strategic Plan.
- Sensitization of the State Governors on the challenges facing the education sector.

7.3 Out-of-School Children: Improving Access in Basic Education

- Implementation of Pre-Primary Education and the establishment of Community Based Early Childcare Centres (CBECC) in the States to enhance their transition to the Basic Education, as well as reduce the incidences of Out-of-School Children and cost of child care for working parents.

- A memorandum of understanding was signed with the National Youth Service Corps on the enlisting of Early Childhood Development in Community Development Service (CDS) in January, 2018 all in an effort to reduce the incidence of out-of-school children.
- Embarked on a National Enrolment Drive Campaign to boost enrolment, improve retention and completion rates.
- Carried out advocacy and sensitization of stakeholders at various levels to see how Islamiya and Tsangaya education can be made effective in curtailing the out of school syndrome through conversion and comprehensive integration with formal western education system.
- Distribution and supply of text books and supplementary reading materials to Junior Secondary School to meet the target of 1:1 student to text book ratio
- Implementation of the School Feeding Programmes

7.4 Special Needs Education

- Federal Ministry of Education in its effort at further addressing issues in basic education, has; through the intervention of Universal Basic Education Commission (UBEC); established special schools in states. These schools are meant to cater for the education of children with special needs.
- Special Education Fund disbursed to states and some private providers of special basic education.

7.5 Quality and Funding for Teacher Education

- The Ministry has through the Universal Basic Education Commission, allocated funds towards Teacher Professional Development (TPD) programme. The objective of the TPD include, ensuring that teachers and education managers are exposed to current education policies, management systems and teaching methodologies; the training needs of each state are met irrespective of their peculiar nature and the judicious utilization of resources.

- Constituted the Teacher Education Development Fund Account (TEDFA) which is dedicated to the execution of Teacher Education Development Plan (TEDP) to motivate teachers and provide opportunities for their continuing professional development, retention, advancement and improvement in their chosen career

7.6 Science, Technical and Vocational Education and Training (STVET)

- The ministry in its determination to improve Technical and Vocational Education and Training, developed Teachers' Assessment Guide/Instructional materials to aid the teaching of the new curriculum in technical and vocational education.

7.7 Adult and Non-Formal Education

- Approved the use of *Policy Guidelines on Mass Literacy, Adult and Non-Formal Education Delivery in Nigeria* by all tiers of government and other stakeholders.
- increased funding for Non-Formal Education (NFE) programmes;
- creation of more literacy centres to absorb the new intakes of learners and facilitators;
- employment of more qualified facilitators on pensionable appointment;
- payment of a minimum of ₦7,500 which is the national benchmark for part time facilitators; and
- capacity training for existing facilitators for more effective service delivery.

7.8 Security and Safety in Educational Institutions

The Safe School Initiative launched by the last administration has received a boost from the present administration in addressing security challenges across the North East and in other flash points across the country. In collaboration with the Federal Ministry of Finance and National Emergency Management Agency (NEMA), the Federal Ministry of Education has:

- successfully transferred 2,274 out of 2,400 internally displaced children from Adamawa, Borno and Yobe to 43 Federal Government Colleges. Also, in collaboration with UNICEF, it has registered 200,000 IDP children in double-shift school system, recruited 554 teachers, procured and distributed 112 containerized classrooms to the various IDP camps in Adamawa, Borno and Yobe states;

- in collaboration with states and international development partners trained and mobilized a total of 554 teachers to support intervention in IDP camps and host communities in the formal and non-formal sectors;
- rehabilitated some schools and provided temporary facilities for learning, in areas where our educational facilities or schools were damaged;
- coordinated enrolment drive (Back-to-school campaign) states ministries of education in four target states with the support of UNICEF (Adamawa, Yobe, Borno and Gombe States);
- established 62 temporary learning spaces in Yobe and Borno with the provision of tents in IDP camps;
- provided in collaboration with UNICEF a total of 197,660 school bags and 2,758 School-in-s-Box packages have been delivered to the four affected states (Adamawa, Borno, Gombe and Yobe)

The Ministry is collaborating with international development Partners, the World Bank, Islamic Development Bank, MacArthur Foundation, and Korean International Cooperation Agency in the area of reconstruction of academic institutions, staff training and teacher development in states affected by the insurgency in the North East.

7.9 Need for Reliable and Accurate Education Data and Planning

In recognition of the importance of data in school administration and planning, the ministry:

- Conducted a National Personnel Audit to determine issues such as quality supply, retention and working condition of staff in basic education institutions as well as teacher pupil ratio, pupil enrolment etc.;
- Conducted Annual School Census in 36 states and FCT.
- Conducted the National Assessment of Learning Achievement items in Basic Education (NALABE);

However, the issue of reliable and accurate education data and planning has continued to be a challenge in the education sector in Nigeria. The major impediment is the inability of the states to submit accurate, reliable and timely data for compilation, computation and generation of education statistics and other relevant indicators for planning and administration as well as for national and global reporting. This has largely been due to the following reasons:

- The continued retention of school enrollment in the constitution as one of the indices for fiscal and revenue allocation to States;
- Non-compliance of private school proprietors on submission of data to the states for inclusion in the cohorts of data;
- Poor state of infrastructure and facilities in the state EMIS offices;
- Inadequate capacity for EMIS staff and Education Statistics staff in the states;
- Lack of political will to enforce the generation and reporting of accurate, timely and reliable data;
- Proliferation of unaccredited schools;
- Lack of headcount of all the school children in the Basic and Secondary Schools;
- Inadequate or non-budgetary allocation for data generation by states;
- Diversion of funds meant for generation of data to other sub-heads by states.

7.10 Credibility and Reliability of Examinations and Admission Processing System

- The Ministry has continued to record phenomenal growth in the conduct of the Unified Tertiary Matriculation Examination through sensitization.
- Encouraged both the private and public sectors to take up the establishment of modern computer-based test centres in the conduct of UTME. In 2017 out of a total of 642 CBT centres, 398 were privately owned, while 244 were public; compared to 2015 when, out of a total of 395 CBT centres, 188 were privately owned while 207 were public.
- Introduction of the Central Admission Processing System (CAPS) which is an online platform for processing admissions into Nigerian tertiary institutions. This system

ensures transparency and accountability and proper monitoring of the admission process.

7.11 Monitoring and Evaluation

- Conducted a survey on the level of the implementation of the 61st NCE decisions in eighteen states across the six geo-political zones. The states are Abia, Anambra, Bauchi, Bayelsa, Cross River, Ekiti, Enugu, Kaduna, Kano, Katsina, Kwara, Lagos, Nasarawa, Ogun, Plateau, Rivers, Yobe and the FCT
- Monitored physical projects in the Tertiary and Federal government Colleges across the six geo-political zones.

8.0 NEED FOR COMPREHENSIVENESS

Generating data is a pre-requisite for effective educational planning. However, there is a dearth of reliable data on education in Nigeria.

- Governments at all levels should make concerted efforts to ensure the availability of data that is current, time bound, verifiable and accurate for education planning. There is a need for States to conduct surveys to get vital statistics on the actual number of out-of-school children, youth and adults by gender, age and distribution to enable Government plan for effective implementation of basic education according to individual needs and peculiar circumstances.
- It is also proposed that a template be designed to capture and collate relevant data on all Federal, State and Private Educational Institutions for effective planning, implementation and monitoring of interventions in order to measure progress across the Country.
- It is further recommended that technology should be extensively deployed to collate and manage educational data.

Other issues for consideration by policy makers and state actors in order to strengthen data collection and education planning in the country are:

- Delisting of school enrollment as an indices for fiscal and revenue allocation in the constitution;
- Ensuring the submission of data by private schools to states for inclusion in the cohort;
- Adequate provision of infrastructures for state EMIS in order to facilitate generation of timely data;
- Adequate training for states EMIS staff;
- Headcount of all school children in Nigeria;
- Adequate budgetary allocations for state EMIS; and
- Ensuring efficiency in the funds allocated to state EMIS.

9.0 THE MOMENT OF TRUTH (WHAT MUST BE DONE TO REVIVE EDUCATION IN NIGERIA)

- As already articulated in the preceding sections, the general situation of education in Nigeria requires a drastic and systemic intervention in order to save the sector, as UNESCO posits, sustainable development begins with education.
- In view of the magnitude of the decay, Government should declare a **State of Emergency** in the education sector through the instrumentality of the **National Education Emergency Response Strategy (NEERS)** as a National priority, backed by relevant political, economic, financial and legal frameworks, with a view to drawing attention to the critical crisis in the sector, ensure adequate intervention by all Stakeholders and accelerate the change process in the educational sector as a basis for national development.
- Such intervention by its very nature is multi-faceted: From the quantum and mode of funding, to deployment and management of funds; from infrastructure provision to quality of teaching and learning environment, from curriculum content, and pedagogy model, to teacher quality and professionalism; from test and measurement systems to mode of enrolment and placement; and from governance and role of higher education institutions in national development to management of basic and secondary education etc.

Implication of Declaration of Emergency in the Education Sector

- Emergency in Education entails the recognition and the acceptance of the necessity of, and the urgent need for, collective, holistic and extraordinary intervention to arrest the rot and reverse the unacceptable decay bedeviling educational provisions in the country.
- The declaration also means that the existing legal, administrative, policy, and budgetary frameworks have "been found to be inadequate and deficient to proffer solutions to fundamental issues in the sector". To this end, an Action Plan to confront the emergency status will need to be developed and implemented to obviate those perennial issues that constitute the emergencies.
- As first steps, in making these Interventions, all the tiers and arms of Government should be on the same page in appreciating the depth of the crises and recognizing and accepting the need for coordinated and targeted activities.
- A Matrix of Actions together with timelines highlighted below is proposed for a period of emergency spanning a minimum of five years, beginning from 2018 - 2023, at the first instance. (see Appendix 1)

10.0 PROCEDURE AND INSTRUMENT OF DECLARATION OF THE STATE OF EMERGENCY

The following steps will trigger and put into effect the State of Emergency in Education:

1. Approval by the Federal Executive Council (FEC) of a Council Memo from the Minister of Education requesting that a State of Emergency (SoE) be declared in the Education sector. The Memo will provide details of the justification and procedure for implementing the SoE in Education including legislative and legal actions to be taken in consultation with the National Assembly and estimated cost of reversal of the decay. Other essentials are timelines for funding and the specific agencies to supervise various actions within the emergency timelines;
2. Given that Emergencies are by nature extra-ordinary, extra-budgetary measures must be adopted which may include but will not be limited to making education a first line charge to expedite release of all the appropriated funds;

3. Specific roles must be assigned to State Governments and their respective education agencies, in view of the concurrent status of education in the 1999 Constitution.
4. Convening of an emergency meeting of the National Council on Education (NCE) to deliberate on the FEC-approved memo and seek buy-in of the States. The product of the NCE meeting shall be a national consensus document on the SoE, specifying modalities for implementation at the Federal, State and Local Government levels, indicating sources of funds to be mobilized for implementing the plan and putting in place corruption-proof procedures for prudent funds utilization;
5. Approval of a bill by the National Assembly on the SoE in Education largely based on the approved document by the National Council on Education and probable approval at the State level of similar bill will muster and ensure national action;
6. Assent to the bill by Mr. President and its immediate implementation as a law;
7. Institution of a Monitoring and Evaluation mechanism to monitor and report on progress;
8. Following the declaration of the State of Emergency by the Federal Executive Council and supported by the NASS, the following should be done soon after:
 - a) All heads of higher education institutions in Nigeria be called to a special briefing/meeting to be hosted by the Hon Minister of Education;
 - b) Mr. President should meet with captains of industry to intimate them of the situation and seek their cooperation not just in funding but in assisting in the setting up of the think tank and implementation road map. The private sector must triangulate with Government and parastatals in partnership to solve the educational crises;
 - c) The diplomatic missions, especially those interested in assisting with intervention projects in the Nigerian education sector (such as EU, UNESCO, UNDP UNICEF, JICA and KOICA) should also be briefed with a view to taking them through the new road map and their buy-in into the new direction of change in education;
 - d) Hon. Minister of Education special briefing/meeting with heads of departments and parastatals of the Ministry of Education;

- e) Our education attachès should, through the Foreign Affairs Ministry, be briefed with a view to educating the outside world of our serious intentions;
- f) New promotional jingles, advocacy and radio programmes should be mounted;
- g) All our National Academies, including education, science, letters, medicine, and engineering, should be urged to hold a joint meeting to draft a blueprint in so far as the change affects them and the role they would play in their respective areas of influence and expertise;
- h) Schools should be called to hold public debates on the matter with a view to sensitizing the populace;
- i) The re-training, re-skilling and re-tooling of all teachers should be on the ladder of priorities to enable the teachers embrace the new policy direction. A critical success factor will be the buy-in and active participation of the various unions (ASUU, NASU, SSANU, NATT JACs, Student Unions, the Coalition of all Unions and Coalition of Professional Associations) in tackling the emergency.

11.0 CONCLUSION AND RECOMMENDATIONS

Based on the foregoing and given the significance of education to the attainment of SDGs, the following is recommended for the consideration of Government on Revival of Education in the Country:

- (i) The Federal Government in collaboration with States and Local Governments should vigorously implement and sustainably act on the 10 pillars of the Ministerial Strategic Plan developed by the Federal Ministry of Education by:
 - a. addressing the out-of-school children;
 - b. promoting adult literacy and special needs education;
 - c. reviving Science, Technology, Engineering, and Mathematics (STEM) & Technical, Vocational Education and Training (TVET);
 - d. strengthening basic education;
 - e. prioritizing teacher education, capacity building and professional development;
 - f. driving basic and secondary education curriculum and policy matters;
 - g. ensuring quality and access in Tertiary Education;
 - h. institutionalizing education data and planning;
 - i. promoting ICT in education; and

- j. boosting library services in education.
- (ii) all Governors declare a state of emergency in the education sectors of their respective states as a demonstration of their commitment to revamping education;
- (ii) the Federal and State Government allocates a minimum of 15% of their budgets to education in order to revolutionize the sector;
- (iii) a sum of ₦100 billion intervention is injected into the sector to re-build, re-tool and retrain the relevant components; and
- (iv) a special Task Force be constituted to manage the funds and oversee the infrastructural overhaul of selected schools for intervention across the federation.

12.0 ANNEX: MATRIX OF ACTIONS THAT REQUIRE URGENT ATTENTION

S/N	Issues	Responsible	Timeline
A Policy			
1.	Government should strengthen the strategy for monitoring of education fund in order to ensure accountability and transparency	Federal and State Ministries of Education	6 Months
2.	The Federal Government should institutionalize an Annual Inter-Ministerial Policy Dialogue on Education to serve as a permanent mechanism for reviewing national education progress with Representatives from various States and the FCT while ensuring that its reports pass through the National Council on Education (NCE).	Fed and State Ministries of Education, NUC, National Council on Education	6 Months
3.	There is a need to collaborate more with the States on the development of the proposed National language Policy (NLP)	Federal and State Ministries of Education	1 Year
B Planning			
1	The Federal Ministry of Education should partner other Ministries, Development Partners and relevant Stakeholders to produce comprehensive and accurate data in a timely manner on education in Nigeria.	Federal and State Ministries of Education, NBS	1 Year

2	The Federal Government should revive the formulation of periodic National Development Plans in order to give critical sectors of the Country a sense of direction.	Federal Ministries of Education, Budget and National Planning	1 Year
C Accessibility			
1	Attention should be turned to implementing effective and sustainable strategies for getting all children who are now out of school back to school and retain them until completion of basic education.	Federal and State Ministries of Education	1 Year
2	Equitable access should be vigorously pursued while giving specific preference to mass education, technical, vocational education and training, adult and nomadic education.	Federal and State Ministries	1 Year
3	Detailed and well-costed special programmes to address challenges to girl child education should be put in place without delay.	Federal and State Ministries of Education and Women Affairs.	1 Year
4	Open and distance learning as well as Mass education should be vigorously explored as modalities of reducing the illiterate population in a cost-effective manner, since building of additional classrooms may not solve the problem.	Federal and State Ministries of Education	1 Year
5	Access to quality higher education should also be expanded through enhancement of the carrying capacity of the Nigerian Higher education System.	Federal and State Ministries of Education, NUC, NBTE	1 Year
D. Quality			
1	Urgent attention should be given to reviewing the curriculum at all levels to enhance its relevance to the production of citizens who are equipped with knowledge, skills, attitudes and values needed for the 21 st century. Civic, Cultural and Citizenship education should be given prominence in the curriculum.	NUC, Fed. Ministry of Education, State Ministries of Education	1 year
2	ICT platforms for delivering quality education	Fed. Ministry Science &	6 months

	including mass education should be explored to the fullest.	Tech, Federal Ministry of Education, State ministries of Education
3	The mechanism for pre-service training, recruitment and continued professional development of teachers should be significantly improved so that quality teachers in the right quantity are available to deliver the curriculum at all levels.	Federal and State 1 Year Ministries of Education
4	Government should provide incentives to encourage teachers to register, and the Teachers Registration Council of Nigeria (TRCN) should be empowered to implement its mandate and ensure the professionalization of Teachers	Federal and State 1 Year Ministries of Education
5	Teachers should make learning more engaging and interactive to foster creativity in the students.	Federal and State 1 Year Ministries of Education
6	Increase investment in STEM education	Federal Ministry of Education, State Ministries of Education, Ministry of Communication, Office of the Vice President
7	Science, Technology, Engineering and Mathematics (STEM) should be delivered in a learner-friendly way in well-resourced classes and laboratories.	State Ministries of Education
8	Federal Government is to partner with State Governments and the Private Sector to establish best-in-class Vocational and Technical Institutes	Federal Min of Education, State Ministries of Education, private Sector
9	Improve Teacher quality by incentivizing performance and building capabilities. Build capacity of teachers and lecturers in modern Pedagogical approaches and practices	Federal and State 1 Year Ministries of Education, NUC, NBTE, NCCE, TRCN
10	Improve the quality of education by strengthening quality assurance	Federal and State 1 Year Ministries of Education,

		NUC, NBTE, NCCE, NTI	
11	Sporting activities should be emphasized in schools alongside other out-of-school activities to ensure all-round development of students.	Federal and State Ministries of Education, Ministry of Youth and Sports	1 Year
12	Government should devise strategies of countering the negative influence of the social media by enhanced public enlightenment and cultural re-orientation and the inculcation of national values.	Ministry of Information; NOA	6 months
13	Literacy enhancing approaches should be strengthened at Local and State levels, whilst the supervisory role at the Federal level should continue to be encouraged and strengthened.	Federal and State Governments	1 Year
14	Deliberate and internalized use of Technology as a tool for youth and adult literacy	Federal and State Ministries of Education and Ministry of Communications	1 Year
15	Ensure active partnership with organized private sectors to determine current and future employability skill needs	Nigeria Employers Consultative Assembly, MAN, Chambers of Commerce and Industry,	6 Months – 3 Years
16	Support States to provide functional Laboratories and Technical Workshops in Secondary Schools and Technical Colleges across the States and FCT	State and Federal Government, Development Partners, Private Sector	6 Months – 3 Years
17	At the Basic and Senior Secondary Education levels, we require not just curriculum review but complete revamp of the curriculum to achieve desired, specific, measureable, result and outcomes	Federal and State Ministries of Education, NERDC	6 Months – 1 Year
18	After the revamp of the curriculum, lesson plans, broken down into simple, well documented instructions, need to be developed for the use of teachers in the transition period, these lesson plans, therefore, will serve as both capacity development for the teachers and training resources for classroom instructions.	NUC, NCCE, NTI	6 Months – 1 Year

19	Teacher certification and recertification programme requiring the new curriculum skills have to be designed and administered by credible body while teachers are given between two to three years moratorium to certify	Federal and State Ministries of Education, NUC, Teacher Registration Council	6 Months – 1 Year
20	Re-engineer the curricula of education degree programmes to lay appropriate emphasis on the knowledge of the teaching subject with additional training on pedagogy “a five- year degree programme , four years on specific teaching subject e.g. physics and one year on the pedagogy of physics teaching”	Federal Ministry of Education (FME), NUC	1 – 5 Years
21	Teacher education and certification should be specialized in nature along the levels of education i.e. early childhood, primary and secondary	FME, NUC	1 – 5 Years
22	Multiple career path and progression should be clearly defined for teachers beyond school headship	FME, Civil Service Commission (CSC)	1 – 5 Years
23	Practicing teachers and school leaders, including those from best private institutions, should be part of education policy making processes.	FME, State Ministry of Education	1 Year
24	There is need for synergy between the organized private sectors and the institutions to enable learners acquire skills for functionality and self-sustenance.	FME, State Ministries of Education, NBTE, MAN, NECA	1 Year
25	The Ministry of Education should provide an enabling environment for publishers to digitize and provide electronic textual materials at all levels of education.	FME, State Government, TETFund, UBEC	1 Year
26	Entrenchment of pedagogical training and continuous professional training of Teachers	FME, NUC, NCCE, NBTE	6 Months
27	Customized intensive pedagogical and competency based training for teachers in the emergency period	FME, NUC, TETFund, UBEC	6 Months
28	Articulation of a new scheme of service to attract, motivate and retain best brains in the teaching profession in the emergency period and beyond	FME, FMF, HOS and Salaries and wages Commission	6 Months – 1 Year
29	Need to redefine the eligibility criteria for	FME, UBEC, TRCN	6 Months –

	teachers especially at the basic and secondary level – entry level qualification and competency levels including ICT competency	and State Ministry of Education	1 Year
E. Funding:			
1	Improve funding mechanisms to incentivize education performance and increase access	Federal Ministry of Education, TETFund, UBEC, Private Sector, CBN	1 year
2	Establishment of a central database to capture funding interventions from Agencies like CBN, PTDF, TETFund among others.	Federal Ministries of education, Finance, CBN	6 Months
3	Cost-sharing should be vigorously pursued at the tertiary level of education with the establishment of student Financial Aid and / loans schemes to spread the burden of education financing and enhance equitable access to higher education. Scholarship and Bursary schemes should also be re-invigorated at Federal and State levels	Federal Ministries of Education, Finance, CBN, National Assembly, State Governments	1 year
4	The Federal Government should as a matter of urgency commit not less than 15% of its annual budget to Education and encourage Sub-National Governments to do same	Federal and State Governments	1 year
5	Adequate funding should be provided for Research and Innovation activities, especially in Universities to facilitate the generation of new knowledge and boost technological development through a robust national Innovation system.	Federal Ministries of education, Finance, TETFund, CBN, NUC	1 year
6	Avoid one-size-fits-all funding model and make funding context specific. All Stakeholders especially the Private Sector and Industry should be part of this funding model especially for research.	Federal and State Ministries of Education, Private Sector	1 Year
7	The UBEC funding of basic education at the State level should be made more friendly and performance driven without compromising transparency and accountability.	UBEC, Federal and State Ministries of Education	1 Year
8	States should consider the introduction of Basic Education Tax as a way of intervening directly in the crucial basic education level.	State Governments	1 Year
9	'Develop, support and promote a scheme that	CBN, FMF, FME	6 Months –

	empowers financial institutions to provide funds at concessional interest rates to the educational industry'.		1 Year
10	Institute Student financial aids and student loan schemes to share the cost of education and enhance equitable access to Education	FGN, National Assembly, FME, FMF, CBN	6Months – 5 Years
11	Revitalization of Federal and State bursary Schemes	FGN, Government	State 6Months – 5 Years
F. Monitoring & Evaluation			
1	Specific budgetary provisions should be made for quality assurance and monitoring activities at all levels to facilitate continuous quality improvements.	Federal Ministries of Education, Finance, National Assembly, State Governments	1 year
2	The inspectorate system should be resuscitated for effective monitoring: The National Universities Commission should continue to pursue with greater vigour, its mandate of steering the Nigerian University System towards evolving Centres of Excellence in research to drive development. These centers should be differentially funded for optimal efficiency.	Federal and State Ministries of Education, NUC, NBTE	1 Year
Infrastructure rehabilitation and upgrade			
1	Total Rehabilitation of School facilities and infrastructure	Federal and State Government, UBEC	6Months – 5 Years
2.	Updating and maintenance of physical facilities including municipal facilities i.e. water, sanitation, ICT & Power in Primary & Secondary Schools e.t.c	Federal and State Government, UBEC	6Months – 5 Years
3.	Upgrading to smart schools with plug & play internet facilities, broadband access.	Federal and State Government, UBEC	6Months – 5 Years