

### NERDC STRATEGIC WORKPLAN 2016 - 2019

#### Addressing Out-of-School Children

S/N.	Activity	Objective	Strategy	Target/Outcome	Action By	Estimated Cost	Remarks
1.	Review of existing out-of-School Youth Trades and Entrepreneurship Modules	To review, update and enrich existing Trades and Entrepreneurship training modules for out-of-school youth	Convene curriculum review/updating workshops for the existing modules	Revised and enriched out-of-school youths trades curricula in 6 skills areas.	<ul style="list-style-type: none"> <li>● NERDC Consults</li> <li>● Project Team</li> <li>● SMEDAN</li> <li>● NDE</li> </ul>	30m	
2.	Printing and distribution of the revised modules to IDP Camps, NFE and Continuing Education Centres nationwide	To print and distribute revised modules to IDP Camps, NFE and Continuing Education Centres nationwide	Printing and distribution of the revised modules in collaboration with States in the North East Zone and IDPs working in the North East Zone.	Printing and distribution of 10,000 sets of trades curricula to IDP camps, NFE and Continuing Education Centres	<ul style="list-style-type: none"> <li>● NERDC Consults</li> <li>● Project Team;</li> <li>● Procurement Department</li> </ul>	5m	
3.	Orientation and Capacity building for NFE Instructors.	To train NFE Instructors nationwide on the use of the revised modules.	Plan, design and implement training programmes for NFE Instructors in collaboration with SUBEBs, LGEAs and SAME in the States and FCT.	600 NFF instructors (i.e. 100 Instructors drawn from each of the 6 states of the North East geopolitical zone of the country) trained as master trainers	<ul style="list-style-type: none"> <li>● NERDC Consults</li> <li>● Project Team</li> <li>● SMEDAN</li> <li>● NDE</li> </ul>	20m	
4.	Development of Entrepreneurship Skills Modules in more Trades for Out - of - School Youth	To identify and develop 5 additional out-of-School trades/ Entrepreneurship modules.	Convene curriculum development meetings of critical stakeholders to brainstorm and develop curricula for the identified trades.	5 trades curricula for out-of-school youths	<ul style="list-style-type: none"> <li>● NERDC Consults</li> <li>● Project Team</li> <li>● SMEDAN</li> <li>● NDE</li> </ul>	30m	

<b>S/N.</b>	<b>Activity</b>	<b>Objective</b>	<b>Strategy</b>	<b>Target/Outcome</b>	<b>Action By</b>	<b>Estimated Cost</b>	<b>Remarks</b>
5.	Printing and distribution of the new Entrepreneurship Skills modules to IDP Camps, NFE and Continuing Education Centres nationwide	To print and distribute the new Entrepreneurship skills modules to IDP Camps, NFE and continuing Education centres nationwide	Printing and distribution of the new Entrepreneurship skills modules	Printing and distribution of 10,000 sets of trades curricula to IDP camps, NFF and Continuing Education Centres	<ul style="list-style-type: none"> <li>● NERDC Consults</li> <li>● Project Team;</li> <li>● Procurement Department</li> </ul>	5m	
6.	Orientation and Capacity building for NFE Instructors on how to use the new Entrepreneurship Skills.	To organise orientation and capacity building programmes for NFE Instructors on the use of the new Entrepreneurship skills	Plan, design and implement training programmes for NFE Instructors in collaboration with SMEDAN and SUBEBs in all the States and FCT.	600 NFF instructors (i.e. 100 Instructors drawn from each of the 6 states of the North East geopolitical zone of the country) trained as master trainers	<ul style="list-style-type: none"> <li>● NERDC Consults</li> <li>● Project Team</li> <li>● SMEDAN</li> <li>● NDE</li> </ul>	20m	

<b>Strengthening Basic and Secondary School Education</b>							
<b>S/N.</b>	<b>Activity</b>	<b>Objective</b>	<b>Strategy</b>	<b>Target/Outcome</b>	<b>Action By</b>	<b>Estimated Cost</b>	<b>Remarks</b>
1.	Development of Strategy Document for assuring the quality of books and other educational materials for Basic Education	To develop strategy document for aligning existing and future instructional materials with revised curricula.	<ul style="list-style-type: none"> <li>• Sensitize UBEC and SUBUB to ensure that only those books assessed by NERDC are for quality and relevance are procured / recommended for use at the Basic education.</li> <li>• Convene a 2-day meeting involving Publishers, UBEC, SUBEBS and NERDC on textbook quality.</li> <li>• Print and distribute Strategy document to UBEC, SUBEB and other stakeholders.</li> </ul>	Strategy document developed, printed and distributed to relevant stakeholders.	<ul style="list-style-type: none"> <li>• SPD/ESO</li> <li>• Book Development Centre,</li> <li>• UBEC</li> <li>• SUBEBS</li> <li>• Publishers</li> </ul>	100m	UBEC Funded project
2.	Provision of adequate number of curricula to schools nationwide (i.e. Primary, junior and senior secondary schools).	To ensure that all schools have adequate number of school curricula for improved teaching and learning	Printing and distribution of more copies of the curricula (Basic and Senior Secondary) to all schools in Nigeria	3 sets of the school curricula given to all schools (Basic Senior Secondary) in Nigeria	<ul style="list-style-type: none"> <li>• NERDC Consults</li> <li>• NERDC/SDGs</li> <li>• Procurement Department,</li> </ul>	60m	Funding Sources: <ul style="list-style-type: none"> <li>• FGN/SDGs appropriation</li> <li>• NERDC Consults to also source for funds from NAPTAN</li> </ul>
3.	Assessment of Basic education books and other instructional materials for Basic Education.	To assure the quality of books and other instructional materials used at the basic education level.	<ul style="list-style-type: none"> <li>• Convene a 5-day Workshop twice every quarter to assess books and instructional materials for quality and relevance to schools curricula.</li> </ul>	Books and other instructional materials assessed and recommended for procurement by UBEC, SUBEBS and schools.	<ul style="list-style-type: none"> <li>• BDC</li> <li>• UBEC</li> <li>• SUBEBS</li> <li>• Publishers</li> </ul>	48m	Routine BDC activity

S/N.	Activity	Objective	Strategy	Target/Outcome	Action By	Estimated Cost	Remarks
4	Development of Basic Education Accelerated Education Curriculum (AEC) for children whose education have been disrupted by of crises and other reasons	To provide a special education programme that caters for the needs of children whose education have been disrupted by of crises and other reasons	<ul style="list-style-type: none"> <li>• Planning, writing, critiquing, editorial workshops to develop the Accelerated Education Curriculum (AEC)</li> <li>• Presentation and approval of ALP to JCCE and NCE.</li> </ul>	Basic Education accelerated education curriculum approved by NCE	<ul style="list-style-type: none"> <li>•NERDC</li> <li>•Donor Agencies</li> <li>•NMEC</li> </ul>	25m	
5	Production and distribution of accelerated learning package to IDP camps and State Ministries of Education	To make available copies of the ALP to end users including States and IDP camps	Editing, printing and production by identified printing /publishing companies	Copies of Basic Education Accelerated Education Curriculum (AEC) school children whose education has been disrupted	<ul style="list-style-type: none"> <li>•NERDC</li> <li>•Donor Agencies</li> </ul>	20m	
6	Development of teaching and learning resource kits for the implementation of National Education in Emergency curriculum and AEC	To develop teacher support materials to ensure effective implementation of the Education in emergency curriculum and ACE	<ul style="list-style-type: none"> <li>• Planning, writing, critiquing, editorial workshops to develop teaching and learning resource kits</li> </ul>	Teaching and Learning resource kits for the implementation of National Education in Emergency curriculum and AEC	<ul style="list-style-type: none"> <li>•NERDC</li> <li>•Donor Agencies</li> <li>•NMEC</li> </ul>	40m	
7	Printing and dissemination of EiE curriculum and resource kits to the States and FCT	To print and distribute learning resource kits to the states and FCT	Editing, printing and production by identified printing /publishing companies.	Sets of EiE curriculum and resources kits printed and distributed to the States and FCT	<ul style="list-style-type: none"> <li>•NERDC</li> <li>•Donor Agencies</li> </ul>	60m	

<b>Strengthening Basic and Secondary School Education</b>							
<b>S/N.</b>	<b>Activity</b>	<b>Objective</b>	<b>Strategy</b>	<b>Target/Outcome</b>	<b>Action By</b>	<b>Estimated Cost</b>	<b>Remarks</b>
8	Capacity building of teachers in the use of the education in emergency curriculum and Accelerated Education Curriculum (AEC)	To plan, design and train 2000 teachers in the use of AEC and EIE curriculum	Plan, design and implement training programmes for teachers in the States and FCT in collaboration with donor agencies	2000 teachers and education personnel trained in the use of the EIE curriculum and Accelerated Education Curriculum (AEC)		60m	
9.	Adaptation of the revised 9-year BEC for Special Needs Education	<ul style="list-style-type: none"> <li>• To develop adaptation guidelines</li> <li>• To adapt the revised 9-year BEC</li> </ul>	<ul style="list-style-type: none"> <li>• Organise a core concept/planning meeting</li> <li>• Writing workshop</li> <li>• Critique Workshop</li> <li>• Editorial Workshop</li> </ul>	All revised 9-Year Basic Education Curricula adapted	<ul style="list-style-type: none"> <li>• NERDC Consults</li> <li>• CDC (SNEB)</li> </ul>	60m	
10	Production and Distribution of the adapted 9-year BEC to special schools.	To produce, print and distribute adapted curricula	Final print house, editing, printing and production by identified printing/publishers.	The adapted 9yr BEC for learners with visual impairment printed and distributed to special needs schools.	<ul style="list-style-type: none"> <li>• CDC</li> </ul>	60m	
11	Monitoring of the distribution of the adapted BEC	To monitor the distribution of the adapted curricula	Visit to special need schools to monitor the distribution of the adapted BEC	The adapted 9-Year BEC available in special needs schools.	<ul style="list-style-type: none"> <li>• CDC</li> <li>• Procurement Dept.</li> </ul>	20m	
12	Nationwide capacity building for teachers in special schools on how to use the adapted BEC.	To collaborate with states and train Special Needs teachers on the use of the adapted curricula.	Plan, design and implement training programmes for Special Needs teachers in the States and FCT cal in collaboration with UBEC and SUBEBs.	1000 master trainers drawn from the 36 States and FCT trained.	<ul style="list-style-type: none"> <li>• CDC (SNEB)</li> <li>• NERDC Consults</li> <li>• Procurement Dept.</li> </ul>	37m	
13	Adaptation of the revised SSE Curriculum	To adapt the 9-year BEC	<ul style="list-style-type: none"> <li>• Planning, writing, critiquing, editing and production of draft involving relevant stakeholders</li> </ul>	The 9-Year BEC adapted for Learners with visual impairment.	<ul style="list-style-type: none"> <li>• NERDC Consults</li> <li>• CDC (SNEB)</li> </ul>	100m	

S/N.	Activity	Objective	Strategy	Target/Outcome	Action By	Estimated Cost	Remarks
			<ul style="list-style-type: none"> <li>Seek approval through approving bodies (JCCE and NCE)</li> </ul>				
9	Production and Distribution of the adapted SSE Curriculum to special schools.	To produce, print and distribute adapted curricula	Final print house, editing, printing and production by identified printing/publishers.	The adapted SSE Curriculum printed and distributed to special needs schools.	<ul style="list-style-type: none"> <li>CDC</li> </ul>	80m	
10	Monitoring of the distribution of the adapted SSE curricula	To monitor the distribution of the adapted SSE curricula	Visit to special need schools to monitor the distribution of the adapted SSE Curriculum	The adapted SSE Curriculum available in special needs schools.	<ul style="list-style-type: none"> <li>CDC</li> <li>Procurement</li> </ul>	20m	
11	Monitoring of the distribution of the adapted SSE History curriculum for learners with visual impairment	Monitoring of the adapted SSE History curriculum for learners with visual impairment	Visit to special need schools to monitor the distribution and implementation of the adapted SSEC	The adapted SSE History curriculum for learners with visual impairment printed and distributed to special needs schools.	<ul style="list-style-type: none"> <li>CDC</li> </ul>	20m	
12	Brailing and distribution of adapted curricula to Schools nationwide.	To Braille and distribute the adapted BEC to Special Needs Schools nationwide	<ul style="list-style-type: none"> <li>Advert and prequalification meetings and selection of competent company for brailing</li> <li>Printing and Distribution</li> </ul>	All revised 9-Year Basic Education Curricula brailed and distributed to all schools in Nigeria	<ul style="list-style-type: none"> <li>CDC (SNEB)</li> <li>NERDC Consult</li> <li>Procurement Dept.</li> </ul>	40m	
13	Brailing, production and distribution of existing texts in five core subjects for Special needs education.	To Braille, produce and distribute existing texts in five core subjects for special needs education	<ul style="list-style-type: none"> <li>Workshop to Braille the 9-year BEC</li> <li>Printing and Distribution</li> </ul>	Textbooks in Mathematics, English, Basic Science, Religion and National Values and Nigeria n languages	<ul style="list-style-type: none"> <li>CDC (SNEB)</li> <li>NERDC Consult</li> <li>Procurement Dept.</li> </ul>	40m	
14.	Review Instructional Sign Language text for	To review and update instructional sign languages	Planning, writing, critique and editorial workshops	ISLTESN reviewed and updated	<ul style="list-style-type: none"> <li>CDC (SNEB)</li> <li>NERDC Consult</li> </ul>	40m	

	Nigerian Schools (ISLTESN)						
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S/N.	Activity	Objective	Strategy	Target/Outcome	Action By	Estimated Cost	Remarks
15.	Printing and Distribution of the revised Instructional Sign language text for Nigerian schools (ISLTESN)	To print and distribute the (ISLTESN) to all Special Needs Schools in Nigeria	Printing and distribution of the reviewed ISLTESN to all special needs schools in Nigeria	3 copies of ISLTESN given to all special needs schools	<ul style="list-style-type: none"> <li>• CDC (SNEB)</li> <li>• NERDC Consult</li> <li>• Procurement Dept.</li> </ul>	20m	
16.	Nationwide capacity building for teachers in special schools on how to use the adapted SSE Curricula.	To collaborate with states and train Special Needs teachers on the use of the adapted curricula.	Plan, design and implement training programmes for Special Needs teachers in the States and FCT in collaboration with SMOEs	1000 master trainers drawn from the 36 States and FCT trained.	<ul style="list-style-type: none"> <li>• CDC (SNEB)</li> <li>• NERDC Consults</li> <li>• Procurement Dept.</li> </ul>	37m	
17.	Development of Tools for the Categorization and Determination of Quality of Learning Resources	To develop tools for categorization and determination of the quality of learning resources for basic education.	Convene the following workshops for the development of the tools: <ul style="list-style-type: none"> <li>• Concept dev./Planning</li> <li>• Tools Development/ writing workshop</li> <li>• Critique</li> <li>• Editorial</li> </ul>	Tools for the Categorization and Determination of Quality of Learning Resources developed	<ul style="list-style-type: none"> <li>• SPD/ESO</li> <li>• BDC</li> <li>• UBEC</li> <li>• SUBEB</li> </ul>	33m	
16.	Printing and Distribution of Tools for the Categorization and Determination of Quality of Learning Resources	To Print and distribute Tools for the Categorization and Determination of Quality of Learning Resources	Print and distribute 2000 Copies of the Tools for the Categorization and Determination of Quality of Learning Resources.	Tools for the Categorization and Determination of Quality of Learning Resources printed and distributed to stakeholders.	<ul style="list-style-type: none"> <li>• ESO/SPD</li> <li>• BDC</li> <li>• Procurement Dept.</li> <li>• UBEC</li> <li>• SUBEB</li> </ul>	17m	
17	Development of School Textbooks	To ensure quality books in schools	Convene writing, critique and editorial Workshops in	Developed Quality Books to serve as expected bench mark	<ul style="list-style-type: none"> <li>• BDC</li> </ul>	60m	

	in Trade Subjects		Collaboration with indigenous publishers.	for would-be authors in the selected trade subjects			
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S/N.	Activity	Objective	Strategy	Target/Outcome	Action By	Estimated Cost	Remarks
18	Capacity building for teachers on Creative Writing and Reading Skills in the 6 Geo-political zones	To develop in the teachers appropriate soft-skills for effective teaching of reading and writing.	To organise workshop in 6 geo-political zones to facilitate mentoring and foster good reading habit among school children	Improved teaching skills on the part of the teachers and improved performance of the pupils in internal/external examinations	<ul style="list-style-type: none"> <li>BDC</li> </ul>	30m	
19	National Book Fair in Collaboration with Nigerian Publishers Association	To ensure quality books are used in schools and made available to the parent at affordable price	To organise national book fair annually the in 6 geo-political zones	Creating access to quality books to be used in schools and eliminating book piracy	<ul style="list-style-type: none"> <li>BDC</li> </ul>	40m	
20.	Sensitization and Capacity building of Inspectors, Head teachers, Proprietors of ECCDE Centres and Care givers on Reggio Emilia Pedagogical Approach	Conduct Sensitization and Building capacity of Inspectors, Head Teachers, Proprietors of ECCDE Centres and Care givers	<ul style="list-style-type: none"> <li>Development of manuals and other related text materials (planning, writing, critiques and editing)</li> <li>Printing, production distribution of manuals and related texts</li> </ul>	Capacity of Inspectors, Head teachers, Proprietors of ECCDE Centres, Care givers built on Reggio Emilia Pedagogical Approach to ECCDE	<ul style="list-style-type: none"> <li>SPC</li> </ul>	46m	
21.	Monitoring and Evaluation of ECCDE curriculum	To ascertain the level of minimum standard stipulated for ECCDE Centres	Monitoring the ECCDE Centres across the six geo-political zone	Capacity of SUBEB and ECCDE teachers across the federation	<ul style="list-style-type: none"> <li>SPC</li> <li>CDC</li> </ul>	20m	
22.	Review of ECCDE Curriculum for infusion of	Upgrade the quality of the existing curriculum	Development of tools and checklist	Inclusion of emerging issues into existing ECCDE curriculum	<ul style="list-style-type: none"> <li>CDC</li> <li>SPC</li> </ul>	75m	



	emerging issues	and inclusion of emerging issues					
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S/N.	Activity	Objective	Strategy	Target	Action By	Estimated Cost	Remarks
23.	Advocacy and sensitization for the effective implementation of one-year pre-primary curriculum in Nigeria	Co-ordinate the Programme across the six geo political zones	A workshop across the six geo political zones	Capacity of over 1,500 teachers and Supervisors of school must had been built on the use of approved pre-primary curriculum	<ul style="list-style-type: none"> <li>• SPC</li> </ul>	42m	
24.	Monitoring of Integrated Early Childhood and Development (IECD) Curriculum.	To find out the level of integration on IECD in throughout the nation	School visit with well developed checklist and tools	Field exercise throughout the nation by relevant staff	<ul style="list-style-type: none"> <li>• SPC</li> <li>• CDC</li> </ul>	20m	
25.	Impact assessment of Integrated Early Childhood and Development (IECD) Curriculum.	To assess the impact of IECD existing curriculum across the states of the federation	School visit with well developed checklist and tools in collaboration with ERC	Field exercise throughout the nation by relevant staff	<ul style="list-style-type: none"> <li>• SPC</li> <li>• ERC</li> </ul>	20m	
26.	Advocacy and Sensitization on Albinism Education	More than 1000 stakeholders will be sensitized on the condition of Albinos and effective ways of handling them for inclusiveness	National sensitization workshop on Albinism Education across the six geo-political zones of Nigeria by relevant staff	Over 1000 stakeholders will be sensitized on Albinism Education throughout the federation	<ul style="list-style-type: none"> <li>• SPC</li> <li>• CDC</li> </ul>	36m	
27.	Network of Educational	<ul style="list-style-type: none"> <li>• To convene a meeting of relevant parastatals, State-Based</li> </ul>	This will be done through a 2-day	Strategic Work plan for capacity building of	<ul style="list-style-type: none"> <li>• SPC</li> </ul>	10m	2.5m x 4 years

Services Centre's in Nigeria (NESCEN)	Educational Resource Centre's, SUBEBs, Institutes of Education, Development Partners and other Stakeholders in Education.	meeting of NESCEN members.	Stakeholders in relation to education development in Nigeria			
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S/N.	Activity	Objective	Strategy	Target/Outcome	Action By	Estimated Cost	Remarks
28.	Development of Core Messages on the mandates of NERDC for Visiting Students on Excursion.	To have a comprehensive Manual that can be used to give visiting Students a good understanding of the Mandates and Activities of NERDC	<ul style="list-style-type: none"> <li>• Development of Manuals (planning, writing, critiques and editing)</li> <li>• Printing, production of the Manual for use by SPC in</li> </ul>	Capacity of visiting Students built on the Mandates and Activities of NERDC	SPC/PAU and all Academic Centres	10m	

**Curriculum Benchmark, Minimum Academic Standards and Policy Matters**

<b>S/N.</b>	<b>Activity</b>	<b>Objective</b>	<b>Strategy</b>	<b>Target</b>	<b>Action By</b>	<b>Estimated Cost</b>	<b>Remarks</b>
1.	Sensitisation and capacity building of inspectors, head teachers, proprietors of ECCDE centres and care givers.	Conduct sensitisation and build the capacity of inspectors, head teachers, proprietors of ECCDE centres, and care givers.	<ul style="list-style-type: none"> <li>• Development of manuals and other related text materials (planning, critique, editing).</li> <li>• Printing, production distribution of manuals and related texts.</li> <li>• Sensitisation and capacity building workshops in the six Geo-Political Zones.</li> </ul>	Capacity of inspectors, head teachers, proprietors of ECCDE centres, and care givers built.	<ul style="list-style-type: none"> <li>• SPC,</li> <li>• UBEC,</li> <li>• SMOEs,</li> <li>• SUBEBs</li> </ul>	45m	
2	Production and distribution of the developed History Curriculum to schools and states	Produce, print and distribute the History Curriculum all over the Federation.	Final print house editing, printing, and production by identified publishers and printers.	Developed History Curriculum to distributed to schools nationwide	<ul style="list-style-type: none"> <li>• CDC</li> <li>• Procurement Department</li> </ul>	60m	Ongoing
3.	Revision and strengthening of the curricula for the 34 Trades subjects at the Senior secondary School	To review and enrich the 34 Senior Secondary School Trades curricula with entrepreneurship content.	<ul style="list-style-type: none"> <li>• Planning, writing, critique, editing, production of draft involving relevant agencies and stakeholders.</li> <li>• Seek official approval through administrative protocols and procedure (the JCCE and NCE).</li> </ul>	Curricula for the 34 Trades subjects at the Senior secondary School revised and strengthens.	<ul style="list-style-type: none"> <li>• SPD (ESO)</li> <li>• UNIDO</li> <li>• dRPC</li> </ul>	90m	Completed with funding from UNIDO and dRPC
4	Production and distribution of the revised 34 Trades Curricula to SMOEs and schools.	Produce, print and distribute the 34 Trades Curricula all over the Federation	<ul style="list-style-type: none"> <li>• Final print house editing, printing and production by identified printers/publishers</li> </ul>	Revised 34 Trades Curricula distributed to SMOEs and	<ul style="list-style-type: none"> <li>• NERDC</li> <li>• SMOEs</li> </ul>	150m	

**Curriculum Benchmark, Minimum Academic Standards and Policy Matters**

<b>S/N.</b>	<b>Activity</b>	<b>Objective</b>	<b>Strategy</b>	<b>Target</b>	<b>Action By</b>	<b>Estimated Cost</b>	<b>Remarks</b>
		including making them available online on the website of FME.		schools.			
5	Sensitisation and capacity building of evaluators, teachers, Curriculum Desk Officers, Examiners on the revised trades curricula.	To sensitise and build the capacity of evaluators, teachers, Curriculum Desk Officers and Examiners in the six Geo-Political Zones	<ul style="list-style-type: none"> <li>• Nationwide Sensitization and Capacity Building workshops in six the Geo-Political Zones.</li> </ul>	Capacity of evaluators, teachers, Curriculum Desk Officers, and Examiners built on the revised trades curricula.	<ul style="list-style-type: none"> <li>• NERDC</li> </ul>	60m	
6.	Review of the National Book Policy.	To review and enrich the National Book Policy.	<ul style="list-style-type: none"> <li>• Workshops (planning writing, critique and editorial) for the enrichment of the National Book Policy.</li> <li>• Presentation of the NBP to JCCE and NCE.</li> </ul>	Revised edition of the NBP	<ul style="list-style-type: none"> <li>• BDC</li> </ul>	20m	
7.	Passing the proposed Bill on National Book Policy into law (Legislation).	To pass the proposed National Book Policy into law and utilisation; and promote indigenous authorship.	<ul style="list-style-type: none"> <li>• Submission of the copies of the NBP to FEC through the FME</li> <li>• Legislation by the National assembly that will assure the quality of books as well as regulate the development, production and circulation of educational materials for use in schools.</li> </ul>	Bill on National Book Policy passed	<ul style="list-style-type: none"> <li>• FME</li> <li>• NERDC</li> <li>• NASS</li> <li>• Publishers</li> </ul>	1m	

<b>S/N.</b>	<b>Activity</b>	<b>Objective</b>	<b>Strategy</b>	<b>Target</b>	<b>Action By</b>	<b>Estimated Cost</b>	<b>Remarks</b>
8.	Sensitization and advocacy for the NBP	To promote awareness and buy-in by critical stakeholders.	Nationwide Sensitization and Advocacy workshops.	Sensitization and Advocacy workshops held in the 6 geopolitical zones.	• <b>BDC</b>	18m	3m X 6 geopolitical zones
9.	National Book Survey	To assess the situation (types, subjects, contents, distribution, authorship, publishing outfits, levels of education, number, standard, etc.) of books and other educational materials in the country.	<ul style="list-style-type: none"> <li>• Development of survey instrument and trial testing.</li> <li>• Fieldwork administration and retrieval of instrument.</li> <li>• Collation and analysis.</li> <li>• Production of research report.</li> </ul>	National Book Survey conducted	<ul style="list-style-type: none"> <li>• BDC.</li> <li>• ERC</li> </ul>	26m	
10.	Development of the National Language Policy (NLP).	To develop a National Language Policy (NLP) for the attainment of a number of broad educational objectives and achievement.	<ul style="list-style-type: none"> <li>• Stakeholders Round Table</li> <li>• Constitution of technical Committee</li> <li>• Concept Planning and development of instruments.</li> <li>• Media Publicity.</li> <li>• Compilation and synthesis of reports from the six Geo-Political Zones.</li> <li>• Development of an overall blueprint and presentation of the draft NLP to JCCE and NCE.</li> </ul>	National Language Policy (NLP) developed	LDC	60m	

<b>S/N.</b>	<b>Activity</b>	<b>Objective</b>	<b>Strategy</b>	<b>Target</b>	<b>Action By</b>	<b>Estimated Cost</b>	<b>Remarks</b>
11.	Passing the proposed Bill on National Language Policy into law (Legislation).	To pass the proposed National Language Policy into law.	<ul style="list-style-type: none"> <li>• Submission of the copies of the NLP to FEC through the FME</li> <li>• Legislation of the NLP by the National assembly.</li> </ul>	Bill on National Book Policy passed	<ul style="list-style-type: none"> <li>• LDC</li> </ul>	1m	
12.	Sensitization and advocacy for the NLP	To promote awareness and buy-in by critical stakeholders.	Nationwide Sensitization and Advocacy workshops.	Sensitization and Advocacy workshops held in the 6 geopolitical zones.	<ul style="list-style-type: none"> <li>• LDC</li> </ul>	18m	
13.	Development of Implementation Guidelines for the National Language Policy (NLP)	To develop Implementation Guidelines for the National Language Policy (NLP)	Workshops (Planning, Writing, Critique and editorial) to develop Implementation Guidelines for the National Language Policy (NLP).	Implementation Guidelines for the National Language Policy (NLP) developed.	<ul style="list-style-type: none"> <li>• LDC</li> <li>• Procurement Dept.</li> </ul>	10m	
14.	Printing and Distribution of NLP Implementation Guidelines	To print and distribute copies of the developed Implementation Guidelines for the National Language Policy (NLP).	Adverts, pre-qualification meetings and award of contract to a reputable company for the printing and distribution of NLP Implementation Guidelines.	Copies of the developed implementation Guidelines for the National Language Policy (NLP) printed and distributed.	<ul style="list-style-type: none"> <li>• LDC</li> <li>• Procurement Dept.</li> </ul>	20m	
15.	Monitoring the Distribution of NLP Implementation Guidelines	To monitor the distribution of the National Language Policy (NLP) Implementation Guidelines to the end users.	Visits to the 36 States and FCT to sight the NLP implementation Guidelines.	Copies of the NLP implementation Guidelines available in the 36 States and FCT.	<ul style="list-style-type: none"> <li>• LDC</li> <li>• Procurement Dept.</li> </ul>	20m	
16.	Translation of the NLP Implementation Guidelines into 9 Network Nigerian	To translate the NLP Implementation Guidelines into Major 9 Network Nigerian Languages	Translation workshops (planning, writing, critique, editorial) for the NLP Implementation	The NLP Implementation Guidelines translated into the three 9	<ul style="list-style-type: none"> <li>• LDC</li> <li>• Procurement Dept.</li> </ul>	60m	

	Languages		Guidelines.	Network Nigerian languages			
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S/N.	Activity	Objective	Strategy	Target	Action By	Estimated Cost	Remarks
17.	Development of Bilingual Dictionary for Basic Education in Fulfude, Esan and Izon languages.	To develop Bilingual Dictionaries for Basic Education in Fulfude, Esan and Izon languages	Convene Planning, Writing, critique and editorial Workshops for the development of Bilingual Dictionaries in Fulfude, Esan and Izon languages for basic education with 4,000 entries each.	i. Bilingual Dictionaries in Fulfude, Esan and Izon languages for Basic Education developed.	LDC/Procurement	60m	
18.	Printing and distribution of Bilingual dictionaries in Fulfude and Izon languages.	To print and distribute the developed Bilingual dictionaries in Fulfude and Izon languages.	Advertise and convene Pre-qualification meetings to select appropriate publishers for the Printing and distribution of the Bilingual dictionaries.	Bilingual Dictionaries in Fulfude and Izon languages printed and distributed	<ul style="list-style-type: none"> <li>LDC</li> <li>Procurement</li> </ul>	30m	
19.	Development of the vocabulary of 10 indigenous languages (Hausa, Igbo, Yoruba, Edo, Fulfude, Kanuri, Efik, Izon, Tiv and C'lela) for the teaching of Science, Technology and Mathematics at the Basic Education level.	<p>i. Organize a stakeholders' round table on the development of the vocabularies in the 10 languages.</p> <p>ii. Develop/review the vocabulary of 10 indigenous languages for the teaching of Science, Technology and Mathematics at the Basic Education level.</p> <p>iii. To critique the developed vocabularies of 10 indigenous languages</p>	<p>i. A stakeholders' round table/concept planning meeting on the development/review of the vocabulary of 10 indigenous languages for the teaching of Science, Technology and Mathematics at the Basic Education level.</p> <p>ii. Writing workshop for the development/review of the vocabulary of 10 indigenous languages for the teaching of</p>	i. Modalities for the development/review of the vocabularies for the languages outlined.	<ul style="list-style-type: none"> <li>LDC</li> </ul>	50m	

		<p>for the teaching of Science, Technology and Mathematics at the Basic Education Level.</p> <p>iv. To edit the developed vocabularies of 10 indigenous languages for the teaching of Science, Technology and Mathematics at the Basic Education level.</p>	<p>Science, Technology and Mathematics at the Basic Education level.</p> <p>iii. Critique workshop for development/review of the vocabularies of 10 indigenous languages for the teaching of Science, Technology and Mathematics at the Basic Education level</p> <p>iv. Editorial workshop for the developed/reviewed vocabularies of 10 indigenous languages for the teaching of Science, Technology and Mathematics at the Basic Education level.</p>				
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S/N.	Activity	Objective	Strategy	Target	Action By	Estimated Cost	Remarks
20.	Revision of the Dictionary of Legislative Terminologies in English, Hausa, Igbo and Yoruba.	To review the Dictionary of Legislative Terminologies in English, Hausa and Yoruba so as to specify more clearly their philosophy, concepts, principles, structures and technical contents.	<ul style="list-style-type: none"> <li>• Writing</li> <li>• Critiques</li> <li>• Editing</li> <li>• Production of draft of involving stakeholders.</li> <li>• Publication of the revised Quadrilingual Dictionary of Legislative Terminologies in English, Hausa, Igbo and Yoruba.</li> <li>• Seek official approval through administrative protocols and procedures the JCCE and NCE</li> <li>• Submission of the enriched draft Quadrilingual Dictionary to the FME</li> <li>• FME presents the Quadrilingual Dictionary of Legislative Terminologies Blueprint to Fedral Executive Council for consideration</li> <li>• Passage as an Executive Bill to the National Assembly for Enactment.</li> <li>• Printing and production of 5,000 copies of the developed/reviewed Quadrilingual Dictionary of Legislative Terminologies (English, Hausa, Igbo and Yoruba) for the general public.</li> <li>• Public presentation, sensitization and launching of the produced, reviewed Quadrilingual Dictionary of Legislative Terminologies in</li> </ul>	Draft copies of the developed/revised Quadrilingual Dictionary of Legislative Terminologies in English, Hausa, Igbo and Yoruba produced.	<ul style="list-style-type: none"> <li>• LDC</li> </ul>	100m	

			English, Hausa, Igbo and Yoruba (Electronics and print).				
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S/N.	Activity	Objective	Strategy	Target	Action By	Estimated Cost	Remarks
21.	Revision of meta-language in Hausa, Igbo and Yoruba (to run concurrently)	To develop/review the metalanguage in Hausa, Igbo and Yoruba	<ul style="list-style-type: none"> <li>• A stakeholder roundtable on the metalanguage in Hausa, Igbo and Yoruba</li> <li>• Concept planning and development of instruments</li> <li>• Writing, critique and Editorial Workshops for the development/re-vision of the metalanguage in Hausa, Igbo and Yoruba.</li> </ul>	Draft copies of the developed/revised metalanguage in Hausa, Igbo and Yoruba produced	<ul style="list-style-type: none"> <li>• LDC</li> </ul>	20m	
22.	Revision of Efik language Curriculum for Basic and senior Secondary Education Levels.	To collaborate with the government of Cross River State for the review and updating of Efik language curriculum for Basic and Senior Secondary Education levels.	Convene workshops (stakeholders' forum; Concept planning, Writing, Critique and editorial) for the review of the Efik language Curriculum for Basic and Senior Secondary Education levels.	Draft copies of the developed/reviewed Efik language Curriculum for Basic and Senior Secondary Education levels produced.	<ul style="list-style-type: none"> <li>• LDC</li> </ul>	40m	

23.	Printing of the developed/reviewed Efik language curriculum for Basic and Senior Secondary.	To print and produce the Efik language curriculum for Basic and Senior Secondary Education levels.	Advertise and convene Pre-qualification meetings to select appropriate publishers for the Printing and distribution of the revised Efik language Curriculum for Basic and Senior Secondary Education levels.	Copies of the developed/reviewed Efik language Curriculum for Basic and Senior Secondary Education levels printed and produced.	<ul style="list-style-type: none"> <li>LDC</li> </ul>	20m	
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<b>S/N.</b>	<b>Activity</b>	<b>Objective</b>	<b>Strategy</b>	<b>Target</b>	<b>Action By</b>	<b>Estimated Cost</b>	<b>Remarks</b>
24.	Development/Revision of Arabic language Curriculum for Basic and senior Secondary Education Levels.	To Organize a stakeholders' roundtable meeting on the development /review of Arabic language curriculum for Basic and Senior Secondary Education levels.	Convene workshops (stakeholders' forum; Concept planning, Writing, Critique and editorial) for the review of Arabic language Curriculum for Basic and Senior Secondary Education levels.	Draft copies of the developed/reviewed Arabic language Curriculum for Basic and Senior Secondary Education levels produced.	<ul style="list-style-type: none"> <li>LDC</li> </ul>	20m	
25.	Printing of the developed/reviewed Arabic language curriculum for Basic and Senior Secondary Education levels	To print and distribute the Arabic language curriculum for Basic and Senior Secondary Education levels.	Advertise and convene Pre-qualification meetings to select appropriate publishers for the Printing and distribution of the revised Arabic Language Curriculum for Basic and Senior Secondary Education levels	Copies of the Developed/reviewed Arabic language Curriculum for Basic and Senior Secondary Education levels printed and distributed to the 36 States and FCT.	<ul style="list-style-type: none"> <li>LDC</li> </ul>	20m	

26.	Development of Curriculum for Kanuri and Tiv languages for Basic and Senior Secondary Education levels.	To develop two draft Curriculum for Kanuri and Tiv languages for Basic and Senior Secondary Education levels.	Convene workshops (stakeholders' forum; Concept planning, Writing, Critique and editorial) for the review of Kanuri and Tiv languages Curricula for Basic and Senior Secondary Education levels.	Draft copies of Kanuri and Tiv languages Curricula for Basic and Senior Secondary Education levels edited.	• LDC	50m	
27.	Printing of the Curricula in Kanuri and Tiv languages for Basic and Senior Secondary Education levels	To Print and distribute revised Kanuri and Tiv Language curricula for basic and Senior secondary schools.	Advertise and convene Pre-qualification meetings to select appropriate publishers for the Printing and distribution of the revised Kanuri and Tiv languages Curricula for Basic and Senior Secondary Education levels.	Curricula in Kanuri and Tiv languages for Basic and Senior Secondary Education levels printed and distributed to the 36 States and FCT.	• LDC	20m	

S/N.	Activity	Objective	Strategy	Target	Action By	Estimated Cost	Remarks
28.	Printing, Public presentation and launch of the Report of Sociolinguistic Survey of language diversity and use in Nigeria.	<ul style="list-style-type: none"> <li>To print and produced the Report of Sociolinguistic Survey of language diversity and use in Nigeria.</li> <li>To publicly present and lunch the Report of Sociolinguistic Survey of language diversity and use in Nigeria.</li> </ul>	<ul style="list-style-type: none"> <li>Advertise and convene Pre-qualification meetings to select appropriate publishers for the Printing of the Report of Sociolinguistic Survey of language diversity and use in Nigeria.</li> <li>Media Publicity (electronics and print); Public Presentation and launch of the Report of Sociolinguistic Survey of language diversity and use in Nigeria.</li> </ul>	<p>Copies of the Report of Sociolinguistic Survey of language diversity and use in Nigeria printed and produced.</p> <p>Report of the Publicly presentation and launch of the Sociolinguistic Survey Report.</p>	• LDC	20m	
29.	Development of	To plan for and write	Convene workshops	Orthographies of	• LDC	60m	

	Orthographies of 7 indigenous languages: Bajju (Kaduna State) ,Itsekiri (Delta State), Egun (Lagos state),Defaka Nkoro (Rivers state),Afemai and Etuno (Edo state)	orthographies of 7 Nigerian languages: Bajju (Kaduna State) ,Itsekiri (Delta State), Egun (Lagos state),Defaka Nkoro (Rivers state),Afemai and Etuno (Edo state)	(stakeholders' forum; Concept planning, Writing, Critique and editorial) for the development of orthographies of 7 Nigerian languages: Bajju (Kaduna State) ,Itsekiri (Delta State), Egun (Lagos state),Defaka Nkoro (Rivers state),Afemai and Etuno (Edo state).	the 7 Nigerian languages, produced, publicly presented and launched for use			
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S/N.	Activity	Objective	Strategy	Target	Action By	Estimated Cost	Remarks
30.	Printing and public presentation of orthographies in the 7 Nigerian languages.	<ul style="list-style-type: none"> <li>To print 1000 copies of each of the orthographies of the 7 chosen Nigerian languages</li> <li>To publicly present and launch the produced orthographies of the 7 chosen Nigerian languages.</li> </ul>	<ul style="list-style-type: none"> <li>Print 1000 copies of each orthographies of the chosen 7 Nigerian languages</li> <li>Media Publicity (electronics and print); Public Presentation and launch of the orthographies.</li> </ul>	Orthographies of the 7 Nigerian languages printed and launched.	<ul style="list-style-type: none"> <li>LDC</li> </ul>	20m	
31.	Revision and strengthening of the Senior Secondary School Curricula	Revision of the Senior Secondary School Curricula to enrich their content	<ul style="list-style-type: none"> <li>Planning, writing, critiquing, editing and production of draft involving relevant agencies and stakeholders.</li> <li>Presentation of revised curricula to JCCE and NCE.</li> </ul>	The Senior Secondary School Curricula revised and strengthened.	<ul style="list-style-type: none"> <li>CDC</li> </ul>	100m	

32.	Production and Distribution of the revised SSS Curricula and Teachers Guides to SMOEs and Schools.	Produce, print and distribute the SSS Curricula all over the Federation including making them available online on the web site of FME.	Final printing house, editing, printing and production by identified Printers/Publishers.	Revised SSS Curricula distributed to SMOEs and schools.	<ul style="list-style-type: none"> <li>• CDC</li> <li>• Procurement Dept.</li> </ul>	80m	
33.	Development of Teachers' Guides for the implementation of the revised Senior Secondary School Curriculum (SSSC)	To Develop Teachers' Guides for the effective implementation of the revised SSS Curriculum	<ul style="list-style-type: none"> <li>• Planning, writing, critiquing, editing and production of draft involving relevant agencies and stakeholders.</li> </ul>	Teachers Guide produced for the implementation of the Senior Secondary School Curriculum	CDC	100m	

S/N.	Activity	Objective	Strategy	Target	Action By	Estimated Cost	Remarks
34.	Monitoring of the distribution and implementation of the Revised SSS Curricula and Teachers' Guide	To monitor the distribution and the implementation of the revised SSS Curricula.	Nationwide visit to schools, SMOEs and SUBE to monitor the distribution and implementation of the revised SSS Curricula.	The distribution and implementation of the revised SSS Curricula monitored nationwide.	CDC Procurement Dept.	20m	
35.	Sensitization and Capacity building of evaluators, teachers, curriculum Desk Officers and Examiners on the revised SSS Curricula and Teachers' Guide.	<ul style="list-style-type: none"> <li>• Develop Teachers' Guides (planning, writing, critique, editing).</li> <li>• Produce, print and distribute copies of the Teachers' Guide and related materials.</li> <li>• Sensitize and build the Capacity of evaluators, teachers. Curriculum Desk</li> </ul>	<ul style="list-style-type: none"> <li>• Development of Teachers' Guide planning, writing, critique, editing.</li> <li>• Printing, production Distribution of Teachers' Guide and related materials</li> <li>• Sensitization and Capacity building workshop in the six Geo-Political Zone.</li> </ul>	Capacity of evaluators, Teachers, Curriculum Desk Officers and Examiners built on the revised SSS Curricula.	CDC	37m	

		Officers and Examiners on the revised curricula.					
36.	Pilot testing of Revised SSS Curricula and Teachers Guides in Selected Schools.	<ul style="list-style-type: none"> <li>To trial test the revised SSS Curricula in some selected Schools.</li> </ul>	<ul style="list-style-type: none"> <li>Some SSS Selected from the Six Geo-Political zones.</li> <li>The SSS Curricula Trial tested in the selected schools.</li> </ul>	SSS Curricula trial tested in selected SSS in the six Geo-political zones.	CDC	100m	
37.	Development of Teaching syllabuses for SSCE	Development of teaching syllabuses for SSS Education curricula	<ul style="list-style-type: none"> <li>Develop teaching syllabuses for SSS education level.</li> <li>Production of draft by relevant stake holders</li> <li>Seek approval from JCCE and NCE</li> </ul>	Teaching syllabuses for SSCE developed.	CDC	100m	

S/N.	Activity	Objective	Strategy	Target	Action By	Estimated Cost	Remarks
38.	Production and Distribution of Teaching Syllabuses for SSEC	Production, print and distribute the developed teaching syllabuses for SSEC	In-house editing production of the dummy copy, identification of the printers/publishers	Developed teaching syllabuses for SSEC printed and distributed to SMOEs, SUBEB and Schools.	<ul style="list-style-type: none"> <li>CDC</li> </ul>	80m	
39.	Sensitization and Capacity building of Evaluators, teachers, Curriculum Desk Officers and Examiners on the developed teaching syllabuses for SSEC	Sensitization and Capacity building of Evaluators, teachers, Curriculum Desk Officers and Examiners on the developed SSEC	Sensitization and capacity building workshop on the developed SSEC	Capacity of evaluators, teachers, curriculum desk officer and examiners built on the developed teaching syllabuses for SSEC.	<ul style="list-style-type: none"> <li>CDC</li> </ul>	37m	
40.	Sensitization and capacity building of Evaluators, Teachers, Curriculum Desk Officers and	Sensitize evaluators, teachers, curriculum Desk Officers and examiners on the developed syllabuses	Sensitization and capacity building workshop on the developed teaching syllabuses for BEC	Capacity of evaluators, teachers, curriculum Desk Officers and examiners built on the developed teaching	<ul style="list-style-type: none"> <li>CDC</li> </ul>	60m	

	Examiners on the developed teaching syllabuses for BEC	for BEC.		syllabuses.			
41.	Nationwide monitoring of the distribution of the developed teaching syllabuses for SSEC	Monitoring of the distribution of the developed teaching syllabuses for SSEC	Nationwide visit to SMOEs, SUBEB and Schools to monitor the developed teaching syllabuses	The 36 states and FCT visited to monitor the distribution of the developed teaching syllabuses for SSEC	• CDC	20m	
42.	Development of Teaching Syllabuses for Basic Education Curricula.	To develop teaching syllabuses for Basic Education Curricula.	Planning, Writing, Critique, Editorial workshops for the teaching syllabuses	Teaching syllabuses for BEC Curricula Developed.	CDC	60m	

S/N.	Activity	Objective	Strategy	Target	Action By	Estimated Cost	Remarks
43.	Production and Distribution of Teaching Syllabuses for BEC	Produce, print and distribute the developed teaching syllabuses for BEC	Final print house, editing, printing and production by identified printer/ publishers	Developed teaching syllabuses for BEC printed and distributed to SMOEs and Schools.	• CDC	60m	
44.	Sensitization and capacity of Evaluation, Teachers, Curriculum Desk Officers and Examiners on the developed teaching syllabuses.	Sensitize evaluators, teachers, curriculum Desk Officers and examiners on the developed syllabuses for BEC.	Sensitization and capacity building workshop on the developed teaching syllabuses for BEC	Capacity of evaluators, teachers, curriculum Desk Officers and examiners built on the developed teaching syllabuses.	• CDC	37m	
45.	Nationwide monitoring of the distribution and use of the developed teaching syllabuses for BEC in schools	Monitoring of the distribution and use of the developed teaching syllabuses.	Nationwide visit to SMOEs, SUBEB, and Schools to monitor the distribution and use of the developed teaching syllabuses for BEC	The 36 states plus FCT monitored on the distribution and use of the developed teaching syllabuses for UBE	• CDC	20m	



46.	Adaptation of the 9-year Basic Education History Curriculum	Adapt the 9-year Basic Education History Curriculum for Learners with Visual Impairment (LWVI)	<ul style="list-style-type: none"> <li>Adaptation of the 9-year Basic Education History Curriculum for learners with visual impairment (Planning, writing, critique and editing and production of draft involving relevant stakeholders)</li> <li>Seek approval through approving bodies (JCCE and NCE)</li> </ul>	The 9-Year BE History Curriculum adapted for Learners with visual impairment.	<ul style="list-style-type: none"> <li>CDC</li> </ul>	60m	
47.	Production and Distribution of the adapted SSE History curriculum for Special Needs Education Schools.	Produce, print and distribute adapted History curriculum	Final print house editing, printing and production by identified printers/publishers.	The adapted History Curriculum for learners with visual impairment printed and distributed to special Needs Education schools.	<ul style="list-style-type: none"> <li>CDC (SNEB)</li> </ul>	60m	

S/N.	Activity	Objective	Strategy	Target	Action By	Estimated Cost	Remarks
48.	Sensitization and capacity building of Special Needs Education Teachers on the adapted BEC History Curriculum	Sensitize and build the capacity of Special Needs Education Teachers on the adapted History Curriculum	Organize a Sensitization and capacity building workshop for Special Needs Education Teachers on the adapted History Curriculum	Special Needs Education Teachers sensitized and their capacity built on the adapted History Curriculum	<ul style="list-style-type: none"> <li>CDC</li> </ul>	37m	
49.	Brailing of the adapted BEC History	To braille the adapted History	Organize a workshop to braille the adapted History Curriculum for LWVI	Braille production of the adapted History Curriculum for LWVI	<ul style="list-style-type: none"> <li>CDC</li> </ul>	40m	
50.	Separation of CRS and IS from Religion and National Values (RVN) Curriculum	To make CRS and IS stand-alone subjects	<ul style="list-style-type: none"> <li>Convene stakeholders meeting</li> <li>Planning, Writing, Critique, Editorial workshops</li> <li>Production of draft involving relevant stakeholders and</li> </ul>	Stand-alone CRS and IS curriculum	<ul style="list-style-type: none"> <li>CDC</li> </ul>	30m	

			agencies.				
51.	Production and Distribution of the CRS and IS Curricula to SMOEs and Schools.	Produce, print and distribute the CRS and IS Curricula all over the Federation	Final printing and production by identified Printers/Publishers.	Separate CRS and IS Curricula distributed to SMOEs and schools.	<ul style="list-style-type: none"> <li>• CDC</li> </ul>	20m	
52.	Nationwide School Visit	To monitor the implementation of the curriculum	Nation-wide visit to schools	Basic and SSS monitored for effective implementation of the curricula	<ul style="list-style-type: none"> <li>• CDC</li> </ul>	37m	

<b>Education Data and Planning</b>							
<b>S/N.</b>	<b>Activity</b>	<b>Objective</b>	<b>Strategy</b>	<b>Target</b>	<b>Action By</b>	<b>Remark</b>	<b>Cost</b>
1.	Human Resource Management System(HRMS)	<ul style="list-style-type: none"> <li>• To determine the requirement and scope of the software</li> <li>• To develop the HRMS</li> <li>• To trial test the functionality of the software and get user feedback</li> <li>• To populate the HRMS with relevant data</li> <li>• To guide end user on how to use the HRMS</li> <li>• Hands on training for end users</li> </ul>	<ul style="list-style-type: none"> <li>• System analysis</li> <li>• Software development</li> <li>• System evaluation</li> <li>• Data entry</li> <li>• Development of user manual</li> </ul>	<ul style="list-style-type: none"> <li>• Utilization of HRMS for administrative and management purposes</li> </ul>	<ul style="list-style-type: none"> <li>• LIC</li> <li>• HR Department</li> </ul>		
2.	Impact Assessment of 5 Years of	The purpose of the study is to identify and assess	<ul style="list-style-type: none"> <li>• Research Instrument Development and</li> </ul>	A complete research Report.	<ul style="list-style-type: none"> <li>• ERC</li> </ul>	26m	

**Education Data and Planning**

S/N.	Activity	Objective	Strategy	Target	Action By	Remark	Cost
	Implementation of the New Senior Secondary Education Curriculum in Nigerian Schools	the impact of New Senior Secondary Curriculum implementation in Nigeria.	Trial Testing <ul style="list-style-type: none"> <li>Field work/data collection</li> <li>Data Collation, Compilation and Analysis</li> <li>Report Writing</li> </ul>				
3.	Monitoring the Implementation of the Trades and Entrepreneurship Curricula in Senior Secondary Schools in Nigeria	To observe the level of Implementation of the Trades and Entrepreneurship Curricula in Senior Secondary Schools in Nigeria	<ul style="list-style-type: none"> <li>Research Instrument Development and Trial Testing</li> <li>Field work/data collection</li> <li>Data Collation, Compilation and Analysis</li> <li>Report Writing</li> </ul>	Implementation of the Trades and Entrepreneurship Curricula in Senior Secondary Schools in Nigeria monitored	<ul style="list-style-type: none"> <li>ERC</li> </ul>	27m	

S/N.	Activity	Objective	Strategy	Target	Action By	Estimated Cost	Remarks
4.	Impact Assessment of Basic Education Curricula Implementation in Nigeria.	The purpose of the study is to identify and assess the impact of Basic Education Curriculum implementation in Nigeria.	In pursuance of successful implementation of the abovenamed project, the Centre planned to execute the project in phases, namely; <p><b>Phase I:</b> Concept Planning and Development of Instruments, Coding Manual &amp; Sheets</p> <p><b>Phase II:</b> Pilot testing, collation and Validation of Research Instruments</p> <p><b>Phase III:</b> Production of Survey Materials</p> <p><b>Phase IV:</b> Field administration of Research instruments.</p> <p><b>Phase V:</b> Collation and</p>	A complete research Report.	<ul style="list-style-type: none"> <li>ERC</li> </ul>	27m	

			Analysis of Data <b>Phase VI:</b> Report Writing <b>Phase VII:</b> Editorial Workshop.				
5.	Impact Assessment of Senior Secondary Education Curricula Implementation in Nigeria.	The purpose of the project is therefore to conduct an Impact Assessment of the new Senior Secondary Education Curriculum on quality education delivery in Nigerian schools.	<b>Phase I:</b> Concept Planning and Development of Instruments, Coding Manual & Sheets <b>Phase II:</b> Pilot testing, collation and Validation of Research Instruments <b>Phase III:</b> Production of Survey Materials <b>Phase IV:</b> Field administration of Research instruments. <b>Phase V:</b> Collation and Analysis of Data <b>Phase VI:</b> Report Writing <b>Phase VII:</b> Editorial Workshop	A complete research Report.	• ERC	25m	

S/N.	Activity	Objective	Strategy	Target	Action By	Estimated Cost	Remarks
6.	A Survey of Entrepreneurship Education in Senior Secondary Schools in Nigeria	To Appraise: <ul style="list-style-type: none"> <li>• Entrepreneurship Education in our Schools with particular focus on Senior Secondary Schools in Nigeria</li> <li>• entrepreneur level of senior secondary students in schools</li> <li>• find out the availability of qualified teachers, equipment and</li> </ul>	<b>Phase I:</b> Concept Planning and Development of Instruments, Coding Manual & Sheets <b>Phase II:</b> Pilot testing, collation and Validation of Research Instruments <b>Phase III:</b> Production of Survey Materials <b>Phase IV:</b> Field administration of Research instruments. <b>Phase V:</b> Collation and Analysis of Data <b>Phase VI:</b> Report Writing <b>Phase VII:</b> Editorial Workshop.	A complete research Report.	• ERC	25m	

		materials needed in teaching and learning entrepreneur education in schools.					
7.	Why Students Fail in Public Examinations	<ul style="list-style-type: none"> <li>To determine the factors contributing to students' failure in public examinations</li> <li>To determine ways of curbing high failure rate among students in public examinations</li> </ul>	<p><b>Phase I:</b> Concept Planning and Development of Instruments, Coding Manual &amp; Sheets</p> <p><b>Phase II:</b> Pilot testing, collation and Validation of Research Instruments</p> <p><b>Phase III:</b> Production of Survey Materials</p> <p><b>Phase IV:</b> Field administration of Research instruments.</p> <p><b>Phase V:</b> Collation and Analysis of Data</p> <p><b>Phase VI:</b> Report Writing</p> <p><b>Phase VII:</b> Editorial Workshop</p>	A complete research Report	<ul style="list-style-type: none"> <li>ERC</li> </ul>	28m	

S/N.	Activity	Objective	Strategy	Target	Action By	Estimated Cost	Remarks
8.	Socio-Economic Factors and Girl-Child Access to Basic and Senior Secondary Education	Determine socio-economic factors militating against girl-child access to secondary education.	<p><b>Phase I:</b> Concept Planning and Development of Instruments, Coding Manual &amp; Sheets</p> <p><b>Phase II:</b> Pilot testing, collation and Validation of Research Instruments</p> <p><b>Phase III:</b> Production of Survey Materials</p> <p><b>Phase IV:</b> Field administration of Research instruments.</p> <p><b>Phase V:</b> Collation and Analysis of Data</p>	A complete research Report	<ul style="list-style-type: none"> <li>ERC</li> </ul>	27m	

			<b>Phase VI:</b> Report Writing <b>Phase VII:</b> Editorial Workshop.				
9.	Determining Teachers' Integrity in Soft Skills Assessment Practices in Nigeria	<ul style="list-style-type: none"> <li>To determine teachers' integrity in soft skills assessment practices in Nigeria</li> <li>To determine teachers' attitudes and strategies of assessing soft skills in Nigeria.</li> </ul>	<b>Phase I:</b> Concept Planning and Development of Instruments, Coding Manual & Sheets <b>Phase II:</b> Pilot testing, collation and Validation of Research Instruments <b>Phase III:</b> Production of Survey Materials <b>Phase IV:</b> Field administration of Research instruments. <b>Phase V:</b> Collation and Analysis of Data <b>Phase VI:</b> Report Writing <b>Phase VII:</b> Editorial Workshop.	A complete research Report	<ul style="list-style-type: none"> <li>ERC</li> </ul>	26m	

S/N.	Activity	Objective	Strategy	Target	Action By	Estimated Cost	Remarks
10.	Needs Assessment for the Review of the Senior	To determine the: (a) relevance, adequacy, accessibility and utilization of the	In pursuance of successful implementation of the above named project, the Centre planned to execute	A complete research Report.	<ul style="list-style-type: none"> <li>ERC</li> <li>CDC</li> </ul>	26m	

	<p>Secondary Education Curriculum.</p>	<p>curriculum (b) extent of inclusion of the core skills in the curriculum contents</p>	<p>the project in phases, namely;  <b>Phase I:</b> Concept Planning Workshop  <b>Phase II:</b> instruments' Development Workshop  <b>Phase III:</b> Trial Testing of Draft Instruments for Validation  <b>Phase IV:</b> Field Administration of valid instruments  <b>Phase V:</b> Data collation and Analysis  <b>Phase VI:</b> Report Writing Workshop  <b>Phase VII:</b> Editorial Meeting  <b>Phase VIII:</b> Presentation of the Research Report</p>				
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### E-learning and Library Services in Education

S/N.	Activity	Objective	Strategy	Target	Action By	Estimated Cost	Remarks
1.	Establishment of Research and Development Database	<ul style="list-style-type: none"> <li>• Provide easy access to educational research studies in Nigeria.</li> <li>• Expose researchers to new research areas.</li> <li>• Reduce duplication of research efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Collation, Compilation and Processing of Research works</li> <li>• Design and Build Research Database</li> <li>• Populate and update the database</li> </ul>	Accessible and frequently updated research and development database	<ul style="list-style-type: none"> <li>• LIC</li> <li>• ERC</li> </ul>	40m	
2.	Assessment of Training Needs of Teachers for Effective Utilization of The Trades and Entrepreneurship Curricula for Senior Secondary Education	To determine the training needs of Teachers for Effective Utilization of The Trades and Entrepreneurship Curricula for Senior Secondary Education	<ul style="list-style-type: none"> <li>• Research Instrument Development and Trial Testing</li> <li>• Field work/data collection</li> <li>• Data Collation, Compilation and Analysis</li> <li>• Report Writing</li> </ul>	Training needs of teachers established	<ul style="list-style-type: none"> <li>• CDC</li> <li>• ERC</li> </ul>	26m	
3.	Development of Library Management System (LibMS)	To develop the LibMS for Basic and secondary schools.	<ul style="list-style-type: none"> <li>• Brainstorming session between the end users and the developers</li> <li>• Coding of the software</li> <li>• Evaluation of the Beta version of the LibMS</li> </ul>	LibMS developed and trial-tested	<ul style="list-style-type: none"> <li>• LIC</li> </ul>	5m	
4.	Training of Basic and Secondary school teachers on the use of LibMS	<ul style="list-style-type: none"> <li>• To guide end user on how to use the LibMS</li> <li>• Hands on training for end users</li> </ul>	<ul style="list-style-type: none"> <li>• 3 Day Capacity building workshops for teachers in selected schools and Educational Resource Centres</li> </ul>	Utilization of LibMS in schools	<ul style="list-style-type: none"> <li>• LIC</li> </ul>	5m	



S/N.	Activity	Objective	Strategy	Target	Action By	Estimated Cost	Remarks
5.	Review of Education Abstract Compilation and Production of Abstract Vol. 3	<ul style="list-style-type: none"> <li>To collect data from relevant institutions</li> <li>To sort and summarize data collected the collected</li> <li>Ensuring quality assurance of the draft copy</li> </ul>	<ul style="list-style-type: none"> <li>Data collection from tertiary and allied institutions</li> <li>Collation of data collected</li> <li>Editing of the collated abstracts</li> </ul>	Draft copy of the NEA Vol. 3 produced	<ul style="list-style-type: none"> <li>LIC</li> </ul>	10m	
6.	Networking of NERDC Headquarters (Phase I)	<ul style="list-style-type: none"> <li>To determine the required coverage area of the network</li> <li>To determine the physical and logical layout of the network</li> <li>To ensure the functionality of the network system</li> </ul>	<ul style="list-style-type: none"> <li>Mapping of the premises</li> <li>Design of the topology</li> <li>Acquisition and installation of the network equipment</li> <li>Evaluation the installed network</li> </ul>	Functional WLAN established	<ul style="list-style-type: none"> <li>LIC</li> </ul>	3m	
7.	JORED	<ul style="list-style-type: none"> <li>To gather relevant articles for publication</li> <li>To sort and process articles received for publication</li> </ul>	<ul style="list-style-type: none"> <li>Call for articles using fliers/handbills</li> <li>Identify competent assessors</li> <li>Get feedback from the contributors</li> <li>Compile accepted articles for publication</li> </ul>	JORED Vol. 7 Nos. 1 produced and circulated	<ul style="list-style-type: none"> <li>LIC</li> </ul>	5m	
8.	Acquisition of new educational books and other relevant publications	<ul style="list-style-type: none"> <li>To acquire relevant and current educational books and other publications that would be deposited in the library</li> </ul>	<ul style="list-style-type: none"> <li>Identification of required books</li> <li>Acquisition of new educational books following due process and due diligence</li> </ul>	Relevant and current educational books acquired	<ul style="list-style-type: none"> <li>LIC</li> </ul>	5m	

<b>S/N.</b>	<b>Activity</b>	<b>Objective</b>	<b>Strategy</b>	<b>Target</b>	<b>Action By</b>	<b>Estimated Cost</b>	<b>Remarks</b>
9.	Development of Handbook for School Library Media Specialists	<ul style="list-style-type: none"> <li>To Determine the scope and setup the framework of the initiative</li> <li>To produce draft of the handbook</li> <li>To ensure quality assurance of the draft document</li> </ul>	<ul style="list-style-type: none"> <li>Engagement of resource persons to work in workshop setting</li> </ul>	Final copy of Teacher Librarian Handbook	<ul style="list-style-type: none"> <li>LIC</li> </ul>	10m	
10.	Publication of NERDC at a Glance	Enhance NERDC's visibility through increased public awareness of her mandate programmes and activities	Printing	Better informed public on NERDC's Research and Development activities	<ul style="list-style-type: none"> <li>Printing Press</li> <li>ESO</li> <li>Public Affairs Unit</li> </ul>	2m	
11.	Discussion Programme on AIT (Kakaki the African Voice)	Mobilize and develop relationship with partners, local, private and community to support and fund Education	Electronic / TV	Better informed public on NERDC's Research and Development activities	<ul style="list-style-type: none"> <li>AIT</li> <li>ES</li> <li>Board Member / Director</li> <li>Public Affairs</li> </ul>	10m	2.5m x 4 years
12.	On the Spot Interview on NTA News 24	Enhance NERDC's visibility through increased public awareness of her mandate programmes and activities	Electronic / TV	Better informed public on NERDC's Research and Development activities	<ul style="list-style-type: none"> <li>NTA News 24</li> <li>ES</li> <li>Public Affairs</li> </ul>	2m	500,000 pa

<b>S/N.</b>	<b>Activity</b>	<b>Objective</b>	<b>Strategy</b>	<b>Target</b>	<b>Action By</b>	<b>Estimated Cost</b>	<b>Remarks</b>
13.	Radio Link Interactive Live Programme on FRCN	Update stakeholders on NERDC activities and achievements	Radio Interview	Collaborate between NERDC and stakeholders for better understanding and support	<ul style="list-style-type: none"> <li>• Public Affairs</li> <li>• SPD (ESO)</li> <li>• FRCN</li> </ul>	4.8m	1.2m each year
14.	Newspaper Publications	Projecting Council's activities by publishing them in Newspapers	Features articles in Newspapers	Better informed public on Council's Research and Development activities	<ul style="list-style-type: none"> <li>• Public Affairs</li> <li>• SPD (ESO)</li> <li>• Media Houses</li> </ul>	4m	1m each year
15.	Production of NERDC Magazine	Publicize and update stakeholders on NERDC activities and achievements	Compilation of Research and Developments activities	Better informed public on Council's Research and Development activities	<ul style="list-style-type: none"> <li>• Desk Officers of Centres/Departments/Units</li> <li>• Public Affairs</li> <li>• Printing Press</li> </ul>	8m	2m each year
16.	Meet and greet	Advocacy and buy-in	Meeting with investors to sell NERDC products on research and development activities	Better informed investors to partner with NERDC	<ul style="list-style-type: none"> <li>• PAU</li> <li>• All centres</li> </ul>	8m	2m each year