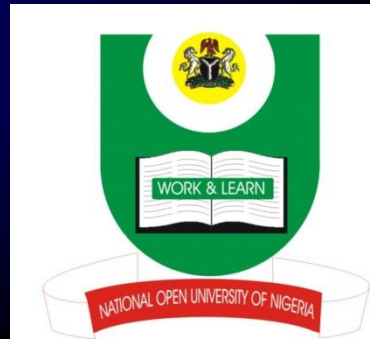
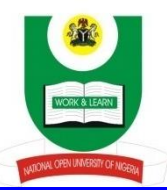


FRAMEWORK OF A WORKPLAN FOR THE IMPLEMENTATION OF The Open School Programme

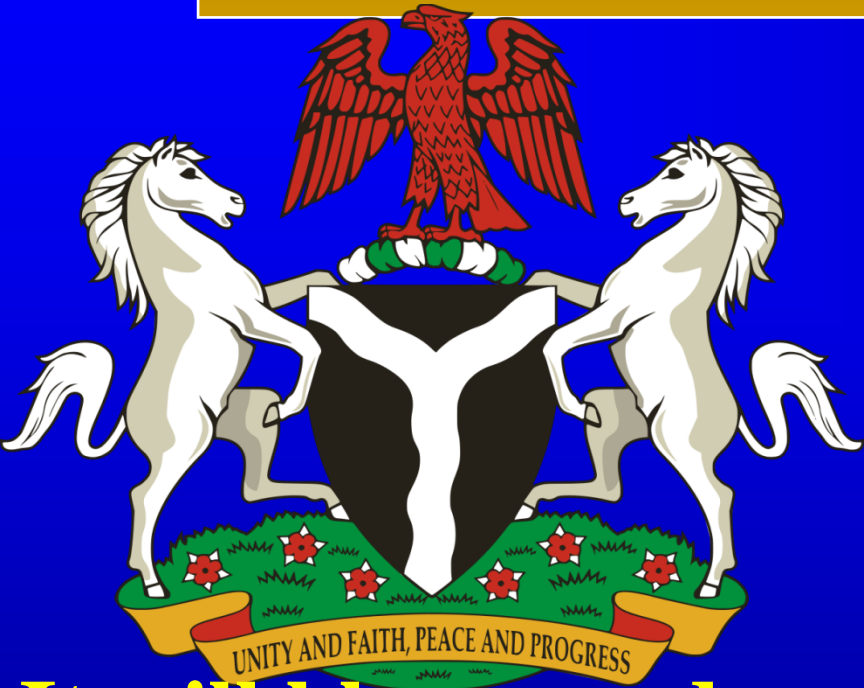
Tuesday, 12th & 13th October, 2021

Olugbemiro Jegede





Epoch-Making Event

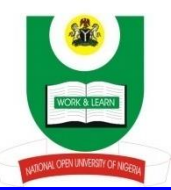


Nigeria is making a giant leap into history. OSP is her educational flagship for the 21st century.

It will bloom and grow beyond anybody's imagination. OSP will outgrow all of us.

UBEC is making history for Nigeria



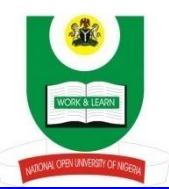


My Co-ordinates

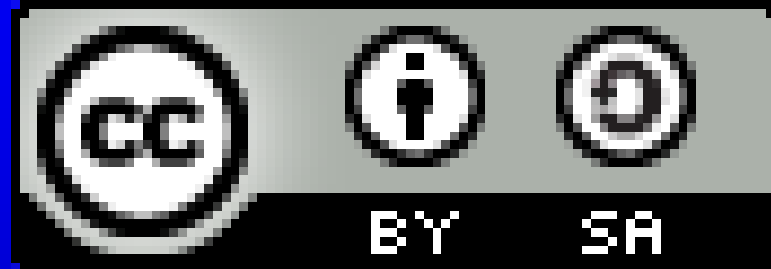


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- Skype: jegedeo
- Facebook, Telegram,
- WhatsApp, Snapchat





Creative Common Licence

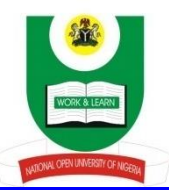


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Introduction

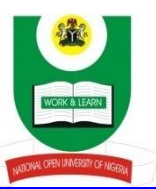


The African Dilemma



- In spite of the abundance of material and human resources God has endowed Africa with; we have not been able to get our act together.
- Several challenges: poverty of leadership, political instability, lack of political will, socio-cultural differences, poor development policies and implementation (Okebukola, 2015),
- palpable hunger in the land; high unemployment; inflation is biting; heavy budget deficits; mounting debt profile at an intolerable limit, prostitution is rife; fraud and crime rates are high; depressed state of the manufacturing sector, with 20–25 percent capacity utilisation; infrastructure, electricity, healthcare and transportation are in poor shape.'



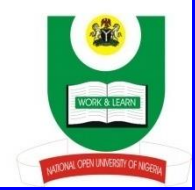


The Africa We Want 2063



- There should be:
- **‘created an Africa of our dreams that is prosperous, healthy, vigorous, creative and exciting’** (Versi, 2015).
- To achieve this, as has been done in other parts of the world, Africa must re-focus on using education as the fundamental and virile instrument for continental, regional and national development.

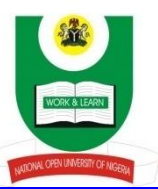




Learning in the 21st C



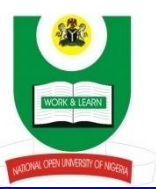
- By 2025, over 60 per cent of learners will study through ODL
- By 2050, 75 per cent of those studying by ODL will be between 18 to 25 years of age
- Massive use of cutting edge technologies in instruction with wider satellite coverage
- New environment and new ways of learning
- New definition of large campuses
- Learners will increasingly take control of their learning situations



The Questions

- Why educate everyone?
- Why remove disparities in educational access?
- Why search for alternative delivery modes
- Why look for flexible and cost effective means?



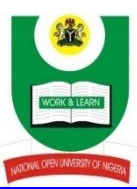


Commitment to Education



- 1948: the Universal Declaration of Human Rights article 26 ensures right to free elementary education for all children.
- 1990: the World Declaration on Education For All
- 2006: the UN Convention on Rights of People with Disabilities
- MDGs & SDGs
- The 2015 United Nations Paris Climate Change Conference (*Conference of Parties 21*),
- Agenda 2063 (AUC/ENECA/NEPAD), and
- Continental Education Strategy for Africa (CESA 2016).



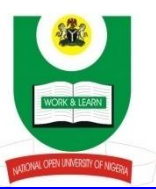


Development Needs of the C21st



- sustainable development
- highly educated, mobile and adaptable workforce
- multi-skilled and multi-tasked
- a knowledge and a learning society
- use of ecological and geographical conditions to a nation's advantage





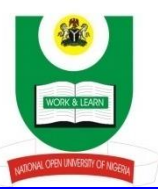
Requirements



Individual and institutional levels:

- **skills and ability to be creative with knowledge**
- **technical know-how and transfer of technology**
- **policy analysis**
- **development management**
- **assessment of alternative courses of action**





Mass Education



Open, Distance & Life long Learning:

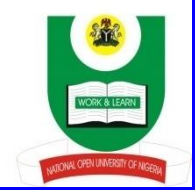
- weapon of mass instruction
- democratises and liberalises education
- flexible and life long
- quality assured and includes all
- allows individualised learning and at own pace



Education & Development

- All countries have demonstrated an irrevocable and unwavering commitment to education as tool for national and personal development.
- They also regard the pursuit of education as an inalienable right of every citizen.





N Policy on Educ



- “education is the most important instrument of change in any society”. And that “any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution”



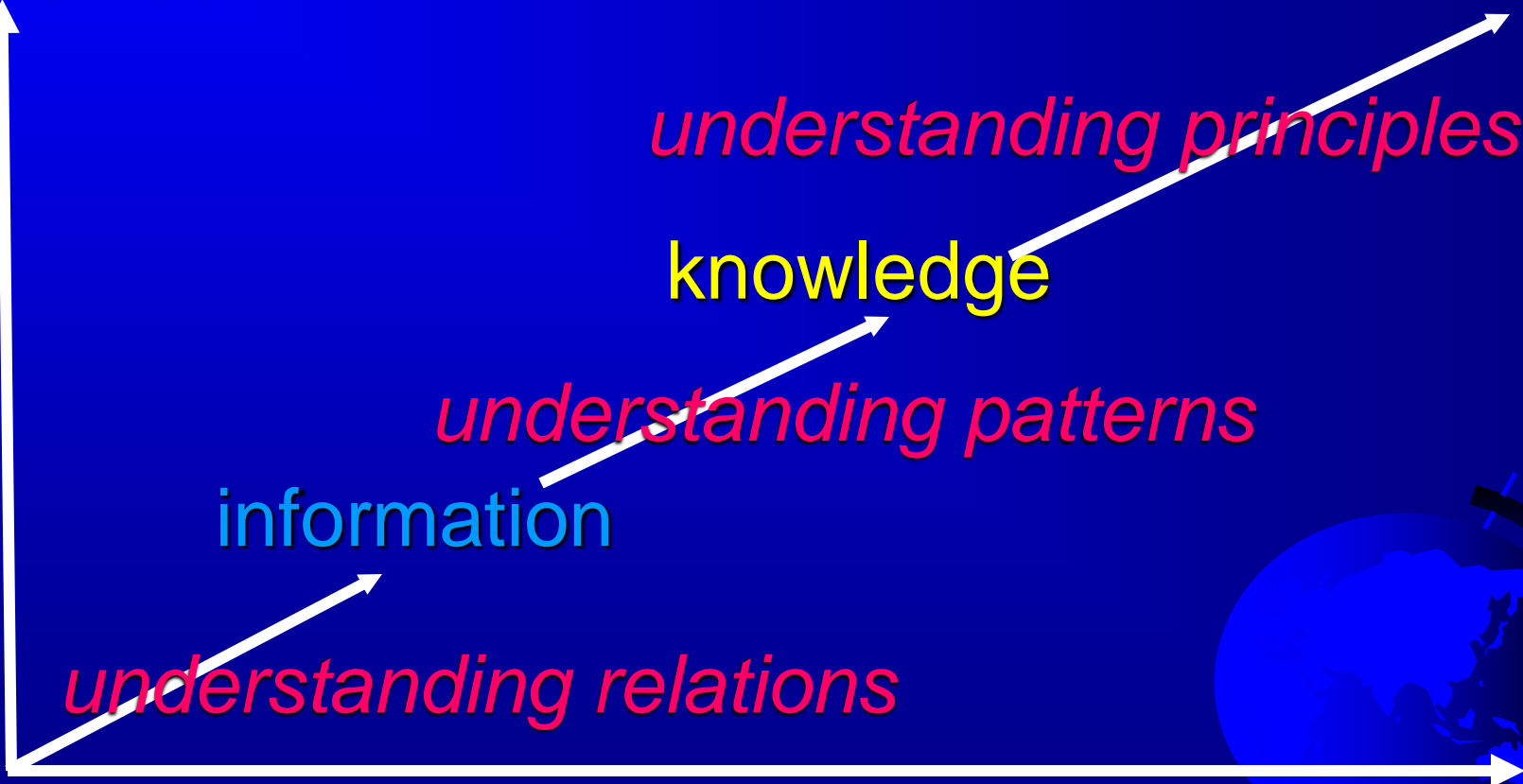


Wise Society



Context
independence

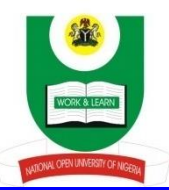
wisdom



Data

Understanding

[Adapted from Bellinger 1999]

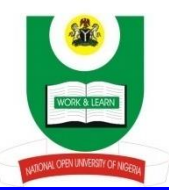


Formal Schooling



- Mainstream schools
- cannot cope with the crisis of unmet demand for education at all levels
- Inability to manage the present numbers of learners in schools.
- Challenges of
 - qualified teachers
 - quality learning resources
 - lack of classrooms and
 - Lack of other infrastructure.



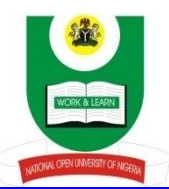


The Current Normal



- C21st World and Way of doing things
- C21st Learners
- C21st Teachers
- C21st Learning ecology
- The current normal in ODL teaching and learning has arrived
- It now has to be fully online....no more blended





The Next Normal?



- Deal with the sustainable future we want
- The current normal face2face and virtual teaching and learning are fast changing
- They will merge. Focus will be on the skills acquired, innovative and creative capacity of the learner
- Teaching and learning will be fully online....no more blended.
- Any nation or educational system that neglects this transformation will not be reckoned with.



• Universal Basic Education

• Mass Teacher Education

• Human Resource Development

• Capacity Building

Open and Distance Learning

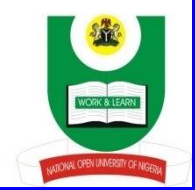
• Mass Literacy

• Education For All

• Social Mobilisation

• Communal Ownership Education

• Technology & Computer Literacy



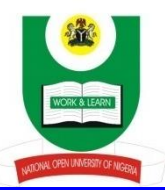
UNESCO



“Education needs to fundamentally change if we are to reach our global development goals”

Press release: 6 September 2016



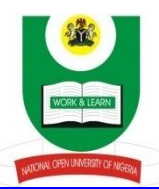


ODeL Ecosystem



- The movement from targeted population to open education (open access, open learning and open scholarship)
- Make free and open source technologies available to teachers and students. Open educational resources and open access digital tools must be supported





Lifelong Learning & Mass Education



- making learning a continuous lifelong activity
- learning through a flexible, easily accessible mode
- development of a 'Learning' or 'Knowledge Society'
- global movement towards ODL





Diversity of Learning Spaces

Temporal

Learning Society

Adult

Varied learning styles

Formal

Sharing with others

Informal

Self-directed learning

Non formal

Flexibility in time, space, content

0

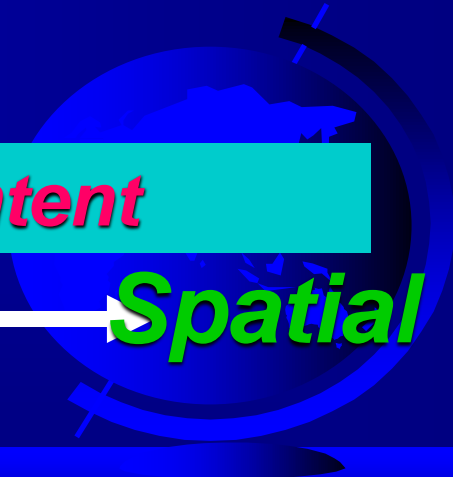
Home

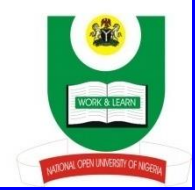
School

Work

Retire

Spatial

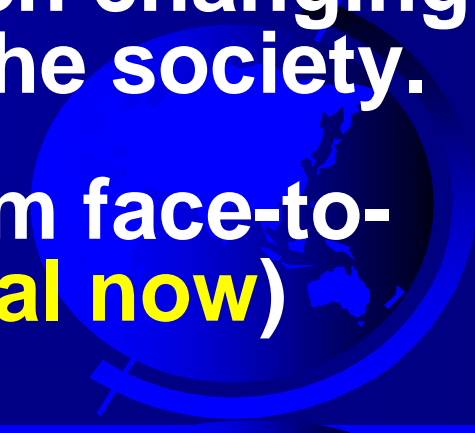


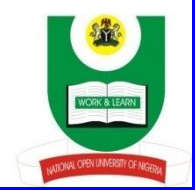


Normality?



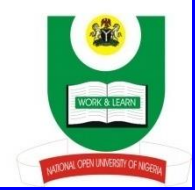
- The condition of being normal.
- Movement from **Old Normal** to **New Normal**?
- As a matter of fact Normalcy is a function of life and the only normal thing is change or transformation. ***Normal is a continuum***
- The mode of educating people has been changing, it continues to evolve and transform the society.
- The world has since 1728 changed from face-to-face (**normal then**) to E-learning (**normal now**)
- The future has come!





In the Beginning...





The Road to Open Schooling



Correspondence

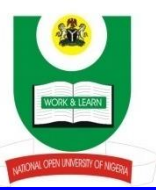
Distance Learning

Open Distance and Technology Enhanced Learning

Open Schooling

- Open and Distance Learning began as a very simple concept of correspondence education
- 1728 Caleb Philipps, 1843 Isaac Pitman and
- 1873 Anna Ticknor used ODL to teach shorthand by post.



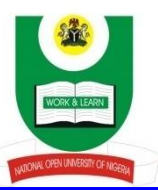


Trends in ODL



- 1. ODL is now mainstream: online, blended, open, flexible and technology enhanced learning.**
- 2. Digital transformation is challenging the relevance of educational institutions all over the world.**
- 3. New methodologies; Learning Analytics, Big Data, and doing away with examinations as we know them.**
- 4. Revolution in Education caused by convergence of Research. Artificial Intelligence, Block Chain, Cognitive Science and Neuroscience.**
- 5. Lack of the Understanding of the concept of online, open and flexible education.**
- 6. . Skills for employment, is a hot topic and Life long Learning is becoming more important than ever.**
- 7. Quality, quality assurance and accreditation become a top priority issues.**

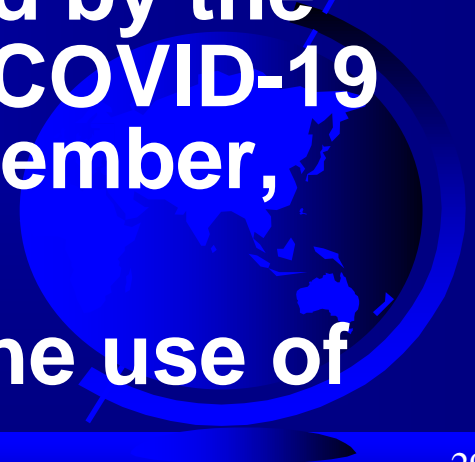


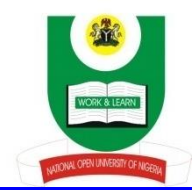


2 Mega Factors



- Two mega factors have propelled the emergence of communication technologies in modern day teaching and learning.
 - The transformative power of technologies and
 - the global pandemic of Covid-19.
- Coronavirus disease 2019, christened by the World Health Organisation (WHO) as COVID-19 originated from Wuhan, China, in December, 2019.
- The pandemic accelerated ODL and the use of modern technologies





Guiding principles



- **Flexibility**
- **Innovation**
- **Partnership**
- **Reliability**
- **Security**
- **Citizen participation in learning communities.**



Demography



Population: 212,627,048 as of Monday, October 11, 2021, based on Worldometer elaboration of the latest United Nations data.

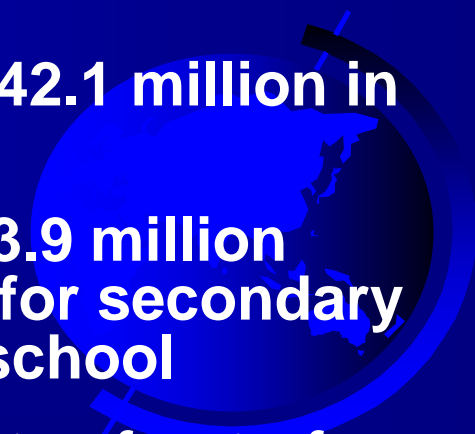
Nigeria's grows by 2.7 % annually, population will double by the year 2050.

110 million youth under the age of 25 years rising to over 200 million in 50 years' time.

22.1 million out of 42.1 million in primary schools;

10.4 million out 33.9 million Nigerians eligible for secondary education, are in school

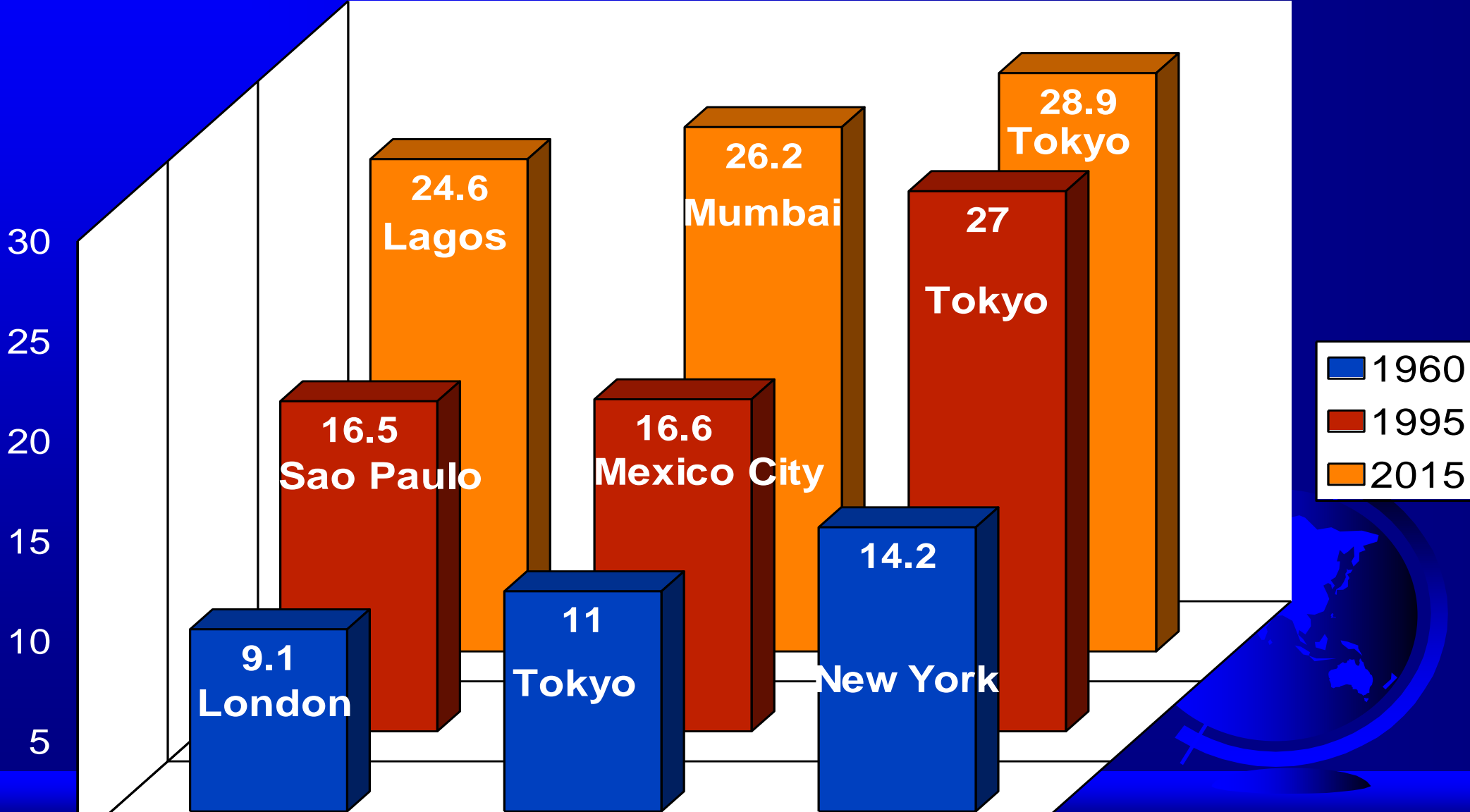
Has the highest rate of out-of-school children in the world.





World's Biggest Cities

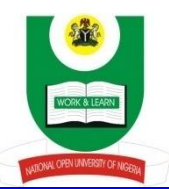
Millions



Enrolments

Level	Number	Students	No Access
Primary	56,000	42.1 million	20.1 million
Secondary	12,000	33.9 million	23.5 million
Voc & Tech	140	4.5 million	2.7 million
Col. of Educ & Polytechnics	138	650,000	3 million
University	113	450,000	2 million
	175	2.196,312	6 million





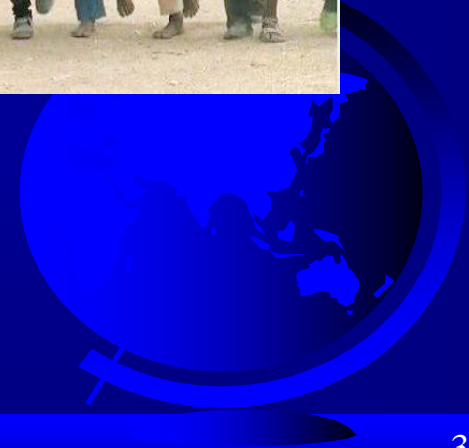
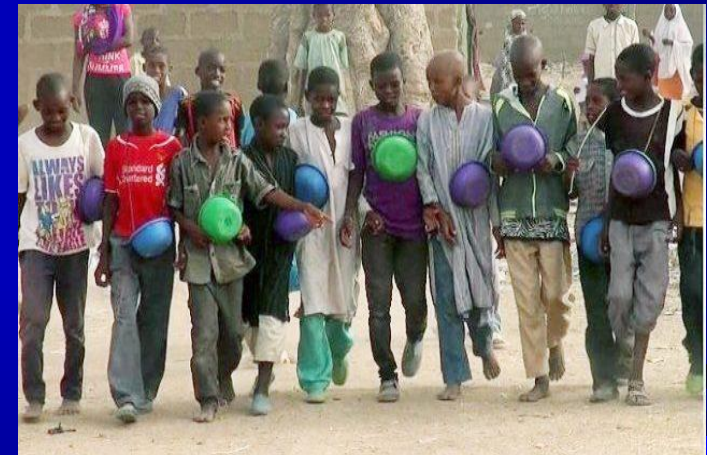
The Crisis of Enrolment



- With about 10.2 million out-of-school children, Nigeria is reported to have the highest out-of-school;
- Only 61% of 6-11 year olds regularly attend primary school;
- Only 35.6% of children aged 36-59 months receive early childhood education



Out-of-School Children



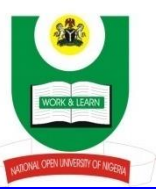
A Nation's Dilemma

- On Tuesday, 26 January 2021, while inaugurating the 18-man Presidential Steering Committee on Alternate School Programme, lamented that:

“it was unacceptable to see children abandoning formal school to engage in menial jobs and child labour in the markets, streets and workshops”.



President Muhammadu Buhari



Justification for Open Schooling



- Consequently, Nigeria has no option but to recourse to open schooling given the current state of abhorrently unacceptable and grossly deficient enrolment in formal schooling, due to:
 - (i) lack of access to schooling,
 - (ii) abandoning schooling at some stage
 - (iii) being unsuccessful in schooling, and
 - (iv) displacement through insurrection, insurgency, and conflicts.



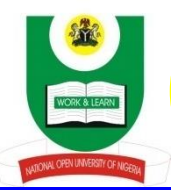


What is DL?



- DL has many labels: 'Correspondence', Telematic, 'Distributed', E-learning, 'Online Learning', 'Virtual Learning'
- Instruction by a mode other than the conventional face-to-face method
- Characterised by physical separation between the teacher and the learner, instruction delivered through a variety of
- Media including print, and other information communication technologies are used to mediate learning

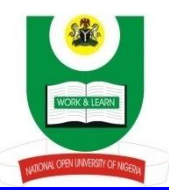




Characteristics

- **cost-effective system of instruction independent of time, location, pace and space**
- **used for a variety of learning situations: primary, secondary, tertiary, vocational and non-formal education**
- **thrives on economy of scale**
- **focused on QA, well designed instructional packages, student support**

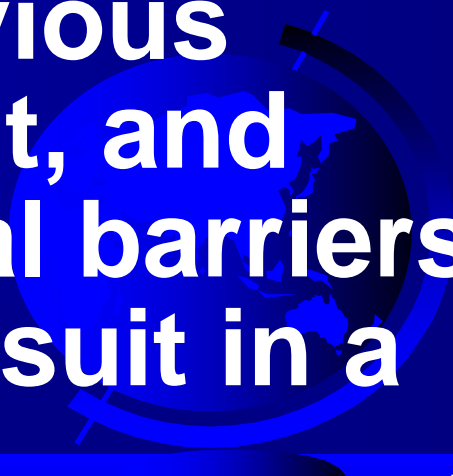


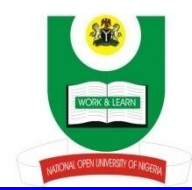


Open Learning



- ***Open Learning*** - flexibility of and access to instruction in order to ensure broad availability of educational opportunities to all
- Openness disregard age, previous level of academic achievement, and other factors, creating artificial barriers to education as a life-long pursuit in a democratic environment



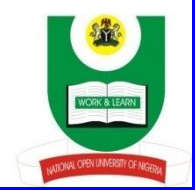


Philosophy of Openness



- **Democratise access** to educational opportunities
- **Eliminate existing barriers** by taking the distance out of the reach for education
- **Equality of opportunities**: each individual or group given the same resources or opportunities.
- **Equity**: each person has different circumstances and exact resources and opportunities needed allocated to reach an equal outcome.



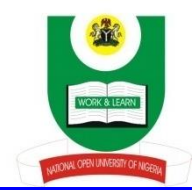


Open Schooling



- Keeping the door to education permanently and completely open for everyone
- school-going age who are out of school
- young people who have not completed schooling
- completed but not sufficiently well enough to progress
- This sub-population of young people “not in education, employment or training” (NEETs) aged 18–23
- feel they have little stake in society, and no obvious means to become better integrated.
- Many turn to anti-social activities, as expressions of their frustration.



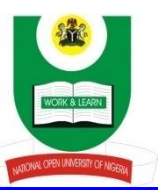


Emergence of Open School



- As a viable alternative to supplement and complement primary and secondary education and
- Can be provided by standalone, independent distance education institutions





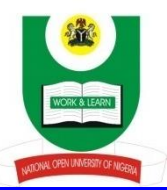
Modes of Open Schooling

Model ONE



- **Stand-alone Open Schooling Programme – NIOS, India**
- **Stand-alone fully Online Open School (Open/Innovative Schooling)**
- **Open School Programme as part of existing institutions/agencies, such as UBEC; Allama Iqbal OU, Pakistan (SSC, Intermediate); and the Open School, NIE, Sri Lanka**



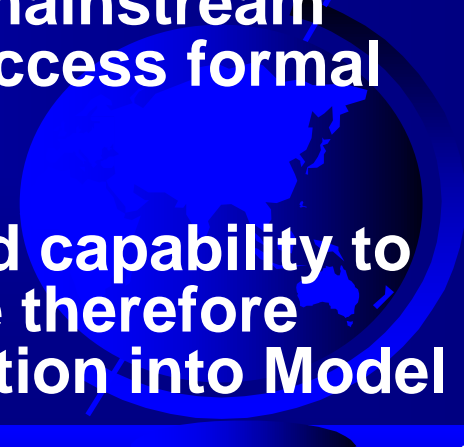


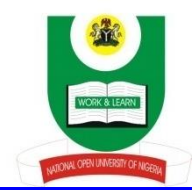
Modes of Open Schooling

Model TWO



- An emerging approach or model which is the Open/Innovative Schooling.
- As alluded to by COL, this new approach is more holistic and focuses on the training of teachers in e-Learning, using open educational resources (OER), improving the management of open schools and supporting the use of appropriate technologies in teaching and learning.
- This approach is mostly technology driven and enables the integration of the open schooling approach into mainstream schools to enable many out-of-school youths to access formal education.
- Nigeria is yet to attain full technology capacity and capability to suggest that we move straight into this model. We therefore suggest Model One for Nigeria with gradual transition into Model Two as and when all is available and ready.



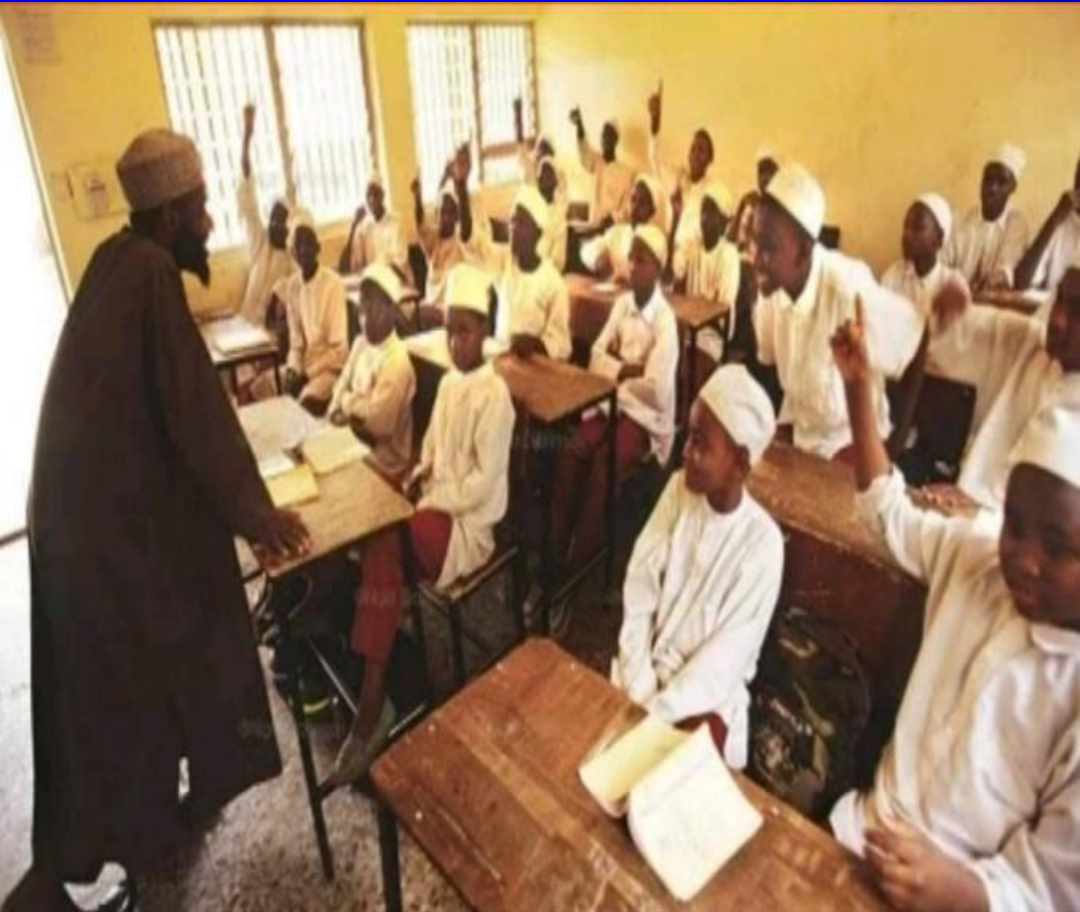


Sustainable Development Goal - 4

- directed at ensuring inclusive and quality education for all and promoting lifelong learning. A major priority target is to ensure that all girls and boys complete free, equitable and quality primary and secondary education by 2030.
- However, given the current situation agenda and major focus on formal education systems, this will be a mirage in 2030 and of course an impossible task in 2050. Hence a new/novel way of schooling directed at capturing everybody, without a child being left behind, is required.



Traditional School Children

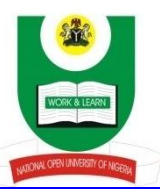


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Structure

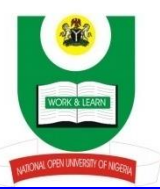


Target Groups of Open Learners



- 1.** Out of school children at the primary level.
- 2.** Out of school children at the Junior secondary level.
- 3.** Anyone aged-15 years and below who did not complete schooling as in 1 and 2 above;
- 4.** Anyone who did not complete well enough to access employment of further education and training.
- 5.** Children special educational needs or other constraints to accessing educational opportunities.



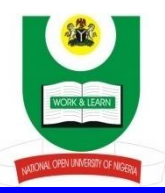


Levels of Schooling



- 1. Primary school level: Open Basic Education** that are equivalent to Primary 1 to 6 of the traditional school system.
- 2. Junior Secondary School Level: Open Basic Education** that are equivalent to Junior Secondary School Level JSS 1 to 3 of the traditional school system.
- 3. Vocational and other programmes and courses**



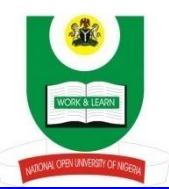


Proposed Subjects



- **The Proposed subjects to be offered in the OSP**
- **derive from the current national curriculum structure**
- **as prescribed by the NERDC and Nigeria's National Policy on Education**



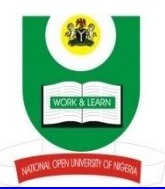


Programme Structure/Subject Offering



Core subjects for Primary School Level

English studies	Basic Science and Technology	Civic Education
Mathematics	Physical and Health Education	Cultural and Creative Arts
One Nigerian Language	Information Technology	Home Economics
Christian Religious Studies	History	Agriculture
Islamic Studies	Social Studies	Arabic Language
History	Security Education	French Language

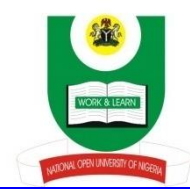


Programme Structure/Subject Offering



Core subjects for Junior Secondary School Level

English studies	Basic Science	Civic Education
Mathematics	Physical and Health Education	Cultural and Creative Arts
One Nigerian Language	Information Technology	Home Economics
Christian Religious Studies	History	Agriculture
Islamic Studies	Social Studies	Arabic Language
History	Security Education	French Language
Basic Technology	Business Studies	

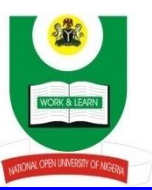


Subject Offering Proposed by the UBEC



- **English**
- **Mathematics**
- **Basic Science and Technology**
- **Social Studies**
- **Vocational Skills/Studies peculiar to the Study Environment**



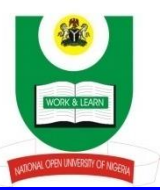


Key Concepts



- **Learners:** this is the term used to refer to open schooling students.
- It emphasises their role as key players in their learning journeys;
- The educational world is moving away from calling those in schools as students



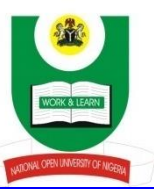


Key Concepts



- **Self-Learning Texts/Module:** these are the learning resources that would be given to the learners in lieu of textbooks. The modules would be self-contained such that the learners would be able to understand the content with minimum help from tutors;



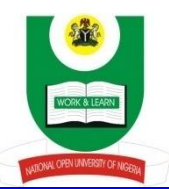


Key Personnel



- Officers/Officials who are central to the effective and efficient functioning of the Open School System.
- They include:
 - **Course Development Team:** Content expert, Instructional Designer, Information Technologist, Graphic Designer, Editors
 - **Facilitation:** (f2f or e-facilitator), Counsellors/Psychologist
 - **Management:** Director, State Co-ordinator, LGA Co-ordinator, Learning Centre Manager, Class Supervisor
 - **Bursary:** Finance staff, Audit, Payroll, etc
 - **Technical:** IT staff, Data base technician, network, hardware and software developers.
 - **Logistics:** Warehouse/Store Officer, Security, Dispatch, etc
 - **Examination & Assessment:** Examiners, Markers, Portfolio managers, etc
 - **Quality Assurance:** QA staff Supervisors, etc





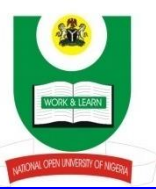
Content Developer



Content Developers must have the following qualifications:

- **Professional Certification in their subject-matter area e.g. B.Sc.Ed/B.Ed and M.Sc.Ed/M.Ed Social Studies, Integrated Science, English, Mathematics etc.;**
- **At least 10 years teaching experience;**
- **Proficiency in writing in the English language; and,**
- **A working knowledge of classroom management.**

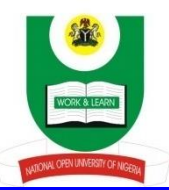




Development of Course and Resource materials



- The course materials for the open school would consist of materials that are developed/written and/or sourced through open educational resources (OERs).
- The main function of the Course Writers/Developers would be to write the materials from scratch or to adopt/adapt them from OERs into the Nigerian local context and ensure that they align with best practices in instructional/learning design and exhibit the spirit of the Nigerian educational curriculum.
- The course materials will be produced primarily in multi-colour print format to make them appealing to the learners. The course materials would be complemented by online multimedia components domiciled on the dedicated open schooling courseware. **Radio and Television will be key in OSP**
- UBEC OSP, in future, may consider, when appropriate and feasible, providing its learners with electronic tablets issued to each learner with these resources already pre-loaded on it – however this would only complement the print materials – not replace them.



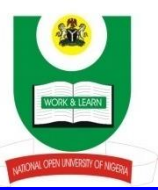
Developers for OSP



➤ **Two (2) Content Developers/Writers are to develop each subject, per level as shown in Tables 1.0 & 2.0 above. This implies that 30 Course Developers/Writers are required to write the learning materials (2 content developers per subject for lower primary; 2 upper primary, and; 2 junior secondary). This gives a total of 30 Course Developers/Writers to be trained face-to-face on the fundamentals of distance learning course development, including:**

- **understanding the principles of distance learning;**
- **knowledge of instructional/learning design; and,**
- **hands-on training on how to develop self-learning modular units.**



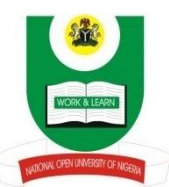


Facilitator



- a trained open schooling instructor who is also a certified teacher in his or her own right, and has been given key training for facilitating open schooling instructions.
- ***Subject Facilitator must have the following qualifications:***
 - Professional experienced teachers with a minimum of (NCE); and,
 - Taught for at least three years in the primary and/or secondary schools.
- **core competencies they need to be trained:**
 - Understanding the principles of distance learning;
 - How to effectively teach young and old distance learners;
 - Knowledge of pedagogical and andragogical principles as it relate to distance learning;
 - Understanding the psychology of the open school learners





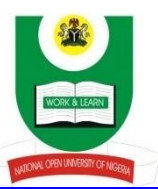
Facilitators for OSP



- A total 5 facilitators (1 for each subject) would normally be required to facilitate in each learning centre.
- However, due to funding limitations and the availability of human resources, it is recommended that 1 Facilitator handles each subject in each Learning Centre. Therefore, 5 facilitators would be employed in each learning centre.
- 5 Facilitators in each centre across 57 learning centres means that a total of 285 part-time Facilitators would be appointed across the selected states and zones.

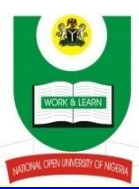


Selection, Appointment and Training of Class Supervisors



- **Class Supervisors are full-time staff responsible for coordinating clusters of class levels such as Lower Primary (Primary 1-3) Upper Primary (Primary 4-6) and Junior Secondary (JSS 1-3).**
- **3 class supervisors in each Learning Centre: Responsible for ensuring that activities such as practicals, examinations and continuous assessment, assisting students to register, distribution of course materials to students.**
- **UBEC suggests 1 Class Supervisor in each Learning Centre. Therefore a total of 4 Class Supervisors per state, across the 18 states and the Federal Capital Territory, will be trained face-to-face for this project. This makes 76 Class Supervisors altogether.**
- **Training on the fundamentals of ODL and aspects of being an effective class supervisor, managing distance learning classroom, communication skills, etc.**



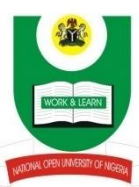


Selection, Appointment and Training of Learning Centre Managers 1



- A Learning Centre Manager is a full-time staff equivalent to the head teacher in a primary school.
- However the duties of the LCM are within the open schooling system.
- The Learning Centre Managers report to the Local Government Open Schooling Co-ordinator. The Local Government Co-ordinator reports to the State Co-ordinator.
- The success of the open schooling programme rests significantly on the shoulders of the LCMs, since they are close to the learners and the community. Thus their training must be systematic and deliberate.

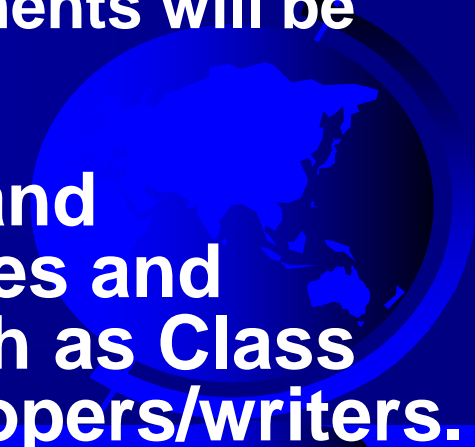


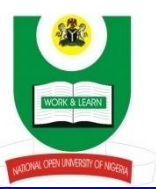


Selection, Appointment and Training of Learning Centre Managers 2



- There will be 57 LCMs and they will be trained face-to-face at the Abuja office of the Open Schooling Programme.
 - The training will comprise of:
 - understanding how the open schooling system works,
 - its academic and administrative operations,
 - the technological and psychological requirements will be explained in detail.
- They will also be taken through their roles and responsibilities as LCMs, as well as, the roles and responsibilities of other key operatives such as Class Supervisors, Facilitators and Course Developers/writers.





Selection of Scheduling and Use of Learning Centres,

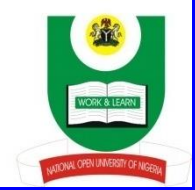


- Selection of Learning Centres, scheduling and use of Learning Centres, determination of infrastructure to use and recruitment of staffing from the immediate environment. Are details for the UBEC.
- **Learning Centre** should be:
 - a whole primary school or a dedicated location within existing primary school facilities or purpose-built structure for the open school where a befitting local primary school is unavailable.
 - the venue for facilitation, practical and project work; peer interaction and socialization; conduct of examinations; venue for counseling, collection of learning materials and submission of practical assignments.
 - shall have offices for full-time administrative, bursary, library and technology staff. It will also house the offices of the Learning Centre Manager and common rooms for the Class Supervisors and the Facilitators.





Implementation



The Will



- **Policy enunciation**
- **Government must have and be seen to have the will**
- **Inter-sectoral, intra-sectoral, Inter-ministerial and all in unison.**
- **Strict adherence to the time-table as scheduled**
- **Adequate, appropriate and relevant monitoring and constant review of procedures and procedures**



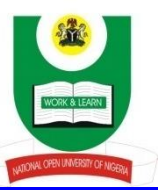


The Provision



- **Massive funding**
 - **must be sourced and probably specially???**
- **Funding must be available to UBEC as and when needed.**
- **OSP must be seen as a special programme of the FGN and treated as such as going to war / (war against illiteracy, no one left behind)**
- **Government must put its mouth where its pocket is**



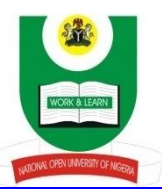


The Given



- **Teachers: adequate in number and quality must be sourced**
- **Other personnel must be fully on ground**
- **States and Local Governments must be fully involved**
- **Full and unqualified Partnership involvement:**
- **Nigeria has the largest number of Out-Of-School Children in the world, therefore a threat to the attainment of SDG goals. The world must come to Nigeria**
 - **LGEAs/SENATORIAL DISTRICTS, SUBEB; RETRIDOL/NOUN/COL, International Development Partners (COL, UNESCO, UNICEF, JAICA, WTO ILO, WB, IMF, etc**



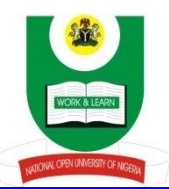


Announcement and Nationwide Advocacy of the OSP



- **The OSP is extremely important and strategic to education in Nigeria and the world.**
- **It is the 'missing link' in the 'jig-saw' to complete the provision of education to the remaining members of the community in order to provide education for everybody.**
- **The OSP is the 'last mile', as it were in the provision of education as contained in the National Policy of Education.**
- **As a result, there is the compelling need to embark on a massive, comprehensive and continual announcement and advocacy in all the nooks and crannies of the country for maximum effect and to reach everyone no matter his/her location.**



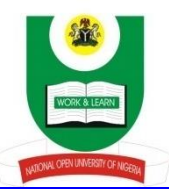


Cascaded Programme



- **Meet and Visit State Governors and staff**
- **Two-day advocacy meeting for all LGA Chairmen, Education Secretaries and ALGON officials**
- **ES UBEC's courtesy calls to selected highly influential traditional rulers in the various parts of the country to inform them, solicit their co-operation and indeed enlist them in the arduous task of getting the information to all stake holders within their jurisdictions.**
- **Announcement of the Commencement and launching of the National Open School by The President of the Federal Republic of Nigeria**

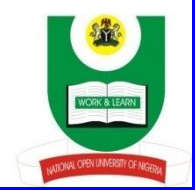




Engage All to Reach All



- Selected social influencers who would be used for subsequent public advertisements, radio and television jingles should make visible appearance at this Presidential launching.
 - Advocacy/mock registration of selected students, preferably from the FCT and adjoining states should be a part of this ceremony.
 - A 10-minute demonstration of how the OSP will function should be a part of the launching.
- All appointments of the staff and human resources involved in the OSP (including Course Developers and Writers, Facilitators, Supervisors, Learning Centre Managers, OSP Secretariat) should have been made before the national launching. This will give a convincing testimonial of the seriousness and commitment of the nation in the programme.



Programme Structure/Subject Offering



- 1. 1 Year Pre-primary Education Programme**
(This is preparatory to transition into primary school)
- 2. Core Subjects for Primary school level**
(Classes 1-3):
 - 1. English Studies***
 - 2. Mathematics***
 - 3. Nigerian Languages (One Nigerian Language)**
 - 4. Basic Science and Technology (BST)***
 - 1. Basic Science**
 - 2. Basic Technology**
 - 3. Physical & Health Education**
 - 4. Information Technology (IT)**
 - 5. Christian Religious Studies (CRK) (For Christian Pupils Only)**
 - 6. Islamic Studies (IS) (For Moslem Pupils Only)**

7. History

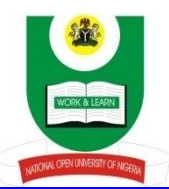
8. National Values Curriculum (NVC)

- 1. Social Studies***
- 2. Civic Education**
- 3. Security Education**

9. Vocational, Cultural & Creative Arts (CCA)*

10. Arabic Language (Optional)





Programme Structure/Subject Offering



1. Core Subjects for Primary school level (Classes 4-6):

1. English Studies*
2. One major Nigerian language (Hausa, Igbo or Yoruba)
3. Mathematics*
4. Basic Science and Technology (BST)*
 1. Basic Science
 2. Basic Technology
 3. Physical & Health Education
 4. Information Technology (IT)
5. Christian Religious Studies (CRK) (For Christian Pupils Only)
6. Islamic Studies (IS) (For Moslem Pupils Only)

7. Pre-vocational Studies (PVS)

1. Home Economics
2. Agriculture

8. History

9. National Values Curriculum (NVC)

1. Social Studies*
2. Civic Education
3. Security Education

10. Vocational, Cultural & Creative Arts (CCA)*

11. French Language 12. Arabic Language (Optional)



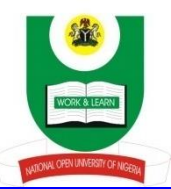


Table 1.0: Basic Education Curriculum for the Open School Programme – Primary Level



Primary	SUBJECTS					# of Content Developers
	English	Mathematics	Basic Science & Technology	Social Studies	Vocational Skills/Studies	
1	2	2	2	2	2	10
2						
3						
4	2	2	2	2	2	10
5						
6						

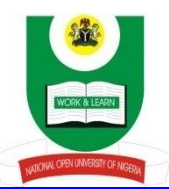


Table 2.0: Basic Education Curriculum for the Open School Programme –Junior Secondary Level



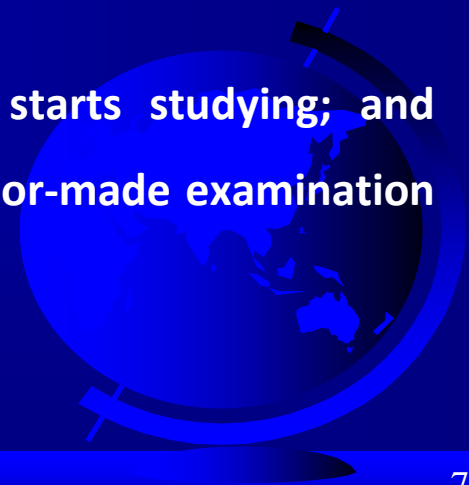
JSS	SUBJECTS					# of Content Developers
	English	Mathematics	Basic Science & Technology	Social Studies	Vocational Skills/Studies	
1	2	2	2	2	2	10
2						
3						

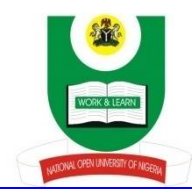




Features of the Open Schooling system to be implemented

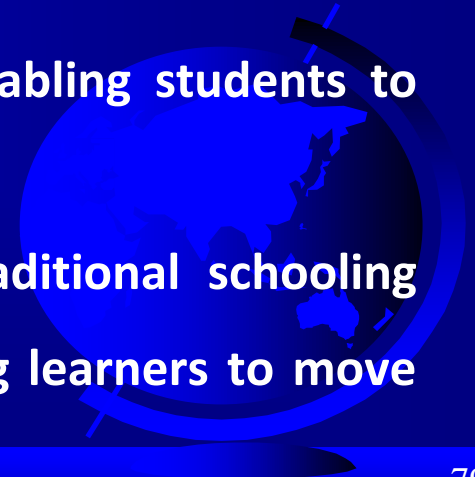
- 1.** Upper age restrictions for the OPS should be pegged at 15 with anyone older to join the adult education programme;
- 2.** No classes to attend;
- 3.** No timeframe for taking an examination – a subject can be completed in a time frame that suits the learner – for example, what may be covered in 1 year of traditional schooling can be done in 2 or 3 years or even more, under the open schooling system, if the learner so desires.
- 4.** A learner commences a class whenever s/he registers and starts studying; and examination is administered when ready. Each learner has a tailor-made examination time-table.

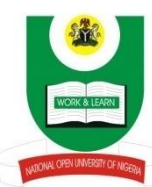




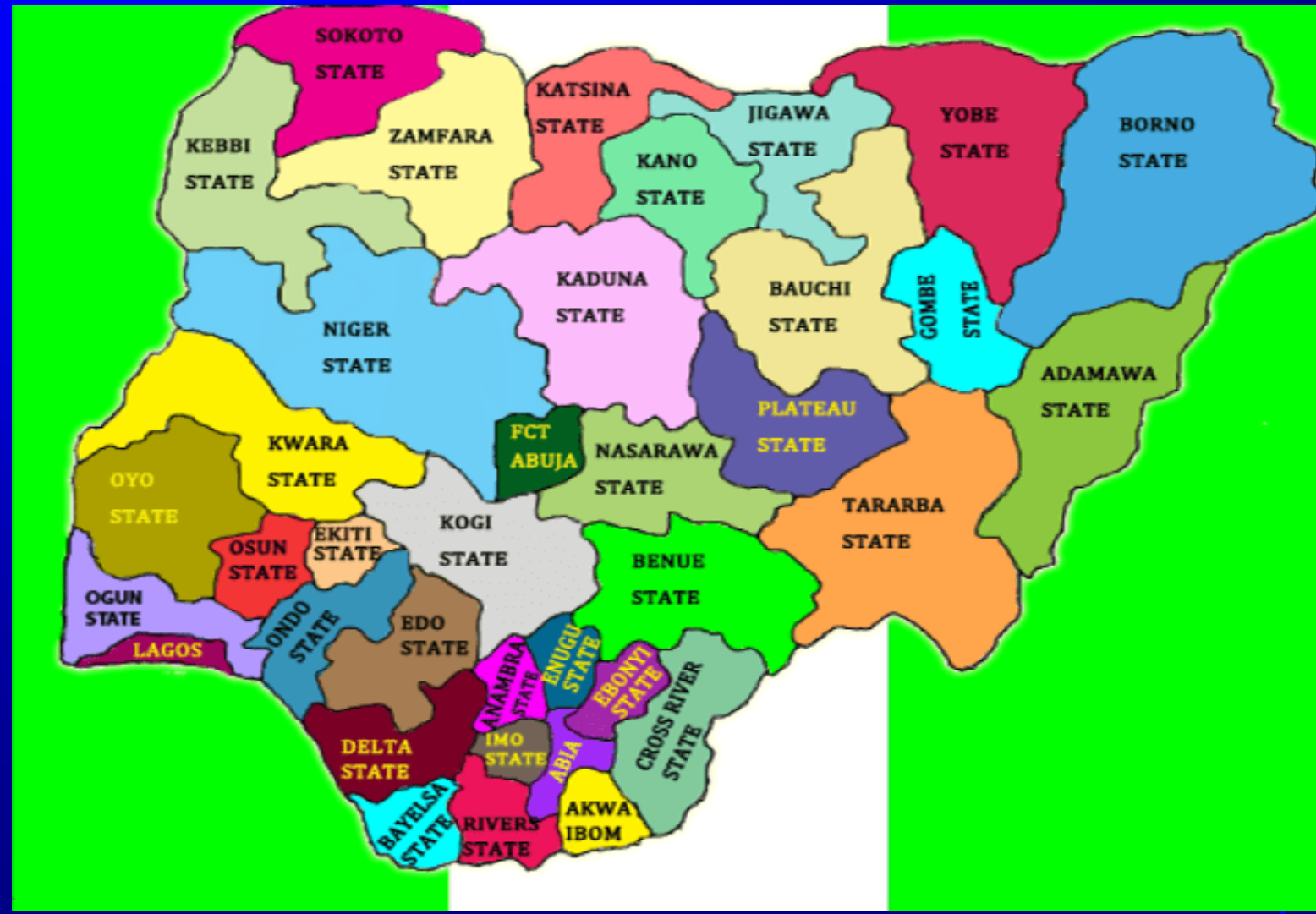
Features of the Open Schooling system to be implemented

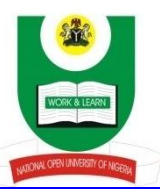
5. The programme delivery mode should be online delivery, through mobile telephony, radio programmes. Blended learning should be the main stay of the OPS.
6. Due to limited technological facilities and technological skills set of the learners, elements of face-to-face would be pronounced in the instructional delivery at inception. So that both instructors and learners would be working from the known to the unknown.
7. There should be certification at the end of the OPS enabling students to transit to higher level of education.
8. The OPS should allow smooth handshake with the traditional schooling system after the first 3 years of the primary school allowing learners to move from one to the other.





Ideal Implementation Scenario



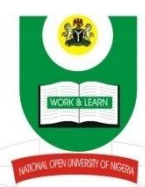


Pilot Implementation Process

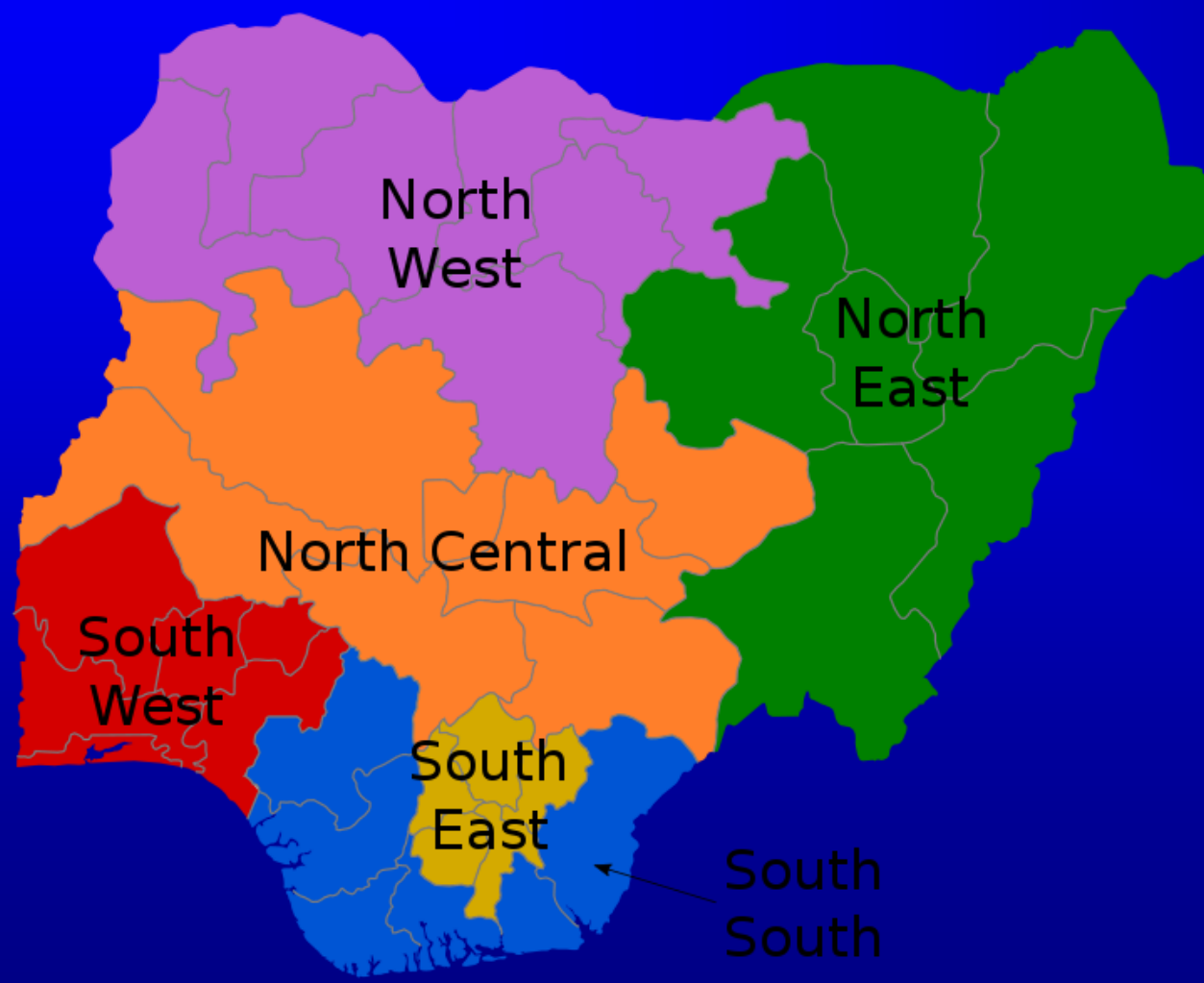


- A judicious selection of geopolitical zones, States, Local Government Areas and Learning Centres, deliberate care will be taken to ensure fairness, equity, equality and strategic representation;
- Where necessary an objective sampling procedure which takes into consideration certain idiosyncratic characteristics of each Zone and the FCT shall be employed.
- In essence, appropriate sampling techniques such as purposive, stratified and proportionate sampling will be used as stand alone or in combination.



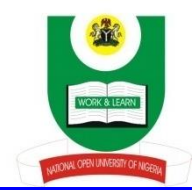


3 States/geopolitical zone, plus the FCT



1.South East	- 3
2.South West	- 3
3.South South	- 3
4.North Central	- 3
5.North East	- 3
6.North West	- 3
7.Federal Capital Territory (FCT)	- 1
Total	19



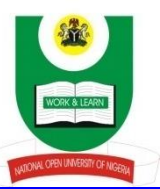


Senatorial Districts



- **3 Senatorial Districts per State and the FCT**
- **Given that we have selected 19 states and the FCT using the proportionate and purposive sampling techniques;**
- **This makes a total of 57 Districts to be sampled for the Pilot study.**





57 Learning Centres Pilot Programme



- Three (3) States to be sampled from each of the six Geopolitical Zones plus the FCT.
- This gives a total of 18 states plus the FCT, making 19 altogether.

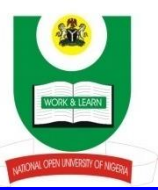
➤ Local Government Areas

- Three (3) Senatorial District per state and FCT will be sampled.
- This will give a total of 57 Districts

➤ Learning Centres

- Three (3) Learning Centres per selected State (1 from each senatorial district), from each geopolitical zone.
- This will give a total of 57 Learning Centres.



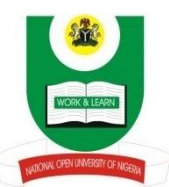


Admission, Registration and provision of ID for students



- **The main reason and focal dramatis personae for the OSP are the learners.**
 - **A 2-week nation-wide advertisement in the mass media for learners is recommended to be made.**
 - **Potential learners should apply, preferably in person, at the nearest LGA Education office.**
 - **An admission, preferably on the spot or letter should be sent to a learner as soon as his/her appropriate class is assessed or determined.**
 - **Registration dates to be set for the first set of learners. Subsequently learners are encouraged to register any time they wish to commence the programme. Ideally, since it is for learners to learn at any time and place convenient for them, they can register any time and day as convenient.**
 - **Appropriate facilities should be put in place at every Learning Centre to produce a learner's Identification Card once s/he completes the registration process. The ID is to be used for all matters.**
 - **Biometric and modern identification technologies should be used for registration and ID card provision for students and staff also. The use of NIN, BVN, N Voters card, etc should be integrated.**

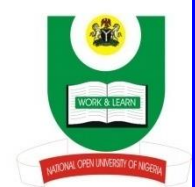




Advocacy



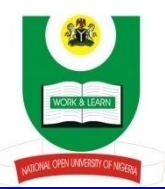
ACTIVITY/MONTH	M	A	M	J	J	A	S	O	N	D
	A	P	A	U	U	U	E	C	O	E
	R	R	Y	N	L	G	P	T	V	C
Letters of intent to State governments of UBEC plan to launch OSP										
Organization of 2-day briefing/working session for Commissioners, PS & Directors of State Ministries of Educ.										
Organization of 2-day Advocacy meeting for all LGA Chair, Education Secretaries and ALGON Officials.										
UBEC ES to pay courtesy visits to highly influential traditional rulers in various parts of Nigeria to introduce the OSP										



Advocacy



ACTIVITY/MONTH	M	A	M	J	J	A	S	O	N	D
	A	P	A	U	U	U	E	C	O	E
	R	R	Y	N	L	G	P	T	V	C
Development, warehousing and distribution of course materials										
Announcement of the National Open School to be made by the Minister of Education supported by ES UBEC										
Launching of the NOS by the President of the Federal Republic of Nigeria as a main event, attended by all ministers and members of the FEC, heads of Parastatals and other MDAs										
Registration of Open Schooling candidates across 171 ICs										



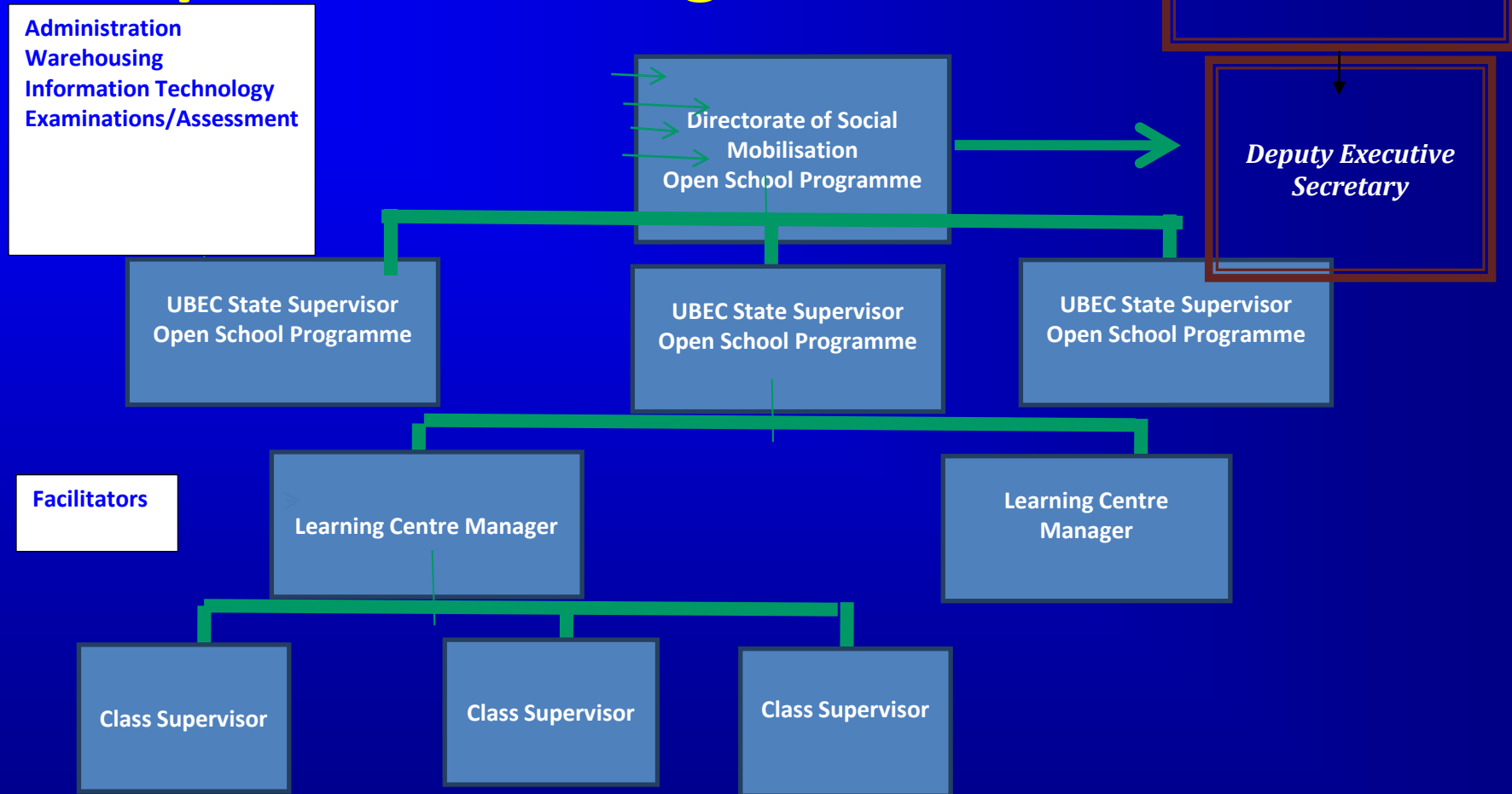
Barriers to Successful Implementation of OSP in Nigeria

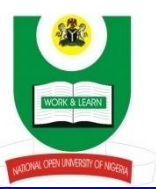


- A consideration of barriers to the successful implementation of the OSP should plug any sources that might hinder the programme.
- Several barriers lurk in the background to put a spanner in the wheel of implementation. They include:
 - Lack of or no appropriately or adequately trained human resources in open and distance learning with special attention to Open Schooling.
 - Social currency and problem of recognition. Every new introduction to the system faces negative perception and resentments based on ignorance. UBEC must spend time looking into these and other areas with a view to ensuring the acceptability of OS and its being given the recognition it deserves.
 - Corruption with regard to the different aspects ranging from appointment to choice of learning centres.
 - problem of power generation and availability,
 - access to Internet and other technologies
 - Inadequacy or lack of fund.



Organogram of the National Open School Programme



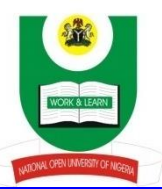


Conclusion



- The OSP hinges upon growth and development of humanity. **It guarantees that any child can be educated at his/her own pace, at any place without any hindrance or obstacle of any sort.**
- Nigeria, the most populous country in Africa, with a population of 13 million children out of school must seize the advantages of the OPS to educate all.
- To do this effectively involves appropriate, meticulous and realistic planning, followed by painstaking implementation.
- This Implementation Plan has presented a straight forward and easy pathway to implementing the OPS in Nigeria with the hope that if followed as suggested, the objective of the National Policy on Education would have been realised





Good Luck, UBEC



This Implementation Plan has detailed

- the major milestones to be achieved,
 - the micro management of the processes and procedures such
 - the details of the timing,
 - engaging those to be involved in all aspects of the activities
 - the various trainings, location and exact timing of the trainings and
 - other activities, HOWEVER
- **Every aspect must be policy-directed and firmed up by UBEC.**



Thank you



Enjoy the rest of
your day