THE 9-YEAR BASIC EDUCATION CURRICULUM (Structure, Contents and Strategy for Implementation) : NIGERIA’S EXPERIENCE IN EDUCATIONAL REFORM

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NIGERIA!

- Population: 120m (150m)
- primary school pupils: 22.3m
- junior secondary schools pupils: 3.6m
- senior secondary schools pupils: 2.8m
- primary schools & junior secondary schools (basic education): 70,000*
- Senior secondary schools: 15,000*
- PS &JS teachers: 639,185*
- SS teachers: 190,437*
- * data does not include private schools
National Economic Development and Empowerment Strategy (NEEDS)

- Nigeria’s home-grown response to global reforms in the social and economic context
  - Value re-orientation
  - Poverty eradication
  - Job creation and wealth generation
  - Using education to empower the people
Goals of the 9-year Basic Education Programme

- Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion.

- Providing free and compulsory, universal basic education for every Nigerian child of school-going age.

- Reducing drastically the incidence of early leaving from the formal school system (through improved relevance, quality and efficiency).
Goals cont’d

- Catering for the learning needs of young persons who, for one reason or another, have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education.

- Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life-skills as well as the ethical, moral and civic values for laying a solid foundation for life-long learning.
Political will and Legislative Support

- Establishment of regulatory agencies at Federal, State and Local Government Levels
  - Universal Basic Education Commission
  - State Universal Basic Education Boards
  - Local Government Education Authorities
- Revision of the National Policy on Education to reflect the new Basic Education Programme
- The development of a National Book Policy

Nigerian children are to be in school for 9 years of continuous schooling made up of 6 years of primary education and 3 years of junior secondary education.
The 9-year Basic Education Curriculum (BEC): Key Issues

- Identification of minimum competencies and aligning these to the methodology of classroom transactions (including pedagogical skills needed), instructional materials and suggested evaluation activities.
- Linking learning to the world of work of learners in the cultural context.
- Emphasis on functional literacy, numeracy and strategic communication skills.
- Infusion of relevant and functional entrepreneurial skills using the relevant subject contents as drivers.
Key issues cont’d

- Consolidation of some contents and subjects in the basic education context thus reducing subject/content overload
- The inclusion of strategic life-long skills as well as positive national values, civic, moral and ethical education as a course of study
- Infusion of elements of critical thinking
Key issues cont’d

• Infusion of such emerging issues as HIV/AIDS education, anti corruption studies, capital market studies, etc

• Curriculum made flexible for adaptation to the socially marginalised (including nomadic and other migrant groups), vulnerable communities, adult and special needs learners
<table>
<thead>
<tr>
<th>BEC Levels</th>
<th>Core Subjects</th>
<th>Elective Subjects</th>
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</thead>
</table>
| **Lower Basic Education curriculum** *(Primary 1 – 3)* | 1. English Studies  
2. Nigerian Language (Hausa/Igbo/Yoruba)  
3. Mathematics  
4. Basic Science & Technology  
5. Social studies  
6. Creative and Cultural Arts (CCA)  
7. The religions(CRK & IRK)  
8. Physical & Health Education (PHE)  
9. Civic Education  
10. Computer studies/ICT | 1. Agricultural science  
2. Home Economics  
3. Arabic Language  
Note: Must offer 1 elective but not more than 2. |
| **Middle Basic Education curriculum** *(Primary 4 – 6)* | 1. English Studies  
2. Nigerian Language (Hausa/Igbo/Yoruba)  
3. Mathematics  
4. Basic Science & Technology  
5. Social studies  
6. Creative and Cultural Arts (CCA)  
7. The religions(CRK & IRK)  
8. Physical & Health Education (PHE)  
9. Civic Education  
10. French Language  
11. Computer studies/ICT | 1. Agricultural science  
2. Home Economics  
3. Arabic Language  
Note: Must offer 1 elective but not more than 2. |
| **Upper Basic Education curriculum** *(Junior 1 – 3)* | 1. English Studies  
2. Nigerian Language (Hausa/Igbo/Yoruba)  
3. Mathematics  
4. Basic Science  
5. Social studies  
6. Creative and Cultural Arts  
7. The religions(CRK & IRK)  
8. Physical & Health Education  
9. French Language  
10. Basic Technology  
11. Civic Education  
12. Computer studies/ICT | 1. Agricultural science  
2. Home Economics  
3. Arabic Language  
4. Business Studies  
Note: Must offer 1 elective but not more than 3. |
Adopted Assessment Policy for the Implementation of BEC

- Pupils who successfully complete primary 6 will proceed to jss1 without a selective (placement) examination
- Abolition of terminal examination for primary 6 pupils
Assessment policy cont’d

- Scrapping of the central common entrance (placement) examination for primary 6 pupils into jss1
- Basic Education Certificate Examinations (BECE) at the end of the 9-year basic education schooling in June 2010 to replace the Junior Secondary Certificate Examination
- Introduction of selective (placement) examination for graduating jss students who are potentially bound for senior secondary (post basic) education
Curriculum Implementation strategy

- Commence with new curriculum in primary 1 in September 2007 and gradually phase out the old primary school curriculum by 2012.
- Concurrently commence with new curriculum in JSS 1 in September 2007 and gradually phase out old JSS curriculum by 2010.
- Review old school texts in compliance with the new curriculum, print and distribute by Sept 2007.
Implementation strategy contd

- By end of school year 2015 the entire curriculum will have been implemented for all pupils and classes.
- Sensitisation of teachers and stakeholders in the contents of the new curriculum to commence immediately (NERDC in collaboration with UBEC, NCNE, NCCE and FIS).
- Prepare Teachers' handbook and commence the capacity building of serving teachers in the new curriculum in September 2006.
**Box 1: Proposed National Continuous Assessment Framework for BEC**

<table>
<thead>
<tr>
<th>Issue/Component</th>
<th>Focus/Assessment</th>
</tr>
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<tbody>
<tr>
<td><strong>Cognitive domain</strong></td>
<td>Subject matter (concept, principles, generalisation, skill)</td>
</tr>
<tr>
<td><strong>Psychomotor domain</strong></td>
<td>Participation, resourcefulness, initiative, creativity, skill (as specified in BEC)</td>
</tr>
<tr>
<td><strong>Affective domain</strong></td>
<td>Character, behavioural traits, values, ethics</td>
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</tbody>
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## Box 1 contd

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<th>Issue/Component</th>
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<tr>
<td><strong>Frequency</strong></td>
<td>3 within term assessment; 3 end-of-term assessments</td>
</tr>
<tr>
<td><strong>Instruments</strong></td>
<td>Class assignments, within term/end-of-term projects, TMT, rating scales, check list, observation, anecdotes (national instruments adaptable to states, local government (LG) and schools)</td>
</tr>
<tr>
<td><strong>Norms</strong></td>
<td>National, state, LG school-based</td>
</tr>
<tr>
<td>Issue/Component</td>
<td>Focus/assessment</td>
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</tbody>
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| Class promotion         | • Based on 3 term weighted score for cognitive and psychomotor;  
                          • Acceptable affective disposition;  
                          • Weighting: 60% school-based within term; 40% end-of-term  
                          • 40% min score in the core/elective subjects |
### Box 1 contd

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<tr>
<td>Transition from primary 6-</td>
<td>Based on each year’s score from primary 4 weighted as ff:</td>
</tr>
<tr>
<td>jss1</td>
<td>10% (primary 4); 20% (primary 5); 30% (primary 6); 40% (within term SBA)</td>
</tr>
<tr>
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</table>
| Decision makers | Classroom teachers (promote pupils based on class records)  
Head teachers (issue testimonials at the each year/term as applicable  
MOE/private operators (place pupils in jss 1 based on the successful completion of primary 6  
Examination Bodies conduct and award BECE  
Inspectorate (quality assurance of instruments, assessment procedures and standards) |
Challenges/Opportunities

• Defining assessment indicators and standards for entrepreneurship
• Ensuring comparability of assessment procedures and standards ie major issue of quality assurance
• Applying assessment of the affective domain in making decisions on class mobility
• Teacher capacity
Key Messages

• Restructuring school curriculum to achieve the appropriate national reform initiatives, and the international development goals (IDG's)
• This should be done within cultural framework in the globally-driven social and economic context
• Systematic and step-wise implementation to phase out the old curriculum
• Periodic monitoring, feedback and follow-up diagnostic driven actions
Key messages contd

• Involve communities and the civil society in monitoring and accountability (CATI)
• Linking school to life-long expectations in the assessment context
• Developing quality assurance-driven national continuous assessment framework
• Strengthening human capital and other resources for effective school assessment
THANK YOU