

# **REVISED 9-YEAR BASIC EDUCATION CURRICULUM IMPLEMENTATION STRATEGY**



**NIGERIAN EDUCATIONAL RESEARCH  
AND DEVELOPMENT COUNCIL**

## OVERVIEW *of* THE REVISED 9-YEAR BASIC EDUCATION CURRICULUM

**T**he revised 9-Year Basic Education Curriculum is a competency and outcome-based curriculum which aims at developing in learners essential skills for mastery and application. The competency framework provides clear expectations, dictates fundamental skills and promotes all-inclusive growth for learners. The curriculum to be implemented features the following core competencies: ICT and digital competencies, information literacy, critical thinking, creativity and innovation, research and problem-solving, communication, environmental literacy, collaboration and leadership.

The curriculum incorporates major structural components like themes, learning outcomes, and focal competencies, including topics, performance objectives, content, learning activities, resources, and evaluation guides. Its distinct features of interdisciplinarity, compliance with ICT, and activity-driven learning significantly add to its international applicability and competitiveness. It also adopts a student-centred teaching style as suggested by the curriculum overall goals and progressively shifts responsibility to the learners. Through this, learners not only acquire conceptual knowledge but also and importantly acquire the necessary skills for functional living in society. Thus, expectations on the learners go beyond classroom experiences to their everyday lives.

**Philosophy, Vision and Goals of the Revised 9-Year BEC**  
**The Vision:** To produce a child with functional, transferable, technological, vocational and entrepreneurial skills needed for the country's economic development and individual fulfilment in a competitive and globalised environment

**The Philosophy:** The Revised 9-Year Basic Education Curriculum is premised on social change, sustainable broad-based economic and national development through the acquisition of necessary skills, competencies and values.

**Goal:** To inculcate in learners critical and foundational skills and competences for citizenship, social orientation, national productivity and life-long learning. Specifically, the revised 9-year basic education curriculum prescriptions are directed towards the:

- development of generic social skills as well as specialised cognitive, vocational and entrepreneurial skills;
- inculcation of national values;
- life-long learning; and
- talent discovery and development

**The Vision:** To produce a child with functional, transferable, technological, vocational and entrepreneurial skills needed for the country's economic development and individual fulfilment in a competitive and globalised environment

## **Generic Learning Outcome**

At the primary education level, the emphasis is on foundational knowledge, skill and competencies for:

- reading, writing and language development;
- the acquisition of subject matter knowledge and digital competencies;
- technological, vocational and entrepreneurial trade practices;
- the development of problem-solving and creativity capacities for continuing and life-long learning as well as
- emotional intelligence, social values, interpersonal, leadership and soft skills for character development and citizenship.

While learning, focus and outcomes at the Junior Secondary Schools is on:

- the acquisition of subject matter knowledge and competencies for further education at the Senior Secondary School level;
- technological, vocational and entrepreneurship practices and training
- the inculcation of social values, soft skills for active and effective citizenship; as well as
- talent discovery and development

## **Fundamental Principles of the Revised 9-Year Basic Education Curriculum**

The revised 9-Year BEC aims to prepare learners for the challenges and opportunities of the modern world. The curriculum therefore adopted a holistic approach to education that goes beyond the acquisition of subject-specific knowledge, focusing on the development of essential skills, attitudes, and values that will enable learners to thrive in a fast-evolving technology-driven society. The following were the fundamental principles that guided the design of the curriculum:

### ***Interdisciplinary learning***

The revised 9-Year BEC will foster interdisciplinary connections and encourage learners to make connections between different subjects. This approach is to help learners to see the relevance and interconnection of various subjects.

### ***Critical thinking and problem-solving***

The curriculum prioritises the development of critical thinking skills and problem-solving abilities. The curriculum is designed to create opportunities for learners to be challenged to analyse complex problems, think creatively, evaluate information, and propose innovative solutions.

### ***Information literacy and digital skills***

In this digital age, the revised 9-Year BEC aims to equip learners with information literacy skills, including the ability to evaluate, analyse, and synthesise information from various sources. It also focuses on developing the digital skills necessary for effective communication, collaboration, and responsible use of technology.

### ***Communication and collaboration***

The curriculum emphasises effective communication skills, both oral and written, and provide opportunities for collaborative work. Learners will develop the ability to express themselves clearly, listen actively, collaborate with diverse teams, and work collectively to achieve common goals.

### ***Global and cultural awareness***

This is a fundamental element of the revised curriculum which seeks to promote global and cultural awareness, encouraging learners to understand and appreciate diverse perspectives, values, and traditions. It also seeks to foster respect, empathy, and open-mindedness, thereby preparing learners to thrive in a multicultural and interconnected society like Nigeria.

### ***Creativity and innovation***

The curriculum seeks to nurture learners' creativity and innovation by providing a wide range of opportunities for artistic expression, original thinking, and problem-solving through unconventional approaches. It also encourages learners to explore their passions, take risks, and think outside the box to proffer solutions to various community and national challenges.

### ***Ethical and social responsibility***

The revised curriculum is designed to promote ethical awareness and social responsibility through teaching and learning of civic values. It also encourages learners to develop a strong sense of ethics, integrity and social justice to foster their understanding of local and global issues. These will inspire them to actively contribute to positive change in Nigeria and beyond.

### ***Adaptability and resilience***

The revised 9-year BEC seeks to prepare learners for a rapidly changing world by developing adaptability and resilience through teaching and learning of life skills. It also provides opportunities for learners to embrace challenges, learn from failures, develop a growth mindset, and cultivate lifelong learning habits.

### ***Entrepreneurship and financial literacy***

The revised curriculum has incorporated core elements of entrepreneurship education and financial literacy. This is to equip learners with the knowledge and skills to manage finances, understand economic principles, and cultivate an entrepreneurial mindset, enabling them to succeed in a dynamic and competitive economy.

### ***Environmental and sustainability education***

The curriculum has fully integrated environmental and sustainability education to promote ecological awareness and responsible stewardship. It also focuses on empowering learners to understand environmental issues, explore sustainable practices, and become active contributors to a more sustainable future.

### ***Inclusivity and gender sensitivity***

The revised 9-Year BEC incorporated principles and practices of inclusivity and gender responsiveness in terms of the contents, illustrations and delivery methods. Efforts were made to ensure deliberate inclusion of contents that will address gender biases, stigmatisation of persons with disability and other issues that affect our society.

### **The Revised 9-Year Basic Education Curriculum Subjects list**

One of the aims of the curriculum review is to ensure a reduction in the number of subjects learners at the basic education level take across the class levels. This has been achieved as learners will take a minimum of 9 and maximum of 10 subjects for primary 1-3. At Primary 4-6, learners will take minimum of 11 and maximum of 12 or 13 subjects. At JS 1-3, learners will now take a minimum of 12 subjects and maximum of 13 or 14 subjects. This is a big reduction from 19-20 subjects at the basic education level. The subject offerings were carefully selected taking cognizance of our peculiarities, national visions and aspirations. The subject listing across the levels are presented in the table below:

Primary 1- 3	
S/N	Subject
1	English Studies
2	Mathematics
3	Nigerian Languages (One Nigerian Language)
4	Basic Science
5	Physical & Health Education
6	CRS ( <u>For Christian Pupils Only</u> ) and IS ( <u>For Muslim Pupils Only</u> )
7	Nigerian History
8	Social and Citizenship Studies
9	Cultural & Creative Arts (CCA)
10	Arabic Language (Optional)
Minimum of 9 and maximum of 10 subjects	
Primary 4- 6	
S/N	Subject
1	English Studies
2	Mathematics
3	Nigerian Languages (One Nigerian Language)



4	Basic Science and Technology
5	Physical & Health Education
6	Basic Digital Literacy
7	CRS ( <u>For Christian Pupils Only</u> ) and IS ( <u>For Muslim Pupils Only</u> )
8	Nigerian History
9	Social and Citizenship Studies
10	Cultural & Creative Arts (CCA)
11	Pre-vocational studies
12	French (Optional)
13	Arabic Language (Optional)
<b>Minimum of 11 and maximum of 12 or 13 subjects</b>	
<b>Junior Secondary School 1-3</b>	
<b>S/N</b>	<b>Subject</b>
1	English Studies
2	Mathematics
3	Nigerian Languages (One Nigerian Language)
4	Intermediate Science
5	Physical & Health Education
6	Digital Technologies
7	Christian Religious Studies (CRS) ( <u>For Christian Pupils Only</u> )
8	Islamic Studies (IS) ( <u>For Muslim Pupils Only</u> )
9	Nigerian History
10	Social and Citizenship Studies
11	Cultural & Creative Arts (CCA)
12	Trade subjects (Students to choose one trade subject) <ul style="list-style-type: none"> <li>1) Solar Photovoltaic installation and maintenance</li> <li>2) Fashion design and garment making</li> <li>3) Livestock farming,</li> <li>4) Beauty and cosmetology</li> <li>5) Computer hardware and GSM repairs</li> <li>6) Horticulture and crop production</li> </ul>
13	Business Studies
14	French (optional)
15	Arabic Language (Optional)
<b>Note:</b> Minimum of 12 subjects; Maximum of 13 or 14 subjects	

## STRATEGIES FOR INTRODUCING THE CURRICULUM

The revised curriculum shall be introduced in phases starting from Primary 1, Primary 4 and JSS 1 and progressively moves to the next class levels on a yearly basis. Thus, within 3 years the revised curriculum would have been fully introduced at all class levels.

The above strategy will:

- allow the acquisition of relevant prior knowledge and skills base for effective teaching and learning of curriculum content in the higher classes (P2 – P3, P5-P6, and JS 2 - JS 3);

- ensure that no schools will introduce the whole curriculum at all levels at the same time.
- give governments (Federal, State and Local), school owners, etc.) ample time for teacher preparation, provision of instructional resources for the introduction of the curriculum at the next level;
- engender efficient mobilisation and utilisations of resources for introduction at each level; as well as
- ensure regular and effective curriculum improvement based on emerging issues and advancement in knowledge.

### **Curriculum availability and accessibility**

To ensure availability and accessibility, the revised curriculum shall be uploaded to the NERDC website ([www.nerdc.gov.ng](http://www.nerdc.gov.ng)). Hard copies will also be produced to ensure that the curriculum accessible to schools in the remote and hard to reach localities where internet may not be readily available.

### **Implementation of Trade subjects**

One of the new things about the basic education curriculum is the introduction of trade subjects. There are six trade subjects and schools are to select a minimum of 1 and maximum of 3. The criteria for selection are availability of basic resources required for the teaching and learning of the trade(s), availability of qualified teachers for the trade(s) and local needs and economic advantages of a trade. Schools are to give due diligence to these issues before making a final selection of the trade to offer.

## STAKEHOLDERS SENSITIZATION

**N**ERDC in collaboration with State Ministries of Education, State Universal Basic Education Boards, Private School Associations, Development Partners, and Civil Society Organisations shall embark on sustained stakeholders' sensitisations.

**Stakeholders** - to be sensitised include teachers and educators at all levels, students, parents, religious groups, employers of labour, policy makers, examination bodies, CSOs, NGOs, etc.

### Sensitization Strategies

#### NERDC shall:

- **deploy sensitisation materials** – to target wide range of stakeholders in schools, offices (public and private), etc.
- **embark on awareness creation** – involving:
  - collaboration with the National Orientation Agency (NOA) and all sections of the media (print, electronic and social media/online platforms) to promote awareness on the revised curriculum.
  - **Stakeholders Fora** – at the national, zonal, state, local government and ward levels.

### Teacher Orientation and Capacity Building

A crucial aspect of the curriculum implementation strategy is the capacity building of teachers and quality assurance officers to ensure effective implementation of the curriculum.

#### Strategies:

- (1) **Capacity Building Focus** - curriculum structure, content, instructional resources requirements and assessment strategies in the curriculum.
- (2) **Training – of – Trainers (ToT) workshops** at the national, state/senatorial, local government and ward levels, to produce Master Trainers for purposes of cascading training to the school level.
- (3) **Participants** – essentially teachers (particularly those that teach at the levels for curriculum introduction); education managers, policy makers, parents, school proprietors, CSOs, Development Partners, law makers, etc.
- (4) **The orientation and capacity building activities shall be organised in collaboration with UBEC, State Ministries of Education, SUBEBs, Private School Associations, Development Partners, NGOs. CSOs, Foundations and Philanthropists.**
- (5) **Funding and Funds Mobilisation** – Federal, states, local government appropriations, company's Cooperate social Responsibilities through adopt-a-school-scheme, development partners, etc.



## **Innovative School-Based Capacity Building Structure**

This calls for efficient

- (1) **In-School Education and Training (IN-SET)** held during – mid-term breaks, holidays, at PTA meetings, etc. and facilitated largely by teachers that attended the Master trainers ToT workshops
- (2) **Post-training networking and collaboration:**
  - between ToT Facilitators, Master trainers and school teachers to constitute a community of practice for teacher support purposes;
  - using variety of online and social media platforms;
  - with links for wider participation by curriculum developers, school managers and supervisors, subject matter experts, texts and instructional materials developers within and outside the country; as well as
- (3) Deployment of ICT facilities and gadgets to schools and teachers, especially at the primary education level.

## HUMAN & MATERIAL RESOURCE REQUIREMENTS

**E**ffective implementation of the revised 9-Year BEC demands adequate human and material resources and sustainable funding.

### Human Resources Requirement

- **Qualified teachers:** The curriculum requires subject specialists, particularly with the introduction of some new subjects of offering at the Basic Education level.
- **Technical staff (instructors and technologists):** These are needed because of their expertise and the key role they are expected to play in the management of instructional equipment to be used in the delivery of the curriculum content.
- **Support staff (administrative staff and office assistants, care givers etc.):** They are expected to assist the teaching staff as at when due.

### Physical infrastructure Requirement and provision

- **Well-equipped, ventilated and spacious classrooms:** These are needed to aid effective instructional delivery and conducive learning environment which is essential in any teaching-learning intervention.
- **Workshops, laboratories and resource rooms:** The Revised 9-Year Basic Education Curriculum provisions demand that these are provided to avail learners opportunities to effectively carry out hands-on-learning and practical activities in the course of instructional delivery.
- **Well-equipped and stocked libraries:** The library is the hub of all the activities planned and executed in the school. The provision of these would help to provide the learners with a wide range of resources and foster a culture of reading and research among the learners and teachers.

### Equipment and Facility Requirement and Provision

- **Tools:** The revised BEC recommends practical activities that will promote psychomotor learning. These tools are needed to enhance learners' tasks completion with precision, efficiency and effectiveness.
- **Instructional facilities (Boards: Interactive & White board, multi-media devices):** These are facilities that are needed to make learning more real, interesting and meaningful as they aid learning and achievement of learning objectives across all three domains (cognitive, affective and psychomotor).
- **ICT related facilities (Computers, printers, internet):** The consciousness to involve the learners in digital learning and use of ICT in the learning process demands for these facilities. These will prepare the learners to participate in rapidly changing world in which work and other activities are constantly transformed by ICT.
- **Steady power supply and alternative sources of power (Solar, Wind, Bio-fuel):** This is needed to aid effective use of teaching and learning equipment and facilities particularly the ICT equipment recommended by the curriculum for effective instructional delivery.

- **Steady source of water supply:** This is essential as an important facility that can aid teachers and learners' involvement in learning activities and assure them of a safer and more hygienic learning environment.

### **School Consumables to Support Implementation**

The Revised 9-Year BEC recommends the use of specific consumables to aid continuous effective practical and hands-on learning both in and out of the classrooms. These consumables are usually subject specific. Some of these are:

- Science consumables
- Technology consumables at the higher classes
- Vocational consumables for the trade subjects, and
- Other consumables (Stationaries, printer inks, markers, biros, etc.)

### **Innovative and Sustainable Funding Structure**

Sustainable funding is very important for the provision of physical infrastructure, equipment, facilities and consumables, for the effective implementation of the Revised BEC, government at various levels, would need to take responsibility of funding the implementation of the reviewed BEC. For instance, UBEC, SUBEB, need to be more committed towards the implementation of BEC. This commitment can come through increased special intervention through funding, and provision of materials and equipment needed for effective implementation BEC.

However, other possible funding sources to be explored, include

- Donor agencies
- CBOs
- NGOs
- PTAs
- Trust Funds
- Alumni
- Philanthropists
- Corporate Interventions (CSRs)
- Schools Based Management Committees

Exploring these sources will provide a pool of needed resources to complement government efforts in the funding of the implementation of BEC.

Furthermore, Government would need to put in place, measures in form of obligations, incentives, reliefs and awards, to motivate and engage relevant stakeholders to provide funds and materials in support of the BEC implementation.

### **Textbooks and other Instructional resources**

Textbooks are indispensable in the effort to ensure effective implementation of the curriculum. Orientation sessions will be conducted for authors and publishers to enable commence the development and production of textbooks.

## **COMMUNITY INVOLVEMENT IN THE IMPLEMENTATION *of* BASIC EDUCATION CURRICULUM**

**T**he community plays a significant role in the overall education of the learner. It supports the government in ensuring that what is intended to be achieved in the sector reaches its optimum. It is against this backdrop that implementing the curriculum may not be successful except all hands are on deck. The community leaders, religious leaders, and individual members of the community must participate in achieving this goal. The community is considered as the immediate monitors of activities in their school. Whatever intervention or policy in education that may be introduced, they must be carried along for its successful implementation. Therefore, community involvement in education is the support that school requires from the school's immediate environment to promote quality learning. This helps to foster a sense of community ownership of education. The sense of ownership leads to increased community participation in school activities which promote a healthy learning environment.

### **Reasons for Community Involvement in Curriculum Implementation Process**

Community involvement in the implementation of the curriculum is essential for several reasons:

1. Government alone cannot provide enough teachers to the schools. The community members through PTA's employ teachers with specialized knowledge and skills as volunteer teachers or PTA teachers to provide additional support to students and teachers in implementing the curriculum.
2. The federal and state monitoring team to oversee the curriculum implementation may not be available all the time. However, community involvement provides a channel for feedback, allowing for continuous improvement of the curriculum implementation through paying unscheduled visit to the community schools and report back to authorities concerned.
3. The SBMCs, PTAs and old boys' associations are mostly members of the community. Their roles as community leaders complement government effort through collaborative effort that meets the needs and aspirations of learners and their communities. This collaboration fosters a more effective, inclusive and sustainable curriculum implementation.

### **Getting Involved in Curriculum Implementation Process**

Communities can get involved in the curriculum implementation process in several ways such as:

1. Involving community representatives to participate in decision-making processes related to curriculum development, implementation and school management through the stakeholders' engagement. This will make community easily accept the curriculum as they have an idea of the content even before implementation
2. Encouraging community members to volunteer their time and expertise to support curriculum activities, such as teaching, mentoring, and organizing extracurricular programs.
3. Through their various community associations, they may be mobilized to provide community resources, including financial contributions, educational materials, and facilities, to support curriculum delivery.

4. For effective curriculum implementation to be achieved, the safety and security of the learners must be guaranteed. Therefore, collaborating with local authorities and community organizations will secure the teachers and learners for effective implementation.
5. Promoting active parental involvement in their children's education through regular communication with teachers and participation in school activities.
6. Partnering with non-governmental organizations (NGOs) and community-based organizations (CBOs) to leverage their resources and expertise in curriculum implementation.



## **SCHOOL POLICY FRAMEWORK TO SUPPORT BASIC EDUCATION CURRICULUM IMPLEMENTATION**

**S**chool policy framework should clearly define the roles of the teachers in the implementation of the curriculum. It should ensure that:

- there are midweek teachers' meetings where teachers discuss issues and challenges they are facing in implementing the curriculum. Feedback on these challenges could be provided to the Nigerian Educational Research and Development Council (NERDC).
- the head teacher supervises the curriculum implementation and provides feedback to the teachers. This could also form part of the issues to be discussed during the midweek meeting.
- the curriculum document is available to all the teachers.
- the teaching and learning resources are provided and used by the teachers.
- a specified period is created for remedial teaching to struggling learners in the school.
- parents and guidance are active that are participants in the teaching and learning process.

### **Use of ICT in Learning**

ICT has become an integral part of the teaching and learning process. The use and extent of integrating ICT in learning depends on a lot of factors. The school, however, should ensure that ICT is effectively integrated into the teaching and learning process through the following:

- set up a platform for teacher-learner interaction. This could be done by creating a WhatsApp group, Facebook Meet, X handle, etc. There should be clearly defined rules and regulations guiding the operation. The head teacher should also monitor what goes on in the group.
- provide internet facilities in the school for use in the teaching and learning process. Teachers play video clips related to the lesson or even invite an online guest to give a talk on the lesson.
- ICT could also be used in monitoring and mentoring of teachers. Teachers can have their mentors in other schools and institutions.
- ICT should be employed for the digitalisation of school records. It could be used to give prompt feedback to teachers, learners and parents.
- ICT should be used in developing communication, innovation, and critical thinking skills in the learners.
- ICT should be used in connecting the school with other schools and institutions
- for the exchange of ideas and skills.
- ICT should be used to provide access to the teaching and learning process for learners with special needs

## **.Supports available to the teachers**

- **The Teachers' Guide:** NERDC has developed a comprehensive teachers' guide for each of the subjects. The Guides provide clear guidance to the teachers on all that they need to know to ensure effectiveness in the curriculum implementation process. The guides are easy to use and applicable in real classroom environment.
- **Online Resources:** NERDC is developing some online resources to support teacher capacity building and proper orientation on the curriculum implementation strategies.
- **Assessment Framework:** NERDC has developed a comprehensive assessment framework to guide teachers so as to ensure effectiveness in the assessment process.
- **Lesson Plan format:** The uniqueness of the curriculum makes it necessary for the design of a new lesson plan format. The format is aligned to the competency and outcome-based framework. The format is accessible from the NERDC website.

**Monitoring and Mentoring of Teachers:** For the curriculum to achieve its goals and objectives, strong monitoring and mentoring should be in place. The monitoring and mentoring of teachers should be a supportive and collaborative process and should focus on growth, development and learners' achievement in learning.

Effective monitoring and mentoring of teachers will be achieved through the following:

- The school heads and management should set up a local monitoring team comprising teachers and the school heads.
- The monitoring team should go around to monitor teachers' implementation of the curriculum twice in a term.
- A monitoring checklist should be developed to stipulate the areas of the teaching and learning process the monitoring team would look out for during monitoring and space should be provided for comments.
- The comments should be recorded, and feedback should be provided to the teacher's lesson plan, teaching techniques, classroom management, and teacher's evaluation of learning.
- Teachers should be assigned a mentor based on the outcomes of the monitoring. For instance, the more efficient teachers would serve as mentors to those who are not meeting up by offering one-on-one guidance, support and encouragement.
- Mentors can also be sourced from other schools, institutions, retired teachers in the community or PTA members who are experienced teachers.
- Model teaching could be organised by the school at least twice in a term. This could be by inviting an experienced teacher or using one of the teachers in the school.

## **ROLES of STAKEHOLDERS IN THE CURRICULUM IMPLEMENTATION PROCESS.**

**P**lans have been put in place to engage critical stakeholders to ensure that no stone is left unturned in the implementation process. The FME, NERDC, UBEC, SUBEB, TRCN, NCCE, NTI, NGOs, SBMCs, PTAs, teachers, parents and students have their specific roles to play during the implementation of the curriculum at basic education level.

### **Federal Ministry of Education (FME)**

1. Formulate national educational policies including curriculum policies
2. Monitor the availability, and implementation of the basic education curriculum

### **Nigerian Educational Research and Development Council (NERDC)**

The Nigerian Educational Research and Development Council (NERDC) play a significant role in curriculum development and implementation in Nigeria. Its functions related to curriculum implementation include:

1. Distribution of the curriculum to various states in the federations
2. Teacher orientation and capacity building on the implementation of the curriculum.
3. Monitoring the implementation of the curriculum to ensure that it reaches the schools
4. Sensitization and advocacy workshop for basic education teachers in the federation
5. Assessing the books and instructional resources to be used in the implementation of the curriculum

### **Universal Basic Education Commission (UBEC)**

The Universal Basic Education Commission (UBEC) in Nigeria plays a crucial role in ensuring the effective implementation of the curriculum at the basic education level. The Commission shall:

1. Collaborate with the Nigerian Educational Research and Development Council (NERDC) to organize training programmes for teachers to equip them with the necessary skills and knowledge to effectively deliver the curriculum
2. Ensure that schools are supplied with adequate and up-to-date textbooks, instructional materials, and resources that align with the curriculum.
3. Implement a robust monitoring and evaluation system to assess the effectiveness of curriculum implementation across schools.
4. Enhance the learning environment by improving school infrastructure and facilities to

### **State Universal Basic Education Boards (SUBEBs)**

1. Ensure that all schools under their purview have the curriculum in the required number.
2. Supply instructional materials that will aid the implementation of the curriculum
3. Ensure that infrastructures in the schools are functional and available to enhance the implementation of the BE curriculum
4. Monitoring the implementation of the curriculum

### **Teacher Registration Council (TRCN)**

They register and certify teachers that will use the curriculum in the schools and ensure that they are well prepared for the task of teaching the students in accordance with the attached teachers guide.

### **Non- Governmental Organisation (NGOs)**

1. Complementing the efforts of federal and state basic education boards in capacity building of teachers
2. Supporting government in the provision of instructional resources to schools
3. Providing support to teachers development, mentorship and professional development opportunities

### **School Based Management Committee (SBMC)**

1. Provide teacher support in the area of training, guidance, and resource to deliver the curriculum effectively.
2. Oversee curriculum implementation by monitoring the progress and evaluating outcome.
3. Allocating funds for curriculum related expenses such as resources, training and infrastructure
4. Provide overall leadership and direction for curriculum implementation

### **Parent Teachers Association (PTA)**

1. Raising fund to support curriculum related activities, resources, and infrastructure.
2. Provide teacher with guidance and support to deliver the curriculum effectively.
3. Employment of supporting teachers
4. Collaborating with administrators, teachers and learners to ensure collective approach to curriculum implementation.

### **Private School Owners**

Private school owners are critical stakeholders in the curriculum implementation process. Principally, they are to:

1. Collaborate with NERDC to ensure that their teachers are given proper orientation and capacity building on the curriculum implementation strategies.
2. Ensure that their schools have adequate number of the revised curriculum.

3. Ensure strict compliance to the curriculum implementation process.
4. Provide necessary facilities and equipment required for the effective implementation of the revised curriculum.
4. Collaborate with the SUBEBs to ensure effective implementation and monitoring of the curriculum implementation process.



