

## **LEGISLATIVE DIGEST**

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### **NATIONAL INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION BILL 2017**

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#### **1.0. INTRODUCTION**

##### **1.1. ABOUT NIEPA**

The National Institute, for Education Planning and Administration (NIEPA), Nigeria, conceived in 1992 by the Federal Ministry of Education, in collaboration with UNESCO-HEP Paris, is a sub-regional staff college with the main operational mandate and mission of developing a critical mass of education sector planners and managers, for effective and efficient planning and management of the educational system, through capacity building, continuous training, monitoring, evolutionary and educational planning and management information dissemination.

With a relatively small bureaucracy, it is made up of consultants and a large repertoire of highly experienced national consultants drawn from UNESCO-HEP, Paris, France, Nigerian universities and the private sector organizations. To develop a critical mass of education sector planners & managers for the effective and efficient planning and management of education systems through capacity building, continuous training, research and information dissemination.

##### **1.2. THE VISION**

***PREPARED BY HON BUSAYO OLUWOLE OKE***

The vision is to empower the education sector planning and managers with appropriate skills and techniques for effective and efficient operation.

The institute's philosophy is to transmit the essential knowledge and practical know-how required to build educational planning, management, monitoring and evaluation in Nigeria. The philosophy is based on the need to produce seasoned,

articulate, well-grounded and technically skilled education managers and school administrators, who are to work towards the production of quality, relevance and efficiency in all ties of the educational system.

### **1.3. OBJECTIVES**

- 1 The provision of specialized and relevant planning skills for Nigerians;
- 2 The provision of education management and development activities like training, consultancy, research and development;
- 3 The continuing professional development of practitioners through planning and implementing training programs directed at equipping and enhancing the competence of services to educational planning and administration.

### **1.4. ACHIEVEMENTS**

The Institute is currently having a working relationship with the Universal Basic Education Commission (UBEC). The intervention of the Institute is mainly in the area of managerial skills development which aims at Reinforcing capacity of local level management of the Universal Basic Education (UBE) programmes. Many capacity development programs have been carried out by the Institute through workshops, seminars and conferences. Some of these capacity building efforts include:

- a. Training of UBEC and State Adviser, their Managers and Coordinators as well as UBEC and National Projects Coordinators unit officials in collaboration with DFID/ CUBE.
- b. Development of (6) training manuals for training of head teachers of Child-Friendly Schools and conducting of training workshops for head teachers in collaboration with UNICEF;
- c. Collaboration with UNESCO/UBEC in the preparation of training package to reinforce capacity for the local level management/implementations of the Universal Basic Education (UBE) Programmes to enhance the efficiency and effectiveness of the programme in Nigeria.
- d. Training on Educational Management Information Systems (EMIS) Monitoring and Evaluation for Strategic Planning in Education.
- e. Training workshop to build the capacity of School Basic Management Committee (SBMC) members on whole School of Development Planning (WSDP) Manual in collaboration with UNISEF in Oyo, Niger, Imo and Kano States.
- f. National Workshops on Accelerating the Education Sector response of HIV/AIDS in Nigeria organized by the Federal Ministry of Education and NIEPA in collaboration with NACA, World bank, DFID, UNICEF to train representatives from all 36 States in Nigeria.

### **1.5. CHALLENGES OF NIEPA**

Despite the historic and strategic role NIEPA has been playing in the Nigerian educational sector, its fully efficacy has been significantly restricted and limited as a result of the absence of an enabling law to back up its existence and operations. This has restricted its existence to simply a non-statutory body that implements policies but lacks the needed legal footing to achieving even its most basic objectives.

The need to strengthen this Agency has become very imperative in the light of the continuous decline in the level of educational and related services.

There is a gaping hole, a generational gap and an unimaginable shortage in competent, skilled, fit and proper manpower in the Nigerian educational planning and administration space. In Nigeria, educational planning and administration is deemed an all comers affairs and this accounts for the floundering state of our educational sector. NIEPA remains the only existing public sector institute that address the special need for knowledge acquisition, skills development and capacity building in the critical area of education planning and administration.

NIEPA if strengthened will become the centre of gravity from which educational planners and administrators will be trained and by extension it will be the training hub for the future shapers and visionaries of our educational future.

It is equally important to mention that since 1992, this Institution has been benefiting from our National budget/Federal appropriations without any statutory instrument backing-up its legal existence. It is standard practice for any institution to be established by a legislation, for example, the National Judicial Institute, Abuja is established by the National Judicial Institute Act, the International Institute of Tropical Agriculture, Ibadan, is established by the International Institute of Tropical Agriculture Act and the National Veterinary Research Institute VOM, Plateau State, was established by Decree 35 of 1975. This realization, makes it imperative for an enabling law to be passed to properly legislate the existing of this Institute.

## **2. KEY PROVISIONS OF THE NIEPA BILL**

### **2.1. ESTABLISHMENT OF NIEPA – SECTION 1**

The Bill seeks to establish NIEPA as a statutory Institute which shall be a body corporate with a common seal and a corporate name. In effect, the Bill creates and confers legal personality in the Institute, which is a feature it had lacked all these decades, hence, it can contract in its name, sue and be sued in its name. Section 1 and 2 of the Bill provides as follows:

*“(1) There is hereby established a body to be known as the National Institute for Educational Planning and Administration (in this Act referred to as “the Institute”).*

*“(2) The Institute shall be a body corporate with perpetual succession and a common seal and may sue and be sued in its corporate name.”*

### **2.2. OBJECTIVES OF NIEPA – SECTION 2**

The Objectives of NIEPA is to promote the study and practice of educational planning and administration in Nigeria and explore all relevant and available avenues, potentials and resources to make the Institute -

- (a) an active learning centre in skill acquisition in educational planning and administration; and
- (b) a national centre of excellence for capacity building for

education planners and managers in the education sector.

### **2.3. GOVERNING COUNCIL – SECTION 3 & 4**

NIEPA shall be controlled by a Governing Council appointed by the President of the Federal Republic of Nigeria for a 4 year renewable term and shall comprise of the following:

- (a) a Chairman and four other members
- (b) one representative each of the following –
  - (i) the Federal Ministry of Education;
  - (ii) the United Nation Educational and Scientific Organization country office in Nigeria;
  - (iii) one person to represent the members of the academic staff of the Institute on rotation for one term at a time;
- (c) one person to represent the National Universities Commission;
- (d) the Director General of the Institute; and
- (e) the Registrar of the Institute shall be the Secretary to the Council.

### **2.4. FUNCTION OF THE GOVERNING COUNCIL – SECTION 7**

- formulate the policies of the Institute and be charged with the general control of such policies, and of the finance and property of the Institute;
- ensure that the Institute is staffed with persons possessing high communicative competence in the theory and practice of educational planning and administration and other professions;
- ensure proper management of the assets of the Institute;
- ensure effective organization of the Institute in accordance with the provisions of this Act;
- subject to this Act, provide for the welfare and discipline of the staff of the Institute; and
- perform such other duties as the President or the Minister may, from time to time, assign to it.

## **2.5. FUNCTIONS OF THE INSTITUTE – SECTION 8**

- **INTER-UNIVERSITY CENTRE:** serve as an inter-university centre to develop a critical mass of education sector planners and managers for the effective and efficient planning and management of the education system through capacity building;
- **PROFICIENCY IN LEARNING:** hold out to all persons without distinction of race, creed, sex or political conviction, the opportunity of acquiring proficiency in the learning, teaching and application of both the theory and practice of educational planning and administration in the educational system in Nigeria;
- **DEVELOP THE MODULE:** develop appropriate modules to suit the needs of the various clientele of the Institute;
- **FACILITIES:** provide an ambience having all the socio-cultural, physical and psychological facilities, that will facilitate the learning of educational planning and administration through a carefully coordinated simulation process (including problem solving approach, demonstration, group syndicate discussions, field trips and interactive activities) that allow the participants to achieve the understanding, use and practice of educational planning and administration in the educational system in Nigeria;
- **EXCHANGE OF INFORMATION:** serve as a centre for exchange of information, information gathering, processing, retrieval and dissemination on educational planning and administration;
- **PROMOTE RESEARCH:** promote research into the theory and practice (including the problems) of educational planning and administration in Nigeria;
- **PUBLICATION:** promote the development and publication of materials in educational planning and administration;

## **2.6. DIRECTOR GENERAL – SECTION 10**

The President is empowered to appoint the Director General (DG) based on the recommendation of the Minister. The DG is the Chief Executive Office/Accounting Officer of the Institute and is responsible for the day to day administration of the affairs of the Institute. The term of office of the DG is a renewable term of 5 years.

## **2.7. BOARD OF STUDIES – SECTION 14 & 15**

The Bill establishes a Board of Studies which shall be responsible for formulating, regulating and continuously evaluating the academic programmes of the Institute and determine the award of certificates and honours of the Institute. The Board of Studies shall comprise the following:

- (a) The Director-General of the Institute who shall be the Chairman;
- (b) The Head of Research Department;
- (c) The Head of Training Department;
- (d) The Head of Library Services;
- (e) All Academic Staff of the Training and Research Departments;

## **2.8. FUNDING OF THE INSTITUTE – SECTION 16**

The Institute shall be funded from the following sources:

- Any subvention or budgetary allocation from the Federal Government;
- All moneys raised for the purposes of the Institute by way of gifts, grants-in-aid or testamentary disposition to the Institute.
- All subscriptions for fees and charges for services rendered by the Institute.
- All interests received in respect of moneys invested by the Institute.
- All other assets, from time to time, accruing to the Institute.

## **2.9. MANDATORY TRAINING FOR ALL PUBLIC SERVICE OFFICER IN THE EDUCATION SECTOR – SECTION 25**

The Bill makes it mandatory for all public service officers in the public sector to undergo trainings in the institute and a compulsory training once in every three years. The Judicial or justice sector has the National Judicial Institute, the tax and fiscal sector have the FIRS Training School. This will serve as the intellectual engine for the education sector.

## **CONCLUSION**

The importance of this Bill cannot be over-emphasized. We must look beyond the now, we must look at the past and we must shape the future for our children. This can only be achieved if we fix the educational sector through the hands of skilled and trained men. We must transform our educational administrators and planners to world-class professionals so that the fruits of their labour can become the envy of nations tomorrow and we can then begin to attract the best of foreign scholars and students into our educational institutions.