

URGENT NEED TO ADDRESS THE  
SORRY STATE OF COMPUTER  
EDUCATION BY PROVIDING TRAINING  
FOR TEACHERS AND BASIC COMPUTER  
FACILITIES IN PUBLIC SCHOOLS



COMMITTEE ON EDUCATION (BASIC & SECONDARY)  
SENATE OF THE FEDERAL REPUBLIC OF NIGERIA

# **REPORT OF THE COMMITTEE ON EDUCATION (BASIC & SECONDARY) ON THE URGENT NEED TO ADDRESS THE SORRY STATE OF COMPUTER EDUCATION BY PROVIDING TRAINING FOR TEACHERS AND BASIC COMPUTER FACILITIES IN PUBLIC SCHOOLS.**

## **1.0. INTRODUCTION**

The Senate of the Federal Republic of Nigeria at its sitting on Tuesday, 2<sup>nd</sup> July 2019 deliberated on a Motion on the Need to Address the Sorry State of Computer Education by Providing Training for Teachers and Basic Computer Facilities in Public Schools, and mandated its Committee on Education (Basic & Secondary) when constituted, to determine an appropriate time frame within which all Teachers in Primary and Secondary Schools in Nigeria will be computer literate; and liaise with the relevant Stakeholders in education to confirm the state of compliance with the National Computer Policy, and report back to the Senate.

## **2.0. BACKGROUND**

2.1 The Motion was predicated on the implementation of the existing National Computer Policy of the Federal Government, and the need to prepare and equip our Nation to optimally embrace the global Information and Communications Technology (ICT), and leverage on its numerous advantages on political and socio-economic development, by providing enriched teaching and learning process, opportunities, and facilities to Teachers and Learners particularly in Primary and Secondary Schools.

2.2 The Motion also indicated that though Computer knowledge is being taught in schools across the country and budgetary allocations made severally for training of Teachers and provision of equipment on ICT in the National Budget, it is still bedevilled with lack of in-depth understanding and practice, lack of Teachers with competent knowledge and skills, lack of basic facilities and power supply to teach students, especially in public schools.

2.3 The Senate of the Federal Republic of Nigeria, found it expedient after due consideration of the Motion, to mandate its Committee on Education (Basic and Secondary), to liaise with the relevant Stakeholders in Education, to confirm the states of compliance with the National Computer Policy; and determine an appropriate time frame

within which all Teachers in Primary and Secondary Schools in Nigeria will be computer literate.

2.4 The Committee identified and invited 6 relevant Stakeholders, 5 of whom were in attendance and made both written and oral submissions except Federal Ministry of Education.

2.5 Submissions by the Stakeholders affirmed their commitment to the Policy, identified imminent challenges and ameliorating suggestions on the optimal implementation of the National Computer Policy.

### **3.0. MEMBERSHIP OF THE COMMITTEE**

Sen Ibrahim Gaidam	Chairman
Sen Akon Eyakenyi	Vice Chairman
Sen Aliyu M. Wamakko	Member
Sen Ibrahim Shekarau	Member
Sen Sadiq Sulieman Umar	Member
Sen Tanko Al-Makura	Member
Sen Haliru Dauda Jika	Member
Sen Kashim Shettima	Member
Sen Rose Oko Okoji	Member
Sen Obinna Joseph Ogba	Member
Sen Rochas A. Okorochoa	Member
Sen Adelere Oriolowo	Member
Sen Kola Balogun	Member
Sen Robert A. Boroffice	Member

### **3.1. SECRETARIAT**

Chidinma Roseline Osuagwu, Esq	Clerk
Barr. Anthony Wayas	Asst Clerk

### **4.0 METHODOLOGY**

The Committee sought and obtained written submissions from identified relevant Stakeholders such as Universal Basic Education Commission, UBEC; National Teachers Institute, NTI; Teachers Registration Council of Nigeria, TRCN; and Nigerian Educational Research & Development Council, NERDC. The Committee equally obtained insights on earlier written submissions, upon which the recommendations contained in this Report were based.

## 5.0 OBSERVATIONS/FINDINGS

5.1 Submissions by all the Stakeholders admitted the existence of National Computer Policy since 2001. The Stakeholders have commenced the adoption of the Policy through the implementation of individualised institutional policies premised on their various core mandates.

5.2 The Constitution of the Federal Republic of Nigeria, 1999 (as amended), places Education on the Concurrent Legislative List, making it a shared responsibility of the Federal, State and Local Governments. Thus, while the policy and standards with regards to ICT in education are the responsibilities of the Federal Government, the implementation of same rests heavily and more at that, on the States and Local Governments than the Federal Government.

5.3 The consolidation of computer education at the Basic Education School levels (Nigeria's 6-3-3-4 educational system) will provide the much needed feeder for computer education at Tertiary level.

5.4 The Nigerian Educational Research and Development Council, NERDC introduced Computer Education into the school curriculum since 2007 – Computer Studies (Information Technology) as compulsory subject at basic education level; Computer Studies as one of the optional subjects in the Science and Mathematical field of study; and Data Processing as one of the 34 Trades and Entrepreneurship subjects at Senior Secondary Education level. Provisions in the Curriculum underscore the need for Teachers to acquire the relevant competencies and skills in the use of the ICT devices. NERDC has also developed easy-to-use and self-study teacher's guides in Computer Studies, Data Processing and Online Safety Education, to enrich Teachers with skills on the use of Computer and other ICT devices in facilitating teaching and learning, with minimal guidance.

5.5 There is serious dearth of ICT infrastructures and facilities in the public schools to support the implementation of the National Computer Policy and the school curriculum.

5.6 Universal Basic Education Commission, UBEC in execution of its mandate using the National Policy on ICT in Education for the development and deployment of ICT in Basic Education in the country has embarked on the provision of requisite ICT infrastructure and services – e-Learning/ICT equipment/e-Libraries and networks in schools, Data Centres in the State Universal Basic Education Boards, SUBEBs and Schools, and alternative power supply such as solar

panels, generators, and inverters; provision of UBEC's Model School/Smart Classrooms Projects; and ICT capacity building for Teachers and Educational Administrators through nationally recognized certifications. These require wider coverage in all the States, capacity/manpower development, commitment of government to steady power supply, and safe school environment for proper integration of the Policy into the educational system.

5.7 The Policy is silent on Teacher Education and Teachers' ICT professional development, and Teachers are indispensable for successful teaching and learning of ICT. Greater percentage of Teachers in the public schools (primary and secondary) lack the basic computer knowledge, skills and competencies required to effectively deploy ICT facilities where available, in teaching and learning. Teaching and learning of Computer Studies/Applications in most public schools are based on theories and stories, with no practical approach and meaningful impact on the learners, the nation and the society at large.

5.8 Teachers Registration Council of Nigeria, TRCN in its bid to ascertain and licence qualified professional Teachers within its mandates, has kick-started and embarked on training of Teachers on Digital Literacy across the country, to keep them abreast with the national/global trends in ICT and to bring the knowledge to bear in their teaching and learning process. This they require legislative and budgetary support to intensify, for optimal impact.

5.9 Pockets of crash or short time Computer Trainings/Workshops organised by various government and non government agencies for Teachers are insufficient and usually not well-structured or planned, as they lack the basic rudiments of computer knowledge and skills and do not meet the objectives/targets of the Policy within either the national or state framework.

## **6.0 RECOMMENDATIONS**

In order to successfully entrench Computer Education Programme in Nigeria with its inherent numerous advantages and in line with the global trends, the Committee recommends that Senate do:

6.1 Urge the Federal Government to engage the relevant Stakeholders in Education to review/revise the existing National Computer Policy and ensure it covers issues related to learning about and ICT and learning through ICT – quality professional development programmes for pre-service and serving Teachers; integration of practical teaching and learning of ICT; benchmark and standards for development, production

and use of e-contents and resources (including learning applications) and local context software in our schools; and time line (5 – 10 years) within which the educational system will fully integrate the ICT.

6.2 Urge the Federal Government to partner with the State governments on the need for dogged implementation of the National Computer Policy in the education system: Training and retraining of Teachers on ICT; provision of Computers and Laptops for Teachers and provision of alternate power supply such as solar power and Generators for Schools.

6.3 Urge the Federal Ministry of Education to include Computer Studies and Application/ICT as one of the core courses for Teachers in Training and enforce the knowledge and application of Computer Studies as one of the pre-requisites for qualifying as professional Teachers within a particular time frame.

6.4 Urge the Federal Government to provide additional funds to UBEC, TRCN, NTI and NERDC to broaden their scope within their mandate of operation respectively, in the construction of e-Model schools and provision of Smart Classrooms in all the States; training and certifying of teachers on digital literacy, and establishment of national hub for the development of e-content and e-resources for teaching and learning ICT nationwide.

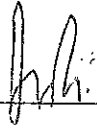
## **7.0 CONCLUSION**

Though the National Computer Policy is in place, the impact cannot be significantly felt. The actualisation of the National Computer Policy in Education towards national development depends largely on the content of the Policy; and scope and quality of delivery of the Policy, which again, depends on the quality and disposition of Teachers on ICT. It equally depends and requires the commitments of the Federal, State and Local Governments to provide the enabling environment such as adequate power supply, training/learning facilities and incentives; funds; and security. These are lacking in the present Policy, and appropriate time-frame within which Teachers in Primary and Secondary Schools in Nigeria will be computer literate cannot be easily determined except some of these lapses are addressed. The Committee therefore invites the Senate of the Federal Republic of Nigeria to consider and approve the recommendations in 6.0 above.

ENDORSEMENT PAGE

REPORT ON THE URGENT NEED TO ADDRESS THE SORRY STATE OF COMPUTER EDUCATION BY PROVIDING TRAINING FOR TEACHERS AND BASIC COMPUTER FACILITIES IN PUBLIC SCHOOLS

Sen Ibrahim Gaidam  
Chairman



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Sen Akon Eyakenyi  
Vice Chairman



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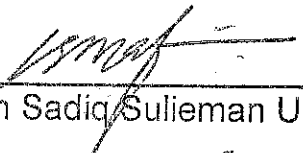
Sen Aliyu M. Wamakko



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Sen Ibrahim Shekarau

Sen Sadiq Sulieman Umar



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Sen Tanko Al-Makura




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Sen Haliru Dauda Jika



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Sen Kashim Shettima



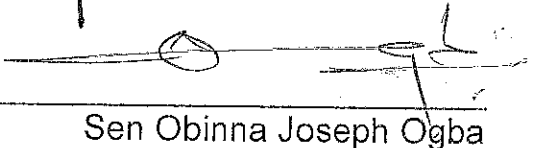
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Sen Rose Oko Okoji




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Sen Obinna Joseph Ogba



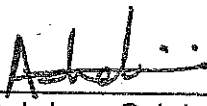
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Sen Rochas A. Okorochoa

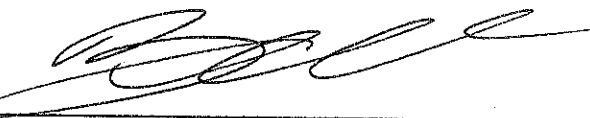


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Sen Adelere Oriolowo



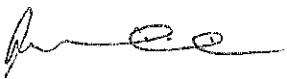
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Sen Kola Balogun

Senator Robert A. Boroffice

  
Chidinma Roseline Osuagwu, Esq  
Committee Clerk