



**INDEPENDENT CORRUPT PRACTICES AND
OTHER RELATED OFFENCES
COMMISSION (ICPC)**



National Values Curriculum

- Building Principled Youths for National Development

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NATIONAL VALUES CURRICULUM

- BUILDING PRINCIPLED YOUTHS FOR NATIONAL DEVELOPMENT

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OTHER RELATED OFFENCES COMMISSION (ICPC)**

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Produced by: **Education Department, ICPC**

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Foreword

Independent Corrupt Practices and Other Related Offences Commission (ICPC) was set up with the mission "to rid Nigeria of corruption through lawful enforcement and preventive mandate". While the imposition of sanctions on erring citizens is a very important aspect of the Commission's functions, preventing actual corrupt acts from occurring is just as important, and has the advantage of permitting several strategies for changing the system and mobilizing the general public to imbibe the virtues of integrity.

One of the most strategic corruption prevention approaches of the Commission is the introduction of Values-Based Education in the form of the National Values Curriculum (NVC). The initiative is a long term plan intended to bring about upright youths exhibiting the identified values while turning them away from the vices of corruption and related offences.

A lot of work went into making the National Values Curriculum and its implementation a reality and the extent of work cannot be expressed on these few pages. However, it is hoped that as the reader goes through the booklet on the various stages of the NVC project, spanning through several years, he would appreciate the toil that has gone into the project and the gains that are expected to accrue to the nation as a result.

It is pertinent at this point to acknowledge the initiators of the project, the pioneer Board of ICPC under the leadership of Hon. Justice Mustapha M. A. Akanbi, CFR (rtd) for their vision and statemanship in directing and approving the commencement of the project in 2003. In that administration, Dame Adeline Uwanaka, Alhaji Zubairu Muhammed

and Mr. Gabriel Tanimu Aduda played very active roles in concept formulation and project development.

Credit also goes to the immediate past Chairman, Hon. Justice Emmanuel O. Ayoola, CON (rtd). He, with the Board under his management, sustained the project and introduced new concepts and ideas to enrich the content of the curriculum. The current ICPC Board under the Chairman, Ekpo Nta, Esq. is championing the next phases of the project, which include infusion of the NVC into Polytechnic and University courses. In consonance with this direction, the Commission recently concluded the pilot phases of a collaboration with National Universities Commission (NUC) on the system study and review of universities in Nigeria.

We must not fail to acknowledge the past and present Executive Secretaries of the Nigerian Educational Research and Development Council (NERDC), Prof. Ebele Maduwesi and Prof. Godswill Obioma, together with their team who accorded the Commission full support, professional expertise and guidance from inception of the project to the current status of implementation. Dr. E. O. Adeniyi, Prof. Ismail Junaidu, Dr. M. T. Lawani and late Dr. I. Osho, all of NERDC, worked assiduously with several others to ensure the success of the National Values Curriculum.

It is our hope that the efforts of these patriots and their institutions will go down in history as having played a part in restoring our nation to the path of Probity, Accountability and Integrity.

Mrs. Rasheedat Adunni Okoduwa
Director, Education
2013

CHAPTER ONE Introduction

A HISTORY OF THE NATIONAL VALUES CURRICULUM:

Building on the labours of our heroes past...

**"Now is the time to make way for our youth,
And give them a chance to do what they have planned,
To make secure the freedom of our land
Pursuing fervently the path of truth..."**
- Dr. Nnamdi Azikiwe

Mobilization of the youth for active participation in national issues is a critical building block for constructing a viable nation because the youth are the future. They are the ones that will carry on societal traditions and culture and pass them down the line. They stand at the critical stage between childhood and adulthood and are moldable, impressionable and filled with zeal. For a nation to make progress in any area of development, the youth must be carried along. They are a force of change and are usually at the forefront of challenging the status quo. In Nigeria, young people make up a majority of the nation's population, the statistics sometimes being put at 60% of the citizenry.

Former President Olusegun Obasanjo, while launching the National Youth Policy and Strategic Plan of Action in 2001 had the following to say about the youth:

"Youths are the foundation of the society. Their energy, inventiveness, character and orientation define the pace of development and the security of a nation. Through their creative talents and labour power, a nation makes grand strides in economic development and socio-political attainments. In their dreams and hopes, a nation finds her motivation; on their energies she builds her vitality and purpose. It is my conviction that youths constitute Nigeria's only real hope for a great future".

In the fight against corruption therefore, reaching out to the youth and constructively engaging their energy and creativity is a potent strategy for the success of the crusade.

The Independent Corrupt Practices and Other Related Offences Commission (ICPC) and its Youth Outreach Programmes

Established by the Corrupt Practices and Other Related Offences Act 2000, the Independent Corrupt Practices and Other Related Offences Commission (ICPC) has a 3-fold mandate of enforcing the provisions of the Act through investigating and prosecuting corrupt persons; preventing corruption; and educating and mobilizing the public on and against corruption. Corruption has eaten so deep into the fabric of the Nigerian nation that it seems to have become a way of life to many. Corruption, the abuse of power and position for private gain, has wrought much harm to the nation. It has crippled the economy not just through the decay of infrastructural support but also by making the business environment hostile to local and foreign investments. Corruption has also caused political instability, moral decadence, social unrests, ethnic hostilities, among many other unsavoury consequences.

A lot of theories have been postulated as to the cause of corruption and it has been said that one of the major causes is the erosion of traditional values in the society. Where once the society was self-checking, despising those that illegally acquired wealth; poverty and underdevelopment have severely eroded positive values such that people scramble for crumbs, not caring whether they were off the table

of dishonest persons. Religious norms are no longer upheld nor practised rather they are merely paid lip-service. In order to return the society to its value-based orientation before corruption became entrenched, there is a need to restore the values that we had held dear as a nation and pass them unto the youth who will be the purveyors to coming generations.

The youth outreach programmes of the ICPC fall under the third mandate of the Commission; i.e. public education and mobilization. The Commission has a number of projects aimed at reaching the youths and these include:

- a. Anti-Corruption Clubs and Vanguards in Schools and Tertiary Institutions;
- b. Integrity Lecture series in schools;
- c. NYSC Collaborations: Orientation Camp lectures, trainings, Anti-Corruption Community Development Service (CDS) groups, etc
- d. The National Values Curriculum

Values Education as a Solution in the Fight Against Corruption

Values are long-term standards or principles that are used to judge the worth of an idea or action. They provide the criteria by which we make a decision on whether something is good or bad, right or wrong. They are convictions which act as a general guide to behavior.

Values are learned from childhood through the process of socialization. A child imbibes the values that are predominant in an environment, be they negative or positive. In the same way, values can be un-learned. Values education is an important way through which negative values can be unlearned and positive ones imbibed.

The Australian *National Framework* describes values education as: *Any explicit and/or implicit school-based activity which promotes student understanding and knowledge of values, and which develops the skills and dispositions of students so they can enact particular values as individuals and as members of the wider community.*

The concept of values education is an encompassing process involving training young people on values, giving them knowledge of the rules needed to function in the society, seeking the development in the student of certain underlying principles and equipping the students with the ability to apply these rules intelligently.

Values education usually occurs over a number of years and within a number of environments. Since family members are the first individuals with whom a child comes into contact, the influence of the family continues to be extremely important to that child's character and values development. This fact is particularly true in the preschool and early school years. Thereafter, the child is exposed to the

basic education (Basic 1-9) and Post Basic (SSS 1-3) during which time he spends a lot of time in the school environment and learns, not only from the formal studies but from his peers. Formal education is a very important avenue to learning values at this stage because most students are exposed to many hours of this type of education. At the tertiary level, a lot of persons drop out for various reasons and those that continue internalize values mostly from peers and social interactions. By the time a person leaves the tertiary institution, usually before the age of 30, his personality has become formed with peculiar values learnt and internalized so much so that it is difficult to unlearn them later in life. That is why the youthful stage of life, as the molding stage, is to be maximized in teaching values.

Upon careful observation of the Nigerian learning environment at the inception of ICPC in year 2000, where Civic Education was no longer taught in schools and moral decadence among youths had become rife, the Commission diagnosed the ethical gap in the educational curriculum as being primarily responsible for the negative behavior of youths and conceptualized an intervention programme aimed at re-introducing values in schools as a strategic move to impact the nation's youths and strengthen their moral fiber for the fight against corruption. This concept gave birth to the **National Values Curriculum**.

CHAPTER TWO

COMMENCEMENT OF THE CURRICULUM PROJECT

In year 2003, the Education Department of ICPC initiated a proposal on "A Workshop on Curriculum Restructuring to Incorporate Anti-Corruption Topics in Schools" which was forwarded through its supervising Committee to the Commission's Board. The Board accepted the proposal in principle and in order to explore the implications of the project, directed that a fact-finding visit be paid to the statutory body responsible for developing curricula in Nigeria, the Nigerian Educational Research and Development Council (NERDC).

Fact Finding Visit:

In April 2003, three (3) Members of the Commission - Dame Adeline E. Uwanaka, Alhaji Zubairu Mohammed and Mr. Gabriel Tanimu Aduda - led a team from the ICPC made up of Mrs. R. A. Okoduwa (HOD, Education), Mr. M. Ashiru Baba, Mr. Bulus Mai and Nurudeen Gusau on a fact-finding mission to NERDC. They were received by NERDC officials - the Executive Secretary (ES), Prof. (Mrs.)

Ebele J. Maduewesi, Dr. Junaid Ismail and Dr. Ola Adeniyi.

The meeting explored avenues through which the technical expertise of NERDC in curriculum development could be utilized to facilitate the desire of the ICPC to re-orientate the youths as vital stakeholders in the fight against corruption. It was agreed that there was definitely a need for a curriculum to address this crucial policy thrust. The steps involved in developing a curriculum were discussed. The ICPC team was informed that a curriculum project had different phases which include:

- Curriculum Development Phase
- Infusion Phase
- Teacher Orientation Phase
- Monitoring and Feedback Phase

The NERDC Executive Secretary pointed out that embarking on a project of this nature was a long term affair that might take several years to complete and that ICPC would have to commit to it for the long haul to be able to make any impact. She warned

that some organizations and institutions commenced such projects but were unable to complete it over the years.

The ICPC team sought the advice of NERDC from the inception so that the Commission would not be among those that fall by the way side. A request was made that NERDC presents a proposal on the Curriculum project to the Commission with the financial implications so as to aid the Board in taking a decision on the project.

Proposal from NERDC:

In May 2003, the Commission received a proposal tagged "Anti-Corruption Curriculum for Primary and Secondary Schools" from NERDC. The proposal noted that since Anti-corruption cannot exist as a discrete subject in schools, the NERDC team would identify relevant existing 'carrier' subjects to convey the anti-corruption messages. The goals and objectives of the proposed curriculum would be to:

- create more awareness on the meaning, dangers and consequences of corruption and indiscipline in society;
- inculcate positive values in children that will help them take a stand early in life against corruption;

For the Curriculum Development Phase, the stages involved are:

- i) Planning stage, which involves setting out the philosophy, goals

and objectives; and selecting possible curriculum content;

- ii) Writing Stage in which a curriculum document is created; and
- iii) Critique Stage whereby practitioners take a critical look at the document and assess its adequacy.

After these stages, the Draft Curriculum Document is presented to the Joint Consultative Committee on Education (JCCE) Reference, JCCE Plenary and the National Council on Education (NCE) for approval. Thereafter, the approved anti-corruption curriculum would be infused into selected school subjects.

The proposal also had 2 budget options. Option A had a complete breakdown of the funding requirements which ICPC would disburse to NERDC to execute the project while Option B would entail ICPC providing services, facilities and other logistics for every aspect of the project.

Approval from the Commission:

The proposal from NERDC was considered by the Commission on 18th September 2003 at its 166th meeting and after deliberations, the Commission approved the proposal choosing Option A with the responsibility of releasing funds as required to NERDC.

After the approval, a Planning Implementation Committee made up of ICPC and NERDC staff was put in place to work out modalities for the project. At their first meeting, it was agreed among other decisions that: five (5) other stakeholders be invited to join in the project.

The stakeholders invited were Code of Conduct Bureau (CCB), National Orientation Agency (NOA), Economic and Financial Crimes Commission (EFCC), Public Complaints Commission (PCC) and Independent National Electoral Commission (INEC).

CHAPTER THREE

CURRICULUM DEVELOPMENT

I. Planning Workshop:

The planning workshop for the curriculum development phase was held at Shiroro Hotel, Minna, Niger State from 14th to 17th December 2003. The programme was attended by 25 persons drawn from the Presidency, National Assembly, ICPC, EFCC, CCB, PCC, NOA, universities, private educational consultancies and the NERDC. The following decisions were taken at the workshop:

- The name of the curriculum shall be "THE NATIONAL VALUES CURRICULUM: An Anti-Corruption Programme for Primary, Secondary and Tertiary Institutions"
- The philosophy, goals, objectives and contents of the curriculum were agreed upon;
- Nine (9) core values were identified and recommended to constitute the contents of the curriculum;
- The curriculum was recommended for implementation by the society at large, not just the schools.

II. Writing Workshop:

The writing workshop took place at Daula Hotel, Kano, Kano State from 11th to 17th January 2004. It was attended by a representative of the then Presidential Adviser on Ethics and Good Governance, Kanu Agabi (SAN), resource persons from West African Examinations Council (WAEC), Universal Basic Education (UBE), National Teachers Institute (NTI), Nomadic Education, the Media, principals and representatives of NOA, EFCC, PCC and of course ICPC and NERDC. The workshop was declared open by the Kano State Commissioner for Education.

The Values

Three core values were identified in addition to the earlier nine (9) thus bringing the total to twelve (12). These 12 values formed the Curriculum themes and were broken down into topics; the details of which are as follows:

1. Honesty

- Moral uprightness and sound character
- Responsibility
- Openness
- Rejection of fraud, cheating, bribery and corruption
- Truthfulness
- Dignity
- Excellence
- Straight forwardness
- Commitment
- Sincerity
- Consistency
- Broadmindedness
- Integrity
- Transparency and Accountability
- Godliness

2. Discipline

- Self control
- Moderation
- Modesty
- Respect for legitimate authority
- Self respect
- Parenting

3. Justice

- Fairness in one's personal dealings with others
- The equitable distribution of social amenities, goods and services
- The equitable settlement of disputes in and outside the law courts
- Firmness and courage
- Moral superiority

- Freedom of discussion
- Right to disagree
- Right for social and political rights
- Exposure of and resistance to violation of rights
- Seeking redress from courts

4. Right Attitude To Work

- Punctuality and regularity
- Devotion to duty
- Service
- Cooperation (getting along with others)

5. Citizens' Rights and Duties

- Right to life and personal security
- Right of equality before the law
- Right to human dignity
- Right to privacy
- Right to freedom of thought, opinion, conscience and belief
- Right to freedom of expression
- Right to lawful assembly
- Right to Basic Education, Health and other social services
- Duties of a citizen

6. National Consciousness

- Patriotism
- Sense of belonging
- Service to the nation
- Loyalty
- Unity
- National identity – The Coat of Arms, the Nigerian Flag, the National Anthem, the National Pledge

7. Contentment

- Appreciation of reward - salary, wages, allowances,
- Modesty-living within limited and commensurate means
- Simplicity and humility
- Perseverance
- Ambition (avoiding inordinate ambition)
- Abhorrence of corruption and greed
- Non compromise on principles
- Job satisfaction
- Self esteem
- Predisposition toward religious teachings
- Lack of envy

8. Courage

- Physical courage
- Moral courage
- Spiritual courage

9. Regard and Concern for the Interest of Others

- Tolerance
- Good neighborliness
- Humaneness
- Courtesy
- Sportsmanship
- Compassion

10. Role of the Family (Family Values)

- The family
- Socialization process
- Role of relations

- Role/responsibilities of family members
- Security and Cohesion

11. Religious and Spiritual values

- Religious beliefs
- Religious principles and tenets
- Religious values
- Spiritual values
- Religion and Morality

12. Nigerian Traditional Values

- Respect for Elders and constituted authority
- Identification with one's traditions
- Greetings
- Good neighbourliness
- Cultural diversity

Each theme was developed using the tabular curriculum format of: topic; performance objective; content; teacher/learner activity; teaching/learning materials; and evaluation guide.

A draft curriculum was produced at the end of the last plenary session bearing the name: **National Values Curriculum: An Anti-Corruption Programme for Primary, Secondary and Tertiary Institutions in Nigeria.** The underlying philosophy was that the use of the curriculum should not be limited to classrooms but should be adapted for educating the larger society as well.

SAMPLE CURRICULUM CONTENT: THEME: HONESTY

TOPIC	PERFORMANCE OBJECTIVES	CONTENTS	TEACHER ACTIVITY	LEARNERS ACTIVITY	LEARNING MATERIALS	EVALUATION GUIDE
Rejection of Fraud, Cheating, Bribery &Corruption	Learners should be able to: 1. State the consequences of these vices on individuals, family and society	1. Consequences of these vices on the society e.g. economic loss, loss of respect, etc	Describes the consequences of these vices on the society	Discuss the consequences of these vices on the individual and family	Textbooks, newspaper feature articles, films, slides, the internet, etc	State 4 consequences of these vices.

III. Critique Workshop:

The Critique Workshop took place in Minna, Niger State from 9th to 13th February 2004. It was chaired by the Executive Secretary of NERDC, Prof. Mrs. Ebele Maduwesi and attended by Dame Adeline Uwanaka of ICPC, Senator Kanu Agabi (Presidential Adviser on Ethics and Good Governance), Prof. Otonti Nduka, and representatives of CCB, PCC, NOA and educational institutions.

The business of the workshop was to go through the draft curriculum and correct any errors therein. Among other decisions, the goals of the Curriculum were adjusted as:

- To create awareness of the dangers of corruption, indiscipline, maladministration;
- To inaugurate and implement a programme of moral reform among the youth;
- To educate Nigerians as to their duties, rights and obligations to themselves and the country; and
- To develop self-worth and dignity in the youths and assist in the internalization of worthwhile values in Nigerian children.
- Some subjects that could be infused with the values were identified and they include: English, History, Geography, Social Studies/Civics, Religious Studies and Economics.

IV. Scrutiny and Approval by the Joint Consultative Committee on Education (JCCE) Reference & Plenary and the National Council on Education (NCE)

The draft National Values Curriculum (NVC) was presented for scrutiny to the Joint Consultative Committee on Education - JCCE (Reference) in April 2004 in Owerri, Imo State and the JCCE (Plenary) in August 2004, in Birnin Kebbi, Kebbi State. The JCCE (Reference and Plenary) consists of core technocrats in Education and the NVC scaled the professional examination of both committees at first presentation. It was subsequently recommended to the National Council on Education (NCE) for approval.

The NCE is the highest authority on Education in the country. Its meetings are held once a year and chaired by the Honourable Minister of Education. The 51st meeting of the Council was held in Minna from 5th to 10th December 2004. At the meeting, which was attended by the top echelon of the Federal and State Ministries of Education, Federal parastatals and international organizations like DFID and UNICEF, representatives of NGOs and other stakeholders, formal approval was given to the National Values Curriculum and ICPC received commendation for its laudable initiative in developing the curriculum.

CHAPTER FOUR

INFUSION – BASIC 1-9

The approval of the National Values Curriculum by the National Council on Education (NCE) brought the first phase of the curriculum project to conclusion and the stage was set for the commencement of the second phase – the Infusion Phase.

The Infusion phase was sub-divided into 3 segments to capture the three levels of formal education viz: Primary, Secondary and Tertiary. For the infusion, elements of the National Values Curriculum were to be integrated into the curricula of naturally predisposing subjects at the different levels.

The infusion phase did not immediately commence as expected after the approval of the curriculum document by the NCE. The delay at this stage was due primarily to budget factors.

Significantly, the budget for the project was moved from Recurrent expenditure subhead to the Capital

vote in the 2005 budget. The quarterly release of funds under Capital vote created hiccups in the smooth implementation of the infusion phase. The first quarter allocation was released in December 2005 while the next allocation was in February 2006. Around this time also, the school system was changed from the 6-3-3-4 System to a new system that saw the merger of Primary 1-6 and JSS 1-3 into Basic 1-9; and the conversion of the SSS 1-3 to Post Basic Education. This resulted into the late commencement of the exercise which eventually took off on the 5th of April 2006 at Sheda, Abuja.

During the infusion exercise, elements of the National Values Curriculum were infused into 5 subjects namely English Studies, Business Studies, Christian Religious Studies, Islamic Religious Studies and Social Studies. Samples of the NVC elements infused into the subject areas are as follows:

English Studies:

- Role of Religion
- Intonation Practice: Dialogue and conversation on National Values
- Honesty
- Reading of letters of complaints to Authorities, reports and business letter on National Values: Regard and concern for the interest of others

Business Studies:

- Honesty in Business;
- Right Attitude
- Book Keeping Ethics

Christian Religious Studies:

- Relationship in family
- Call to repentance (cultism, examination malpractice, etc)
- Christian living among non-Christians
- Peaceful co-existence

Islamic Religious Studies:

- Relationship between Muslims and Non-Muslims
- Social Responsibility I
- Social Responsibility II

Social Studies: Types of Values

- Honesty
- Integrity

- Contentment
- Discipline
- Courage
- Right Attitude to Work

Thereafter, the National Council on Education (NCE) approved the curricula of the 5 recipient (carrier) subjects in August 2006 for use in Nigerian schools for the implementation of the 9-year Universal Basic Education programme. Textbooks for some of the carrier subjects have been reviewed to reflect the new curricula and since 2007/2008, pupils at Basic Education level have been receiving instructions using the new curricula. See Appendix 'A' on verification visit on the implementation of the NVC.

Introduction of Civic Education:

In 2006, the President of the Federal Republic of Nigeria, Chief Olusegun Obasanjo, directed that a separate curriculum for Civic Education be developed for use in Nigerian schools. At a High Level Policy Meeting of stakeholders held at the NERDC office in Sheda, Abuja, it was agreed that not only should Civic Education be a separate subject, but it should be a core subject at the Basic and Post-Basic education levels. This proposal was forwarded to the National Council on Education and it received approval. The addition of Civic Education as a core subject entailed the dis-articulation of

Social Studies into two separate subjects: Social Studies and Civic Education; and the development of a subject curriculum for Civic Education.

In 2007, ICPC was drafted as a member of the National Technical Committee on Civic Education. The terms of reference for the Committee included the production of the

curriculum for Civic Education, the development of a Source Book and other relevant textbooks to be used in teaching the subject. **Elements of the National Values Curriculum were infused into the Civic Education Source Book and Civic Education subject curricula for all Basic and Post-Basic Education levels.**

EXTRACTS OF SUBJECT CURRICULA REFLECTING INFUSED ELEMENTS OF THE NATIONAL VALUES CURRICULUM

BASIC SIX (6): ENGLISH STUDIES

SUBJECT/ TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING/ LEARNING MATERIALS	EVALUATION GUIDE
			TEACHER	STUDENTS		
English Studies/ Reading of Letters of Complaints to Authorities ... on National Values	Students should be able to: 1. Read correctly, putting the correct stress/ stresses at appropriate places	Reading letters of complaints to authorities, reports and business letters e.g. 1. Letter to headmaster complaining about exam results, 2. Report incidents, etc	1. Gives pupils same reading while they listen. 2. Lets pupils read in turn while teacher makes necessary corrections 3. Discusses with pupils content of passage read	1. Listen to the teacher as he reads 2. Read the passage in turn 3. Use appropriate pronunciation in reading	<ul style="list-style-type: none"> Varied texts based on content Newspaper cuttings, etc 	Pupils to 1. Read using the appropriate stress and intonation
English Studies/ Listening and Speaking: Intonation Practice: Dialogue and Conversation on National Value - Honesty	Pupils should be able to: 1. Use intonation, stress and pronunciation correctly in sentences.	i. Intonation patterns in questions and answers. ii. Correct stress and pauses in the right places. iii. Dialogue flow. Topic – Missing Purse. Jane: Margaret what are you looking for? Margaret: I am looking for my purse. Jane: Where did you put it? Margaret: I put it in my bag. I have looked	1. Introduces team teaching, an excellent way of giving a presentation to the class. This requires two or more teachers teaching together OR: Gets a pupil who is good or with whom the teacher has prepared the lesson to give a model introduction. 2. Re-arranges the class for classroom drama	1. Work in pairs; 2. Converse in turn each pair having a turn; 3. Dramatize the dialogue; 4. Discuss the best performance using the material provided and give reasons for their judgment.	1. Course book 2. Other relevant materials	Pupils to: 1. Use the correct pronunciation and intonation in dialogues

SUBJECT/ TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING/ LEARNING MATERIALS	EVALUATION GUIDE
			TEACHER	STUDENTS		
		in it more than twice and I can't find it. Etc. (The development can take many directions. The content of the dialogues should be provided).				
English Studies/ Reading and Writing Introductory paragraphs e.g. a topic on Role of Religion	Pupils should be able to: 1. Recognize how introductory paragraphs are written. 2. Write good introductory paragraphs	1. Writing of introductory paragraphs entails having to say something and saying it as clearly and as correctly as possible. 2. Introductory paragraphs indicate the direction the composition will take.	1. Leads pupils to write the first sentence of the topic. 2. Leads them to write the second sentence. 3. Leads them to link the second sentence to the first.	1. Work as a class to write a composition on "My School" under the teacher's guidance; 2. Organize the sentences logically, emphasizing, the opening paragraph.	<ul style="list-style-type: none"> Sample composition Course book 	Pupils to: 1. Write good introductory paragraphs of a given topic.
English Studies/ Reading and Writing: Reading of Letters of Complaints to Authorities, reports and business letter on National Value -(Regard and Concern for the Interest of Others)	Pupils should be able to: 1. read correctly, putting the correct stress/stresses at the appropriate places	Reading letters of complaints to authorities, report and business letters e.g. i. Letter to the Headmaster complaining about examination results. ii. Report incidents. iii. Business letter from an imaginary friend, newspapers, etc	1. Gives pupils same reading while they listen. 2. Lets pupils read in turn while the teacher makes necessary corrections of wrong pronunciation. 3. Discusses with pupils content of passage read.	1. Listen to the teacher as he reads. 2. Read the passage in turn. 3. Use appropriate pronunciation in reading.	1. Varied texts based on content. 2. Newspaper cuttings 3. Post cards 4. Writing pads 5. Envelopes 6. Course Books	Pupils to: 1. read using the appropriate stress and intonation

BASIC SEVEN (7): BUSINESS STUDIES

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	TEACHER ACTIVITY	STUDENTS ACTIVITY	TEACHING/ LEARNING MATERIALS	EVALUATION GUIDE
Business Studies/ Honesty in Business	Students should be able to: 1. Explain the meaning of truthfulness. 2. State the attributes of truthfulness 3. Outline factors that cause people to lie 4. Mention the rewards of being truthful 5. Describe the consequence of not being truthful	1. Meaning of truthfulness 2. Attributes of truthfulness- Consistent behavior - Steadfastness - Straight forwardness, etc 3. Factors that cause people to lie. 4. Rewards for being truthful 5. Consequences of not being truthful	1. Asks students to explain truthfulness 2. Asks learners to enumerate the attributes of truthfulness 3. Asks students to list the consequences of untruthfulness and why they think people lie 4. Provides students with appropriate materials to read on truthfulness and asks them to write down lessons learnt	1. Explain the meaning of truthfulness. 2. Act plays on truthfulness 3. Enumerate rewards of truthfulness and consequences of untruthfulness 4. Write down lessons learnt from materials 5. Exhibit truthfulness in their daily lives	- Religious publications - Magazines - Film shows - Books - Instructional materials	Students to explain the meaning of truthfulness List the attributes of truthfulness State 2 rewards for truthfulness State 4 consequences of not being truthful

CHRISTIAN RELIGIOUS STUDIES

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	TEACHER ACTIVITY	STUDENTS ACTIVITY	TEACHING/ LEARNING MATERIALS	EVALUATION GUIDE
Christian Religious Studies/ Relationship in Family	Students should be able to: <ul style="list-style-type: none">Identify roles of members of the family.State the attributes of a good family name	<ul style="list-style-type: none">Different roles of members of the family: Eph 6:1-9 Eph 5:21-23 Col. 3:18-21 I Pet 3:1-7Concept of a good family name Prov. 22:1 Eccl 17:1	1. Explains different roles of family members 2. Explains the attributes of a good family using some known families in the community	1. Participate in class discussions 2. Listen and read in turn the Bible passages 3. Mention some families in the community with good name	- Drawing showing family tree of Jesus - Students as learning resources	Students to: 1. Mention three roles of members of the family 2. Mention 2 things that help to maintain a good family name/ reputation.

ISLAMIC STUDIES

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	TEACHER ACTIVITY	STUDENTS ACTIVITY	TEACHING/ LEARNING MATERIALS	EVALUATION GUIDE
Islamic Studies/ Relationship between Muslims and Non Muslims	The students should be able to: a. state the need for forgiveness, tolerance and kindness in Islam. b. Explain the need to forgive, to tolerate and to be kind to others. c. Explain the meaning of Qur'anic verses and Hadith on those virtues.	<ul style="list-style-type: none">Forgiveness Q24: 22ToleranceKindness Q2:83	The teacher: a. guides students to explain what it takes to maintain cordial relationship; b. guides students to state that forgiveness, tolerance and kindness are the ingredients of maintaining good relationship with others c. shows the importance of these virtues with reference to Qur'anic verses	The students to: a. Listen to the teacher. b. List the significance of the virtuous acts. c. Discuss their experiences. d. Discuss the meaning of the verses and Hadith.	Charts containing the Qur'anic verses and Hadith on the virtuous acts.	Students to: a. state the need for forgiveness, tolerance and kindness as Islamic virtues. b. Why we should imbibe the virtues of forgiveness, tolerance and kindness. c. Explain the meaning of the Qur'anic verses.

BASIC EIGHT (8): ENGLISH STUDIES

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	TEACHER ACTIVITY	STUDENTS ACTIVITY	TEACHING/ LEARNING MATERIALS	EVALUATION GUIDE
English Studies – Right Attitude to Work	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Explain the concept of punctuality and regularity; 2. Demonstrate how punctuality and regularity result in high performance 3. Link punctuality with reward and irregularity with punishment 4. Explain the consequences of not being punctual and regular 5. Explain the meaning of devotion to duty 6. Explain the effect of devotion on productivity and development 	<ol style="list-style-type: none"> 1. Punctuality and Regularity <ul style="list-style-type: none"> • Meaning • Attributes <ul style="list-style-type: none"> - Commitment - Interest - Promptness - Consistency - Reward - Sanction 2. Devotion to Duty <ul style="list-style-type: none"> • Meaning • Effect on productivity and Development 	<ol style="list-style-type: none"> 1. Guides discussion on <ul style="list-style-type: none"> • punctuality and regularity • punctuality and regularity resulting in high performance • reward and sanction 2. Invites guest speakers to talk on punctuality and regularity at school, at work, etc 3. Guides discussion on meaning of devotion to duty 4. Explains the effect of punctuality on development 	<ol style="list-style-type: none"> 1. Participate in the discussion on punctuality and regularity 2. Mention the effect of punctuality and regularity on performance and productivity, 3. Discuss the rewards and link between punctuality and regularity 4. Discuss sanctions for not being punctual and regular 5. Explain the effect on productivity and development. 	<ul style="list-style-type: none"> - Audio visual aids - Guest talk - Relevant books and publications - Radio, TV programmes Charts 	<p>Students to</p> <ul style="list-style-type: none"> • Explain punctuality and regularity • List 4 ways of ensuring punctuality and regularity • Summarize guest speaker's talk • Explain the meaning of devotion to duty • Explain the effect of devotion to duty on performance • List 3 benefits of devotion to duty

SOCIAL STUDIES

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	TEACHER ACTIVITY	STUDENTS ACTIVITY	TEACHING/ LEARNING MATERIALS	EVALUATION GUIDE
Basic 8 – Social Studies - Integrity	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Explain the meaning of integrity 2. Describe the attributes of people with integrity 3. Discuss the need to have people of integrity in the society 	<ol style="list-style-type: none"> 1. Meaning of integrity 2. Attributes of integrity <ul style="list-style-type: none"> • Probity, honesty, contentment, • Truthfulness • Fair-play • Non-compromise of principles, etc 3. Examples of people of integrity in the society 4. Need for people of integrity in the society 	<ol style="list-style-type: none"> 1. Guides discussions on: <ul style="list-style-type: none"> • Meaning of integrity • Importance • Consequences of lack of integrity 2. Reads citation of people of integrity and guides students to identify special attributes of the people. 3. Guides students to compile folklore that teach the consequences of lack of integrity. 	<ol style="list-style-type: none"> 1. Contribute to discussions. 2. Identify people of integrity in their community, write essays defending their claims. 3. Compile folklore on integrity 	<ul style="list-style-type: none"> - Textbooks - Newspapers - Magazines - Biographies - Documentaries - Citations - Cartoons 	<p>Students to</p> <ul style="list-style-type: none"> • Explain the meaning of integrity • State attributes of integrity • Describe the importance of having people of integrity in the society; • List 2 persons of integrity in the community.

ISLAMIC STUDIES						
TOPIC	PERFORMANCE OBJECTIVES	CONTENT	TEACHER ACTIVITY	STUDENTS ACTIVITY	TEACHING/ LEARNING MATERIALS	EVALUATION GUIDE
Islamic Studies/ Social Responsibility	Students should be able to: a. Explain the importance of the virtues of honesty, truthfulness and keeping promises; b. State social relevance of these virtues	a. Honesty b. Truthfulness c. Keeping Promise	The Teacher: a. Leads students in discussion on the difference between truth and lies. b. Guides students to explain the evils of telling lies and the need to tell the truth at all cost. c. Shows the importance of the virtues in Islam with reference to: Q2:42, Q16: 90-92 and Q61: 2-3	The students: a. Listen to the teacher; b. participate in explaining the evils of telling lies. c. participate in group discussion on Qur'anic verses.	- The Glorious Qur'an - Chart containing the text of the verses and their translation.	Ask the students to: a. Explain the importance of the virtues of honesty; truthfulness and keeping promises; b. state the relevance of these virtues in public life; c. state disadvantages of lack of these virtues.

BASIC NINE (9): BOOK KEEPING

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	TEACHER ACTIVITY	STUDENTS ACTIVITY	TEACHING/ LEARNING MATERIALS	EVALUATION GUIDE
Book Keeping Ethics	Students should be able to: 1. Explain Transparency, Accountability and Probity (TAP). 2. State the need for TAP in the public domain 3. List attributes of TAP 4. Describe challenges and solutions created by lack of TAP 5. Explain Due Process and its operations	1. Transparency, Accountability and Probity: - Meaning - Need for TAP - Attributes of TAP 2. Due Process - Meaning - Operations - Truthfulness - Openness - Fairness - Impartiality - Due Process - Respect for the rule of law 3. Problems created by lack of TAP and their solutions	1. Explains and gives examples of the meanings of Transparency, Accountability and Probity (TAP) 2. Guides learners to determine the need for TAP 3. Explains the attributes of TAP and gives examples 4. Gives examples of challenges associated with the lack of TAP 5. Explains Due Process Mechanism	1. Participation in the discussion on the meaning of TAP 2. Explain TAP 3. Participate in debate and guest lectures on TAP and express their views on the issues 4. Identify the need for TAP and Due Process 5. Copy notes on TAP and Due Process	- Newspaper cuttings of articles on TAP and Due Process - Text books - Films - Charts	Students to: 1. Explain Transparency, Accountability and Probity (TAP) 2. Mention 3 needs for TAP 3. Describe 3 challenges associated with lack of TAP

ISLAMIC STUDIES					
TOPIC	PERFORMANCE OBJECTIVES	CONTENT	TEACHER ACTIVITY	STUDENTS ACTIVITY	TEACHING/ LEARNING MATERIALS
Islamic Studies/ Social Responsibility II	Students should be able to: i. Give the meaning of justice, equity and fair play and fair play in the society ii. Explain the need for justice, equity and fair play in the society iii. Explain the Islamic injunctions on justice, equity and fair play; iv. Explain the consequences of lack of equity, justice and fair play in the society.	a. Equity b. Justice c. Fair Play Q5: 9 and Q4: 135	The teacher: a. Guides students to define equity, justice and fair play. b. Leads the students to discuss the need for equity, justice and fair play; c. Guides students to give examples of partiality and prejudice; d. Guides the students to discuss the consequences of lack of equity, justice and fair play in the society; e. Explains the Islamic injunctions on equity, justice and fair play Q5:9 and Q4:135	The students: a. Listen to the teacher; b. Participate in discussions; c. Give examples on partiality and prejudice; d. Ask questions on justice, equity and fair play	1. Holy Qur'an 2. Information technology devices
					Ask the students to: a. Give the meaning of justice, equity and fair play; b. Explain the need for justice, equity and fair play in the society; c. Explain the Islamic injunctions on equity, justice and fair play; d. Explain the consequences of lack of justice, equity and fair play in the society.

CHAPTER FIVE

INFUSION – POST - BASIC

The Infusion of the National Values Curriculum (NVC) into the Post - Basic (Senior Secondary) curriculum commenced on 11th June 2007 with a Planning Workshop held at the Women Development Centre, Agege Lagos. The delay between the time the Basic level was completed and commencement of the Post-Basic was due to the fact that NERDC was restructuring and revising the Post - Basic Education Curricula in line with the reviewed school system before infusing the NVC.

The Writing Workshop of the Infusion into Post - Basic subjects' curricula was held in two segments. The first segment was from 11th – 16th July 2007 at University of Ibadan Guest House, Ibadan, Oyo State while the second segment was held in May 2008 at Jos, Plateau State.

Altogether, the subjects at Post - Basic that have been infused with the NVC are:

- Government
- Christian Religious Studies
- Islamic Religious Studies
- History
- Book keeping and Accounts
- Office Practice
- Stores Management
- Food and Nutrition
- French

Sample of the infused curriculum:

1. Islamic Studies:

- a. Topic : Islamic Moral Education
 - i. Bribery
 - ii. Corruption
 - iii. Stealing
 - iv. Honesty in Words and Deeds and Justice, etc

2. Christian Religious Studies

- a. Civic Responsibility – Living a life of Witness to Christ

- Civic Education
- English Studies
- Business Studies

- b. Greed and its effects – How greed leads to corruption in Nigeria
- c. Consequences of obedience and disobedience
- d. True Religion and Social Justice

3. Book Keeping and Accounts

- a. Qualities and Core Values of a Book Keeper/Accountant
 - i. Honesty
 - ii. Rejection of Bribery
 - iii. Avoidance of Cheating, Fraud and Corruption
 - iv. Truthfulness
 - v. Transparency and Accountability
 - vi. Integrity

4. History

- a. National Consciousness
- b. Usman Dan Fodio Jihad
 - i. Courage and Honesty
- c. Nationalist
 - i. Attributes of a Good Leader

5. Food and Nutrition

- a. Family Meals: Effect on the Children e.g. Integrity, Accountability, etc

The Critique Workshop on all the infused subjects curricula was held at Ilorin, Kwara State from 16th – 20th September 2008. The infused subject curricula were approved by the National Council on Education (NCE) in 2008 at its 55th General Meeting.

CHAPTER SIX

INFUSION – TERTIARY (COLLEGES OF EDUCATION)

The infusion of the NVC into tertiary education curricula is divided into 3 stages of execution: Colleges of Education, Polytechnics and Universities

The first stage commenced with the Planning meeting on the infusion into Colleges of Education Minimum Standards which was held on 28th November 2007 at NERDC Conference Centre Complex, Sheda Abuja. The objectives of the meeting included identification of carrier subjects in Teacher Education into which the NVC would be infused and agreement on the infusion modalities. Representatives of National Commission for Colleges of Education (NCCE), Federal Ministry of Education (FME), Nigerian Teachers Institute (NTI) attended the meeting in addition to NERDC and ICPC officials.

At the end of the meeting, 10 carrier subjects were identified and they are:

1. English Studies
2. Social Studies

3. Integrated Science (ISC)
4. Islamic Religious Studies
5. Christian Religious Studies
6. Cultural and Creative Arts
7. Early Childhood Care Education (ECCE)
8. Primary Education Studies
9. General Education
10. General Studies

The objective of the infusion is to instill in student teachers the required knowledge, attitudes and orientation needed to impart the national values to the youths and re-orient the teachers on their way of life.

In August 2009, the Commission took out full-paged adverts informing the public of the curriculum project and inviting input from stakeholders. This was done in an effort to enrich the contents of the curriculum.

The Writing Workshop for the Infusion was held from the 10th to the 14th of November 2009 at Minna, Niger State

while the Critique Workshop was held from 23rd to 26th November, 2009 at Minna, Niger State. The Editorial Workshop which took place from 9th to 11th February, 2010, was to take a critical look at the infused curricula (minimum standards for COE) before being presented to JCCE and NCE for final approval.

Extracts of the infused curriculum into Teacher Education Minimum Standards are as follows:

1) GENERAL STUDIES EDUCATION GSE 124:

Family life and Emerging Health Issues (FLEHI)

- Role of the family-Parental Care, Love, Togetherness, Justice etc
- Regard and Concern for the Interest of Others -Tolerance, Humaneness, Compassion, Kindness etc
- Justice-Fairness in Dealing with Others, Mutual Trust, Selflessness etc
- Role of Religion-Faithfulness, Truthfulness, Love and Compassion, Fear of God etc
- Nigerian Traditional Values-Good Neighbourliness, Honesty, Fairplay, Transparency and Accountability, Integrity etc.

GSE 223: Citizenship Education

National Ethics and Discipline in Nigerian Life - Concept and importance of Discipline, Self control, Moderation, Modesty etc.

2) GENERAL EDUCATION

Edu 112: Educational Psychology I: Child Development

Heredity and Environment- Identification of one's traditional greetings and good neighbourliness

Edu 113: Principles and Methods of Teaching

- Religious Tolerance; Abhorrence/Rejection of Cultism, Examination Malpractices, Cheating, Bribery and Corruption; Justice, Transparency; Accountability, Integrity, Punctuality, Sportsmanship etc.

3) ENGLISH STUDIES

Eng 111: Practical Listening Skills

- Listening to academic talks, speeches, lectures on-Integrity, Fairplay, Truthfulness, Transparency and Accountability
- Listening Comprehension using passages on-Tolerance, Humaneness, Courtesy, Compassion, Good neighbourliness

Eng 113: Basic Reading Skills

- Reading passages on-Rejection of Fraud, Cheating, Bribery, Corruption and greed etc.

Eng 311: Advanced Reading Skills

- Focus on reading passages on National Values, such as- Devotion to duty, Cooperation, Reward and Punishment and Satisfaction and Appreciation for work done.

Lit 118: Short Stories

- Truthfulness, Fair play, Reward, Punishment and Morality etc.

4) EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

Ece 122: Social and Moral Development

- Social and Moral Development - Discipline at home and school
- Core Societal Values- honesty, hard work, dignity of labour, morals, ethics etc.

Ece 211: The Home and the Child

- Habits and formation of good habits- Rejection of fraud, cheating, bribery and corruption; transparency and accountability etc. -
- Parents as role models - Good neighbourliness, truthfulness, integrity, fair play, punctuality and regularity
- Laying foundation for positive values and morality etc.

5) ISLAMIC STUDIES

Iss 115: Pre-Islamic Arabian History and the Life of Prophet Muhammed (SAW)

- Courtesy, Devotion to Duty, Cooperation and Neighbourliness

Iss 123: History of Khulafau Ar-Rashiduna (Rightly Guided Caliphs)

- Humaneness

Iss 222: Islamic Ethics and Morality from Selected Suwar (Socialization Process)

- Abhorrence of corruption and greed; Truthfulness, Punctuality, Rejection of fraud, cheating, bribery and corruption etc.
- Texts of the Qur'an- Transparency and Accountability

6) CHRISTIAN RELIGIOUS STUDIES

CRS 222: Introduction to Christian Ethics

- Perseverance, Moral courage, Humaneness, Courtesy
- Moderation, Compassion etc.

7) CULTURAL AND CREATIVE ARTS

CCA 117: Introduction to Drama and Theatre

- Rejection of fraud, Cheating, Bribery and Corruption
- Transparency and Accountability

CCA 225: Children's Theatre and Choreographic Dances

- Greeting, Good Neighbourliness and Self Control

8) PRIMARY EDUCATION STUDIES (PES)

PES 115: Home Economics in Primary Education Studies

- Greetings and Modesty

PES 118: Physical Education Curriculum in Primary Schools

- Sportsmanship, Compassion, Tolerance, Patriotism and Nationalism etc.

PES 129A: Christian Religious Studies and Moral Education

- Honesty, Self discipline, Kindness and Love.

PES 211: Basic Science and Technology in Primary Education Studies

- Devotion to duty, Perseverance and Satisfaction and Appreciation for work done.

PES 214: Nigerian Language in Primary Education Studies

- Cooperation, Perseverance, Humility and Fairness in dealing with others etc.

PES 225: Basic Science and Technology in Primary Education Studies

- Patriotism and Nationalism
- Devotion to duty
- Transparency, Accountability

9) NCE INTEGRATED SCIENCE

- Ethics of Science and Scientific Attitudes - Perseverance, Truthfulness, Integrity, Honesty, Fairness etc.

10) SOCIAL STUDIES

Sos124: Nigeria as a Nation

- National identity- Patriotism and Nationalism

Sos 125: Dynamics of Group Behaviour

- Study of group life of lower animals e.g. ants, bees, monkeys etc. - Honesty

Sos 214: Social Services in Nigeria

- Compassion, Sportsmanship

Sos 222: Contemporary Public Issues

- Corruption - the role of ICPC and EFCC, etc.

Sos 321: Population and Family Life Education

- Fairness in dealing with others

Sos 323: Social Institutions

- Religion and Morality, Conflict and Tolerance in Nigeria

Sos 324: Globalization

- Good Neighbourliness and Cooperation

CHAPTER SEVEN

CONSULTATIVE MEETINGS & FORUMS

To enrich the curriculum process, a series of consultative meetings and forums were held with stakeholders in the education sector – teachers, parents, guidance counselors, etc.

I. Integrity Education Forum:

On 2nd June 2010, the Executive Secretary NERDC, Prof. Godswill Obioma visited the Commission to brief the Commission on the status of the National Values Curriculum. As a follow-up to the meeting, a forum, Integrity Education Forum was convened on 4th August 2010 with Prof. Obioma as the Guest Speaker. The forum, which had as its theme, "Impact of Education on the Level of Integrity in the Nation", was focused on the burning issue of lack of integrity in the polity in spite of increased access to education by more citizens; and the ICPC's comprehensive intervention to institutionalize integrity in the nation's educational sector. Specific objectives of the forum were to examine the apparent inverse relationship between increased

access to education and integrity in the nation; to provide information on the status of the National Values Curriculum (NVC) and to engender ideas on practical modalities for consolidating the Commission's initiatives in the education sector and the nation at large.

At the end of the programme, several useful suggestions were made by participants (See Appendix 'B'). These include:

- Setting up, strengthening and monitoring anti-corruption clubs in schools;
- Appropriate rewards for the demonstration of integrity and high ethical standards;
- Organization of Teacher Orientation Workshops at state levels for both Basic and Senior Secondary education programmes
- Child-to-Child learning: creating and stimulating an atmosphere where children can contribute in a cooperative

setting, with teacher helping to make decisions. This can be duplicated in a family or social setting, focus group discussions (FGD), where children bring in their various opinions from personal experiences to share in a sort of peer review mechanism that is child centered.

- Familiarity of a teacher with the entire format of the curriculum, its objective, what is stipulated, the topic, sub-themes, teacher-pupil activity which says what should be done, the social materials to be used, method of evaluation of the teaching, etc.
- Teachers as role models & counselors should go into communities where the students stay and find out how the children behave in their various homes.
- Setting up a committee for monitoring implementation of the NVC in schools. This could be done by members of the National Anti-Corruption Coalition (NACC) or National Anti-Corruption Volunteer Corps (NAVC).
- Attitudes should be measured, there should be an attitudinal inventory, a group of specialists or researchers should be engaged who can use validated tools for research and come out with results.
- Attitudinal changes should be examined progressively over years to arrive at results
- Schools should be encouraged

to look out for outstanding character traits in students and get them rewarded.

The Integrity Education Forum was attended by representatives of the Federal Ministry of Education, National Commission for Colleges of Education (NCCE), Nigerian Universities Commission (NUC), Universal Basic Education Commission (UBEC), etc.

II. One-Day Consultative Forum with Local Education Authorities, Principals of Schools and Parents-Teachers Association (PTA) Chairpersons in Abuja:

The 1-Day forum with stakeholders in the Education Sector was held on the 1st of November 2010 with the objectives to:

- a. enlighten participants on the need to strengthen anti-corruption clubs and ensure that they are functional.
- b. discuss the teaching of the National Values Curriculum and get input for the Teachers' Guide and Teacher Orientation Workshop
- c. identify and discuss manifestations of corruption in the sector and proffer workable counter measures, including appropriate reward systems for the practice of integrity and sanctions for the lack of it;
- d. mainstream integrity and anti-corruption practices into the

management of schools, by strengthening parents/citizen participation in monitoring (e.g. admission procedure, examinations etc);

The programme featured an Opening Ceremony, a Technical Session which featured a paper on "Overview of the ICPC Act 2000", an Interactive Session and Syndicate Group Sessions. During the syndicate group sessions, the stakeholders were divided into 4 groups to discuss contributions on the operationalization of the National Values Curriculum, within and outside the classroom. The groups discussed the following topics:

- How the National Values Curriculum can be effectively taught in schools;
- How schools can address corruption in the Education sector;
- Effective role of PTAs in checking corruption in schools; and
- Modalities for strengthening the Anti-Corruption Clubs in schools.

Some of the suggestions made by the various groups are as follows (details are in Appendix 'C'):

- Educational software on Values Education should be developed
- Reward children that exhibit integrity values
- Parents should be advised to always exhibit these values through their behaviours at home
- Corruption in schools should be reported
- Admission processes in schools should be value-based and transparent – admitting only qualified candidates based on merit
- Emphasis should be placed on the discipline of the students
- The PTA should empower the teachers to discipline students. Teachers should not be looked down upon while enforcing discipline.
- There should be cordial relationship between parents and teachers, and constant communication between both.
- The authorities should make the teaching environment conducive.
- Wide publicity should be given to Anti-Corruption Clubs in schools
- Activities such as drama, debate, quiz competitions, etc should be integrated into the clubs
- Clubs should make proposals on their activities to ICPC for guidance and assistance
- ICPC officials should visit the clubs on a regular basis.

CHAPTER EIGHT

INFUSION - MASS LITERACY CURRICULUM

At the JCCE Reference Meeting held in Asaba, Delta State in 2005, the Commission presented a memorandum for consideration on the inclusion of the elements of the National Values Curriculum into the Mass Literacy and Non-formal Education Curriculum. This is in line with the vision of the Commission when embarking on the Curriculum project, as expressed by the Pioneer Chairman of the Commission, Hon. Justice Mustapha M. A. Akanbi (GRF) in the Preface to the booklet, "National Values Curriculum" that *"the objective ... is the formulation of a set of values to which Nigerians from all walks of life can subscribe and which hopefully would improve behaviour and strengthen societal bonds across*

the nation. "...the application of this curriculum is envisaged to cut across the primary, secondary and tertiary levels of education as well as the larger public"

In September 2010, the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) invited the Commission to a workshop on the development, critique and general review of the Non-Formal Education Basic and Post Literacy Curriculum for Non-Formal Education in Nigeria. At the workshop, elements of the National Values Curriculum were infused into the Non-Formal Education Curriculum.

A sample of the infused curriculum is given below:

BASIC ADULT LITERACY THEME: LISTENING AND SPEAKING

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	TEACHER ACTIVITY	LEARNERS ACTIVITY	LEARNING MATERIALS	EVALUATION GUIDE
Oral comprehension on rejection of fraud, cheating, bribery and corruption	Learners should be able to: 1. Explain the meaning of cheating, bribery and corruption; 2. Describe the causes of and means by which fraud, cheating, bribery and corruption take place in the society; 3. State the consequences of these vices on the individuals, the family and society; 4. Explain the ways these social vices can be eradicated from the Nigerian society	1. Meaning of ; - Fraud - Cheating - Bribery - Corruption. 2. Causes of these vices; - Greed - Lack of self control and respect 3. Consequences of these vices on the state, the family and the individual; 4. Commitment to be: - Contented - Loyal - Faithful - Consistent, etc	1. Explains these vices with examples in the Nigerian society, starting from the family; 2. Describes the consequences of these vices on the society e.g. economic loss, loss of respect, etc; 3. Outlines causes and means by which these vices take place in the society; 4. Leads discussion on ways of eradicating these vices; 5. Shows leadership by example	1. Listen and ask questions; 2. Discuss current issues on the vices; 3. Discuss the causes of and means by which the vices take place; 4. Discuss the consequence of the vices on the individual; 5. Demonstrate how it is taught.	1. Textbooks, 2. Newspaper feature articles, 3. films, 4. slides, 5. computer set	Learners to: 1. Describe fraud, cheating, bribery and corruption; 2. State two causes of these vices; 3. State four consequences of these vices; 4. State four ways of eradicating these vices.

POST LITERACY ENGLISH LANGUAGE YEAR II

THEME: READING SKILLS

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	TEACHER ACTIVITY	LEARNERS ACTIVITY	LEARNING MATERIALS	EVALUATION GUIDE
Reading to understand important details	Learners should be able to: 1. Read and identify new words; 2. Answer questions on the passage	Short comprehension passages based on: 1. Farming 2. Fishing 3. Drug Abuse 4. Anti-Corruption 5. HIV/AIDS, etc	1. Reads the model passages to learners. 2. Leads them to read the passages silently and identify new words. 3. Asks learners questions on specific information in the passages.	1. Read the passages silently. 2. Identify new words. 3. Answer the questions on the passages.	1. Prepared reading comprehension passages. 2. Any other materials considered suitable by the NFC teacher especially on the issues in the content column.	Learners to: 1. Read given passages correctly 2. Identify new words in the passages. 3. Answer the questions that follow.

CHAPTER NINE

TEACHER'S GUIDE AND TEACHER ORIENTATION WORKSHOPS

I. TEACHER'S GUIDE

The infused subjects' curricula at the Basic 1-9 level have been in use since the 2007/2008 school session. For optimal use of the curricula, there is need to guide the teachers on the contents of the NVC, relevant portions of the subject curricula that have been revised and appropriate teaching aids and methodology for maximum impact on the pupils and students. This informed the need to develop a Teacher's Guide. The Teacher's Guide is a publication meant to guide teachers on the use of the curriculum to enhance a successful implementation and achievement of the objectives of the NVC i.e. inculcating moral values in the nation's youths and eradicating corruption in the society.

A Teacher's Guide serves the following objectives:

- Specifies the activity of the teacher in the curriculum;
- Helps the teachers understand the curriculum better;
- Assists and hastens the development of lesson objectives;

- Builds teacher's capacity on the implementation of the curriculum.

As a first step toward developing the Teacher's Guide, a Planning and Writing Workshop was held from the 5th – 11th of December 2010 at Minna Niger State. The workshop achieved the following objectives:

- Planned the modalities for the Teacher's Guide
- Wrote the Teacher's Guide.

The Guide contains the topics into which the NVC has been infused. Each topic has the following:

- Background Information (short informative description of the topic)
- Objectives (Clearly stated using the stem "At the end of this chapter, pupils should be able to...")
- Method of Delivery (Lecture, Demonstration, Problem solving, Question and Answer, Enquiry, Practical Session, Simulation, Discussion, Dramatization, etc)
- Procedure of Activities (the procedure of each of the activities stated)

- Materials needed (materials for each activity stated but teachers need not limit themselves to them)
- Expected Outcome/Evaluation (the expected result of each activity/forms of evaluation)

- Expected skills (the expected skills are listed).

The Teacher's Guide reminds users that teaching should be child-centered, interactive, incorporating group work and assignments.

Extracts from the Teacher's Guide are below:

SOCIAL STUDIES J.S.S THREE

Theme: Peace and Conflict

Lesson: Peace

Elements of National Values to be Taught: Citizens' Rights and Duties

1.1. Background Information

Peace is important in every society. It is a situation where there is no war, violence, acrimony, rancor, argument, etc. We need peace in order to go to school and do other things and for the country to develop and make progress.

1.2. Objectives

At the end of the topic, students should be able to:

- Define peace
- Explain the importance of living in peace with one another
- Discuss ways of promoting peace

1.3. Method of Delivery

- Exposition
- Discussion

1.4. Procedure of Activities

Activity 1.1 Teacher guides students to define peace.

Activity 1.2 Teacher leads discussion on the importance of living in peace with one another.

Activity 1.3 Teacher guides students to discuss ways of promoting peace in the society

1.5. Materials Needed

- Photographs, Books, Film clips, Projector
- Photographs, pictures, books, film clips

- Photographs, books, newspapers, magazines.

1.6. Expected Outcome/Evaluation

Activity 1.1 Students define peace

Activity 1.2 Students explain the importance of living in peace with one another.

Activity 1.3 Students discuss ways of promoting peace in the society

1.7. Expected Skills

- Discussing
- Analysing

II. TEACHER ORIENTATION WORKSHOPS

After the development of the Teacher's Guide, there was need to orientate teachers on the NVC and the use of the Guide. Thus the Commission, in collaboration with NERDC organized 2 sets of Workshops for Master Teachers drawn from the 36 states of the Federation and the FCT. Tagged "Capacity Building Workshop for Teachers on the Teaching of the National Values in Basic Education", the workshops held at Lokoja, Kogi State in July 2012 for the Northern zone and Benin City, Edo State in September 2012, for the Southern zone.

The objectives of the workshops were to:

- Train teachers on the use of the resource materials for the teaching of National Values at Basic Education Level

- Create awareness for teachers on the inclusion of National Values elements in the curriculum of Basic Education through some relevant carrier subjects.
- Present the printed copies of the Teacher's Guide to schools through the teachers/states.

Resource persons during the Capacity Building Workshops were drawn from ICPC, NERDC, the University and Colleges of Education community (See Appendix D).

The trained Master Teachers are to step down the training received to other teachers in the states. Efforts are being made to work with States Universal Basic Education Boards (SUBEBs) to produce more copies of the Teacher's Guide and train the teachers in each state on the use of the Guide.

CHAPTER TEN

LOOKING AHEAD

The curriculum project is almost at its completion stages but the Commission will not rest on its laurels as it will continue to pursue total coverage of all levels of formal and informal education. The ultimate goal is to teach the National Values to all youths nationwide therefore the next stage being proposed by the Commission is the infusion of the NVC into Polytechnics and Universities curricula.

The Commission is complementing the NVC project with other supportive structures such as Anti-Corruption Clubs and Students Anti-Corruption Vanguard in secondary and tertiary institutions respectively. Allied with this structure is the production of literature such as Integrity Code and Integrity Made Easy distributed to schools to help teach integrity issues.

ICPC has an unyielding commitment to the Curriculum project because of its firm belief in the potency of youths to drive social change and also that the infusion of the right values into the educational system will cascade into the larger communities as Nigeria's youths become models and vanguards of the Anti-corruption crusade. Preliminary evidence of the impact of the curriculum project has been shown in the positive outcome of verification visits paid to schools in the FCT to confirm the use of the infused subject curricula. All the schools visited confirmed the use of the Curricula at Basic Education Level (Report of visit at Appendix 'A').

There have also been several field visits paid to the Commission by schools as a direct curriculum requirement in the study of Civic Education. During the visits, students are enlightened on the work of the Commission; the importance of values and the evil consequences of corrupt practices. They are encouraged to ask questions and seek further clarification on issues raised. At the end of the visits, they are given IEC (Information, Education & Communication) materials to reinforce lessons from the visit.

To achieve the laudable objectives of the National Values Curriculum, the Commission hereby enjoins all those who relate with youths to provide good examples in their personal behaviour to complement the teaching of these values. The appendices in this booklet provide useful information on areas that may be explored by the schools, education managers and parents in effectively inculcating the values.

In the fullness of time, it is expected that youths who have had a sustained exposure to these values through their Basic, Post-Basic and Tertiary education years will not only exemplify the principles but actively work to build a new value-driven society.

The journey is still far but the 10 years of the National Values Curriculum project have set Nigeria firmly on the path of Hope that it is indeed possible to achieve the ICPC vision of "A Nigeria free from all forms of corruption and corrupt practices".

APPENDIX 'A'

BRIEF ON THE VERIFICATION VISITS TO SOME SCHOOLS ON THE IMPLEMENTATION STATUS OF THE NATIONAL VALUES CURRICULUM ON 5TH MAY, 2010, ABUJA, FCT.

INTRODUCTION

The Nigerian Research Educational and Development Council notified the Commission that the implementation of the National Values Curriculum at Basic 1-9 commenced in the 2007/2008 academic session. It was on this premise that the Education Department embarked on a verification exercise to confirm the level of implementation from Principals of secondary schools and primary schools' Head teachers, subject teachers and the students themselves who are the end target.

FINDINGS

The team visited five schools within the FCT including Junior Secondary Schools (JSS) Area 11 Garki, Jikwoyi, Nyanya and African Community Secondary School Asokoro. Also visited was the Festival Road Primary School Garki, Abuja.

The following are the heads of schools visited:

1. Mrs. Adebisi Badamosi
Principal, JSS Area 11

2. Mr. Mohammed Yari
Vice-Principal, JSS Nyanya
3. Mr. Simon Elias
Vice-Principal, JSS Jikwoyi
4. Mrs. Bala Bilhatu
Head Teacher, Festival
Primary School Area 7, Garki.

Findings revealed that the infused curricula were already being implemented as confirmed by the Principals, Vice principals and Head-teacher whose schools were visited. To further verify the claim by the principals, the team requested to interact with the subject teachers, and they also confirmed that they had seen the curricula and had since been developing their schemes of work with it.

CHALLENGES

Although teachers had complied with the directive to commence implementation of the new curricula, there are however a few challenges being experienced. Some of the challenge and complaints include:

- Lack of relevant text-books that encapsulate the content of the curricula. *(This issue is being addressed with the availability and on-going publication of relevant text books).*
- Inadequate supply of the curricula to schools. The team noticed that not all schools have them as some principals still collect from their colleagues to make photocopies. More so, not all teachers have the curricula hence they resort to the Vice-Principal academics for usage thereby not making the document handy for teachers.
- Inadequate teacher orientation with regard to the use of the curricula. The teachers are therefore requesting for such workshop that will break down the curricula for them to ease impartation of knowledge.

RECOMMENDATIONS

1. Proper distribution of the infused subject curricula by the NERDC.
2. Organization of the proposed teacher orientation workshop involving all relevant stakeholders, particularly the end users - the teachers, so that there would be proper knowledge on the curriculum usage. *(This has been addressed with the execution of Teacher Orientation Workshops on the teaching of the National Values Curriculum).*
3. Extension of the verification exercise to other States to ascertain the level of implementation outside the FCT.

APPENDIX 'B'

COMMUNIQUÉ ON THE ONE-DAY INTEGRITY EDUCATION FORUM FOR STAKEHOLDERS IN THE EDUCATION SECTOR WHICH HELD ON 4TH AUGUST 2010

On 4th August, 2010 at the initiative of the Independent Corrupt Practices and Other Related Offences Commission, stakeholders in the educational sector gathered for a One- Day Integrity Education Forum, organized by the Commission to further reinforce the Commission's strategy at infusing integrity into every sector of the society. The forum was aimed at generating a policy direction that will shape not only ICPC's anti-corruption strategy, but also the National Policy on Education, and engender the repositioning of education as a tool for restoring a culture of integrity in our society. The outcome of the deliberations will be used by the ICPC to strengthen its strategic response to the pervasive lack of integrity in the Nigerian society.

Three propositions were put forward by the ICPC Chairman:

1. For education to be transformational, it must engender value - driven preferences and disposition in the citizen,

2. To be able to achieve the above, our education policy must be more than a skill acquisition enterprise, designed merely to provide a workforce and enable the citizen to earn a living,
3. Developing education without developing an environment in which the educated citizenry can find fulfilment creates an imperfect and seriously flawed citizenry.

The guest speaker, and Executive Secretary of Nigerian Educational Research and Development Council, Prof. Godswill Obioma spoke on the theme: *Nurturing the Culture of Integrity through Education*. He situated the critical issue of integrity in education as one that enables the alignment of integrity (inside) and ethics (outside) in order to build the total man, the agent of development. He asserted that though the level of education of a country's population determines its standing on the global scale of civilization, paradoxically Nigeria's deliberate policy on access to education continues to feature declining moral and ethical standards.

Prof. Obioma highlighted some inappropriate integrity and low ethical standards (e.g. unacceptable quantum of examination sharp practices at all levels, persistent culture of cultism, unethical behaviour of school managers, teachers and learners at all levels of education, disrespect for constituted authority, both students and school graduates engage in unacceptable behaviours such as armed robbery, kidnapping, inappropriate sexual tendencies, 419, importation of fake drugs and / or adulteration of drugs by local manufacturers, human and drug trafficking, institutional bribery and corruption exhibited even among the youth population, perversion of justice, election malpractices, prostitution) in the nation, and concluded that these indicate obvious gaps in the content of education regarding inculcation of positive values, hence the intervention of ICPC in conjunction with the NERDC to close the gaps by reconstructing integrity using education as a key driver.

He stated that the ICPC's institutional intervention, National Values Curriculum (NVC) project identified 12 thematic core values as basic subject matter for infusion into relevant school subjects at basic education level, Senior Secondary and Teacher Education levels.

INTERVENTIONS FOR CONSIDERATION

1. Establishment of similar institutions like the ICPC at state and local government levels.
2. Setting up, strengthening and monitoring anti-corruption clubs in schools.
3. Appropriate rewards for the demonstration of integrity and high ethical standards.
4. ICPC should collaborate with relevant institutions such as National Orientation Agency (NOA), National Institute for Cultural Orientation (NICO) to further entrench the message of integrity into the psyche of Nigerians.
5. Extend this kind of forum to other stakeholders such as the media, political class.
6. ICPC should be on the National Council on Education

The teaching of the content of the NVC should not be a teaching of pontification but practical teaching that affects character.

PATHWAYS FOR NVC OPERATION- THE NEXT PHASE

- Development of Teachers' Guide
- Organization of Teacher Orientation Workshops at state

levels for both Basic and Senior Secondary education programmes

- Impact study on the effect of the ICPC intervention in the education sector
- Child to child learning – creating and simulating an atmosphere where children can contribute in a cooperative setting, with teacher helping to make decisions. This can be duplicated in a family, or socio setting, focus group discussions (FDG), where children bring in their various opinions from personal experiences to share a sort of peer review mechanism that is child centered.
- Familiarity of a teacher with the entire format of the curriculum, its objective, what is stipulated, the topic, sub-themes, teacher-pupil activity which says what should be done, the social materials to be used, method of evaluation of the teaching etc.
- Use of a variety of teaching methods to appeal to different ages including group work, interactive learning, question & answer, repetition of topics

for better understanding, drills, assignments, Demonstrations, playlets, games, etc.

1. Teachers as role models, counselors, etc. should go into communities where the students stay and find out how the children behave in their various homes.

Monitoring and Evaluation Mechanism

1. Set up a committee for monitoring implementation of the NVC in schools. This could be done by members of the NACC or NAVC.
2. Attitudes should be measured, there should be an attitudinal inventory; a group of specialists or researchers should be engaged who can use validated tools for research and come out with results
3. Attitudinal changes should be examined progressively over years to arrive at results
4. Schools should be encouraged to look out for outstanding character traits in students and get them rewarded

APPENDIX 'C'

REPORT ON THE ONE-DAY CONSULTATIVE FORUM WITH LOCAL EDUCATION AUTHORITIES, PRINCIPALS OF SCHOOLS AND PARENTS - TEACHERS ASSOCIATION (PTA) CHAIRPERSONS IN ABUJA ORGANIZED BY THE EDUCATION DEPARTMENT HELD AT THE COMMISSION'S AUDITORIUM ON THE 1ST NOVEMBER, 2010.

BACKGROUND

The Commission in line with its statutory mandate of educating the public on and against corruption as enshrined in Section 6 (e-f) of the Corrupt Practices and Other Related Offences Act 2000, and in a bid to extend the education /awareness campaign to every segment of the society, engaged some stakeholders in the education sector in the six Area Councils of the Federal Capital Territory in a consultative forum to mobilize their support against corruption within the school system.

OBJECTIVES:

Objectives of the forum were to:

- enlighten participants on the need to strengthen anti-corruption clubs and ensure that they are functional.
- discuss the teaching of the National Values Curriculum and get input for the Teachers' Guide and Teacher Orientation Workshop

- identify and discuss manifestations of corruption in the sector and proffer workable counter measures, including appropriate reward systems for the practice of integrity and sanctions for the lack of it;
- mainstream integrity and anti-corruption practices into the management of schools, by strengthening parents/citizen participation in monitoring (e.g. admission procedure, examinations etc);

THE FORUM:

The programme featured an Opening Ceremony, a Technical Session, an Interactive Session, and Syndicate Group Sessions. The opening formalities were to set out the objectives of the forum and set the tone for the rest of the programme. During the technical session, a paper on the "Overview of the ICPC Act 2000" was delivered and questions were asked to clarify certain areas.

The Syndicate Group Sessions saw the participants divided into 4 groups to deliberate on the following topics:

- Group 1-** How the National Values Curriculum can be effectively taught in Schools
- Group 2-** How Schools can address corruption in the Education sector
- Group 3-** Effective role of PTAs in checking corruption in schools
- Group 4-** Modalities for strengthening the Anti-Corruption Clubs in schools

The Resolutions of the Syndicate Groups are as follows:

Group 1: How the National Values Curriculum can be effectively taught in Schools

- There is need for the recruitment of teachers who have the basic knowledge of the subject areas,
- There is need for educationists to write books on these values
- Organization of workshops and seminars for teachers on the thematic areas.
- Teachers should use dramatic plays to teach the topic so as to make it more practical than theoretical.
- The teachers should be role models – e.g. proper dressing code

- Educational software on Values Education should be developed
- Use of adequate Teaching Aids
- Reward children that exhibit integrity values
- Schools to organize debates, quiz, educational visits to emphasize these values
- Team teaching technique
- Guidance Counselors in all schools should be made to participate actively in the inculcation of these values into the students,
- Parents should be advised to always exhibit these values through their behaviors at home,
- Parents should discourage children from watching non-educational/immoral films,
- Interactive/Open days should be attended by parents.

Group 2: How the Schools can address corruption in the Education sector

- More emphasis on continuous assessment,
- Adequate and effective coverage of the scheme must be ensured and monitored by school authorities.
- To ensure that only qualified teachers are recruited
- Report on corruption activities in the school
- Whistle blowing,
- Ensure that the admission processes in the secondary schools are value-based and

transparent. Admitting only qualified candidates based on merit.

- Students should be admitted to schools based on the available facility on ground,
- Discipline: Emphasis should be placed on discipline of the students.
- The teacher and parents should jointly help address the issue of corruption,
- Proper accounting of legitimate dues collected.

Group 3: Effective role of PTAs in checking corruption in schools

Because the PTA is a strategic partnership between parents and teachers:

- The training of a child starts from the home. Parents should pay attention to inculcating core values to the child at the early stages of life.
- PTA should empower the teacher to discipline students. Teachers should not be looked down upon while enforcing discipline.
- Parents should meet more often to discuss school rules and regulations.
- PTA should monitor the activities of the PTA Executives.
- Parents should check school charges/dues to ensure that neither the students nor the school authorities inflate the charges.

- There should be cordial relationship between parents and teachers, and constant communication between both.
- Parents should check students work at home to ensure that they are properly done. This will stop any truancy or laziness on the part of the child.
- Teachers should be devoted to their work, not business or personal affairs during work hours.
- Teachers should be the epitome of integrity, honesty, hard work, discipline and transparency. Teachers, consciously or unconsciously are role models.
- Students should not be pampered with money, as this can stimulate the appetite of other students and tempt them to corrupt tendencies.
- Every avenue should be exploited to ensure that no room is given to any child to misbehave.
- Religious activities: Teachers should pay attention to religious extra-curricular activities, as they are good opportunities to teach the children morals.
- Hard work should be rewarded, and deviant behavior punished/ not tolerated.
- The authorities should make the teaching environment conducive

Group 4: Modalities for strengthening the Anti-Corruption Clubs in schools

- Give wide publicity to the clubs, its members and activities,

- Moral support from the School Board and Management Committee and the Parent Teachers Association,
- Activities such as drama, debate, quiz, etc should be integrated into the clubs.
- Clubs should make proposal on its activities to ICPC for guidance and assistance,
- The clubs should prepare action plans and submit same on a term by term basis
- ICPC should liaise with the management of UBEB and SUBEB on direct contact /sponsorship to clubs.
- More IEC materials should be made available to students and the club in schools.
- The right persons should be chosen as patrons of the club
- Clubs should prepare and submit periodic reports on their activities.
- Effective and close monitoring of club activities by the supervisor and ICPC officials
- ICPC should organize occasional workshops for Club patrons
- ICPC officials should visit the schools on regular basis.

APPENDIX 'D'

HARMONIZED COMMUNIQUÉ PRESENTED AT THE END OF THE CAPACITY BUILDING WORKSHOP FOR TEACHERS ON THE TEACHING OF NATIONAL VALUES IN BASIC EDUCATION ORGANIZED BY ICPC IN COLLABORATION WITH NERDC IN LOKOJA, KOGI STATE AND BENIN CITY, EDO STATE IN JULY AND SEPTEMBER 2012 RESPECTIVELY

Introduction:

The Nigerian Educational Research and Development Council (NERDC) in collaboration with Independent Corrupt Practices and Other Related Offences Commission (ICPC) developed a comprehensive Teacher's Guide for the teaching of National Values Curriculum at the Basic Education Level. This capacity building workshop was organized to train Master teachers to sensitize other teachers on the implementation of the curriculum and the effective use of the Teacher's Guide. Participants included teachers drawn from Primary Schools and Junior Secondary Schools. Resource persons included lecturers from Universities, Colleges of Education, ICPC and NERDC officials.

Objectives:

The Chairman ICPC, Ekpo Nta, Esq, represented by the Director of Education, Mrs. Rasheedat Adunni Okoduwa, in his address emphasized the three clear functions of ICPC which are Enforcement, Prevention

and Education & Mobilization against Corruption.

The NERDC Executive Secretary, Prof. Godswill Obioma in his remarks, highlighted the importance of education in attaining the goals of the transformation agenda of the present administration, through incorporation of National Values in the school system.

The objectives of the workshop were to:

- i. Train teachers on the appropriate use of the Teacher's Guide for the teaching of National Values; and
- ii. Create awareness for the participants on the infusion of National Values Curriculum in some carrier subjects. The carrier subjects are: English Studies, Social Studies, Business Studies, Christian Religious Studies and Islamic Studies.

Recommendations:

- i. State Universal Basic Education

Boards in Nigeria should embrace the establishment of Anti-corruption clubs in Primary and Junior Secondary Schools.

- ii. Relevant books should be made available for effective teaching and learning of National Values Curriculum in schools.
- iii. State Universal Basic Education Boards should provide participants with logistics to train other teachers on the rubrics and rudiments of NVC.
- iv. Nigerian Educational Research and Development Council (NERDC) and Independent Corrupt Practices and Other Related Offences Commission (ICPC) should liaise and collaborate with States and Local Governments to organize workshops of this magnitude periodically.
- v. National Values Curriculum should be embedded in the

curriculum of Polytechnics and Universities towards the training of teachers.

- vi. At the school level, effective use of instructional materials should be emphasized viz-a-viz the teaching and learning of NVC.

CONCLUSION:

The Capacity Building Workshop was educationally nourishing and ethically refreshing. The Teacher's Guide is child-centered and proactive. It creates awareness on the dangers of corruption and indiscipline in the Nigerian society. Participants' questions were well treated and grey areas clarified. The resource persons were academic experts who educated the participants in the desired direction. Copies of the Teacher's Guide were distributed to the participants for onward distribution to their respective states.

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