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6TH EDITION

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FOREWORD

Nigeria like most other countries of the world is undergoing rapid social, economic and political reforms. The impetus for these changes is fuelled by the nation's commitment to such international goals of development as the Education for All (EFA), the Millennium Development Goals (MDGs), and our own home-grown National Economic Empowerment and Development Strategy (NEEDS) I and II that recognises education as a means of empowering the people for the attainment of the nation's developmental plans and targets.

In Nigeria, the National Policy on Education (NPE) prescribes national guidelines and requirements for the effective administration, management and implementation of education at all tiers of government. The National Policy on Education therefore, is a statement of intentions, expectations, goals and standards for quality education delivery in Nigeria. The need for Nigeria to record fundamental changes in her socio-economic and political structures wholly dictated the direction of change in the nation's education policy thrust and guidelines. Thus, given the tempo of development activities on-going in both the global and local contexts, a review of the National Policy on Education became imperative for aligning the nation's education system with the prevailing developmental goals in a global context. The 2004 edition of the NPE was revised in 2007 to accommodate some of such changes. Before the draft 5th edition of 2007 could be adopted, printed and disseminated, rapid changes and reforms had taken place in the education sector.

In 2009, in order to meet the ideals of Human Capital Development, the Federal Ministry of Education prepared a *Roadmap for the Development of the Nigerian Education Sector*. This was followed by the *1 (One) Year Strategy Plan for the*

Development of the Education Sector (May 2010 – April 2011), and the 4 (Four) Year Strategy Plan for the Development of the Education Sector (2011 – 2015). Also in 2011, the President of the Federal Republic of Nigeria initiated a Transformation Agenda to drive the attainment of NEEDS and Vision 20:2020 as well as consolidate its gains. These strategy plans in education, as well as the Blueprints of the Transformation Agenda expanded the role for education as an investment for economic, social and political development: to include education as:

- (i) an aggregate tool of empowerment for the poor, and the socially marginalised groups;
- (ii) an effective means of developing the full capacities and potentials of human resource, as well
- (iii) the development of competent work force through the acquisition of practical life skills relevant to the world of work as a veritable means of developing sound intelligent learning societies, fit and relevant to the 21st century.

This 2014 NPE edition was prepared to update the 2007 edition and in the process, accommodate the above recent developments in the subsectors in the context of the Transformation Agenda and the ensuing Strategy Plans in education.

Our covenant with every Nigerian child therefore, is access to quality education relevant to the need of the Nigerian Economy. Therefore, the policy guidelines and prescriptions contained herein are to be achieved through strategic and collaborative partnerships with key stakeholders. The Mission is to **NUTURE the MIND** and in the process **Create a Good Society** that can compete globally. **YES, WE CAN.**

Malam Ibrahim Shekarau CON
Sardaunan Kano
Honourable Minister of Education

PREFACE

The National Policy on Education (NPE) is the prescription of the philosophical foundation for the Nigerian Education System which is aimed at streamlining efforts in the education sector. The NPE constitutes blueprints for successive education development as well as serve as the reference point for educational plan implementation.

The Nigerian education sector has the advantage of ample constitutional provisions and legislative support for the three tiers of government (Federal, State and Local) and all other stakeholders to participate in the delivery of education at all levels. As a result, the private sector, Civil Society Organisations (CSOs), Non-Governmental Organisations (NGOs), International Development Partners (IDPs), communities and private individuals are very active in the sector. The key challenges are to effectively coordinate activities and interventions, as well as to strengthen and deepen collaboration through appropriate policy guidelines, monitoring and quality control.

The Constitution of the Federal Republic of Nigeria stipulates the direction of national policy towards ensuring equal and adequate educational opportunities at all levels of education and the provision of compulsory, free and universal primary education; free university education; and free adult literacy programme as soon as practicable. It provides the basic legal framework for all the three tiers of government Federal, State and Local to participate in the management and provision of education. The Second Schedule, Part II, paragraphs 27 to 30 of the Constitution includes education in the Concurrent List in which both the Federal and State governments can engage. The provision and maintenance of primary, adult and vocational education is listed in

paragraph 2(a) of the Fourth Schedule as one of the functions that Local governments can perform.

The educational responsibilities of the Federal Government are carried out through the Federal Ministry of Education (FME), the 36 State Ministries of Education (SMOEs) and the FCT Education Secretariat as well as the 774 Local Government Education Authorities (LGEAs).

The National Council on Education (NCE) comprises of the Minister of Education as Chair, Honourable Minister of State for Education, State Commissioners of Education and the FCT Education Secretary as members; and is the highest body for formulating education policies. The NCE provides a forum for consensus building on education policy directions to be implemented at different levels of education, with varying degrees of adaptations to suit specific State and local peculiarities.

The Joint Consultative Committee on Education (JCCE) comprises of professional officers of the Federal and State Ministries of Education and FCT Education Secretariat and their parastatals, as well as other relevant stakeholders. The JCCE provides the necessary framework and recommendations for consideration by the NCE. The FME has overall responsibility of formulating national education policies, coordinating implementation of policy provisions and quality control in service delivery, in accordance with NCE resolutions and directives.

The Nigerian education system is structured into:

- Early Child Care and Development aged 0 -4 years;
- Basic Education aged 5 -15 years. It encompasses Pre-Primary 1 year, 6 years of Primary Education and 3 years of Junior Secondary Education;
- Post-Basic Education of 3 years in Senior Secondary Schools and Technical Colleges; and

- Tertiary Education provided in Colleges of Education, Monotechnics, Polytechnics, and the Universities.

Pursuant to the commitment to the global Education for All (EFA) initiative, the Millennium Development Goals (MDGs) as well as national development goals encapsulated in the National Economic Empowerment and Development Strategy (NEEDS) document, Basic Education is, by law, compulsory for all children of school age in Nigeria. In public schools, it is provided free through the Universal Basic Education (UBE) which is backed by legislation (The Compulsory, Free, Universal Basic Education Act, 2004). A Home-Grown School Feeding and Health Programme (HGSFHP) that provides basic health services and a free balanced meal per day for every child that attends public primary or junior secondary school is being implemented to facilitate the success of the UBE.

The need for the articulation of policy guidelines on standards, procedures, strategies and for the coordination of roles to ensure and sustain the delivery of qualitative education in Nigeria was given impetus by the outcomes of the 1969 National Curriculum Conference. Follow-up activities included wide national consultations, a seminar of experts from government educational ministries and establishments, voluntary agencies and international organisations in 1973, developed a draft document that culminated in the emergence and publication of the first National Policy on Education in 1977. The first edition of the NPE in 1977 has been successively followed by revised 2nd, 3rd, 4th and 5th editions published in 1981, 1988, 2004 and 2007 respectively. Revisions of the National Policy on Education have been necessitated by the need to address noticeable gaps in content and provisions that emerged in the course of implementation, maintain currency, relevance and to give adequate attention to new opportunities, issues and challenges.

The revision and updating of the (2007) 5th edition of the National Policy on Education was informed by the need to:

- (a) Situate the education sector within the overall context of governments' reform agenda enunciated in the National Economic Empowerment and Development Strategy (NEEDS);
- (b) reposition the Nigerian education sector to effectively meet the challenges of the EFA initiative, MDGs and NEEDS;
- (c) improve and refocus education quality and service delivery for the accelerated attainment of NEEDS goals of social and economic transformation, wealth creation, poverty reduction, employment generation and value reorientation, as well as meet the ideals of the Transformation Agenda of the President of the Federal Republic of Nigeria;
- (d) reflect, accommodate and respond to UBE, the provisions of the UBE Act and the implications for the education sector;
- (e) incorporate all new sub-sector policies to reflect global development;
- (f) achieve public ownership of the National Policy on Education and improve compliance with its provisions through consensus building in its development and strengthened implementation monitoring; and
- (g) reflect the National Vision of attaining global economic relevance by 2020, Roadmap for the Development of the Nigerian Education Sector, the (4) Four Year Strategy Plan for the Development of the Education Sector (2011 - 2015) and the government's white paper on the report of the Presidential Task Team on Education.

This 6th Edition of the National Policy on Education restates Nigeria's national goals and the philosophy of education, specifies the goals and objectives education should accomplish, defines the structure and strategies for its provision, sets guidelines and required standards for its delivery, management and for quality assurance. It further clarifies the responsibilities of the three tiers of government, their agencies and all other education stakeholders. This edition highlights and emphasizes:

- (a) The consolidation of Pre-Primary, Primary and Junior Secondary Education to a 10-Year Basic Education in line with UBE and its establishment Act;
- (b) improved quality assurance, restructuring and enhancing the capacities of Federal and States/FCT Inspectorate Services through effective performance evaluation;
- (c) the development and maintenance of a credible and up-to-date National Education Management and Information System (NEMIS) and corresponding State Education Management and Information Systems (SEMIS);
- (d) the effective use of strategic planning to improve the quality of education provision and service delivery;
- (e) improving teacher quality through professionalizing the teaching profession in Nigeria and the provision of more in-service training opportunities and other incentives for teachers; and
- (f) better coordination, collaboration and networking of activities, programmes and interventions of all tiers of government, development partners and all other stakeholders in the Nigerian education sector to eliminate overlaps, achieve and sustain synergy.

To effectively address the persistent gaps in education policy provisions and implementation in Nigeria, the process of the development and articulation of this 6th edition of the National

Policy on Education involved collective and wide consultations coordinated by the Nigerian Educational Research and Development Council (NERDC) through the High Level Policy Committee comprising State Commissioners of Education/FCT Education Secretary, Directors in the Federal Ministry of Education and their Parastatals, International Development Partners, Professional and other relevant bodies.

This is to ensure that the perspectives and inputs of the three tiers of government, development partners and all other stakeholders are, as much as possible, accommodated and infused. It is therefore expected that the National Policy on Education will be publicly owned, internalized and complied with by all. To leverage this expectation, Federal, State/FCT and Local governments shall establish and adequately empower Special Policy Implementation Monitoring Units within the appropriate existing structures in their Ministries of Education and Local Government Education Authorities and diligently monitor and provide necessary feedback on compliance.

Professor (Mrs.) Viola Adaku Onwuliri, FNISEB, FNSBMB,
(B.Sc, M.Sc, Ph.D, PGDE)

**Professor of Biochemistry and Honourable Minister of State
for Education Supervising NERDC**

INTRODUCTORY REMARKS AND ACKNOWLEDGEMENT

The need for an all-inclusive transformation of the Nigerian state assumed an urgent and critical dimension with the return of democratic rule. This transformational drive is encapsulated in the country's vision 20:2020, which aims at having a large, strong, diversified, sustainable and competitive economy that effectively harnesses the talents and energies of its people and responsibly exploits its natural endowments to guarantee a high standard of living and quality of life to its citizens.

This quest was further given impetus by the Transformation Agenda of the present democratic administration, led by Dr. Goodluck Ebele Jonathan GCFR, President of the Federal Republic of Nigeria, which places great emphasis on Human Capital Development. Thus, both the Vision 20:2020 and the Transformation Agenda are anchored on the recognition that the people are the most essential assets of any nation. Thus, this brings education to the fore in the quest to the attainment of these national ideals.

In Nigeria, education is regarded as “an instrument per excellence for social and economic reconstruction of the nation”. Government regard education as key to the realization of Nigeria's collective aspiration of being among the top 20 developed nations of the world by the year 2020.

The development and review of the National Policy on Education therefore, is to provide a building block to giving a direction and improving the quality of education through effective teaching, learning, management, administration and counseling. In this process, it is expected that the educational activity is such that engages this policy preparations for leveraging the limitless

possibilities of education in promoting the development of work-related skills and abilities, life-long learning and empowering people's participation in all socio-economic process for rapid transformation of the Nigerian nation.

Given this strategic position of the education sector, it became extremely imperative to have a robust and broadened national policy for the education sector that clearly specifies the roles and responsibilities of the various organs and agencies of the government, in the context of the nation's vision and aspirations. This, therefore, necessitated the revision and updating of the existing National Policy on Education as encapsulated in the Presidential Task Team on Education Report.

The development and articulation of the present edition of the National Policy on Education commenced with setting up of High Level Policy Committee (HLPC) coordinated by the Nigerian Educational Research and Development Council (NERDC) as directed by the National Council on Education. The development process involved active participation and inputs from a broad spectrum of Nigerians. Professionals from the Federal Ministry of Education, State Ministries of Education/ FCT Education Secretariat, education agencies/parastatals, teachers associations, representatives from the private sector, as well as international development partners and non-governmental organisations, contributed to the Policy review process.

The first stage in the revision of the National Policy on Education (NPE) is the development of a comprehensive strategic plan that comprised of 10 thematic areas. Consequently, 10 Technical Working Groups that comprised of leading experts and professionals on the various thematic areas were constituted. The Groups met for a minimum of four times and submitted their reports to the HLPC for ratification and forwarding to the Joint Consultative Committee on Education for further inputs by all

stakeholders in the education sector and the general public.

For a wider sectorial adoption and in line with policy formulation approach in the sector, the revised NPE was presented to the National Council on Education at its 60th Meeting held in June 2013. The August body, which is the highest policy making body in the Nigerian Education Sector, approved the Policy document to be printed, widely disseminated and used for the repositioning of education in Nigeria.

The National Policy on Education, which was developed for and by the Nigerian people, clearly offers strategies to drive the full realization of Nigeria's desire to becoming a leading world economy.

I wish to thank the President of the Federal Republic of Nigeria, Dr. Goodluck Ebele Jonathan, GCFR, for his visionary leadership and for constituting the Presidential Task Team on Education as part of his Transformation Agenda, whose Report recommended the review of the NPE. I also wish to acknowledge and thank all those who contributed to making this policy a success. I wish therefore, to urge all stakeholders to embrace and make optimal use of the NPE for the benefit of all Nigerians.

Prof. Godswill Obioma fnae, fman, fcon, fstan, fipma, fnatt
Executive Secretary, Nigerian Educational Research and Development Council (NERDC) and Chairman, High Level Policy Committee on the Review of the National Policy on Education (NPE)

SECTION 1

PHILOSOPHY AND GOALS OF EDUCATION IN NIGERIA

1. The National Policy on Education enunciates the guidelines, objectives, standards, structures, strategies, and management for achieving the national education goals in Nigeria. The policy must be operated within the framework of the overall philosophy of the nation.
2. The overall philosophy of the nation includes, but not limited to:
 - a. Live in unity and harmony as one indivisible, indissoluble, democratic and sovereign nation founded on the principles of freedom, equality and justice; and
 - b. promote inter-African solidarity and world peace through understanding.
3. Nigeria's philosophy of education is based on the following set of beliefs:
 - a. Education is an instrument for national development and social change;
 - b. education is vital for the promotion of a progressive and united Nigeria;
 - c. education maximizes the creative potentials and skills of the individual for self-fulfillment and general development of the society;

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- d. Education is compulsory and a right of every Nigerian irrespective of gender, social status, religion, colour, ethnic background and any peculiar individual challenges; and
 - e. education is to be qualitative, comprehensive, functional and relevant to the needs of the society;
4. This philosophy of Nigeria education is based on the development of the individual into a sound and effective citizen and the provision of equal opportunities for all citizens of the nation at the basic, secondary and tertiary levels both inside and outside the formal school system.
5. The five main national goals of Nigeria as stated in the Constitution of the Federal Republic of Nigeria are the building of:
- a. a free and democratic society;
 - b. a just and egalitarian society;
 - c. united, strong and self-reliant nation;
 - d. a great and dynamic economy; and
 - e. a land full of bright opportunities for all citizens.
6. The goals of education in Nigeria are the:
- a. Development of the individual into a morally sound, patriotic and effective citizen;
 - b. total integration of the individual into the immediate community, the Nigerian society and the world;
 - c. provision of equal access to qualitative educational opportunities for all citizens at all levels of education, within and outside the formal school system;
 - d. inculcation of national consciousness, values and national unity; and

National Policy on Education, 2014

- e. Development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society.
7. The specific goals of education in Nigeria are to:
- a. Ensure and sustain unfettered access and equity to education for the total development of the individual;
 - b. ensure the quality of education delivery at all levels;
 - c. promote functional education for skill acquisition, job creation and poverty reduction;
 - d. ensure periodic review, effectiveness and relevance of the curriculum at all levels to meet the needs of society and the world of work;
 - e. collaborate with development partners, the private sector, Non-Governmental Organizations and local communities to support and fund education; and
 - f. promote information technology capability at all levels.
8. In order to fully realize the goals of education in Nigeria and gain from its contribution to the national economy, Government shall take necessary measures to ensure that:
- a. Educational activities shall be learner centered for maximum self-development and self-fulfillment;
 - b. teaching shall be practical, activity-based, experiential and IT supported;
 - c. education shall be related to overall community needs;
 - d. all tiers of government shall promote the establishment and support of Reading Clubs in schools, Community Libraries and other such resources that will enhance effective learning;
 - e. special provisions and incentives shall be made for the study of the sciences at each level of the education system;

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- f. continuing education shall be part and parcel of the education system; and
 - g. every child shall be taught in the mother tongue or language of the immediate community for the first four years of basic education. In addition, it is expected that every child shall learn one Nigerian language.
9. The quality of instruction at all levels of education shall be oriented towards inculcating the following values:
- a. Respect for the worth and dignity of the individual;
 - b. faith in man's ability to make rational decisions;
 - c. moral and spiritual principles in inter-personal and human relations;
 - d. shared responsibility for the common good of society;
 - e. Promotion of the physical, emotional and psychological development of all children; and
 - f. Acquisition of functional skills and competencies necessary for self-reliance.

SECTION 2

BASIC EDUCATION

- 10 Basic Education is the education given to children aged 0-15 years. It encompasses the Early Child Care and Development Education (0-4) and 10 years of formal schooling. Early Child Care and Development Education however is segmented into ages 0-4 years, situated in daycare or crèches, fully in the hands of the private sector and social development services, whilst ages 5-6 (Pre-Primary) are within the formal education sector.
- 11 For purposes of policy coordination and monitoring, the Federal Government instituted a Universal Basic Education (UBE), with the following objectives:
 - a. Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion;
 - b. the provision of compulsory, free and universal basic education for every Nigerian child of school age;
 - c. reducing the incidence of drop-out from formal school system, through improved relevance, quality and efficiency;
 - d. catering through appropriate forms of complementary approaches to the promotion of basic education, for the learning needs of young persons who for one reason or another have had to interrupt their schooling; and

National Policy on Education, 2014

- e. ensuring the acquisition of the appropriate levels of literacy, numeracy, communicative and life skills, as well as the ethical, moral, security and civic values needed for the laying of a solid foundation for life-long learning.
12. Basic Education, to be provided by Government, shall be compulsory, free, universal and qualitative. It comprises:
- 1-year of Pre-Primary
 - 6 years of Primary
 - 3 years of Junior Secondary Education.
13. The goals of Basic Education are to:
- a. Provide the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement;
 - b. develop patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities;
 - c. inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour;
 - d. inspire national consciousness and harmonious co-existence, irrespective of differences in endowment, religion, colour, ethnic and socioeconomic background; and
 - e. provide opportunities for the child to develop manipulative skills that will enable the child function effectively in the society within the limits of the child's capability.

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A. Early Child Care Development and Education

14. Early Child Care Development and Education (ECCDE) is the care, protection, stimulation and learning promoted in children from age 0 - 4 years in a crèche or nursery.
15. The purpose of Early Child Care Development and Education shall be to:
 - a. Effect a smooth transition from the home to the school;
 - b. prepare the child for the primary level of education;
 - c. provide adequate care, supervision and security for the children while their parents are at work;
 - d. inculcate social, moral norms and values;
 - e. inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music and the use of toys, etc;
 - f. develop a sense of co-operation and team-spirit;
 - g. stimulate in the child good habits, including good health habits; and
 - h. teach the rudiments of numbers; letters, colours, shapes, forms, etc, through play.
16. Government shall:
 - a. Set and monitor minimum standard for ECCDE centres;
 - b. develop and disseminate curriculum materials such as the Integrated Early Child Care Development (IECD) Policy, National Minimum Standard for the establishment of Early Child Care Education Centers, IECD Curriculum, IECD Implementation Guidelines and all other materials that will enhance the implementation of ECCDE;

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- c. encourage both community and private efforts in the establishment of ECCDE centres based on set standards;
- d. make provision in teacher education programmes for specialization in early child care and education, and for retraining of teachers;
- e. ensure that the curriculum of teacher education is oriented towards play-way method;
- f. ensure that ECCDE Centres adopt the following caregiver infant ratios:
(i) Crèche shall be 1:10; (ii) Nursery 1:25;
- g. develop suitable ECCDE curriculum for nationwide implementation;
- h. supervise and control quality of ECCDE centres;
- i. make provision for the production and effective utilization of learning and instructional materials in adequate numbers; and
- j. ensure that the medium of instruction is principally the mother-tongue or the language of the immediate community; and to this end will:
 - develop the orthography of more Nigerian languages; and
 - produce textbooks, supplementary readers and other instructional materials in Nigerian languages.

B. Pre-Primary Education

17. This is the One-Year Education given to children aged 5 prior to their entering primary school.

The objectives of 1-year Pre-Primary education shall be to:

- a. Effect a smooth transition from the home to the school;
- b. prepare the child for the primary level of education;
- c. provide adequate care, supervision and security for the children while their parents are at work;

- d. inculcate social, moral norms and values;
- e. inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music and the use of toys, etc;
- f. develop a sense of co-operation and team-spirit;
- g. stimulate in the child good habits, including good health habits; and
- h. teach the rudiments of numbers; letters, colours, shapes, forms, etc. through play.

18. In pursuance of these objectives, Government shall:

- a. Set and monitor standard for Pre-Primary Education;
- b. develop and disseminate curriculum materials: Policy, National Minimum Standards, Curriculum, Implementation Guidelines and other materials that will enhance the implementation of Pre-Primary education;
- c. fund the One-year Pre-Primary education;
- d. make conscious efforts on capacity building development of personnel at this level of education;
- e. embark on sensitization of communities and the Nation in general on the 1-year Pre-Primary education; and
- f. ensure that relevant Ministries, Departments and Agencies, as well as the Development Partners synergize for proper implementation of the one-year Pre-Primary Education due to its multi-sectoral nature.

For effective teaching and learning at the Pre-Primary level, the teacher-pupil ratio shall be 1:25.

C. Primary Education

Primary Education is the education given to children aged 6 - 12 years.

19. The objectives of primary education are to:
- Inculcate permanent literacy, numeracy and the ability to communicate effectively;
 - lay a sound basis for scientific, critical and reflective thinking;
 - promote patriotism, fairness, understanding and national unity;
 - instill social, moral norms and values in the child;
 - develop in the child the ability to adapt to the changing environment; and
 - Provide opportunities for the child to develop life manipulative skills that will enable the child function effectively in the society within the limits of the child's capability.
20. In pursuance of these objectives:
- Primary education shall be compulsory, free, universal and qualitative;
 - curriculum for primary education shall be as follows:

Primary Classes 1-3:

- English Studies
- One Nigerian Language
- Mathematics
- Basic Science and Technology
 - Basic Science
 - Basic Technology
 - Information Technology
 - Physical and Health Education
- Religion and National Values
 - Christian Religious Studies
 - Islamic Studies
 - Social Studies

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- Civic Education
- Security Education
- 6. Cultural and Creative Arts
- 7. Arabic (Optional)

Primary Classes 4-6

1. English Studies
 2. One Nigerian Language
 3. Mathematics
 4. Basic Science and Technology
 - Basic Science
 - Basic Technology
 - Information Technology
 - Physical and Health Education
 5. Religion and National Values
 - Christian Religious Studies
 - Islamic Studies
 - Social Studies
 - Civic Education
 - Security Education
 6. PreVocational Studies
 - Home Economics
 - Agriculture
 7. French Language
 8. Cultural and Creative Arts
 9. Arabic (Optional)
- c. teaching shall be participatory, exploratory, experimental and child-centered;
 - d. the medium of instruction in the Primary School shall be the language of immediate environment for the first three years in monolingual communities. During this period, English shall be taught as a subject;

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- e. from the fourth year. English shall progressively be used as a medium of instruction and the language of immediate environment French and Arabic shall be taught as subjects; and
- f. specialist teachers shall be provided for particular subjects such as: Mathematics, Basic Science, Basic Technology, Physical and Health Education, Language Arts (in relation to English, Arabic, French, Sign Language and Nigerian Languages), Music, Fine Art, Home Economics and Agriculture.

For effective teaching and learning at the Primary level, the teacher-pupil ratio shall be 1:35.

D. Junior Secondary Education

- 21. Junior Secondary Education is the education which a child receives immediately after primary education.
- 22. The objectives of Junior Secondary Education are to:
 - a. Provide the child with diverse basic knowledge and skills for entrepreneurship and educational advancement;
 - b. develop patriotic young people equipped to contribute to social development and the performance of their civic responsibilities.
 - c. inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour; and
 - d. inspire national consciousness and harmonious co-existence irrespective of differences in endowment, religion, colour, ethnic and socio-economic background.

23. The Curriculum for Junior Secondary Education shall be as follows:

1. English Studies
2. One Nigerian Language
3. Mathematics
4. Basic Science and Technology
 - Basic Science
 - Basic Technology
 - Information Technology
 - Physical and Health Education
5. Religion and National Values
 - Christian Religious Studies
 - Islamic Studies
 - Social Studies
 - Civic Education
 - Security Education
6. PreVocational Studies
 - Home Economics
 - Agriculture
7. French Language
8. Cultural and Creative Arts
9. Business Studies
10. Arabic (optional)

For effective teaching and learning at the Junior Secondary Education level, the teacher-student ratio shall be 1:35.

General

24. Continuous assessment and school examination shall be on a ratio of 40:60, and shall be used as basis for advancement from one class to another in both public and private schools.

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- 24.1. There shall be no common entrance examination for transition from Primary to the Junior Secondary School. Each State and FCT shall make adequate arrangement for smooth transition based on prescribed benchmark.
- 25. On successful completion of 10-Year formal schooling, a student shall sit for the Basic Education Certificate Examination (BECE) and/or Junior Arabic and Islamic Studies Certificate Examination (JAISCE).
 - 25.1 State Governments and the Federal Capital Territory (FCT) administration shall issue the Basic Education Certificate and/or Junior Arabic and Islamic Studies Certificate.
- 26. There shall be efforts towards achieving equitable access to educational opportunities for all Nigerians in all parts of the country.
 - 26.1 State Governments and FCT shall ensure the integration of formal basic education curriculum into Qur'anic and Islamiya schools, and Special Needs schools.
 - 26.2 Special efforts shall be made by all tiers of government and appropriate agencies and parents to:
 - i. Encourage the education of the girl-child; and
 - ii. discourage boy-child drop-out syndrome in affected areas.
 - 26.3 Federal, States, FCT and Local Governments shall develop appropriate strategies and programmes to provide Basic Education for children of peculiar circumstances (such as children of pastoral nomads, hunters, migrant, fisher folks, orphans, children in apprenticeship, etc) who are unable to benefit from Basic Education within the conventional educational system.
 - 26.4 All tiers of government shall promote access, quality and inclusiveness in education.

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27. It shall be mandatory for all schools to fly the National Flag conspicuously and for each school day's activity to begin with the National Anthem and National Pledge.
28. In addition to public schools, government welcomes the establishment of Daycare Centres, Nursery, Pre-Primary, Primary and Junior Secondary Schools by voluntary agencies, communities and private individuals, provided the set minimum standards are met.
29. In recognition of the prominent role of Information Technology (IT) in advancing knowledge and skills necessary for effective functioning in a knowledge driven world, government shall provide adequate infrastructure and develop capacity for effective utilization of Information Technology (IT) to enhance the delivery of Basic Education in Nigeria.
30. The Primary and Junior Secondary Schools shall be planned as neighbourhood schools. However, if there are special circumstances, which warrant the establishment of boarding facilities at the junior secondary school level, such should be provided. It is essential that everything possible be done to foster a sense of national belonging in any school.
31. Measures shall be taken to ensure that the culture of the nation is kept alive through the teaching of Creative and Cultural Arts and visits to museums.
32. Sports, co-curricular activities such as clubs and societies are important instruments for character training and shall be positively encouraged.
33. Government shall provide the following educational services for the Basic Education Level:
 - School Libraries
 - School Health Services
 - Guidance and Counselling

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- Educational Resource Centres
 - Laboratories and Workshops.
34. Government is encouraged to provide school meal deriving from the Home Grown School Feeding and Health Programme in order to ensure healthy development of the child and encourage retention in school.

SECTION 3

POST-BASIC EDUCATION AND CAREER DEVELOPMENT

35. Post-Basic Education and Career Development (PBECD) is the education children receive after a successful completion of ten years of Basic Education and passing the Basic Education Certificate Examination (BECE) and Junior Arabic and Islamic Studies Certificate Examination (JAISCE). It includes: (i) senior secondary education, (ii) higher school; and (iii) continuing education given in Vocational Enterprise Institutions (VEIs) to either Basic Education graduates who are not proceeding to Senior Secondary Schools, or Senior Secondary graduates that are not proceeding to the tertiary level, as a means of preparing them for the world of work, wealth creation and entrepreneurship.
36. The objectives of Post-Basic Education and Career Development (PBECD) are to:
- Provide holders of the Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background;
 - offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles;
 - provide trained manpower in the applied sciences, technology and commerce at sub-professional grades;
 - provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development;

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- e. develop and promote Nigerian languages, art and culture in the context of world's cultural heritage;
- f. inspire students with a desire for self-improvement and achievement of excellence;
- g. foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity; and
- h. raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour.

A. Senior Secondary Education:

37. The Curriculum for Senior Secondary Education shall consist of the following fields of Studies:

- 1. Science and Mathematics
- 2. Technology
- 3. Humanities
- 4. Business Studies

38. The subject offerings at the Senior Secondary School level (i.e. Post-Basic Education curriculum) are:

38.1 Compulsory Cross-Cutting Subjects:

- i. English Language
- ii. General Mathematics
- iii. Trade/Entrepreneurship Subject
- iv. Civic Education

38.2 Fields of Studies

38.2.1 Science and Mathematics:

- i. Biology
- ii. Chemistry
- iii. Physics
- iv. Further Mathematics
- v. Health Education
- vi. Agriculture
- vii. Physical Education
- viii. Computer Studies

38.2.2 Technology:

- i. Technical Drawing
- ii. General Metal Work
- iii. Basic Electricity
- iv. Electronics
- v. Auto Mechanics
- vi. Building Construction
- vii. Woodwork
- viii. Home Management
- ix. Food and Nutrition

38.2.3 Humanities:

- i. Christian Religious Studies
- ii. Islamic Studies

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- iii. Visual Arts
- iv. Music
- v. History
- vi. Geography
- vii. Government
- viii. Economics
- ix. Literature-in-English
- x. French
- xi. Arabic
- xii. Any Nigerian Language- that has curriculum.

38.2.4 Business Studies:

- i. Stores Management
- ii. Accounting
- iii. Commerce
- iv. Office Practice
- v. Insurance

38.2.5 Trade/Entrepreneurship Subjects:

- i. Auto Body Repair and Spray Painting
- ii. Auto Electrical Work
- iii. Auto Mechanical Work
- iv. Auto Parts Merchandising
- v. Air Conditioning and Refrigeration
- vi. Welding and Fabrication Engineering Craft Practice
- vii. Electrical Installation and Maintenance Work
- viii. Radio, TV and Electronic Servicing
- ix. Block Laying, Brick Laying and Concrete Work

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- x. Painting and Decorating
- xi. Plumbing and Pipefitting
- xii. Machine Woodworking
- xiii. Carpentry and Joinery
- xiv. Furniture Making
- xv. Upholstery
- xvi. Catering Craft Practice
- xvii. Garment Making
- xviii. Clothing and Textile
- xix. Dyeing and Bleaching
- xx. Printing Craft Practice
- xxi. Cosmetology
- Xxii. Photography
- xxiii. Mining
- xxiv. Tourism
- xxv. Leather Goods Manufacturing and Repair
- Xxvi. Stenography
- Xxvii. Data Processing
- Xxviii. Store Keeping
- Xxix. Book Keeping
- xxx. GSM Maintenance and Repairs
- xxxi. Animal Husbandry
- xxxii. Fishery
- xxxiii. Marketing
- xxxiv. Salesmanship

39. Criteria for Selection of Subjects for WASSCE and SSCE

a. Compulsory Cross-Cutting Subjects

Each student is to take the four (4) compulsory cross-cutting subjects listed. For the Trade/Entrepreneurship subject, each student is expected to select one (1) Trade/Entrepreneurship subject from the list of 34 Trade/Entrepreneurship subjects listed.

b. Fields of Studies

- i. Each student may then choose two (2), three (3), four (4), or five (5) subjects from each of their preferred Four Fields of Studies depending on their potential, interest and capability such that the minimum number of subjects is eight (8) while the maximum number of subjects is nine.
- ii. If students select **two (2)** subjects from a Field of Study, they can select two (2) or three (3) subjects from any other Field of Study or from Trade/Entrepreneurship subjects to make a minimum of eight (8) or a maximum of nine (9) subjects.
- iii. If students select **three (3)** subjects from a Field of Study, they can select one (1) or two (2) subjects from any other Fields of Studies or Trade/Entrepreneurship subjects to make a minimum of eight (8) or a maximum of nine (9) subjects.
- iv. If students select **four (4)** subjects from a Field of Study, they can select one (1) more subject from any other fields of study or Trade/Entrepreneurship subjects to make a maximum of nine (9) subjects.
- v. If students select **five (5)** from a Field of Study, they have already selected a maximum of nine (9) subjects.

Note: In all, students are to select a minimum of eight (8) or maximum of nine (9) subjects.

40. Government welcomes the participation of voluntary agencies, communities and private individuals in the establishment and management of post- basic education provided the set standards are met.
41. Government shall regulate the establishment of schools, supervise and inspect schools regularly and ensure that all schools follow approved curricula and conform to the

National Policy on Education. The teacher-pupil ratio at the post-basic education level shall be 1: 40.

42. Certification:

- a. West African Senior School Certificate (WASSC), Senior School Certificate (SSC), National Technical Certificate (NTC), National Business Certificate (NBC), National Vocational Certificate (NVC), Senior Arabic and Islamic Studies Certificate (SAISC), etc shall be based on continuous assessment and a national examination.
 - b. Statutory public examination bodies shall be responsible for conducting terminal examinations in order to ensure uniform standards at this level.
 - c. Examination ethics shall be strictly adhered to in the conduct of all examinations.
43. Transition from post-basic education level to tertiary education shall be through the appropriate selection mechanisms.
44. More effort shall be made to encourage gender parity in technical education.
45. Informal artisanship industry shall be used to provide training opportunities for students at the post-basic level.
46. Cooperation between industries and institutions in training shall be encouraged. Consequently, the Industrial Training Fund (ITF) shall organize staff development in collaboration with the proprietors of institutions and industries.
47. In recognition of the fundamental importance and cost-intensive nature of science, technology and trade/entrepreneurship, Government shall provide adequate funds for science, technology and trade/entrepreneurship education.

B. Technical and Vocational Education and Training (TVET)

48. Technical and Vocational Education and Training is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life.
49. TVET shall cover the following:
- i. Technical Colleges.
 - ii. Vocational Enterprise Institutions (VEIs).
 - iii. National Vocational Qualifications Framework (NVQF).
50. The goals of Technical and Vocational Education and Training (TVET) shall be to:
- a. Provide trained manpower in the applied sciences, technology and business particularly at craft, advance craft and technical levels;
 - b. provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development; and
 - c. give training and impart the necessary skills to individual for self-reliance economically.
51. **Technical Colleges**
In pursuance of the above goals:
- a. The main features of the curricula activities for technical colleges shall be structured in foundation and trade modules.
 - b. The curriculum for each trade shall consist of five components:
 - i. General education.
 - ii. Theory and related courses.

- iii. Workshop practice.
 - iv. Industrial training/production work.
 - v. Entrepreneurial training.
 - c. For effective participation of students in practical works, the teacher students' ratio shall be kept at 1:20.
 - d. Trainees completing Technical College programmes shall have three options:
 - i. Secure employment either at the end of the whole course or after completing one or more modules of employable skills.
 - ii. Set up their own businesses and become self-employed and be able to employ others.
 - iii. Pursue further education in advance craft/technical programmes and in post-secondary (Tertiary) technical institutions such as Polytechnics or Colleges of Education (Technical) and Universities.
52. Every State and FCT shall encourage, at least one, of its Technical Colleges to offer advanced craft courses to prepare master craftsmen for supervisory positions in industries and in teaching.
53. Length of course in the Technical College, like other Senior Secondary Schools, shall be three years for the craft level (NTC/NBC) and one year for the advanced craft level (ANTC/ANBC).
54. Every Technical College shall establish and operate a production unit for on-the-job training of students and for commercial activities to sustain college operations.
55. **Vocational Enterprise Institutions (VEIs)**
The establishment of Vocational Enterprise Institutions (VEIs) is to educate students to think creatively and

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transform knowledge through technological processes into wealth and a broader economic base. VEIs will be offered to a variety of end users especially graduates of Senior Secondary School who did not make up to five credits and may therefore not continue to tertiary education for a period ranging from 1 -2 years.

56. The goals of Vocational Enterprise Institutions are to:
- a. Train Post-Basic Education and Senior Secondary students who are desirous of obtaining some specific skills, knowledge and appropriate certification to pursue a chosen trade or career;
 - b. educate Post-Basic Education and Senior Secondary students to think creatively and transform knowledge through technological processes into wealth and a broader economic base;
 - c. provide technologically based skill training that ensures that students understand how their expertise fits into improving the society and fulfilling national goals;
 - d. increase access to technological education at tertiary level;
 - e. provide training that enables students acquire specialized craftsman skills that empowers them to compete globally;
 - f. provide training that enables students to acquire the skills and competences in order to take advantage of life's opportunities; and
 - g. provide training that enables students acquire continuous education that makes them self-reliant, wealth creators and providers of employment.
57. In achieving these goals, Government shall ensure that:
- i. Institutions operate in collaboration with relevant industries, professional bodies and establishments to

- ensure practical training and experience for students.
- ii. Institutions shall be formal and private sector driven but not precluding public/private partnership.
58. Vocational Enterprise Institutions shall cover all vocational and craftsmanship areas such as *Adire*, and other indigenous fabric making, artisans, apprenticeship etc. as follows:
- a. *Adire, Aso-Oke, Akwaete*; and other indigenous fabrics and products;
 - b. *Gwado* (local blanket), Mats, Drums;
 - c. Welding, Sheet metal Work;
 - d. Motor Vehicle Repairs (Auto-Mechanical, Panel Beating, Auto-Electrical, Vulcanizing etc)
 - e. Electrical Wiring Domestic and Industrial;
 - f. Construction (Plumbing, Painting, Bricklaying, etc)
 - g. Catering;
 - h. Performing Arts (Dance, Drama, Film Production, Media, etc);
 - i. Hairdressing and Beauty;
 - j. Art;
 - k. Agriculture;
 - l. Fashion Design;
 - m. Sport;
 - n. All other Vocational Skills.

59. **National Vocational Qualifications Framework (NVQF)**

The National Vocational Qualifications Framework (NVQF) is a system for the development, classification and recognition of skills, knowledge and competencies acquired by individuals, irrespective of where and how the training or skill was acquired. The system gives a clear statement of what the learner must know or be able to do,

whether the learning took place in a classroom, on-the-job, or non-formal. The framework indicates the comparability of different qualifications and how one can progress from one level to another.

60. NVQF will provide descriptions of the occupational competences to be demonstrated, as well as a common grid of skill levels for all qualifications included within the framework.
61. The main objective of NVQF is to provide standards in order to enhance quality, accountability, transparency, access, progression, and comparability of qualifications in relation to the labour market needs.
62. NVQF shall consist of six levels:

NVQ Level 1:	Entry Level or unskilled employees
NVQ Level 2:	Foundation or basic skilled employees
NVQ Level 3:	Operators or semiskilled employees
NVQ Level 4:	Technicians, skilled and supervisory employees
NVQ Level 5:	Technical and junior management positions
NVQ Level 6:	Professional engineers and senior management positions
63. **Delivery of NVQs**
 - i. Sector Skills Councils (industry group) shall be responsible for the development of National Occupational Standards (NOS).
 - ii. Awarding bodies shall administer assessment procedures, organizing the roles of Assessors, Internal/External Verifiers, etc and conduct of assessment.
 - iii. Institutions/training providers shall provide training and award qualifications.
 - iv. Assessment centres shall assess NVQs according to

awarding body criteria.

64. Government shall:

- a. Establish a National Vocational Qualifications Authority (NVQA) which shall be responsible for superintending the implementation of the NVQF and ensure standards.
- b. approve, accredit and regulate all Vocational Enterprise Institutions and Innovation Enterprise Institutions as well as the certificates awarded thereby creating a national branding and identity; and
- c. set up a framework that will drive Public-Private Partnership in the establishment, management and administration of Vocational Enterprise Institutions.

65. General:

- a. Inter-state exchange visits of students and teachers shall be encouraged to foster national unity.
- b. Sports, co-curricular activities such as youth clubs and school societies are important instruments for character training and shall be encouraged.
- c. In recognition of the prominent role of Information Technology (IT) in advancing knowledge and skills necessary for effective functioning in a knowledge based world, Government shall provide adequate infrastructure and develop capacity for effective utilization of Information Technology (IT).
- d. Co-operative work experience shall be encouraged to enable students have hands-on experience of the skills they have learnt as well as experience the world of work.

SECTION 4

MASS AND NOMADIC EDUCATION

A. Mass Literacy, Adult and Non-Formal Education

66. Mass literacy, adult and non-formal education is the equivalent of basic education given to adults, children and youths of formal school age, outside the formal school system.
67. The goals of Mass Literacy, Adult and Non Formal Education Shall be to:
 - a. Provide functional basic education for adults and youths who have never had the advantage of formal education or who left school too early. The target groups include migrant folks, almajiri pupils, illiterate and semi-literate adults, youths and adolescents; persons who left the formal school system early and are now willing to come back and continue schooling; and other categories of disadvantaged groups; who are unable to have access to the conventional educational system and therefore require other forms of educational programmes to cater for their particular/peculiar needs and circumstances;
 - b. provide remedial and life-long education for youths and adults who did not complete secondary education; and
 - c. provide in-service, vocational and professional training for different categories of workers and professionals in order to improve their skills!

68. In order to promptly eradicate illiteracy:
- a. There shall be a nation-wide mass literacy campaign based on various strategies including that of "each-one-teach-one" or "fund-the-teaching-of-one," Participatory Rural Appraisal (Regenerated *Freirean Literacy* through Empowering Community Techniques" PRA/REFLECT), Literacy by Radio and other innovative approaches.
 - b. States and FCT Agencies for Mass Education shall be responsible for the regulation of all Adult and Non-Formal Education classes/ Programmes.
 - c. Mass Literacy, Adult and Non-Formal Education shall continue to be under the supervision of Ministries of Education and FCT Education Secretariat.
 - d. Mass literacy programmes shall be provided free by government to the beneficiaries.
 - e. IT and other infrastructural facilities, such as Libraries, Viewing Centres and Reading Rooms shall be provided in every community.
 - f. Community radios and radio literacy programmes shall be encouraged.
 - g. Public Private Partnership should be encouraged in the organization and funding of mass literacy programmes.
69. The Federal Ministry of Education shall be:
- a. Responsible for the formulation of National Policy on Mass Literacy, Adult and Non-Formal Education;
 - b. the appropriate body to enter into dialogue with International Development Partners on the subject of cooperation in the sphere of mass literacy, adult and non-formal education;
 - c. providing adequate funds for National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) to address the challenges of eradicating illiteracy and provide Functional Literacy;

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- d. responsible for mobilizing States/FCT and Local Governments to provide matching grants for the provision of Adult and Non-Formal Education.
70. The National Commission for Mass Literacy, Adult and Non- Formal Education shall:
- a. Co-ordinate mass literacy, adult and non-formal education programmes nation-wide;
 - b. ensure uniform standards and quality control nation-wide;
 - c. regulate in collaboration with national non-governmental organizations and corporate bodies for the implementation of the Mass Literacy Programmes;
 - d. train the required manpower for the States/FCT Agencies using appropriate strategies;
 - e. develop curricula and didactic materials for mass literacy, adult and non- formal education based on the National Curricula;
 - f. provide a nationally recognized basic education certificate;
 - g. provide appropriate programmes for the acquisition of skills for inmates and other vulnerable groups;
 - h. organize national and international training workshops seminars, lectures and symposia on topical issues in Mass Literacy, Adult and Non-Formal Education;
 - i. initiate standard methods for integrating Mass literacy, Adult and Non-Formal Education in the learning centres and grant necessary accreditation; and
 - j. liaise with relevant national and international agencies concerned with literacy delivery in order to accelerate the development of Mass Literacy and Non-Formal Education.

71. State/FCT Agencies for Mass Education shall:
- a. Implement the National Policy on Mass Literacy, Adult and Non-Formal Education in the States and FCT;
 - b. plan, research, organize, develop and manage State Mass Literacy, Adult and Non-Formal Education programmes;
 - c. regulate, monitor and ensure quality control of all private continuing education centres, skill acquisition centres, extra mural classes and other adult and non-formal education programmes provided by NGOs;
 - d. set up and supervise the activities of the Literacy Network Committees in the states;
 - e. liaise with non-governmental organizations in the States for the implementation of mass education programmes;
 - f. train grass root personnel such as Area Coordinators, Team Organizers, Community Library Attendants and Facilitators; and
 - g. provide support services for adult and non-formal education including curriculum adaptation, mobile and rural Libraries, Television Viewing and Audio-Listening Centres and Studio, visual teaching and learning aids.
72. Local Government Councils shall be responsible for:
- a. Day-to-day control and administration of local mass literacy and adult education programmes;
 - b. recruitment and payment of NFE Facilitators, Part-time instructors; and enrolment of learners for functional literacy and post-literacy programmes;
 - c. feedback to the States/FCT and Federal Ministries of Education in respect of curriculum and materials adaptation, techniques of teaching and evaluation procedures and the collection of data;

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- d. ensuring that the Literacy Network Committee at local government, district, village, ward and centre levels are operating efficiently and effectively;
- e. provision of physical facilities for rural libraries, reading rooms, television viewing centres and radio listeners' clubs.

B. Nomadic Education

- 73. Nomadic Education is the first six years of Basic Education provided to the children of the disadvantaged nomadic population in the country. The nomads are classified into three groups namely: (i) the nomadic pastoralists; (ii) the migrant fisher folks; and (iii) the migrant farmers.
- 74. The goals of nomadic education are to:
 - a. provide the nomads with relevant and functional basic education; and
 - b. improve the survival skills of the nomads by providing them with knowledge and skills that will enable them raise their productivity and levels of income and also participate effectively in the nations socio-economic and political affairs.
- 75. The Federal Ministry of Education shall:
 - a. formulate and modify all laws and policies relating to the nomadic education programme;
 - b. provide adequate funds to the commission for the implementation of the programme;
 - c. encourage national and international development partners/ financial institutions to assist the commission in the implementation of the programme; and

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- d. provide matching grants to states and local governments for the provision of nomadic education at the state and local government levels.

76. In order to attain these goals, the National Commission for Nomadic Education shall continue to:

- a. Formulate policies and guidelines in all matters relating to Nomadic Education in Nigeria as well as execute school development projects/programmes;
- b. provide funds for:
 - i. research and personnel development for the improvement of nomadic education in Nigeria;
 - ii. the development of programmes on nomadic education.
 - iii. equipment, instructional materials, construction of classrooms and other facilities for nomadic education;
- c. arrange effective monitoring and evaluation of the activities of agencies concerned with nomadic education;
- d. establish, manage and maintain Nomadic Education Model Centres in Grazing Reserves, Fishing Ponds and Farm Centres for nomadic children, including the establishment of schools in settlements carved out for nomadic populations;
- e. implement guidelines and ensure geographical spread of nomadic education activities and targets for the nomadic population who cross states boundaries;
- f. liaise and cooperate with participating ministries and agencies so as to form an effective inter-ministerial committee for the provision of welfare services such as grazing areas, dams, fishing ports/ponds, arable farmlands, clinics, etc;

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- g. ensure effective supervision and inspection of schools;
- h. collate, analyze and publish information related to nomadic education in Nigeria and obtain information from all sources which facilitate effective implementation of nomadic education programmes;
- i. determine standards of skills to be attained in nomadic schools and undertake periodic review of standards;
- j. prepare reliable statistics of nomads and their children of school age;
- k. act as the agency for channeling all external aids to nomadic schools in Nigeria;
- l. receive grants and funds from government and other bodies such as UBEC and disburse/allocate the funds to local governments states, local communities, university centres, Zonal Offices, etc;
- m. monitor the various schemes being implemented for nomads by various governments, development agencies and ministries;
- n. Provide the necessary data on the culture and demography of nomads to ministries, agencies and organizations that may need such data for planning purposes;
- o. solicit for funds and other support activities for the promotion of the programme;
- p. organize activities which promote peaceful co-existence between nomads and their sedentary neighbours; and
- q. initiate and develop mobilization strategies on Government policies and programmes particularly Civic Education and other emerging issues of national concern.

77. State/FCT Nomadic Education Units shall be under the supervision of State Universal Basic Education Boards and shall be responsible for the:
- a. Management of nomadic schools in the states;
 - b. disbursement of all funds provided to it from Federal and State sources;
 - c. setting up of effective and functional supervisory units;
 - d. supervision of all other units dealing with education of the nomads at state and local government levels;
 - e. training and re-training of teachers and other staff posted to nomadic schools;
 - f. provision of guidelines for the establishment of new schools;
 - g. prompt preparation and submission of reports by Head teachers and Supervisors; and
 - h. implementation of all other functions as may be assigned by the Commissioner of Education or Chairman of State Universal Basic Education Board in the state.
78. States/FCT Nomadic Education Units/ Agencies/ Directorates shall collaborate with State/FCT Agencies for Mass Education to provide Adult Literacy Programmes for Nomads.
79. Local Government Education Authorities shall be responsible for:
- a. the day to day administration of Nomadic Schools in their areas of jurisdiction;

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- b. the appointment, posting, transfer, promotion and discipline of teaching and non-teaching staff in nomadic schools;
- c. acquisition and distribution of materials and equipment to all nomadic schools in their local governments;
- d. stimulating and promoting community participation in the establishment and management of nomadic schools;
- e. the regular supervision and inspection of nomadic schools;
- f. providing regular feedback on the implementation of nomadic education programme to States Nomadic Education Units/Agencies/Directorates; and
- g. performing such other functions as may be delegated to them by the state nomadic education unit of the SUBEB.

SECTION 5

TERTIARY EDUCATION

80. Tertiary Education is the education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI).
81. The goals of Tertiary Education shall be to:
- a. Contribute to national development through high level manpower training;
 - b. provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians;
 - c. provide high quality career counseling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work;
 - d. reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market;
 - e. promote and encourage scholarship, entrepreneurship and community service;

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- f. forge and cement national unity; and
 - g. promote national and international understanding and interaction.
82. Tertiary Educational institutions shall pursue these goals through:
- a. Quality student intake;
 - b. quality teaching and learning;
 - c. research and development;
 - d. high standards in the quality of facilities, services and resources;
 - e. staff welfare and development programmes;
 - f. provision of a more practical based curriculum relevant to the needs of the labour market;
 - g. generation and dissemination of knowledge, skills and competencies that contribute to national and local economic goals which enable students to succeed in a knowledge-based economy;
 - h. a variety of flexible learning modes including full-time, part-time, block release, day-release, and sandwich programmes;
 - i. access to training funds such as those provided by the Industrial Training Fund (ITF), Tertiary Education Trust Fund (TETFund);
 - j. Students Industrial Work Experience Scheme (SIWES) that is well structured, coordinated and supervised;
 - k. maintenance of minimum educational standards through appropriate regulatory agencies;

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- l. an all-inclusive credible admissions policy for national unity;
 - m. supporting affordable, equitable access to tertiary education through scholarships and students' loans;
 - n. inter-institutional co-operation and linkages; and
 - o. dedicated services to the community through extra-mural and extension services.
83. All teachers in Tertiary institutions shall be required to undergo training in the methods and techniques of teaching.
84. Tertiary institutions are encouraged to explore other sources of funding such as endowments, consultancy services and commercial ventures.
85. The internal organization and administration of each institution shall be its own responsibility.
- a. The traditional areas of academic freedom for the institutions are to:
 - i. Select their students, except where the law prescribes otherwise;
 - ii. appoint, promote and discipline their staff;
 - iii. teach and select areas of research; and
 - iv. determine the content of courses in line with minimum standards stipulated by regulatory agencies.

Government shall continue to respect this freedom

A. University Education

86. University Education shall make optimum contribution to national development by:
- a. Intensifying and diversifying its programmes for the development of high level manpower within the context of the needs of the nation;

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- b. making professional course contents reflect our national requirements;
 - c. making all students part of a general programme of all-round improvement in university education, to offer general study courses such as history of ideas, philosophy of knowledge, nationalism, and Information Technology (IT); and
 - d. making entrepreneurial skills acquisition a requirement for all Nigerian universities.
87. University research shall be relevant to the nation's developmental goals. Particular attention shall be paid to research and promotion of indigenous knowledge in Nigeria. In this regard, Universities shall be encouraged to collaborate with government, industries and the global community in the conduct of research and disseminate the results.
88. University teaching shall seek to inculcate community spirit in the students through projects and action researches.
89. Voluntary agencies, individuals and groups shall be allowed to establish universities provided they comply with minimum standards laid down by the Federal Government.
90. a. Technologically-based professional courses in the universities shall include, as components, exposure to relevant future working environment.
- b. It is imperative that teachers in professional fields have relevant industrial and professional experience and exposure.
91. a. A sizeable proportion of expenditure on university education shall be devoted to Science and Technology.
- b. Not less than 60% of places shall be allocated to science

and science-oriented courses in the conventional universities and not less than 80% in the universities of technology and agriculture.

B. Teacher Education

92.
 - a. In recognition of the pivotal role of quality teachers in the provision of quality education at all levels, teacher education shall continue to be emphasized in educational planning and development.
 - b. The minimum qualification for entry into the teaching profession shall be the Nigeria Certificate in Education (NCE).
93. The goals of Teacher Education shall be to:
 - a. Produce highly motivated, conscientious and efficient classroom teachers for all levels of the educational system;
 - b. further encourage the spirit of enquiry and creativity in teachers;
 - c. help teachers fit into the social life of the community and the society at large and enhance their commitment to national goals;
 - d. provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing situations; and
 - e enhance teachers' commitment to the teaching profession.
94. All teachers in educational institutions shall be professionally trained. Teacher education programmes shall be structured to equip teachers for the effective performance of their duties. Information Technology (IT)

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training shall be incorporated into all teacher-training programmes.

95. At the Nigeria Certificate in Education (NCE) and Degree levels, education programmes shall be expanded to cater for the requirements of technical, vocational, business and special education.
96. Teacher education shall continue to take cognizance of changes in methodology and in the curriculum. Teachers shall be regularly exposed to innovations in the profession.
97.
 - a. All newly recruited teachers shall undergo a formal process of induction
 - b. In-service training shall be an integral part of continuing teacher education. It is mandatory that all school proprietors provide in- service education for teachers.
98. Promotion opportunities shall continue to be created for unhindered professional growth at all levels.
99. Teaching services shall be structured to facilitate inter-state transfer of teachers without loss of status.
100.
 - a. Teachers' Registration Council of Nigeria (TRCN) shall continue to register teachers and regulate teaching profession and practice..
 - b. Only professionally qualified and registered teachers shall be allowed to practise at all levels.
 - c. Newly qualified teachers shall serve a period of one (1) year internship.
101. Efforts towards the improvement of quality education at all levels shall include:

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- a. Appointment and retention of academically and professionally qualified persons as teachers and heads of educational institutions;
- b. putting in place a coherent national framework for teacher development and professional teaching standards that set out what teachers should know and be able to do at all levels of education and at the various stages of their professional development (i.e. on graduation from initial training; on completion of an induction period and for professional accomplishment);
- c. Improvement and regulation of career-long professional development of teachers through the provision of a wide range of programmes and multiple pathways to provide serving teachers with regular opportunities for updating their knowledge and skills;
- d. provision of improved conditions of service and incentives to motivate teachers and make the teaching profession more attractive;
- e. setting professional standards for teacher educators who train new teachers; and
- f. Revamping teacher education curricula and training.

C. Technology Education

This section incorporates Tertiary Technology Education offered in Universities, Monotechnics, Polytechnics and Colleges of Education (Technical) and other specialized institutions.

102. In addition to the goals listed in Section 5, paragraph 81 (a-g), the specific goals of Technology Education at the tertiary level shall be to:

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- a. Provide courses of instruction and training in engineering, other technologies, applied sciences, business and management, leading to the production of trained manpower;
- b. provide the technical knowledge and skills necessary for agricultural, industrial, commercial, and economic development of Nigeria;
- c. give training that impart the necessary skills for the production of technicians, technologists and other skilled personnel who shall be enterprising and self-reliant;
- d. train people who can apply scientific knowledge to solve environmental problems for the convenience of man; and
- e. give exposure on professional studies in the technologies.

103. In pursuance of these goals, Government shall:

- a. Adopt measures to develop and encourage the ideals of technology education through students' exposure to practical industrial work experience;
- b. improve immediate and long-term prospects of graduates of technology institutions and other professionals with respect to their status and remuneration; and
- c. encourage Technology Education institutions to conduct applied research relevant to the needs and aspirations of the nation.

104. Efforts shall be made to inculcate an attitude of respect for and appreciation of the role of technology in society. To accomplish this, students shall be made to appreciate the dignity of labour by involving them in making, repairing and assembling machines, gadgets and equipment.

105. Polytechnics and other specialized institutions shall continue to maintain a two-tier programme of studies, viz, the National Diploma (ND) and the Higher National Diploma (HND) with one year period of industrial experience serving as one of the pre-requisites for entry into the degree programmes.
106. Technology Education institutions shall select their students except where the law prescribes otherwise.
107. Technology Education institutions shall pay particular attention to research into and the promotion of indigenous technology in Nigeria.
108. Not less than 70% of admissions into Polytechnics shall be in technology based courses.

D. Innovation Enterprise Institutions

109. The establishment of Innovation Enterprise Institutions is designed for students who have completed their Post Basic Education, obtained five credits and are desirous of obtaining appropriate skills, knowledge and certification to pursue a chosen trade, or career.
110. The goals of Innovation Enterprise Institutions include, to:
 - a. Train post-secondary students, who are desirous of acquiring industry specific skills, knowledge and appropriate certification to pursue a chosen trade or career;
 - b. educate post-secondary students to think creatively and transform knowledge through technological processes into wealth, and have a broader economic base;
 - c. provide technologically based skill training that ensures students understand how their expertise fits into improving the society and fulfilling national goals;

- d. acquire entrepreneurial skills;
 - e. increase access to technology education at tertiary level;
 - f. provide training that enables students to acquire specialized industrial skills that empower them to compete globally; and
 - g. provide training that enables students acquire nationally branded continuous education.
111. In achieving these goals, Government shall ensure that:
- a. Institutions operate in collaboration with relevant industries, professional bodies and establishments to ensure practical training and experience for students; and
 - b. institutions shall be non-formal, and private sector driven but not precluding public/private partnership.
112. Innovation Enterprise Institutions include:
- a. Information Technology (IT) Institutes;
 - b. School for Oil and Gas Technology;
 - c. Fashion Institute of Technology;
 - d. School of Hospitality and Tourism;
 - e. Film Academy;
 - f. Academy of Creative Arts;
 - g. Construction and Engineering Institute;
 - h. Paralegal School;
 - i. Institute of Telecommunications;
 - j. Institute of Manufacturing;
 - k. Professional Development Teaching Institutes;
 - l. Institute of Banking; and
 - m. Agriculture, Cooperative and Allied Industries.

113. Government shall:

- a. Approve, accredit and regulate all innovation enterprise institutions as well as the certificates awarded, thereby creating a national branding and identity; and
- b. set up a Framework that will drive Public-Private Partnership in the establishment, management and administration of Innovation Enterprise Institutions.

SECTION 6

OPEN AND DISTANCE EDUCATION

114. Open and Distance Education is the mode of education delivery:
- Where learners and teachers need not be in physical contact;
 - which possesses high range of flexible learning environment;
 - that enhances access to tertiary education ;
 - that has the capacity to deliver variety of skills; and
 - which uses a variety of media and technologies to provide quality education for large number of learners.
115. The goals of Open and Distance Education in Nigeria shall be to:
- Provide more access to quality education and equity in educational opportunities;
 - meet special needs of employers and employees by mounting special courses for employees at the workplace;
 - encourage internationalization especially of tertiary education curricula;
 - ameliorate the effect of internal and external brain drain in tertiary institutions by utilising Nigerian experts as teachers regardless of their locations or places of work; and

e. encourage life-long learning opportunities.

116. In pursuance of these goals the Federal Government shall:

a. Ensure that programmes for open/distance education are equivalent in status to those offered by conventional face to face mode of delivery in the appropriate tertiary educational institution;

b. encourage and regulate open/distance education practice in Nigeria;

c. strengthen the existing coordinating agencies on open/distance education which shall:

i. Advise the government on the development and practice of open/distance education;

ii. promote open/distance education nationwide in collaboration with Federal, States/FCT and Local Government Education Authorities;

iii. ensure the maintenance of standards for open/distance education programmes in various institutions;

iv. liaise with media houses, information technology providers and other relevant bodies in enhancing open/distance education.

v. encourage private efforts and other non-governmental organizations in the provision of quality education using open/distance education; and

vi. encourage tertiary institutional participation in open/distance education.

SECTION 7

SPECIAL NEEDS EDUCATION

- 117 Special Education is a customized educational programme, designed to meet the unique needs of persons with special needs that the general education programme cannot cater for.
118. **Categories of Special Needs Persons**
Special needs persons include the following categories:
- a. Visual impairment (Blind and the partially sighted);
 - b. hearing impairment (deaf and the partially hearing);
 - c. physical and Health impairment;
 - d. intellectual disability (mild, moderate, severe and profound);
 - e. emotional and behavioural disorders (hyperactive, hypoactive/the socially maladjusted);
 - f. speech and Language impairment;
 - g. learning disabilities (psychological/neurological phobia or challenges);
 - h. multiple disabilities;
 - i. the gifted and talented; and

- j. Albinos- (Vision and Skin Problems, Lack of Self-esteem, Myths about Albinism, Stigmatization and Stereotype).

Persons with special needs shall be provided with inclusive education services in schools which normal persons attend, in age appropriate general education classes directly supervised by general teachers.

Special needs persons who cannot benefit from inclusive education, special classes and units shall remain in special schools, receiving the same quality of education in the other settings.

119 **Aims**

The aims of Special Needs Education are to:

- a. Provide access to education for all persons, in an inclusive setting;
- b. equalize educational opportunities for all persons, irrespective of their genetic composition, social, physical, sensory, mental, psychological or emotional disabilities;
- c. provide adequate education for all persons with special needs in order that they may fully contribute their own quota to the development of the nation;
- d. provide opportunities for exceptionally gifted and talented persons to develop their talents, natural endowments/traits at their own pace in the interest of national development; and
- e. design a diversified and appropriate curriculum for the different target groups.

120. The Federal Ministry of Education shall:

- a. Contribute to the funding of special education programmes across the country;
- b. be responsible for policy formulation and modification relating to the special education programmes;
- c. coordinate and supervise the provision of special education services and programmes for persons with special needs;
- d. provide matching grants to states and local governments for the provision of special education programmes;
- e. encourage national and international donor agencies/financial institutions to assist in funding and implementing special education programmes; and
- f. in conjunction with relevant Ministries or Agencies, carry out regular data update of the number of persons that require special education services across the country.

121. The Federal and State Ministries of Education/FCT Education Secretariat shall, in collaboration with appropriate bodies, provide special programmes for gifted and talented persons as well as other categories of special needs persons, especially in:

- i. Early identification, intervention, placement and nurturance;
- ii. early admission into Early Child Care Education and Development, Pre-Primary, Primary, Secondary and Tertiary institutions;

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- iii. provision of the necessary facilities to effectively challenge and develop the intelligence of these persons; and
- iv. monitoring the progress of these persons with special needs from Early Child Care Education and Development, Pre-Primary, Primary, Secondary and Tertiary levels and Outof-School transition.

122. All necessary facilities, equipment, materials, and other assistance devices that would ensure easy access to quality education of special needs persons include the following:

- i. Perkins Brailier, White/mobility cane, brailed text books, Abacus Braille, talking watch;
- ii. audiometers, speech trainers, hearing aids, ear mold machines etc.;
- iii. educational/psychological toys, for persons with intellectual disability;
- iv. calipers, prostheses, crutches, wheel chairs, artificial limbs, etc. for physically impaired;
- v. standard library, audio-visual equipment, internet facilities, etc. for the gifted and talented persons;
- vi. computer technology and accessories for persons with visual impairment; and
- vii. long sleeve shirts, trousers, sun glasses, hats and special classroom boards.

123 Special Education Training

- a. Special education training and re-training shall be provided for all categories of teachers in the regular schools for the effective implementation of the inclusive education for special needs persons, e.g.
 - i. Braille reading and writing;
 - ii. mobility training;
 - iii. use of regular typewriter for persons with visual impairment;
 - iv. use of computers with jaws for persons with visual impairment;
 - v. total communication speech technique/sign language, the 3 Rs, etc. for the hearing impaired; and
 - vi. daily living activities or skills for persons with intellectual disability.
- b. Special training and re-training of the personnel to develop capacity building and to keep abreast of latest teaching techniques for the various categories of disabilities, the gifted and talented.
- c. The teacher/pupil ratio in special schools shall be 1:10.
- d. School physical structures, designs and facilities shall take into account special needs of persons with physical disabilities e.g. ramps, steps, wider doors for wheel chairs, lower toilets, etc.

124 Schools shall be required to arrange regular sensory, medical and psychological screening assessments to identify children requiring special education.

SECTION 8

EDUCATIONAL SUPPORT SERVICES

125. Educational Support Services facilitate the implementation of educational policy, the attainment of policy goals and the promotion of effectiveness of educational system.
126. The goals of educational support services shall be to:
 - a. Develop, assess and improve educational programmes;
 - b. enhance teaching and improve the competence of teachers;
 - c. provide conducive environment for learning;
 - d. make learning experiences more meaningful and realistic for children;
 - e. make education more cost-effective;
 - f. promote in-service education;
 - g. enhance access to learning;
 - h. develop and promote effective use of innovative materials in schools; and
 - i. promote partnership with Non-Governmental Organisations (NGOs) and International Development Partners (IDPs) to access resources.

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127. To achieve these goals, the following services and facilities shall be provided:

i) School Library:

- a. The library is at the heart of the education enterprise and one of the most important educational services. States/FCT and Local Governments, as well as proprietors of schools shall establish functional libraries in accordance with the established standards and actively promote reading culture in all their educational institutions. They shall also provide for the training of librarians, library officers and library assistants for these services.
- b. Weekly library period shall be part of the school curriculum, to aid learning activities.

ii) School meals and incentives;

iii) School gardens;

iv) Health and other nutritional services:

- a. Sickbay/School Health Clinics within the school or a cluster of schools in the community.
- b. Child-friendly toilet facilities (separate toilet for male and female)
- c. Water points (potable water) within the school compound for health and sanitation activities.
- d. Well-equipped First Aid Box for emergency care;
- e. Scale for monitoring growth; and
- f. School proprietors shall provide health services for their institutions.

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- v) Sports and recreational facilities;
- vi) Guidance and Counselling:
 - (a) Government shall continue to make provision for the training of teachers in Guidance and Counselling;
 - (b) Establish and equip:
 - Counselling Clinics
 - Career Resource Centres;
 - Information Centres.
 - (c) Proprietors of schools shall provide adequate number guidance counselors for their institutions.
- vii) Voluntary Counselling and Testing (VCT) Referral Services.
- viii) Providing care and support for those infected and affected by HIV/AIDS.
- ix) Education Resource Centres:
 - a. Each State/FCT and Local Government Authority shall establish Teachers' Resource Centres where teachers will meet for discussions, investigations, study workshops, short courses and conferences. These centres shall also be used for the development and testing of teaching materials.
 - b. Federal and States/FCT governments shall establish Education Resource Centres whose activities shall be multi-disciplinary. Their functions shall include:
 - The enhancement of the study of language;
 - Curriculum Adaptation;
 - Measurement and Evaluation;
 - Capacity Building of teachers;
 - Guidance and Counselling; and
 - provide for the need of special education and serve as centres of educational innovations.

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- x) Laboratories and workshops
 - xi) IT hardware and software laboratories:
 - a. Government shall provide appropriate Information Technology (IT) facilities to support the educational system.
 - b. Government shall provide facilities and necessary infrastructure for the promotion of Information Technology (IT) at all levels of education.
128. There shall be a National Book Policy, which shall devise strategies for book development in the country to enable government promote the development, production and distribution of books for all levels of education and encourage indigenous authorship.
129. Radio and Television educational broadcasting shall form a feature of the educational support service system. To achieve this, all State/FCT broadcasting stations, the State Ministries of Education and other educational Agencies shall work closely with the Federal Ministry of Education (FME).
130. **Network of Educational Service Centres in Nigeria (NESCO)**
- a. A network of Educational Services Centres in Nigeria (NESCO) shall be set up to provide a forum for exchange of ideas on the development and use of innovative materials for improvement of education. All States/FCT, Teachers Resource Centres, Education Resource Centres, Universities, Institutes of Education and other professional bodies shall belong to the Network.
 - b. Nigerian Educational Research and Development Council (NERDC) shall co-ordinate the activities of NESCO.

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131. Educational establishments shall collaborate with the National Commission for Museums and Monuments (NCMM) to enhance teaching and learning through museum services and visits.

SECTION 9

PLANNING AND ADMINISTRATION OF EDUCATION

A. Planning and Administration

132. The success of any system of education is hinged on proper planning framework, efficient administration and adequate financing.
133. Leadership capacity building for education sector planners and managers is the strengthening of the leader's skills in effective resource mobilization and management (human, material, financial and time) as well as adequate work practices. There shall therefore be mandatory continuous training before and during the period of service for all planners and managers in the education system. National Institute for Educational Planning and Administration (NIEPA) shall be charged with the responsibility of coordinating the capacity building activities of the planners and managers.
134. The administrative machinery for the national education system shall be based on the following cardinal principles, viz:
 - a. Shared responsibility for the funding and management of basic education as provided for in the Constitution;
 - b. close participation and involvement of the communities in the administration and management of their schools;

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- c. effective communication shall be maintained between local communities and the state on the one hand and national machinery for policy formulation and implementation on the other;
- d. appropriate devolution of educational functions and responsibilities to States, the Federal Capital Territory (FCT) and Local Governments;
- e. integration of educational development and policy with national objectives and programmes; and
- f. policy should be evidence based.

135. The Federal, States/FCT and Local Authorities shall provide adequate number of qualified educational personnel as appropriate.
136. The National Council on Education (NCE), comprising of the Honourable Minister of Education, as Chair and State Commissioners for Education as members; and the Joint Consultative Committee on Education (JCCE), made up of education officials, experts and other relevant stakeholders shall provide the necessary framework for policy formulation below the cabinet level.
137. The objectives of the planning, administrative, supervisory and financial services in education are to:
- a. Provide efficient administrative and management control for the maintenance and improvement of the system;
 - b. ensure quality assurance through regular and continuous supervision of instructional and other educational services; and
 - c. put in place a machinery for monitoring and evaluating the implementation of the provisions of the NPE.

138. The Federal Ministry of Education shall be responsible for:
- a. The provision of a National Policy on Education in collaboration with States and relevant stakeholders;
 - b. setting and maintaining minimum standards;
 - c. coordinating educational practices in Nigeria;
 - d. coordinating a national quality assurance system with linkages with States Quality Assurance Agencies and Local Government Quality Assurance Units;
 - e. national educational planning and research;
 - f. developing and managing an efficient National Education Management Information System (NEMIS);
 - g. coordinating non-formal education including adult education, vocational improvement centres, correspondence courses etc;
 - h. approve, accredit and regulate all Vocational Enterprise Institutions (VEIs) and Innovation Enterprise Institutions (IEIs) as well as the certificates awarded;
 - i. set up a Framework that will drive Public-Private Partnership in the establishment, management and administration of Vocational Enterprise and Innovation Enterprise Institutions;
 - j. coordinating educational services;
 - k. coordinating international co-operation in education;
 - l. coordinating national school examinations, testing and evaluation;
 - m. instituting a process for a periodic review and alignment of manpower produced by the educational system with the national manpower need in conjunction with the National Planning Commission;

- n. providing appropriate education laws and ensuring their enforcement; and
- o. establishing and managing Federal Unity Schools and Colleges.

139. State Ministries of Education and FCT Education Secretariat shall have responsibility within the state and FCT, respectively for the following:

- a. Policy control over Early Child Care Education and Development, Basic and Post-Basic Education as well as Tertiary institutions owned by the state in accordance with the requirements of the National Policy on Education;
- b. planning, research and development of education in the states;
- c. inspectorate services for monitoring and improving standards;
- d. provision of broad educational services;
- e. coordination of the activities of State Universal Basic Education Boards and other education Parastatals as well as Local Government Education Authorities as prescribed by law;
- f. examinations, testing and evaluation for Basic and Post-Basic Education levels;
- g. providing appropriate education laws and ensuring their enforcement; and
- h. developing and managing an efficient State Education Management Information system (SEMIS).

140. Local governments shall, through their Local Education Authorities (LGEAs), have responsibility for the management of Primary Education within their local government areas. In particular, the Local Education Authorities shall be responsible in public schools for:
 - a. Appointments, promotion, discipline and transfer of primary school teachers and non-teaching staff within their areas of jurisdiction;
 - b. payment of primary school teachers' salaries and allowances;
 - c. payment of pensions and gratuities;
 - d. retraining of teachers;
 - e. overall management of their educational plans;
 - f. supervision and quality control in all primary schools in their areas in conjunction with federal and state authorities; and
 - g. developing and managing an efficient Local Education Management Information System (LEMIS).
141. School-Based Management Committees and Local Government Education Authorities shall be responsible for the management of schools at the appropriate levels. These bodies shall serve as channels for promptly transmitting information in respect of curriculum, enrolment, quality of educational facilities and such other matters as may be of interest to States/FCT and Federal Authorities, and the Boards.
142. Education Boards or similar authorities shall be responsible for the management of schools and appointment, posting and discipline of teachers within defined areas of authority.

143. Ministries of Education both at Federal and States/FCT levels shall be responsible for preparing their education plans, taking into account, economic, social and other needs of the society. In particular, the input of Local Government Education Authorities (LGEAs), properly presented in pre-determined forms would be incorporated into such plans. To enable them discharge this function effectively, the Department for Planning of each Ministry of Education and LGEAs will, as a matter of necessity, be adequately staffed and headed by trained and experienced education planners.
144. Special and adequate incentives such as accommodation, transportation and other basic amenities shall be provided for teachers in rural areas to make them stay on the job.

B. Quality Assurance

145. Government shall establish efficient and effective quality assurance agencies at Federal, States/FCT and Local Government levels for monitoring and maintaining set standards at all levels of education below the tertiary level.
146. Quality assurance agencies in both State Ministries of Education/FCT Education Secretariat and Local Government Education Authorities in collaboration with the Federal Quality Assurance Agency shall be responsible for the organization of supervision and inspection of all educational institutions under their jurisdiction.
147. Quality Assurance Agencies shall operate as autonomous bodies supervised by the Minister of Education/ Commissioner for Education as may be appropriate.
148. The goals of the Quality Assurance Agencies shall be to:
- a. Set, maintain and improve standards in all aspects of the school system;

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- b. ensure Minimum Standards and quality assurance of instructional activities in schools through regular inspection and continuous supervision;
 - c. disseminate on a regular basis, information on problems and difficulties of teachers and institutions and offer practical solutions to them; and
 - d. encourage dissemination of information on innovative and progressive educational principles and practices in the school system through publications, workshops, meetings, seminars, conferences, etc.
149. The primary responsibility of Quality Assurance Officers shall be to:
- a. Undertake inspection visits;
 - b. disseminate information about instructional materials and tested effective teaching methods and good practices;
 - c. obtain information in respect of challenges experienced by teachers in schools and institutions as well as provide advisory solutions through appropriate authorities;
 - d. monitor, document and publish the overall quality of education in schools and proffer practical and positive advice; and
 - e. organize meetings with and workshops for teachers when necessary with a view to improving their professional competence.

C. Assessment

150. Assessment shall encompass the broad areas of:
 - a. Assessment for learning; and
 - b. assessment of learning.
151. The goals of assessment shall be to:
 - i. Accurately measure the abilities of students;
 - ii. enhance the global competitiveness of the products of the Nigerian educational system;
 - iii. improve the credibility of examinations conducted in Nigeria;
 - iv. eliminate the intractable problems associated with the traditional Paper Pencil Test (PPT); and
 - v. improve learning.
152. In pursuance of the above goals:
 - a. Assessment Bodies involved in the conduct of large-scale public examinations shall be encouraged to migrate to the current and more efficient way of testing which is electronic testing;
 - b. Public and private providers of education shall be encouraged to:
 - i. improve the computer literacy of teachers and students; and
 - ii. construct and equip e-testing centres for computer based tests in their institutions.
 - c. All levels of education in Nigeria shall be encouraged to migrate to Computer Based Test (CBT) in assessment.

SECTION 10

FUNDING AND PARTNERSHIPS

153. Education is a capital-intensive social service, which requires adequate financial provisions from all tiers of government for successful implementation of its programmes. Government's ultimate goal is to make education free at all levels in addition to assistance from International and Local Development Partners, grants for research and other donor agencies.
154. The financing of education is a joint responsibility of the Federal, States/FCT and Local Governments and the private sector. In this connection, government welcomes and encourages the participation of local communities, individuals and organisations.
155. Efforts towards the improvement in the funding of education at all levels shall include:
 - a. Increased government investment in education in order to eliminate the deficiency in public investment between Nigeria and other Sub-Saharan and developing countries. At least 26% (UNESCO minimum standard recommendation) of the Federal, States and Local Governments budget should be dedicated to funding of education at all levels;
 - b. strengthening governance frameworks and the skills of administrators at all levels, in order to entrench and

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promote a culture of accountability, effectiveness and efficiency in the management of public investment in education;

- c. Establishment of a framework for government intervention funds from sectorial bodies like UBEC fund, TETFund, Industrial Training Fund, National Science and Technology Fund, Universal Service Provision Fund (USPF) and the Petroleum Technology Development Fund (PTDF) that would promote initiatives such as Read to be Educated, Advanced and Developed (READ Campaign) etc;
- d. Strengthening and harnessing policy and capacity to draw in and effectively utilise resources from international and local Development Partners such as World Bank, USAID, UNIDO, UNICEF, UNDP, DFID, JICA, KOICA, Nigeria/Sao Tome and Principe Joint Development Authority, NGO's etc;
- e. in demonstration of social responsibility, contractors, consultants and other service providers are to contribute minimum of 1.5% of contract sum/fees to a Special Education Corporate Social Responsibility Fund (SECSOF) to be established; and
- f. encouragement of formal participation of ALUMNI bodies in the funding of Secondary and Tertiary Education in Nigeria.

156. Federal, States/FCT and Local Governments shall publish allocations, releases and expenditures on education by level and type yearly, to provide an overview of trends in financing education.

157. In line with Community Accountability Transparency Initiatives (CATI), Federal, States/FCT and Local Governments shall establish in conjunction with relevant

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stakeholders, modalities to effectively track expenditure and the monitoring and evaluation of service delivery on education.

158. Funding should be made available at the Federal, States/FCT and Local Government levels to provide camps for natural disaster victims instead of using schools as make-shift camps.



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