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# National Policy on Education



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**NATIONAL POLICY  
ON EDUCATION**

*Pat. Madueke*

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## INTRODUCTION

Education in Nigeria is an instrument "par excellence" for effecting national development. It has witnessed active participation by non-governmental agencies, communities, and individuals as well as government intervention. It is therefore desirable for the Nation to spell out in clear and unequivocal terms the philosophy and objectives that underlie its investment in education. The National Policy on Education seeks to fulfill that role.

Government has stated that for the benefit of all citizens, the country's educational goals shall be clearly set out in terms of their relevance to the needs of the individual and those of the society, in consonance with the realities of our environment and the modern world.

The need for a national policy on education came about as a result of the 1969 National Curriculum Conference which was attended by a cross-section of Nigerians. The conference was a culmination of expressions of general dissatisfaction with the existing education system which had become irrelevant to national needs, aspirations and goals.

After the National Curriculum Conference, a seminar of experts drawn from a wide range of interest groups within Nigeria was convened in 1973. The seminar, which included voluntary agencies and external bodies, deliberated on what a national policy on education for an independent and sovereign Nigeria should be.

The outcome of the seminar was a draft document which; after due comments were received from the states and other interest groups, led to the final document, the **National Policy on Education**, first published in 1977.

Since the publication of the first edition in 1977, the 2<sup>nd</sup> and 3<sup>rd</sup> editions were published in 1981 and 1998 respectively in keeping with the dynamics of social change and the demands on education. This 4<sup>th</sup> edition was necessitated by some policy innovations and changes, and the need to update the 3<sup>rd</sup> edition (1998) accordingly. These innovations and changes include:

- (a) The lifting of the suspension order on Open and Distance Learning programme by Government;
- (b) revitalization and expansion of the National Mathematics Centre (NMC);
- (c) establishment of Teachers Registration Council (TRC);
- (d) introduction of Information and Communication Technology (ICT) into the school system;
- (e) prescription of French Language in the primary and secondary school curriculum as a second official language;
- (f) prescription of minimum number of subjects to be taken by candidates;
- (g) the integration of basic education in the programme of Quality Education (Q.E.) in all schools, to ensure equal opportunity and effective implementation of UBE;
- (h) repositioning science, technical and vocational education in the scheme of national education for optimum performance; and
- (i) general contextual change to reflect the state of professional practice in education, among others.

Government's intention was that the far-reaching provisions set out in the sections of the policy should transform all aspects of the nation's education in a short time. To this end, Government set up a National Educational Policy Implementation Committee to translate the policy into workable plans and programmes that would guide the bodies whose duty it would be to implement the policy. The Committee was also to develop monitoring systems for the educational plan as it evolved.

## SECTION 1

### PHILOSOPHY AND GOALS OF EDUCATION IN NIGERIA

1. A nation's *policy on education* is government's way of realizing that part of the national goals which can be achieved using education as a tool. No policy on education, however, can be formulated without first identifying the overall philosophy and goals of the nation.
2. The overall **philosophy of Nigeria** is to:
  - (a) live in unity and harmony as one indivisible, indissoluble, democratic and sovereign nation founded on the principles of freedom, equality and justice;
  - (b) promote inter-African solidarity and world peace through understanding.
3. The five main **national goals** of Nigeria, which have been endorsed as the necessary foundation for the National Policy on education, are the building of:-
  - (a) a free and democratic society;
  - (b) a just and egalitarian society;
  - (c) a united, strong and self-reliant nation;
  - (d) a great and dynamic economy;
  - (e) a land full of bright opportunities for all citizens.
4. In Nigeria's **philosophy of Education**, we believe that:-
  - (a) education is an instrument for national development; to this end, the formulation of ideas, their integration for national development, and the interaction of persons and ideas are all aspects of education;

- (b) education fosters the worth and development of the individual; for each individual's sake, and for the general development of the society.
  - (c) every Nigerian child shall have a right to equal educational opportunities irrespective of any real or imagined disabilities each according to his or her ability;
  - (d) there is need for functional education for the promotion of a progressive, united Nigeria; to this end, school programmes need to be relevant, practical and comprehensive; while interest and ability should determine the individual's direction in education.
5. Nigeria's philosophy of education therefore is based on:-
  - (a) the development of the individual into a sound and effective citizen
  - (b) the full integration of the individual into the community; and
  - (c) the provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels both inside and outside the formal school system.
6. For the philosophy to be in harmony with Nigeria's national goals, education has to be geared towards self realization, better human relationship, individual and national efficiency, effective citizenship, national consciousness, national unity, as well as towards social, cultural, economic, political, scientific and technological progress.
7. The **national educational goals**, which derive from the philosophy, are therefore:

- (a) the inculcation of national consciousness and national unity;
- (b) the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
- (c) the training of the mind in the understanding of the world around; and
- (d) the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society.

8. In consequence, the quality of instruction at all levels has to 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 principle 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 competencies necessary for self-reliance.

9. In order to realize fully the potentials of the contributions of education to the achievement of these goals and values, all other agencies will operate in concert with education. To that end, Government shall take various measures to implement the policy;

**Accordingly:-**

- (a) education shall continue to be highly rated in the national development plans because education is the most important instrument of change; any fundamental change in the intellectual and social outlook of any society has to be preceded by a n educational revolution;

- (b) life-long education shall be the basis of the national educational policy;
- (c) education and training facilities shall continue to be expanded in response to societal needs and made progressively accessible to afford the individual a more diversified and flexible choice;
- (d) educational activities shall be centered on the learner to promote maximum self-development and self-fulfillment;
- (e) Universal Basic Education in a variety of forms depending on needs and possibilities, shall be provided for all citizens;
- (f) efforts shall be made to relate education to overall community needs;
- (g) educational assessment and evaluation shall be liberalized by their being based in whole or in part on continuous assessment of the progress of the individual;
- (h) modern educational techniques shall be increasingly used and improved upon at all levels of the educational system;
- (i) the education system shall be structured to develop the practice of self-learning. Government shall in this regard continue to encourage the establishment of Young Readers Clubs in schools;
- (j) at any stage of the educational process after primary and secondary education, an individual shall be allowed to choose between continuing full-time studies, combining work with study, or embarking on full-time employment without excluding the prospect of resuming studies later on;

- (k) opportunity shall continue to be made for religious instruction; no child will be forced to accept any religious instruction which is contrary to the wishes of his or her parents; and
- (l) physical and health education shall be emphasized at all levels of the education system.

10. **The importance of language:-**

- (a) Government appreciates the importance of language as a means of promoting social interaction and national cohesion; and preserving cultures. Thus every child shall learn the language of the immediate environment. Furthermore, in the interest of national unity it is expedient that every child shall be required to learn one of the three Nigerian languages: Hausa, Igbo and Yoruba.
- (b) For smooth interaction with our neighbours, it is desirable for every Nigerian to speak French. Accordingly, French shall be the second official language in Nigeria and it shall be compulsory in primary and Junior Secondary Schools but Non-Vocational Elective at the Senior Secondary School.

## SECTION 2

### EARLY CHILDHOOD/PRE-PRIMARY EDUCATION

- 11. Early childhood/Pre-primary education as referred to in this document is the education given in an educational institution to children prior to their entering the primary school. It includes the crèche, the nursery and the kindergarten.
- 12. The responsibilities of government for pre-primary education shall be to promote the training of qualified pre-primary school teachers in adequate number, contribute to the development of suitable curriculum, supervise and control the quality of such institutions, and establish pre-primary sections in existing public schools.
- 13. The purpose of 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 and supervision for the children while their parents are at work (on the farms, in the markets, offices, etc);
  - (d) inculcate social norms;
  - (e) inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music and playing with toys, etc;
  - (f) develop a sense of co-operation and team-spirit;
  - (g) learn good habits, especially good health habits; and
  - (h) teach the rudiments of numbers, letters, colours, shapes, forms, etc, through play.
- 14. **Government shall:-**
  - (a) establish pre-primary sections in existing public schools and encourage both community/private efforts in the provision of pre-primary education.
  - (b) make provision in teacher education programmes for specialization in early childhood education;

- (c) ensure that the medium of instruction is principally the mother-tongue or the language of the immediate community; and to this end will:
  - (i) develop the orthography of many more Nigerian languages, and
  - (ii) produce textbooks in Nigerian languages;
- (d) ensure that the main method of teaching at this level shall be through play and that the curriculum of teacher education is oriented to achieve this; regulate and control the operation of pre-primary education. To this end the teacher-pupil ratio shall be 1:25;
- (e) set and monitor minimum standard for early childcare centres in the country; and
- (f) ensure full participation of government, communities and teachers associations in the running and maintenance of Early childhood education facilities.

### SECTION 3

#### BASIC EDUCATION

- 15. Basic education shall be of 9-year duration comprising 6 years of primary education and 3 years of junior secondary education. It shall be free and compulsory. It shall also include adult and non-formal education programmes at primary and junior secondary education levels for the adults and out-of-school youths.
- 16. The specific goals of basic education shall be the same as the goals of the levels of education to which it applies (i.e. primary education, junior secondary education and adult and non-formal education)



## SECTION 4

### PRIMARY EDUCATION

7. Primary education as referred to in this document is the education given in institutions for children aged 6 to 11 plus. Since the rest of the education system is built upon it, the primary level is the key to the success or failure of the whole system. The duration shall be six years.

8. This being the case, the goals of primary education are to:-

- (a) inculcate permanent literacy and numeracy, and ability to communicate effectively;
- (b) lay a sound basis for scientific and reflective thinking;
- (c) give citizenship education as a basis for effective participation in and contribution to the life of the society;
- (d) mould the character and develop sound attitude and morals in the child;
- (e) develop in the child the ability to adapt to the child's changing environment;
- (f) give the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity;
- (g) provide the child with basic tools for further educational advancement, including preparation for trades and crafts of the locality.

These goals will form the basis of primary education in all the states of the Federation.

19. In pursuance of the goals above:-

- (a) Primary education shall be tuition free, universal and compulsory.
- (b) Curriculum for primary education shall include:
  - (i) Languages:
    - (a) Language of the environment
    - (b) English
    - (c) French
    - (d) Arabic
  - (ii) Mathematics
  - (iii) Science
  - (iv) Physical and Health Education
  - (v) Religious Knowledge
  - (vi) Agriculture/Home Economics
  - (vii) Social Studies and Citizenship Education
  - (viii) Cultural & Creative Arts (Drawing, Handicraft, Music and Cultural Activities)
  - (ix) Computer Education
- (c) The following educational services shall be provided:-
  - (i) school library;
  - (ii) basic health scheme;
  - (iii) counseling;
  - (iv) educational resource centre;
  - (v) specialist teachers of particular subjects such as Mathematics, Science, Physical Education, Language Arts (in relation to English French, Sign Language and Nigerian Languages), Librarian, Music, Fine Art and Home Economics.
- (d) Teaching shall be by practical, exploratory and experimental methods.

- (e) The medium of instruction in the primary school shall be the language of the environment for the first three years. During this period, English shall be taught as a subject.
- (f) From the fourth year, English shall progressively be used as a medium of instruction and the language of immediate environment and French shall be taught as subjects.
- (g) For effective teaching and learning, the teacher-pupil ratio shall be 1:35
- (h) Advancement from one class to another shall be based on continuous assessment;
- (i) The Primary School Leaving Certificate shall be based only on continuous assessment and shall be issued locally by the head teacher of the school.
- (J) With a view to correcting the imbalance between different parts of the country, with reference to the availability of educational facilities and the number of pupils receiving formal education and girls education:-
  - (i) State governments shall ensure the integration of formal basic education curriculum into Koranic and Islamiya schools;
  - (ii) special efforts shall be made by all appropriate agencies to encourage parents to send their daughters to school.
- (k) Everything possible shall be done to discourage the incidence of dropping out at the primary level of education. However, if this occurs, provision shall be made in the context of adult and non-formal education to enable such early leavers to continue with their education.

- (l) Government welcomes the contributions of voluntary agencies, communities and private individuals in the establishment and management of primary schools alongside those provided by the state and local governments as long as they meet the minimum standards laid down by the Federal Government
- (m) In recognition of the prominent role of Information and Communication Technology in advancing knowledge and skills necessary for effective functioning in the modern world there is urgent need to integrate Information and Communication Technology (ICT) in education in Nigeria.

Government shall therefore provide basic infrastructure and training for the realisation of this goal at the school level.

## SECTION 5

### SECONDARY EDUCATION

20. Secondary education is the education children receive after primary education and before the tertiary stage.
21. The **broad goals of secondary education** shall be to prepare the individual for:-
- useful living within the society; and
  - higher education
22. In specific term, secondary education shall:-
- provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background;
  - offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
  - provide trained manpower in the applied science, technology and commerce at sub-professional grades;
  - develop and promote Nigerian languages, art and culture in the context of world's cultural heritage;
  - inspire students with a desire for self improvement and achievement of excellence;
  - foster National unity with an emphasis on the common ties that unite us in our diversity;
  - raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values

specified under our broad national goals and live as good citizens;

- provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.
23. To achieve the stated goals, secondary education shall be of six years duration, given in two stages:- a junior secondary school stage and a senior secondary school stage; each shall be of three years duration.
24. **Junior Secondary School**
- The junior secondary school shall be both pre-vocational and academic. It shall be tuition free, universal and compulsory. It shall teach basic subjects which will enable pupils to acquire further knowledge and skills. Every student shall offer
    - a minimum of 10 and a maximum of 13 subjects:
    - all subjects in Group A
    - at least one subject each from Groups B & C.
- GROUP A. Core**
- English
  - French
  - Mathematics
  - Language of environment to be taught as L1\*
  - One major Nigerian Language other than that of the environment to be taught as L2\*
  - Integrated Science
  - Social Studies and Citizenship Education
  - Introductory Technology

*\*The language of environment shall be taught as L1 where it has orthography and literature. Where it does not have, it shall be taught with emphasis on orality as L2.*

## **GROUP B.**

### **Pre-vocational electives**

- (i) Agriculture
- (ii) Business Studies
- (iii) Home Economics
- (iv) Local Crafts
- (v) Computer Education
- (vi) Fine Arts
- (vii) Music

Emphasis on subjects in Group B shall be on practice.

### **GROUP C. Non-prevocational electives**

- (i) Religious Knowledge
- (ii) Physical and Health Education
- (iii) Arabic

Students who complete junior secondary school shall be streamed into:-

- (i) the senior secondary school;
- (ii) the technical college;
- (iii) an out-of-school vocational training centre;
- (iv) an apprenticeship scheme.

The streaming shall be based on the result of tests to determine academic ability, aptitude and vocational interest; and as much as possible to achieve a transition ratio of 50:50 as follows:-

## **25. Senior Secondary School**

- (a) The senior secondary school shall be comprehensive with a core-curriculum designed to broaden pupils' knowledge and out-look.

- (b) Every student shall take all the six (6) core subjects in group A and a minimum of one and a maximum of three from the list of elective subjects in groups B and C and a minimum of seven (7) and maximum of ten elective subjects.

- (c) One of the three elective subjects may be dropped in the last year of senior secondary school course.

### **Group A. Core**

- (i) English Language
- (ii) Mathematics
- (iii) A major Nigerian Language
- (iv) One of Biology, Chemistry, Physics or Health Science
- (v) One of Literature-in-English, History, Geography or Religious Studies
- (vi) A vocational subject

### **Group B. Vocational Electives**

- (i) Agriculture
- (ii) Applied Electricity
- (iii) Auto-Mechanics
- (iv) Book-keeping & Accounting
- (v) Building Construction
- (vi) Commerce
- (vii) Computer Education
- (viii) Electronics
- (ix) Clothing and Textiles
- (x) Food and Nutrition
- (xi) Home Management
- (xii) Metal Work
- (xiii) Technical Drawing
- (xiv) Woodwork
- (xv) Shorthand

- (xvi) Typewriting
- (xvii) Fine Art
- (xviii) Music

### Group C. Non-Vocational Electives

- (i) Biology
- (ii) Chemistry
- (iii) Physics
- (iv) Further Mathematics
- (v) French
- (vi) Health Education
- (vii) Physical Education
- (viii) Literature in English
- (ix) History
- (x) Geography
- (xi) Bible Knowledge
- (xii) Islamic Studies
- (xiii) Arabic
- (xiv) Government
- (xv) Economics
- (xvi) Any Nigerian Language that has orthography and literature etc

26. Government welcomes the participation of voluntary agencies, communities and private individuals in the establishment and management of secondary schools. State governments shall prescribe conditions to be met by the communities and others wishing to establish secondary schools.

27. 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 this level of Education shall be 1:40.

### 28. Certification:-

- (a) The Junior School Certificate (JSC) shall be based on continuous assessment and examination conducted by state and federal examinations boards.
- (b) The Senior School Certificate (SSC) shall be based on continuous assessment and a national examination.
- (c) Tertiary institution shall be required to continuously match their admission conditions with the practices directed by the Policy.
- (d) Nigeria shall use public examination bodies for conducting national examinations in order to ensure uniform standards at this level.

29. Transition from secondary education to tertiary education shall be through the appropriate selection mechanisms.

### 30. General

- (a) The junior secondary schools shall be planned as neighbourhood schools. However, if there are special circumstances which warrant the establishment of boarding facilities in federal and state schools, such should be provided. It is essential that everything possible is done to foster a sense of national belonging in any school.
- (b) Measures shall be taken to ensure that culture of the nation is kept alive through art.
- (c) Inter-state exchange visits of students shall be encouraged.

- (d) Youth clubs, organisations and school societies are important instruments for character training and shall be positively encouraged.
- (e) Co-curricular activities form an essential part of the child's education and should be actively encouraged.
- (f) Government shall provide necessary infrastructure and training for the intergration of ICT in the school system in recognition of the role of ICT in advancing knowledge and skill in the modern world.

## SECTION 6

### MASS LITERACY, ADULT AND NON-FORMAL EDUCATION

- 31. Mass literacy, adult and non-formal education encompasses various forms of functional education given to youths and adults outside the formal school system, such as functional literacy, adult education and vocational education.
- 32. The goals of Mass Literacy, Adult and Non Formal Education shall be to:-
  - (i) provide functional literacy and continuing education to adults and youths who have never had the opportunity of formal education or who did not complete their formal education. These include the nomads, migrants, the disabled and other categories or groups, especially the disadvantaged gender.
  - (ii) provide functional and remedial education to young people who did not complete secondary education.
  - (iii) provide education for different categories of people outside of the formal education system in order to impart basic knowledge and skills.
  - (iv) provide in-service, on-the-job, vocational and professional training for different categories of workers and professionals in order to improve their skills.
  - (v) give the adult citizens of the country necessary cultural and civic education for public enlightenment.
- 33. To attain these goals, the Federal Government shall

National Commission for Mass literacy, Adult and Non-Formal Education. To complement the efforts of the Federal Government, each State established a Mass Literacy Agency as part of the overall national effort to eradicate mass illiteracy in Nigeria. The commission shall monitor and evaluate the mass literacy programmes and facilitate communication between the commission and the state agencies.

In order to eradicate illiteracy at the shortest possible time:

- (i) 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/REFECT) and other innovative approaches;
- (ii) State agencies for mass education shall be responsible for the regulation of all adult and non-formal education classes.
- (iii) Mass Literacy, Adult and Non-Formal Education shall continue to be under the supervision of Ministries of education.
- (iv) Mass literacy programmes shall be provided free to the beneficiaries.

**The Federal Ministry of Education shall:-**

- (i) be responsible for the determination of National Policy on Mass Literacy, Adult and Non-Formal Education; and
- (ii) be the appropriate body to enter into dialogue with international donor agencies on the subject of co-operation in the sphere of Mass literacy, adult and non-formal education.

36. A. **The National Commission for Mass Literacy, Adult and Non- Formal Education shall:-**

- (i) co-ordinate mass literacy, adult and non-formal education programmes nation-wide;
- (ii) ensure uniform standards and quality control nation-wide;
- (iii) liaise with national, non-governmental organizations and corporate bodies for the implementation of the Mass Literacy Programmes;
- (iv) train the required manpower for the state agencies;
- (v) develop curricula and didactic materials for mass literacy, adult and non-formal education; and
- (vi) provide a nationally recognized basic education certificate.

37. B. **State Agencies for Mass Education shall:-**

- (i) Implement the National Policy on Mass Literacy, Adult and Non-Formal Education in the States;
- (ii) Plan, research, organize, develop and manage State Mass Literacy, Adult and Non-Formal Education programmes;
- (iii) Monitor and ensure quality control of state programmes;
- (iv) Set up and supervise the activities of the Literacy Network Committees in the states;





- (v) Liaise with non-governmental organisations in the States for the implementation of the mass education programmes;
- (vi) Train grass root personnel; and,
- (vii) Provide support services for adult and non-formal education including curriculum development, mobile and rural libraries, television viewing and audio-listening centres, and studio- visual teaching and learning aids.

38. C. **Local Government Councils** shall be responsible for;

- (i) day-to-day control and administration of local mass literacy and adult education programmes;
- (ii) recruitment of part-time instructors and learners for functional literacy and post-literacy programmes;
- (iii) feedback to the State and Federal Ministries of Education in respect of curriculum and materials development, techniques of teaching and evaluation procedures and the collection of data;
- (iv) ensuring that the Literacy Network Committee at local government district, village, ward and centre levels are operating efficiently and effectively;
- (v) provision of physical facilities for rural libraries, reading rooms, television viewing centres and radio listeners' clubs.

## SECTION 7

### SCIENCE, TECHNICAL AND VOCATIONAL EDUCATION

#### 39. **Science Education**

- (a) Science education shall emphasize the teaching and learning of science process and principles. This will lead to fundamental and applied research in the sciences at all levels of education.
- (b) **The goals of science education shall be to:**
  - (i) cultivate inquiring, knowing and rational mind for the conduct of a good life and democracy;
  - (ii) produce scientists for national development;
  - (iii) service studies in technology and the cause of technological development; and
  - (iv) provide knowledge and understanding of the complexity of the physical world, the forms and the conduct of life.
- (c) Special provisions and incentives shall be made for the study of the sciences at each level of the national education system. For this purpose, the functions of all agencies involved in the promotion of the study of sciences shall be adequately supported by Government.
- (d) Government shall popularize the study of the sciences and the production of adequate number of scientists to inspire and support national development.

40. Technical and Vocational Education 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. Technical and Vocational Education is further understood to be:

- (a) an integral part of general education;
- (b) a means of preparing for occupational fields and for effective participation in the world of work;
- (c) an aspect of lifelong learning and a preparation for responsible citizenship;
- (d) an instrument for promoting environmentally sound sustainable development;
- (e) a method of alleviating poverty.

#### 41. Pre-Technical and Vocational Education

The preparatory aspect of pre-vocational training offered to students at the junior secondary level is for the purposes of:-

- (a) introduction into world of technology and appreciation of technology towards interest arousal and choice of a vocation at the end of Junior Secondary School and professionalism later in life;
- (b) acquiring technical skills;
- (c) exposing students to career awareness by exploring usable options in the world of work; and
- (d) enabling youths to have an intelligent understanding of the increasing complexity of technology.

#### 42. The goals of technical and vocational education shall be to:-

- (a) provide trained manpower in the applied sciences, technology and business particularly at craft, advanced craft and technical levels;

- (b) provide the technical knowledge and vocation necessary for agricultural, commercial and economic development;
- (c) give training and impart the necessary skills to individual who shall be self-reliant economically.

#### 43. In pursuance of the above goals:-

- (a) The main features of the curricular activities of technical colleges shall be structured in foundation and trade modules.
- (b) The curriculum for each trade shall consist of the following components:-
  - (i) General education
  - (ii) Theory and related courses
  - (iii) Workshop practice
  - (iv) Industrial training/production work
  - (v) Small business management and enterprise training.
- (c) For effective participation of students in practical work the teacher-students ratio shall be kept at 1:2
- (d) Trainees completing technical college programme shall have three options:-
  - (i) secure employment either at the end of the course or after completing one or more courses of employable skill;
  - (ii) set up their own business and be self-employed and be able to employ others;
  - (iii) pursue further education in technical field.

craft/technical programme and in post-secondary (tertiary) technical institutions such as Science and Technical Colleges, Polytechnics or Colleges of education (technical) and universities.

Minimum entry requirement into the technical college shall be the Junior School Certificate (JSC). Entry could also be based on evidence of aptitude shown in the technical courses and a reasonably good performance in mathematics and science. Students who have proved exceptionally able in the artisan training centres shall also be considered for admission.

Every state shall encourage at least one of its technical colleges to offer advance craft courses to prepare master craftsmen for supervisory positions in industry and in teaching.

The range of courses in the technical colleges shall be as wide as possible and include but not limited to:

**A. Mechanical Trades:**

- (1) Agricultural Implements and Equipment Mechanics' work
- (2) Automobile Engineering Practice: Autobody Repair and Spray Painting
- (3) Automobile Engineering Practice: Auto Electrical Work
- (4) Automobile Engineering Practice: Autobody Mechanics' Work
- (5) Automobile Engineering Practice: Autobody Building
- (6) Auto Engineering Practice: Part-Merchandising
- (7) Air-conditioning and Refrigeration: Mechanics' Work
- (8) Mechanical Engineering Craft Practice
- (9) Welding and Fabrication Engineering Craft Practice

- (10) Foundry Craft Practice
- (11) Instrument Mechanics' Work
- (12) Marine Engineering craft.

**B. Computer Craft Practice**

- (13) Computer Maintenance Work
- (14) Data Processing

**C. Electrical Engineering Trades**

- (15) Electrical Installation and Maintenance Work
- (16) Radio, Television and Electrical Work
- (17) Appliances repairs.

**D. Building Trades**

- (17) Blocklaying, Bricklaying and Concrete Work
- (18) Painting and Decorating
- (19) Plumbing and Pipe-fitting

**E. Wood Trades**

- (20) Machine
- (21) Carpentry and Joinery
- (22) Furniture Making
- (23) Upholstery

**F. Hospitality**

- (24) Catering craft Practice

**G. Textile Trades**

- (25) Garment Making (Ladies/Men Dresses)
- (26) Textile Trades
- (27) Dyeing and Bleaching

## H. Printing Trades

- (28) Printing craft Practice
- (29) Graphic Arts
- (30) Ceramics

## I. Beauty Culture Trades

- (31) Cosmetology

## J. Business Trades

- (32) Stenography
- (33) Typewriting
- (34) Store Keeping
- (35) Book Keeping
- (36) Office Practice

## K. Others

- (37) Leather Goods Manufacture including shoe making and repairs

47. The Federal Ministry of Education and its appropriate agencies shall continue to re-structure vocational courses to be offered on a sandwich basis for school based students and on part-time day-release and block-release for industry-based students.
48. The National Business and Technical Examinations Board (NABTEB) shall handle technical and business examinations and award the National Technical Certificate (NTC), the National Business Certificate (NBC), the Advanced National Technical Certificate (ANTC) and Advance National Business Certificate (ANBC)/Modular Trade Certificate.
49. Length of course in a 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) Modular Trade Certificate.

50. Science and Technology shall continue to be taught in an integrated manner in the schools to promote, in the student's appreciation of the practical application of basic ideas.
51. More effort shall be made to encourage women to pursue technical education.
52. Recognizing that vocational education is an integral part of technological development, a greater proportion of the total expenditure shall continue to be devoted to vocational education at federal and state levels.
53. Each state and local government, in co-operation with the appropriate agencies, shall organize relevant apprenticeship scheme and also entrepreneurial training.
54. Artisan training is obtainable in vocational centres. Existing such centres shall be placed on the crafts and cottage industries within the locality. The products of these centres shall be encouraged to take the NTC and NBC examinations.
55. Every technical college shall establish and operate a unit for on-the-job training of students and for co-operative activities to sustain college operation.
56. In recognition of the fundamental importance and co-operative nature of technical and vocational education, Government shall provide adequate funds for vocational/technical education.
57. Cooperation between industries and institutions in training shall be encouraged. Industrial Training Fund (ITF) shall be staffed and students industrial attachment as appropriate in collaboration with the proprietors, institutions and industry.

## SECTION 8

### TERTIARY EDUCATION

Tertiary education is the education given after secondary education in universities, colleges of education, polytechnics, monotechnics including those institutions offering correspondence courses.

The goals of tertiary education shall be to:-

- (a) contribute to national development through high level relevant manpower training;
- (b) develop and inculcate proper values for the survival of the individual and society;
- (c) develop the intellectual capability of individuals to understand and appreciate their local and external environments;
- (d) acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
- (e) promote and encourage scholarship and community service;
- (f) forge and cement national unity; and
- (g) promote national and international understanding and interaction.

Tertiary educational institutions shall pursue these goals through:

- (a) teaching;

- (b) research and development;
- (c) virile staff development programmes;
- (d) generation and dissemination of knowledge;
- (e) a variety of modes of programmes including full-time, part-time, block-release, day-release, sandwich, etc;
- (f) access to training funds such as those provided by the Industrial Training Fund (ITF);
- (g) Students Industrial Work Experience Scheme (SIWES);
- (h) maintenance of minimum educational standards through appropriate agencies;
- (i) inter-institutional co-operation;
- (j) dedicated services to the community through extra-mural and extension services.

61. All teachers in tertiary institutions shall be required to undergo training in the methods and techniques of teaching.
62. To supplement government funding, universities and other tertiary institutions are encouraged to explore other sources of funding such as endowments, consultancy services and commercial ventures.
63.
  - (a) The internal organization and administration of each institution shall be its own responsibility;
  - (b) The traditional areas of academic freedom for the institutions are to:
    - (i) select their students, except where the law prescribes otherwise;
    - (ii) appoint their staff;
    - (iii) teach, select areas of research; and
    - (iv) determine the content of courses.

Government shall continue to respect this freedom as long as these areas are in consonance with national goals.

## A. University Education

64. 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;
- (b) making professional course contents to reflect our national requirements;
- (c) making all students, as 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 and nationalism.

65. University research shall be relevant to the nation's developmental goals. In this regard, universities shall be encouraged to disseminate their research results to both government and industries.

66. University teaching shall seek to inculcate community spirit in the students through projects and action research.

67. Voluntary agencies, individuals and groups shall be allowed to establish universities provided they comply with minimum standards laid down by the Federal Government.

68. (a) Technically-based professional courses in the universities shall have, as components, exposure to relevant future working environment.

(b) It is imperative that teachers in professional fields have relevant industrial and professional experience.

69. (a) A greater 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.

## B. Teacher Education

70. (a) Since no education system may rise above the quality of its teachers, teacher education shall continue to be given major emphasis in all educational planning and development.

(b) The minimum qualification for entry into the teaching profession shall be the Nigeria Certificate in Education (NCE).

71. The goals of Teacher Education shall be to:-

(a) produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;

(b) encourage further the spirit of enquiry and creativity in teachers;

(c) help teachers to fit into 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 make them adaptable to changing situations;

(e) enhance teachers' commitment to the teaching profession.

72. 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. The following institutions, among others, shall give the required professional training provided they continuously meet the required minimum standards:

- (a) Colleges of Education;
- (b) Faculties of Education;
- (c) Institutes of Education;
- (d) National Teachers' Institute,
- (e) Schools of Education in the Polytechnics.
- (f) National Institute for Nigerian languages (NINLAN);
- (g) National Mathematical Centre (NMC)

73. At the Nigeria Certificate in Education (NCE) and degree levels, education programmes shall continue to be expanded to also cater for the requirements of technical, business and special education.
74. Teacher education shall continue to take cognizance of changes in methodology and in the curriculum. Teachers shall be regularly exposed to innovations in their profession.
75. In-service training shall be developed as an integral part of continuing teacher education and shall also take care of all inadequacies.
76. Promotion opportunities shall be created to allow for professional growth at each level.
77. Teaching services shall be so planned that teachers can transfer from state to state without loss of status.
78. (a) Teaching is a legally recognized profession in Nigeria; in this regard, Government has set up the Teachers' Registration Council to control and regulate the practice of the profession.
- (b) Those already engaged in teaching but not professionally

qualified shall be given a period of time within which to qualify for registration or leave the professional.

- (c) Newly qualified teachers shall serve a period of internship one (1) year for degree holders and two (2) years for NCE holders.

79. Effort towards the improvement of quality education at the primary and secondary levels shall include:-

- (a) appointment of academically and professionally qualified persons as teachers and head teachers;
- (b) regulate in-service training programmes for teachers and head teachers.

### C. Technology Education

This section incorporates post secondary education in technology offered in Polytechnics, Monotechnics and College of Education Technical.

#### (i) Polytechnics

80. Polytechnics shall, in addition to those in sub-section 59 above have as their specific goals, the following:-
- (a) provide full-time or part-time courses of instruction and training in engineering, other technologies, applied science, 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 and 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.
81. In pursuance of these goals. Government shall adopt measures:
- (a) to develop and encourage the ideals of polytechnic education through student's industrial work experience;
  - (b) to improve immediate and long-term prospects of polytechnic graduates and other professionals with respect to their status and remuneration.
82. At the very early phases of the education system, 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 using their hands in making, repairing and assembling things.
83. Polytechnics 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 HND programmes. In addition, polytechnics that meet the requirement shall be allowed to run post professional Diploma (HND) programmes.
84. In order to ensure that admission into polytechnics is broad-based, selection of students shall be through the Joint Admission and Matriculation Board (JAMB). Admission into the technology and business courses shall be weighed in the ratio of 70:30.

85. Polytechnics shall be encouraged to conduct applied research relevant to the needs and aspirations of the nation.

(ii) **Monotechnics:**

86. Monotechnics are single-subject technological institutions for specialized programmes such as: agriculture, fisheries, forestry, surveying, accountancy, nursing, mining, petroleum, etc. The structure and status of their programmes shall be equivalent to those of polytechnics.
87. The objectives and mode of operation of Monotechnics shall be the same as in the polytechnics.



## SECTION 9

### OPEN AND DISTANCE EDUCATION

88. The concept of Distance Education should be all-inclusive contact, no contact and part-time education.
89. Open/Distance Education is the mode of teaching in which learners are removed in time and space from the teacher.
90. It uses a variety of media and technologies to provide and/or improve access to good quality education for large numbers of learners wherever they may be.
91. Advantages of Open/Distance Education is often taken for lifelong learning by those who:
- (a) graduated from school and desire to update their knowledge and skills in disciplines or courses of their choice (as a "first chance" opportunity) for their continuing professional enterprenuerial development;
  - (b) left school for one reason or the other, but who having matured would want to make a re-entry into the knowledge arena;
  - (c) did not avail themselves the opportunity to go to school but who are still interested in acquiring basic education in view of the goal of Education For All;
  - (d) were not successful when they finished school but now wish to remedy their deficiencies and proceed for further studies.
2. The goals of Distance Education in Nigeria shall be to:

- (a) provide access to quality education and equity in educational opportunities for those who otherwise would have been denied;
  - (b) meet special needs of employers by mounting special certificate courses for their employees at their work place.
  - (c) encourage internationalization especially of tertiary education curricula.
  - (d) ameliorate the effect of internal and external brain drain in tertiary institutions by utilizing Nigerian experts as teachers regardless of their locations or places of work.
93. In pursuance of these goals the Federal Government shall:
- (b) ensure that programmes are equivalent in structure and status to those offered by face-to-face mode of delivery in the appropriate tertiary educational institution.
  - (c) Encourage and regulate Open/Distance Education practice in Nigeria.
  - (d) Establish an Open/Distance Education advisory body which shall:
    - (i) advise the government on the practice of Open/Distance education.
    - (ii) Promote Open/Distance education nationwide in collaboration with Federal, State and Local Government Education authorities.
    - (iii) liaise and collaborate with existing educational regulatory bodies and institutions offering Open/Distance Education programmes to ensure maintenance of standards.
    - (iv) liaise with media houses, information and communication 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.
- (vi) Encourage participation in Open/Distance education programme at the local level.
- (vii) Strengthen the capacity of existing institutions providing Open/Distance education.

## SECTION 10

### SPECIAL EDUCATION

94. Special Education is a formal special educational training people (Children and adults) with special needs. This group of people may be classified into three categories:
- (i) **The Disabled** People with impairments (physical, sensory), and because of this impairment/disability, they cannot cope with regular school/class organizational methods without formal special educational training. In this category, we have people who are:
    - (a) visually impaired (blind and the partially sighted);
    - (b) hearing impaired (deaf and the partially hearing);
    - (c) physically and health impaired (deformed, asthmatic);
    - (d) mentally retarded (educable, trainable, bed ridden);
    - (e) emotionally disturbed (hyperactive, hypoactive, socially maladjusted/behaviour disorder)
    - (f) speech impaired (stammerers, stutterers);
    - (g) learning disabled (have psychological/neurological educational phobia or challenges.
    - (h) multiply handicapped.
  - (ii) **The Disadvantaged-** The children of nomadic Pastoralist, migrant fisher folks, migrant farmers, hunters, etc. due to their lifestyles and means of livelihood, are unable to have access to the conventional educational programme and therefore require special education to cater for their particular/peculiar needs and circumstances.
  - (iii) **The Gifted and Talented:** People (children and adults) who have/possess very high intelligent quotient and are naturally endowed with special traits (in arts, creative

music, leadership; intellectual precocity, etc) and therefore find themselves insufficiently, challenged by the regular school/college/university programmes.

95. The aims/objectives of Special Education are to:

- (i) give concrete meaning to the idea of equalising educational opportunities for all children, their physical, sensory, mental, psychological or emotional disabilities notwithstanding;
- (ii) provide adequate education for all people with special needs in order that they may fully contribute their own quota to the development of the nation;
- (iii) provide opportunities for exceptionally gifted and talented children to develop their talents, natural endowments/traits at their own pace in the interest of the nations economic and technological development.
- (iv) design a diversified and appropriate curriculum for all the beneficiaries.

96. The Federal Ministry of Education has responsibility for co-ordinating Special Education activities in Nigeria in collaboration with relevant Ministries and non-governmental organisations and international agencies (UNICEF, UNESCO, UNDP, WHO, etc).

(a) The Federal and State Ministries of Education shall, in collaboration with appropriate bodies, provide special programmes for gifted and talented people e.g:

- (i) early age identification and nurture.
- (ii) early age admission into primary, secondary and tertiary institutions;
- (iii) early completion of educational programmes at the three educational levels.

(b) The education of children with special needs shall be free at all levels.

(c) All necessary facilities that would ensure easy access to education shall be provided; e.g:

- (i) inclusive education or integration of special classes and units into ordinary/public schools under the UBE scheme.
- (ii) regular census and monitoring of people with special needs to ensure adequate educational planning and welfare programme.
- (iii) special education equipment and materials e.g.
  - Perkins braille, White/ mobility cane/ brailled text books, abacus, braille, talking watch.
  - audiometers, speech trainers, hearing aids, ear mould machines etc..
  - educational/psychological toys, for the educationally mentally retarded.
  - Calipers, prostheses crutches, wheel chairs, artificial limbs, etc. for physically handicapped.
  - standard library; audio-visual equipment, internet facilities, etc. for the gifted and talented children.
- (iv) Special education training e.g.
  - braille reading and writing;
  - mobility training; use of regular typewriter; for the visually impaired.
  - total communication technique-speech, sign -language, the 3 Rs, etc. for the hearing impaired;
  - daily living activities or skills for the mentally retarded.

(v) Special training and re-training of the personnel to

develop capacity building and to keep abreast of latest teaching technique, for the various categories of disabilities, the gifted and talented.

- (vi) The teacher/pupil ratio in special schools shall be 1:10.
  - (d) Federal, State and Local Governments shall fund these programmes within their areas of jurisdiction.
97. Architectural designs of school buildings shall be barrier free i.e., they shall take into account special needs of the handicapped e.g., ramps instead of steps; wider doors for wheel chaired, lower toilets etc.
98. Schools shall be required to arrange regular sensory, medical and psychological screening assessments to identify any incidence of handicap.

## SECTION 11

### EDUCATIONAL SERVICES

99. Educational Services facilitate the implementation of educational policy, the attainment of policy goals and the promotion of effectiveness of educational system.
100. The goals of educational services shall be to:-
- (a) develop, assess and improve educational programmes;
  - (b) enhance teaching and improve the competence of teachers;
  - (c) make learning experiences more meaningful for learners;
  - (d) make education more cost-effective;
  - (e) promote in-service education; and
  - (f) develop and promote effective use of instructional materials in schools.
101. To achieve these goals:-
- (a) Each state and local government authority shall establish Teachers' Resource Centres where teachers will engage in discussion, investigations, study workshop, seminars and conferences. These centres shall also be used for the development and testing of teaching materials.
  - (b) Federal and State governments shall establish Educational Resource Centres whose activities shall be multi-disciplinary. Their functions shall include the enhancement of the study of language, science and mathematics. They shall provide for the need of continuing education and serve as foci for educational research introduced by the Nigerian Educational Research and Development Council (NERDC).
  - (c) Federal and state governments shall set aside a determined percentage of their education funds to

educational research, development and innovation.

- (d) There shall be a national book policy which shall devise strategies for book development in the country. Some of the functions of the NERDC shall be the promotion of the development, production and distribution of books for all levels of education and the encouragement of indigenous authorship.
- (e) The library is at the heart of the education enterprise. The virtual library as a platform for sharing knowledge is aimed at rejuvenating Nigerian schools through the provision of current books, journals and other information resources using digital technology.

The objective of the national Virtual library project include the:

- (i) improvement of the quality of teaching and research at all levels of education in Nigeria through the provision of current books, journals and other library services;
- (ii) enhancement of access of academic libraries serving the education community in Nigeria to global library and information resources; and
- (iii) enhancement of scholarship, research and lifelong learning through the establishment of permanent access to shared digital archival collections.

To achieve the policy objectives, government shall provide appropriate Information and Communication Technology (ICT) facilities to ensure that the benefits of the virtual library permeate all levels of education in Nigeria.

- (f) since libraries constitute one of the most important educational services, proprietors of schools shall also provide functional libraries in all their educational institutions in accordance with the established standards. They shall also provide for training of librarians and library assistants for this service.
- (g) State and local governments shall establish public libraries and actively promote readership in the use of authority.
- (h) Radio and television educational broadcasting shall form a feature of the educational support service system. To achieve this, all state broadcasting services, the ministries of education and other educational agencies shall work closely with the department of Technology and Science Education, Federal Ministry of Education (FME), which will play a central coordinating role.
  - (i) In-service education courses for the up-grading of teachers shall be linked with educational broadcasting. Designed agencies shall provide distance education for teachers through radio, television and other means.
  - (j) In view of the apparent ignorance of many young people about career prospects, and in view of personality maladjustment among school children, career officers and counselors shall be appointed in post-primary institutions. Since qualified personnel in this category are scarce, government shall continue to make provisions for the training of interested teachers in guidance and counseling. Guidance and counselling shall also feature in teacher education programmes. Proprietors of schools shall provide guidance-counsellors in adequate number in each primary and

post-primary school.

- (k) The Federal Government shall encourage and regulate correspondence education.
  - (l) Proprietors of schools shall provide school health services for their institutions.
  - (m) Government shall put in place a machinery for monitoring and evaluating the implementation of the NPE provisions.
102. (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, Teachers Resource Centres, University Institutes of Education, and other professional bodies shall belong to the network of Information and Communication Technology (ICT).
- (b) State Ministries of Education and the NERDC shall ensure the operation of the network and encourage teachers to participate and develop innovative instructional materials.
  - (c) The Nigerian Educational Research and Development Council (NERDC) shall co-ordinate the activities of NESCO and disseminate relevant information to its members and the public.
  - (d) Government shall provide facilities and necessary infrastructure for the promotion of Information and Communication Technology (ICT) at all levels of education.

## SECTION 12

### PLANNING, ADMINISTRATION AND SUPERVISION OF EDUCATION

103. The success of any system of education is hinged on planning, efficient administration and adequate financing. Administration is a function of organization and structure, proprietorship and control, inspection and supervision.
104. School systems and consequently their management and day administration shall grow out of the life and socio-economic conditions of the community which they serve. Therefore, 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 primary education among the three tiers of government;
  - (b) close participation and involvement of the community at the local level, in the administration and management of schools;
  - (c) effective line of communication between local communities, the state on the one hand and national machinery for formulation and implementation on the other;
  - (d) devolution of functions whereby the direction, planning and coordination of the total educational effort within the Federal Capital Territory (FCT) Abuja, especially secondary education, is the responsibility of the State or the Territory's Department of Education; and
  - (E) the integration of educational development with national objectives and programmes by the Ministry of Education.

105. In order that these functions may be discharged efficiently, a cadre of qualified staff is required in adequate numbers and quality at the different operational levels by the local, state and federal authorities.

106. The respective functions of the National Council on Education (NCE), composed of the Honourable Minister of Education and State Commissioners for Education, and the Joint Consultative Committee on Education (JCCE) made up of education officials and experts, cover all the needed grounds of educational policy formulation below the cabinet level.

107. The **objectives** of the planning, administrative, inspectorate, supervisory and financial services in education are to:-

- (a) ensure adequate and effective planning of all educational services;
- (b) provide efficient administrative and management control for the maintenance and improvement of the system;
- (c) ensure quality control through regular and continuous supervision of instructional and other educational services; and
- (d) provide adequate and balanced financial support for all educational services.

To accomplish these objectives, Federal and State Governments shall maintain and adequately fund the Inspectorate and Education Planning Departments of their ministries of education.

108. The Federal Ministry of Education shall be responsible for

- (a) enunciating a National Policy on Education;
- (b) setting and maintaining uniform standards;
- (c) co-ordinating educational practices in Nigeria;
- (d) establishing a Federal Inspectorate Services;

- (e) planning and research on a national scale;
- (f) acquiring, storing and disseminating national education data;
- (g) co-ordinating non-formal education including adult education, vocational improvement centres, correspondence courses, etc;
- (h) co-ordinating educational services;
- (i) co-ordinating international co-operation in education; and
- (j) co-ordinating national school examinations, testing and evaluation.

109. State Ministries of Education shall have responsibility for the following:-

- (a) policy and control over primary, secondary education and tertiary institutions owned by the state in accordance with the requirements of the National policy on Education;
- (b) planning, research and development of education;
- (c) inspectorate services for monitoring and improving standards;
- (d) the provision of broad educational services;
- (e) co-ordination of the activities of School boards and/or Local Education Authorities as prescribed by law;
- (f) examinations, testing and evaluation at primary and junior secondary school levels; and
- (g) proving appropriate education laws and ensuring their enforcement.

110. Local governments shall, through their Local Education Authorities (LEAs) have responsibility for the financing and

management of primary education within their local government areas. In particular, the Local Education Authorities shall be responsible for:-

- (a) the appointments, promotion, discipline and transfer of primary school teachers and non-teaching staff within their areas of jurisdiction;
- (b) the payment of primary school teachers' salaries and allowances;
- (c) the payment of pensions and gratuities;
- (d) the retraining of teachers;
- (e) the overall management of their educational plans; and
- (f) supervision and quality control in all primary schools in their areas in conjunction with federal and state authorities.

111. Management boards of single schools and District or Local Schools Boards 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 state and federal authorities, and the Boards.

112. Ministries of education both at federal and state 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 Education Authorities (LEAs), properly presented in pre-determined forms would be incorporated into such plans. To enable them to carry out this function effectively, the department for planning of each ministry of education will, as a matter of necessity, be adequately staffed and headed by well-trained education planners.

113. The Federal Government shall prescribe the minimum standards of education at all levels:-

- (a) In this regard:
  - (i) in pre-primary schools, there shall not be more than 30 pupils to a teacher and a helper (assistant);
  - (ii) in primary and secondary schools, there shall not be more than 35 and 40 pupils respectively to a class.
  - (iii) in technical and vocational colleges, there shall not be more than 20 pupils for practical work
- (b) primary, post-primary and tertiary education shall be the responsibility of the local, state and federal governments
- (c) Education boards or similar authorities shall be responsible for the management of schools in their defined areas of authority.

114. Special and adequate inducement shall be provided for teachers in rural areas to make them stay on their jobs.

#### **Monitoring and Maintenance of Minimum Standards**

115. Government shall establish efficient inspectorate services at federal, state and local government levels for monitoring and maintaining minimum standards at all levels of education up to the tertiary level.

116. State ministries of education and Local Education Authorities shall enter into collaboration with the Federal Inspectorate Service for the organization of supervision and inspection of all educational institutions under their jurisdiction.

117. The inspectorate services shall operate as an autonomous body supervised by the Minister of Education/Commissioner of Education as may be appropriate.



118. The goals of the inspectorate services shall be to:-

- (a) set, maintain and improve standards in all aspects of the school system;
- (b) ensure uniform standard and quality control of instructional activities in schools through regular inspection and continuous supervision;
- (c) obtain information on problems and difficulties of teachers and institutions and offer practical solutions to them; and
- (d) encourage dissemination of information on innovation and progressive educational principles and practices in the school system through publications, workshops, meetings, seminars, conferences, etc.

119. The primary responsibility of inspectors shall be to:-

- (a) diffuse information about instructional materials and tested and effective teaching methods;
- (b) obtain information in respect of difficulties experienced by teachers in schools and institutions and further provide advisory solution through appropriate authorities;
- (c) monitor and document the overall quality of education in schools and proffer practical and positive advice;
- (d) organize meetings with and workshops for teachers when necessary with a view to improving their professional competence; and
- (e) provide a strong sense of comradeship and professionalism among teachers.

## SECTION 13

### FINANCING EDUCATION

120. Education is an expensive social service and requires adequate financial provision from all tiers of government for successful implementation of the educational programmes.
121. Government's ultimate goal is to make education free at all levels. The financing of education is a joint responsibility of the federal, state and local governments and the private sector. In this connection, government welcomes and encourages the participation of local communities, individuals and other organizations.
122. Relevant sectoral bodies such as the Education Tax Fund have been established to respond to the funding needs of education. In addition, other funds from which the burden of financing education can be eased are:
  - (i) Industrial Training Fund.
  - (ii) National Science and Technology Fund.
123. Government recognizes the importance of technical and business education and the need to relate its programmes to the requirements of commerce and industry.

