



FEDERAL MINISTRY OF EDUCATION

**GUIDELINES
FOR THE
IMPLEMENTATION
OF THE
NATIONAL POLICY
ON
SENIOR SECONDARY EDUCATION IN
NIGERIA**

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First Edition

VISION AND MISSION STATEMENTS

Vision

A comprehensive and functional educational programme through equitable access, quality and relevance aimed at repositioning Senior Secondary Education and TVET in Nigeria for global competitiveness.

Mission

To provide effective and efficient post-basic education and career development system to enhance learners' intellectual abilities with emphasis on scientific, technical, vocational and entrepreneurial education for self-reliance and tertiary education

FOREWORD

The establishment of the National Senior Secondary Education Commission (NSSEC) as a regulatory and intervention agency for Senior Secondary Education delivery necessitated the formulation of the National Policy on Senior Secondary Education in Nigeria and its Implementation Guidelines to coordinate the intervention activities. There is no doubt in my mind that the decision of NSSEC to develop this Policy and its Implementation Guidelines is a critical step that should provide clarity for operators of the policy both at the national, state and schools levels. The vision of the Management and staff in bringing about this Policy and Implementation Guidelines is commendable.

Having developed a National Policy for Senior Secondary Education in Nigeria, it is logical to expect that implementation guidelines should be developed to complement the policy and facilitate its operationalization. Therefore, these implementation guidelines set out the principles, procedures and benchmarks for implementing the provisions in the policy document towards improved delivery of Senior Secondary Education and TVET.

The Renewed Hope Agenda of President Bola Ahmed Tinubu GCFR, placed much priority in the development of the entire education sector especially in the areas of Science, Technology, Engineering, Art and Mathematics (STEAM), Technical, Vocational Education and Training (TVET) as well as Entrepreneurship Education. All hands must be on deck to support the implementation of this policy at the National, State and School levels.

I am confident that these Implementation Guidelines, having

been developed through inputs of stakeholders across the nation, will receive wide acceptance for the vigorous pursuit of Nigeria's commitment to the achievement of 2030 Agenda set out in the Sustainable Development Goals (SDGs).



Prof. Tahir Mamman, OON, SAN
Honourable Minister of Education

PREFACE

The Management of the National Senior Secondary Education Commission (NSSEC) deemed it necessary to develop a National Policy on Senior Secondary Education and its Implementation Guidelines as the fundamental step needed to regulate the activities of the sub-sector with relative ease. It is a known fact that prior to establishment of NSSEC, public and private operators of Senior Secondary Schools and TVET institutions were virtually operating without coordination, using different standards in States across the Nation. Thus, to bring uniformity to bear in nearly every facet of Senior Secondary Schools and TVET institutions operations, the Policy and its Implementation Guidelines were developed.

In the course of developing these documents, political and technical issues were taken into consideration. For political issues such as recognizing our national diversity, getting stakeholders' buy-in and setting the vision of Policy and Guidelines were attended to. Similarly, technical issues such as gathering evidence and data, implementation planning and other mandatory steps required in government policy development, including public consultation were addressed. Thus, these documents which have passed through the mill are expected to provide clear directions in Senior Secondary Education and TVET delivery in Nigeria.

No matter how well-designed a policy may be, the task of achieving the objectives lies within the realm of implementation. In other words, where there are gaps between the intentions of policy developers and the implementation processes, the policy objectives would hardly be achieved. Accordingly, the Management of NSSEC has ensured that Implementation Guidelines for the Policy were meticulously

developed to give clear direction for stakeholders to understand their roles at the National, State and School/Institution levels.

The Implementation Guidelines is therefore structured into the Preliminary Pages and Six (6) major sections. The preliminary pages include the Forward, Preface, Acknowledgements, Table of Contents, Vision and Mission statements, etc. Sections 1 – 6 focuses on Preliminary Issues, Thematic Areas, Education and Training, Governance Structure, Stakeholders Collaboration and Implementation Sustenance respectively.

This Implementation Guidelines document is therefore, recommended to all stakeholders as being a complement to the main Policy.

A handwritten signature in red ink, appearing to read 'Yusuf Tanko Sununu', is positioned above the name of the Minister.

Hon. (Dr.) Yusuf Tanko Sununu
Honourable Minister of State for Education

ACKNOWLEDGEMENT

The Implementation Guidelines for the National Policy on Secondary Education in Nigeria is worth the laborious effort it took various stakeholders to put it in place. This is because the guidelines are expected to ensure the operationalization of the Policy in a systematic manner. It is a known fact that there are tasks or activities that could be carried out in a number of ways, but the guidelines give clear directions regarding the preferred pathway for effectiveness and efficiency. The beauty of this document is that in its developmental stage, the opinions and submissions of a wide spectrum of stakeholders were accommodated, having in mind the need to ensure best practices in the implementation of the Policy.

The Policy and its Implementation Guidelines could not have been developed if the National Senior Secondary Education Commission (NSSEC) was not established in the first instance. Our sincere appreciation, therefore, goes to the Honourable Minister of Education, Prof. Tahir Mamman, OON, SAN; Honourable Minister of State for Education, Hon. Dr. Yusuf Tanko Sununu and the Permanent Secretary of the Federal Ministry of Education, Mrs. Didi Esther Walson-Jack, OON, mni, for their determination and unalloyed support in ensuring that the Post Basic and Career Development level of Education, like other levels of education, now has a regulatory and intervention body. We are grateful for both political and administrative leadership provided for the Policy and its Implementation Guidelines to become a reality.

The efforts of the FME Directors, former Management and Board of NSSEC, JCCE Secretariat as well as the Chairmen and Secretaries of the JCCE Reference Committees are highly appreciated. We value the contributions of all our stakeholders from both the public and private sectors as well as Civil Society

Organizations and education professionals nationwide.

We thankfully acknowledge the invaluable roles which our indefatigable Resource Persons played throughout the journey towards the development, approval and unveiling of the Policy and its Implementation Guidelines. Our expression of gratitude to key stakeholders will be incomplete without mentioning the staff of NSSEC especially the SSE Department who gave their best in ensuring that these documents were developed. We congratulate them for being a part of the history of NSSEC.



Dr. Iyela Ajayi *FNIM, FIMC*
Executive Secretary, NSSEC

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ACRONYMS

ANCOPSS	All Nigeria Confederation of Principals of Secondary Schools
ASC	Annual School Census
BECE	Basic Education Certificate Examination
BoGs	Board of Governors
CBOs	Community Based Organization
CFRN	Constitution of the Federal Republic of Nigeria, 1999
CRA	Child's Rights Act
CSOs	Civil Society Organizations
CSR	Corporate Social Responsibility
DEO	Designated Entrepreneurship Officer
DFID	Department for International Development
EDP	Entrepreneurship Development Programme
FBOs	Faith Based Organizations
FCT	Federal Capital Territory
FME	Federal Ministry of Education
FPT	Focal Point Teacher
ICT	Information Communication Technology
IFAs	International Funding Agencies
IGR	Internally generated revenue
ITF	Industrial Training Fund
JAISCE	Junior Arabic and Islamic Studies Certificate Examination
JETS	Junior Engineers, Technologists and Scientists
M & E	Monitoring & Evaluation

MDA	Ministries, Departments and Agencies
MSDCs	Model Skills Development Centres
NAPPS	National Association of Proprietors of Private Schools
NAPTIP	National Agency for the Prohibition of Trafficking in Persons
NBC	National Business Certificate
NBTE	National Board of Technical Education
NCCE	National Commission of Colleges of Education
NCDMB	Nigerian Content Development and Monitoring Board
NDDC	Niger Delta Development Commission
NECA	Nigeria Employers' Consultative Association
NDE	National Directorate for Employment
NEDC	North East Development Commission
NEEDS	National Economic and Empowerment Development Strategy
NEMIS	Nigeria Education Management Information System
NERDC	National Education Research and Development Commission
NGOs	Non-governmental Organization
NIEPA	National Institute for Educational Planning & Administration
NOS	National Occupational Standard
NPE	National Policy on Education
NSSEC	National Senior Secondary School Education Commission

NTC	National Technical Certificate
NTI	National Teachers Institute
NUC	National Universities Commission
NUT	Nigeria Union of Teachers
NVC	National Vocational Certificate
NVQF	National Vocational Qualifications Framework
PICs	Project Implementation Committees
PTA	Parent Teacher Association
R & D	Research and Development
SAISC	Senior Arabic and Islamic Studies Certificate
SBMC	School-Based Management Committee
SDGs	Sustainable Development Goals
SDIs	Service Delivery Indicators
SDP	School Development Plan
SMEs	Small and Medium Enterprises
SMoEs	State Ministry of Education
SSC	Senior School Certificate
SSEB	Senior Secondary School Education Board
SRGBV	School Related Gender-Based Violence
STEAM	Science, Technology, Engineering, Arts and Mathematics
STEM	Science Technology Engineering and Mathematics
STEP-C	Skill Training and Empowerment Programme for the Physically Challenged
STET	School Training and Entrepreneurship Team
TRCN	Teachers Registration Council of Nigeria

TVET	Technical Vocational Education and Training
UBEC	Universal Basic Education Commission
UNCRC	United Nations Convention on the Rights of the Child
UNESCO	United Nation Education and Scientific Cultural Organization
VACiS	Violence Against Children in Schools
VEIs	Vocational Enterprise Institutions
VfM	Value for Money
WASH	Water Sanitation and Hygiene programme
WASSC	West African Senior School Certificate

DEFINITION OF TERMS

A non-state actor is an organization or individual that is not affiliated with, directed by, or funded by any government.

A state actor is a person who is acting on behalf of a governmental body, and is therefore subject to limitations imposed by government regulations.

Corporate Social Responsibility (CSR) is generally understood to mean that corporate organizations have a degree of responsibility towards their host communities for the economic, social and environmental consequences of their activities.

Emerging issues – This refers to those contemporary issues and trends that were hitherto not influential in the education system but have gradually assumed significance due to the impact they exert in the system.

Equitable Access - it means access to education where every student is given opportunities to take full advantage of their right to education without hindrances.

Entrepreneurship Education – seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. It prepares students to be responsible and enterprising individuals through the development of the skills, knowledge, and attitudes necessary to achieve set goals.

Gender disparity – refers to differences in women's and men's access to resources, status and well-being, which usually favour men and are often institutionalized through law, justice and social norms.

Learner – friendly School - This is a school model based on the principle that schools should be equipped with adequate

resources and operate in the best interests of the learner by being safe, healthy and protective and staffed with trained teachers.

STEAM Education is an approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking.

STEM Education is the intentional integration of science, technology, engineering, and mathematics, and their associated practices to create a student-centered learning environment in which students investigate and engineer solutions to problems, and construct evidence-based explanations of real-world phenomena.

Student-centered learning broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the learner.

Substance abuse – refers to the excessive use of psychoactive substances, such as alcohol, pain medications or illegal drugs which has negative health consequences on the users.

Teacher Accountability refers to the teacher's responsibility for his/her student's learning progress, including student's performance in their classroom.

Violence against children in school (VACiS) refers to all acts of violence inflicted on children below 18 years within the school setting and while on their way to and from school.

SECTION 1

PRELIMINARY ISSUES

1.1 INTRODUCTION

The establishment of the National Senior Secondary Education Commission (NSSEC) as a regulatory and intervention agency has raised stakeholders' expectations that the myriad of challenges facing this level of education over a long period will finally be addressed frontally. With the core mandates of prescribing minimum standards and intervening in senior secondary education and TVET delivery through a dedicated fund to be provided by the Federal Government, the Commission should accomplish the desired achievement of technical, vocational and entrepreneurial excellence among learners.

An indication of the Commission's readiness to deliver its core mandates is underpinned by the development of a comprehensive policy for senior secondary education and TVET in Nigeria. Even though the national policy provides guidance, accountability, efficiency and clarity for effective delivery at this level, it is imagined that compliance with the provisions of this policy would be user-friendly if there are operational guidelines as a complement to the policy.

Thus, this Implementation Guideline document generally describes the processes and procedures that should be followed in order to operationalize the contents of the policy document, especially the thematic areas. The document is designed to support all stakeholders, both State actors and non-State actors, as well as other interested parties in implementing the provisions of the national policy. A reader-friendly approach is

adopted in this guideline by stating the objectives of each policy area and the implementation methods/procedures.

1.2 OBJECTIVES

The objectives are to:

- a. guide the implementation process of the Policy;
- b. ensure adequate capacity for full implementation of the Policy;
- c. drive support for re-positioning SSE and TVET delivery;
- d. provide specific guidance for sourcing and accountability of financial resources; and
- e. ensure that stakeholders synergise for proper implementation of the task to re-position SSE and TVET.

1.3 PURPOSE OF THE IMPLEMENTATION GUIDELINES

- a. To provide implementation procedures and pathways for operationalizing the policy.
- b. To serve as rules that would provide direction for certain courses of action mentioned in the main policy.

1.4 GUIDING PRINCIPLES

This Implementation Guideline highlights certain principles which anchor every course of action to be taken to actualize the strategies outlined in the main policy in order to ensure that the core mandates of NSSEC are fulfilled.

- i. Every student has the right to learn.
- ii. Students-centred approach to teaching and other forms of instruction.
- iii. Responsive environments which promote learning.
- iv. Attainment of the strategic objectives, indicators and targets through vigorous monitoring & Evaluation (M & E).

- v. Teacher accountability driven by vigorous quality assurance
- vi. Support for extensive research and development (R & D) on SSE and TVET delivery
- vii. Ethical character

SECTION 2

THEMATIC AREAS

2.0 INTRODUCTION

Policy documents are, most often, not implemented as expected because of the omission of having implementation guidelines in place. Operational guidelines generally describe the processes and procedures that should be followed in order to implement the contents of a policy document. To ensure effective implementation of this policy and achievement of the set objectives, this document is designed to support NSSEC and SSEBs officials, school administrators, quality assurance officers, teachers, non-teaching staff and other relevant stakeholders in implementing the already developed National Policy.

2.1. IMPLEMENTATION PLANNING

2. 2.0. EQUITABLE ACCESS, QUALITY AND RELEVANCE

2. 2.1 National Level

For effective implementation of this policy, the Guidelines stipulate the actions to be taken, the authorities responsible for taking the actions and the rate of the actions to be taken at the national level as follows:

2.2.1.1 Strengthening Institutional Commitment for Equitable Access, Quality and Relevant SSE and TVET.

The Federal Government, State Governments, FCT Administration and the other stakeholders shall provide equitable access, quality and inclusive Senior Secondary

Education and TVET for students. The Quality Assurance Department of the Federal Ministry of Education (FME) and National Senior Secondary Education Commission (NSSEC) shall periodically issue guidelines and instructions relating to equitable access, quality and relevance of SSE and TVET and shall monitor compliance. At the commencement of the policy, the NSSEC in collaboration with State Governments shall constitute Senior Secondary Education Boards (SSEBs) at states and FCT to implement the policy. The NSSEC shall work with other relevant bodies and agencies to ensure that senior secondary schools and TVET institutions in Nigeria are safe, secured and violence free.

2.2.1.2 Planning for Equitable Access, Quality and Relevance

To plan for equitable access, quality and relevance, the FME in collaboration with NSSEC should set up equitable access, quality and relevance advisory committee to: (i) prepare a national infrastructure support for schools to aid inclusive enrolment; (ii) initiate a national plan for ensuring increase and sustainable equitable enrolment in senior secondary schools and technical institutions; (iii) initiate and streamline plans for involvement and participation of development partners and relevant stakeholders in SSE and TVET; (iv) set standard to admission, infrastructure delivery, and institutional administration practices.

2.2.1.3 Implementation of Equitable Access, Quality and Relevance.

FME, SMoEs and NSSEC shall collaborate and institute incentives and modalities to enhance equitable access to senior secondary schools and TVET institutions.

2.2.2 State Level

States have significant roles in the implementation of the policy and therefore, it is expected that certain roles at the national level shall be cascaded down to the States. In this regard, the guideline for the State level is as follows:

2.2.2.1 Strengthening Institutional Commitment for Equitable Access, Quality and Relevance SSE and TVET.

Institutional commitment at the state level shall include NSSEC collaborating with SSEBs, SMoEs, SBMCs/CBMCs, NAPPS, other Associations of Proprietors of Private Schools and PTAs to encourage enrolment, retention and completion.

2.2.2.2 Planning for Equitable Access, Quality and Relevance

The SMoE in collaboration with SSEB shall set up equitable access, quality and relevance advisory committee to (i) prepare a state infrastructure support for schools to aid inclusive enrolment; (ii) initiate a state plan for ensuring increase and sustainable equitable enrolment in senior secondary schools, technical colleges, Special Needs Schools and Non-Formal learning centers; (iii) initiate and streamline plans for involvement and participation of development partners and relevant stakeholders in SSE including TVET and STEAM (iv) set standard for admission, infrastructure delivery, and institutional administration practices.

2.2.2.3 Implementation of Equitable Access, Quality and Relevance.

SMoEs and SSEBs shall collaborate and institute incentives and modalities to enhance equitable access to Senior Secondary Schools, Technical Colleges, Special Needs Schools and Non-

Formal learning centers as well as maintain quality standards.

2.2.3 School/learning Centre Level

It is at the school/institution level that the impact of policy implementation is expected to be felt. Thus, the guideline defines some roles for the school/institution as follows:

2.2.3.1 Strengthening Institutional commitment for Equitable Access, Quality and Relevance SSE and TVET.

Under the guidance of SSEBs through the issuance of directives and circulars, schools/institutions shall act in concert with the host communities, SBMCs, NAPPS and PTAs to encourage enrolment, retention and completion.

2.2.3.2 Planning for Equitable Access, Quality and Relevance

At the Schools and Non-formal Learning Centres, there shall be an equitable access, quality and relevance implementation committee to: (i) develop a plan of action for ensuring that in the host community, there is increase and sustainable equitable enrolment for senior secondary education, including TVET and STEAM; (ii) initiate plans for involving community development associations, FBOs, CBOs, philanthropists and relevant stakeholders in supporting the delivery of SSE including TVET and STEAM; and (iii) draw up an action plan for the maintenance of facilities and infrastructure within the limits of available resources.

2.2.3.3 Implementation of Equitable Access, Quality and Relevance.

Senior Secondary Schools, Science and Technical Colleges, Special Needs Schools and Non-Formal Learning Centers shall

collaborate with the host communities, SBMCs/CBMCs, Private School Proprietors Associations and PTA to promote the need to achieve equitable access through vigorous campaigns and mobilization for enrolment, re-enrolment, retention and completion.

Notwithstanding funding constraints faced by public Secondary Schools, Science and Technical Colleges, Special Needs Schools and Non-Formal Learning Centers these institutions shall be required to strive to maintain quality standards through innovations.

2.3.0 MANAGEMENT AND EFFICIENCY IN SSE AND TVET DELIVERY

2.3.1 National Level

2.3.1.1 Strengthening Institutional Commitment for Management and Efficiency in SSE and TVET delivery.

The roles of the Federal Ministry of Education (FME), National Secondary Education Commission (NSSEC), State Ministries of Education (SMoEs), SSEBs, Principals, Boards of Governors of Private Schools and SBMCs/CBMCs are critical in the efficient management of senior secondary schools and TVET institutions. Accordingly, these stakeholders are expected to work collaboratively towards ensuring efficient management of SSE and TVET delivery.

2.3.1.2 Planning for Management and Efficiency in SSE and TVET delivery.

FME in collaboration with NSSEC shall develop an implementation plan for ensuring that senior secondary schools and TVET institutions nationwide are efficiently managed. In this regard, FME and NSSEC shall:

- (i) Set up a Joint Extra-Ministerial committee charged with

ensuring that schools and institutions are managed efficiently;

- (ii) Develop toolkit for improving on decision-making processes in senior secondary schools and TVET institutions and service delivery indicators (SDIs) for assessing service delivery performance in schools and institutions;
- (iii) Create service delivery monitoring desks.

NSSEC shall utilize reports from quality assurance visits to senior secondary schools, Science and Technical Colleges, Special Needs Schools and Non-Formal Learning Centers, and feedback emanating from the Joint Extra-Ministerial committee to plan for training of Principals and Vice Principals on efficient management of schools and institutions.

2.3.1.3 Implementation of Management and Efficiency in SSE and TVET delivery.

FME and NSSEC shall ensure that FME and NSSEC service delivery desks collaborate in carrying out service delivery performance assessments in schools and institutions nationwide, at least once in a term.

2.3.2 State Level

2.3.2.1 Strengthening Management and Efficiency in SSE and TVET delivery.

The success of our PBECD where there is a large number of senior secondary schools and TVET institutions nationwide is hinged on efficient management, adequate funding and commitment in the implementation of plans. Accordingly, collaboration through shared responsibility between NSSEC, SMOEs, FCT Education Secretariat, SSEBs and NAPPS is very essential for strengthening management and efficiency in the

delivery of SSE and TVET.

2.3.2.2 Planning for Management and Efficiency in SSE and TVET delivery

Drawing from the framework provided by NSSEC, SMOEs and FCT education Secretariat shall be responsible for preparing their State Education Plans to enable them ensure that a machinery is put in place for providing efficient administrative and management control for improving SSE and TVET delivery. In planning, the input of NAPPS shall be taken into cognizance, given the fact State governments welcome the participation of private individuals, communities and voluntary agencies in the establishment and management of senior secondary schools and TVET institutions.

2.3.2.3 Implementation of Management and Efficiency in SSE and TVET delivery.

FCT Education Secretariat, SMOEs, SSEBs and SAME shall be required to:

(i) define the academic qualifications and requisite experience for appointment as Principals or Vice Principals of Senior Secondary Schools, Science and Technical Colleges, Special Needs Schools and Non-Formal Learning Centers to keep updated record of performance ratings of Principals of public schools and institutions for the purpose of reward, sanctions; and

(ii) collaborate with Proprietors of Private School Associations and closely monitor the activities of Principals in privately owned Senior Secondary Schools, Science and Technical Colleges, Special Needs Schools and Non-Formal Learning Centers.

2.3.3 School/learning Centre Level

At the school/institution level, the implementation of the policy is carried out and where the right personnel and enabling environment are not in place, achievement of policy goals becomes truncated. This guideline, therefore, outlines some roles for the school/institution.

2.3.3.1 Strengthening Management and Efficiency in SSE and TVET delivery

Senior secondary schools and TVET institutions shall be required to operate through committee system where every staff is committed to accountability, transparency and there is given a sense of belonging to the school's or institution's vision. Principals working in concert with the SBMCs/CBMCs, BOGs and PTAs shall institute reward mechanisms that would encourage and deepen staff commitment towards efficient management in the schools or institutions.

2.3.3.2 Planning for Management and Efficiency in SSE and TVET delivery

The Principal in collaboration with the SBMC or BOG shall develop the school's or institution's vision and mission statements. A School development plan (SDP) shall always be in place in the school/institution and to this extent, the Principal shall take responsibility for developing one. The developed SDPs shall include strategies for instituting and sustaining efficient management at the school/institution level.

2.3.3.3 Implementation of Management and Efficiency in SSE and TVET delivery.

Every school/institution leadership nationwide shall constitute diverse committees for an effective and efficient management of various aspects of SSE and TVET delivery. Accordingly,

- I. Schools/Centers in collaboration with the SBMCs/CBMCs and PTA shall put a framework in place for ensuring that management is not only efficient but effective and transparent.
- ii. The SBMCs/CBMCs through their responsibilities in assessing how well the schools/ centres are doing, shall be required to carry out this function with an improvement agenda and report same to the wider community.

2.4.0 FUNDING AND PARTNERSHIPS IN SSE AND TVET DELIVERY

2.4.1 National Level

2.4.1.1 Strengthening Institutional Commitment for Funding and Partnerships

Financing education is a shared responsibility of the three tiers of Government and the Private Sector. Nevertheless, the Federal and State tiers are solely responsible for SSE and TVET delivery, with the welcomed participation of the Private Sector and Development Partners. Considering the fact that the fund required for education delivery is massive, the Federal Government, through FME and NSSEC shall continue to make efforts to improve on the funding, grants and interventions to SSE and TVET components bearing in mind that technical, vocational and entrepreneurial education is the foundation for wealth creation and economic growth of any nation.

2.4.1.2 Planning for Funding and Partnerships

FME and NSSEC shall develop a framework for building partnerships aimed at providing funding for intervention of SSE including TVET and STEAM. Through a well-developed plan, other sources of funding shall be explored by involving Private Donors and Corporate Organizations as part of their

Corporate Social Responsibility (CSR). The support of Public and Private Partners (PPPs) including International Funding Agencies (IFAs) shall be leveraged in contributing to this Fund.

2.4.1.3 Implementation of Funding and Partnership in the delivery of SSE and TVET.

NSSEC shall create “Funding and Partnerships” desks for the purpose of identifying corporate bodies and following up on remittances of CSR. In the spirit of accountability and transparency, NSSEC working in collaboration with SMOEs, FCT Education Secretariat, SSEBs and SBMCs shall track expenditure and conduct joint M&E on service delivery of SSE and TVET.

2.4.2. State Level

2.4.2.1 Strengthening Funding and Partnerships.

To inspire public confidence and strengthen involvement of partners in funding SSE and TVET delivery, SMOEs, FCT Education Secretariat and SSEBs shall publicize funds received. SSEBs in collaboration with SMOEs and FCT Education Secretariat shall promote the culture of value for money (VfM) and accountability.

2.4.2.2 Planning for Funding and Partnerships

SMoEs and FCT Education Secretariat in collaboration with SSEBs shall develop annual plans for bringing corporate bodies, contractors and other service providers into education tax nets in their States as well as CSR remittances. The annual plan shall serve as the expenditure roadmap, prioritizing areas in SSE and TVET delivery that need urgent attention.

2.4.2.3 Implementation of Funding and Partnerships.

NSSEC shall create “Funding and Partnership” desk officers

for the purpose of identifying Corporate Bodies and following up on remittances of CSR. In the spirit of accountability and transparency, NSSEC working in collaboration with SMOEs, FCT Education Secretariat, SSEBs, SAME, SBMCs, CBMCs, PTA and other relevant stakeholders shall track expenditure and conduct Joint Monitoring & Evaluation on service delivery of SSE including TVET and STEAM.

In order to entrench and promote transparency in expenditure as well as accountability, SSEBs and FCT Education Secretariat shall establish Project Implementation Committees (PICs). The membership of PICs shall comprise the Executive Chairman of the Board as the Chairman and Management Members and these include:

- (i) Director, Planning Research and Statistics;
- (ii) Director, Admin & Finance
- (iii) Director, Secondary school
- (iv) Director, Physical Planning
- (v) Director, Quality Assurance
- (vi) Director, Human Resources Management
- (vii) Director, Legal
- (viii) Permanent Member I & II
- (ix) Board Secretary
- (x) Representatives of NSSEC, Development Partners, CSOs, NGOs, Association of SBMC Chairmen and an engineer from the State Ministry of Works.

2.4.3 School/learning Centre Level

2.4.3.1 Strengthening Funding and Partnerships.

Principals of Schools/Centres shall use different fora (Speech and Prize-Giving day, PTA, SBMC/CBMC and Old students Association) to regularly update stakeholders of detailed financial investments made by NSSEC, SMOEs, FCT Education Secretariat and SSEBs in the school/institution.

Other sources of funding such as PTA levies, Old Students' Association contributions, fund-raising, donations and Internally Generated Revenue (IGR), shall be properly accounted for and published on termly basis.

2.4.3.2 Planning for Funding and Partnerships.

In addition to preparing the School Development Plan (SDP), the SBMCs/CBMCs shall develop Action Plan specifically for annual fund-raising activities which should reach out to wide spectrum of stakeholders. The plan shall also include strategies for partnerships towards sustainable funding of SSE including TVET and STEAM delivery.

The Principal in collaboration with the SBMC/CBMC shall ensure that the key guiding principles of financial management such as stewardship, accountability, spreading authority to incur expenditure and timeliness in financial reporting are captured in the SDP.

2.4.3.3 Implementation of Funding and Partnerships.

Raising fund at the school level shall be the joint responsibility of the Principals and the SBMCs. Funds generated through sundry sources by the school and SBMC as well as funds from government budgetary releases shall be spent in line with SDP and records properly kept.

The SDP shall clearly indicate the following:

- (i) School bank accounts, one for Capital projects and another for Maintenance. Both accounts shall be operated under dual signatories;
- (ii) Expenditure procedure; and
- (iii) Procedure for retirement of fund.

The Principal and SBMC Chairman shall ensure that End of Year Statement of Expenditure is prepared and circulated

within the set timeline.

2.5.0 EMERGING ISSUES IN SSE AND TVET DELIVERY

Emerging issues in the education sector adversely affect SSE and TVET delivery in the country and these include insecurity, violence against children and unsafe learning environments, gender disparity, poor sanitation, inadequate ICT facilities, poor learning environment and inadequate instructional materials for Special Needs learners; low capacity of teachers in dealing with violence against children, Psycho-social vices and substance abuse etc.

2.5.1 National Level

2.5.1.1. Strengthening Institutional Commitment to Emerging Issues

NSSEC shall ensure that the National Policy on Safety, Security and Violence-Free Schools already developed by FME is popularized. Other policies such as the National Policy on Gender in Education, National Policy on ICT should also be popularized. National Desks for Emerging issues shall be instituted by NSSEC and SSEBs. Guidelines and procedures on Emerging issues in Education shall be issued from these desks.

2.5.1.2. Planning for Emerging Issues.

NSSEC shall collaborate with security agencies, SMOEs, FCT Education Secretariat, SSEBs, NAPTIP, CSOs and other relevant stakeholders to develop a Strategic Plan for Emerging Issues in Education. The strategic plan shall stipulate national standards for emergency preparedness and response in times of disasters and serve as a roadmap for ensuring that SSE including TVET and STEAM delivery take place in learner-friendly schools devoid of violence and insecurity.

2.5.1.3 Implementation of Emerging Issues.

NSSEC shall collaborate with SSEBs and other relevant stakeholders to deal with emerging issues in Education. On safety of school buildings, periodic structural safety exercises shall be conducted to ensure that buildings, existing and under construction, meet safety standards.

NSSEC shall encourage schools and institutions nationwide to put in place mandatory reporting mechanism making it obligatory for incidents of violence to be reported to the Focal Point Teacher (FPT) or other relevant school authority.

Furthermore, on the issue of reducing gender disparity, NSSEC shall ensure that gender friendly environment is created in schools/centres as stipulated in the National Policy on Gender in Education.

2.5.2 State Level

2.5.2.1. Strengthening Institutional Commitment to Emerging Issues

SMoEs, FCT Education Secretariat and SSEBs shall ensure that schools and learning centres in their States have copies of the National Policy on Safety, Security and Violence-Free Schools, National Policy on Gender in Education, National Policy on ICT in Education, etc. already developed by FME. Desks for emerging issues in Education shall be instituted by SMoEs, FCT Education Secretariat and SSEBs. Circulars, procedures and practices shall be issued from these desks.

2.5.2.2. Planning for Emerging Issues.

SMoEs, FCT Education Secretariat and SSEBs shall collaborate with security agencies, CSOs and other relevant stakeholders to adopt and adapt the National Strategic Plan on Emerging Issues in Senior Secondary Schools and TVET

Institutions to suit the needs of each State. The adapted strategic plan shall serve as a roadmap for ensuring that SSE and TVET delivery take place in learner-friendly schools devoid of violence and insecurity.

2.5.2.3 Implementation of Emerging Issues

SSEBs shall collaborate with relevant stakeholders to deal with Emerging Issues in Education. SBMCs, BoGs, Old Students Association and PTAs shall be committed to ensuring there are adequate solutions to Emerging Issues such as:

- i. Engagement of trained security personnel, building of high and well-fortified perimeter fence and provision of modern security gadgets;
- ii. Provision of gender-friendly learning environment with emphasis on Water, Sanitation and Hygiene (WASH) Programme;
- iii. Creation of ICT learning environment;
- iv. Provision of conducive learning environment and instructional materials for Special Needs learners;
- v. Introduction of teaching violence-prevention and child-protection concepts into the curricula and ensure continuous training and re-orientation of teachers, instructors and other key actors on issues regarding violence against children in schools; and
- vi. Provision of Support Services such as health clinic, counseling, Psycho-social, elimination of substance abuse etc.

2.5.3 School/learning Centre Level

2.5.3.1 Strengthening Institutional Commitment to Emerging Issues.

Schools and Centres shall ensure that copies of the National

Policy on Safety, Security and Violence-Free Schools in Nigeria, National Policy on Gender in Education, National Policy on ICT in Education etc. are available in the school library for both staff and students to access. Morning assemblies shall be used on a continuous basis to publicize the contents of the policies while the SBMCs, PTA and Old Students Associations meetings shall be the platforms for bringing the content of the policies to the notice of all stakeholders. Furthermore, schools shall ensure that necessary equipment such as modern security gadgets, substance abuse test kits, special learning materials etc. are provided.

2.5.3.2 Planning for Emerging Issues.

The schools/institutions in collaboration with SBMCs/CBMCs and PTA shall adopt and adapt the National Strategic Plan on Emerging Issues developed by NSSEC.

2.5.3.3 Implementation of Emerging Issues.

The schools/institutions shall:

- i. Appoint a Focal Point Teacher (FPT) in charge of safeguarding and curbing violence in the school/institution;
- ii. Constitute a Committee on Emerging Issues with membership drawn from representatives of Form teachers, House Masters/Mistresses, Clinic staff, Guidance Counsellor and SBMC. Other members shall include the FPT, Head of Security personnel and a Vice Principal who is to serve as Chairman;
- iii. Establish a functional and properly supervised Safety and Security Club for students' membership;
- iv. Create a gender friendly environment and institute a gender orientation programmes to suit both male and female learners; and
- v. Provide adequate ICT, substance abuse and special

needs facilities in schools/centres.

2.6.0 ENTREPRENEURSHIP EDUCATION

2.6.1 National Level

2.6.1.1. Strengthening institutional commitment to Entrepreneurship Education

NSSEC shall ensure that the focus of government on entrepreneurship education receives enough attention and publicity. A desk for entrepreneurship education shall be instituted by NSSEC. Strategies and procedures to be used in Senior Secondary Schools and TVET institutions for entrenching entrepreneurship education shall be issued from this desk.

2.6.1.2. Planning for Entrepreneurship Education

NSSEC shall collaborate with Agencies of Federal Government such as Industrial Training Funds (ITF), Nigeria Employers' Consultative Association (NECA), National Directorate for Employment (NDE), Nigerian Content Development and Monitoring Board (NCDMB) and National Board for Technical Education (NBTE) to fashion out an Entrepreneurship Development Programme (EDP) for Entrepreneurship Education in Senior Secondary Schools, Science and Technical Colleges, Special Needs Schools and Non-Formal Learning Centres.

For inclusion, the Skill Training and Empowerment Programme for the Physically Challenged (STEP-C) of ITF and other Special Needs programmes shall receive attention in the EDP

2.6.1.3 Implementation of Entrepreneurship Education

NSSEC in collaboration with SMOEs/SSEBs and other stakeholders shall provide the financial and technical support in promoting Entrepreneurship Education Programmes for Senior Secondary Schools, Science and Technical Colleges, Special Needs Schools and Non-Formal Learning Centres.

NSSEC shall organize annual National Entrepreneurship Exhibitions for Senior Secondary Schools, Science and Technical Colleges, Special Needs Schools and Non-Formal Learning Centres.

2.6.2 State Level

2.6.2.1. Strengthening Institutional Commitment to Entrepreneurship Education

In collaboration with SMOEs and FCT Education Secretariat, SSEBs shall ensure that every senior secondary school and TVET institution have access to Entrepreneurship Development Programme (EDP) fashioned out for entrepreneurship education. SSEBs shall ensure that EDP impacts positively on learners.

2.6.2.2. Planning for Entrepreneurship Education

At the State level, SMOEs, FCT Education Secretariat and SSEBs shall work in collaboration to adapt EDP to suit the peculiarities of the State in question. For inclusion, NTI's STEP-C and other Special Needs programmes shall be leveraged. The adapted EDP, in conjunction with the National Curriculum, shall serve as a platform for ensuring an intensive teaching and learning of subjects leading to the acquisition of entrepreneurial skills.

2.6.2.3 Implementation of Entrepreneurship Education

SMoEs/SSEBs shall seek sponsorship of Vocational and skill Development Agencies/Centres to engage learners in all schools and institutions in practical and stimulating programmes that shall complement the theories learnt in schools/institutions. NSSEC in collaboration with SMoEs/SSEBs shall establish Model Skills Development Centres (MSDCs) with the inclusion of special needs learners.

NSSEC in collaboration with SMoEs/SSEBs shall organize annual State Entrepreneurship Exhibitions for Senior Secondary Schools, Science and Technical Colleges, Special Needs Schools and Non-Formal Learning Centres.

2.6.3 School/learning Centre Level

2.6.3.1 Strengthening Institutional Commitment to Entrepreneurship Education.

Senior Secondary Schools, Science and Technical Colleges, Special Needs Schools and Non-Formal Learning shall appoint Desk Officers to be known as Designated Entrepreneurship Officers (DEO), charged with the responsibility of coordinating Entrepreneurship Education.

Schools and Learning Centres shall make copies of the adapted EDP available in the school library for both staff and students to access. School programmes shall be organized periodically to ascertain the level of entrepreneurial skills acquired by students.

2.6.3.2 Planning for Entrepreneurship Education.

The Management of the School/Institution in collaboration with SBMC shall use the National Curriculum and EDP to

prepare an annual plan, broken in termly components, for entrepreneurial skills acquisition by the students.

2.6.3.3 Implementation of Entrepreneurship Education.

Teachers, instructors and craftsmen shall have their capacities in entrepreneurship trade subjects developed regularly to enable them inculcate skills to students using varieties of methods that are non-traditional and experiential, including hands-on.

Matching students with locally successful entrepreneurs through internship schemes with clearly established Education Programmes

2.7.0 SCIENCE, TECHNOLOGY, ENGINEERING, ARTS AND MATHEMATICS (STEAM) EDUCATION

Government realizes the importance of STEAM Education in creating critical thinking, increasing science literacy and empowering the next generation of innovators and inventors. In this regard, government is committed to elevating STEAM education at all levels of education by bringing STEAM education into classrooms, laboratories, studios and workshop in Senior Secondary Schools and TVET institutions.

2.7.1 National Level

2.7.1.1. Strengthening Institutional Commitment STEAM Education

NSSEC shall ensure that the government's focus on STEAM education is emphasized through adequate publicity and visible support of programmes related to STEAM education. A desk for STEAM education shall be instituted by NSSEC and empowered to drive all strategies and procedures to be used in

Senior Secondary Schools and TVET institutions for entrenching STEAM education.

2.7.1.2. Planning for STEAM Education

NSSEC shall develop a plan that would prompt Research Institutes and Tertiary Institutions to adopt Senior Secondary Schools, Science and Technical Colleges, Special Needs Schools and Non-Formal Learning Centres within their catchment areas for the purpose of mentoring and supporting future Scientists, Technologists, Engineers, Artists and Mathematicians in schools/centres. NSSEC shall, in collaboration with SMOEs/SSEBs, develop programmes aimed at promoting sustainable STEAM education in all Senior Secondary Schools, Science and Technical Colleges, Special Needs Schools and Non-Formal Learning Centres.

2.7.1.3 Implementation of STEAM Education

Government shall prioritize support for pre-service training of teachers who would deliver STEAM education at the Senior Secondary Schools and TVET institutions through scholarships, bursaries and grants. The scheme developed by NSSEC to guide government in the employment of teachers of STEAM education shall serve as roadmap for employment, deployment and in-service training of teachers.

2.7.2 State Level

2.7.2.1. Strengthening Institutional Commitment to STEAM Education

Government shall prioritize support for pre-service training of teachers who would deliver STEAM education at the Senior Secondary Schools, Science and Technical Colleges, Special Needs Schools and Non-Formal Learning Centres through scholarships, bursaries and grants. The scheme developed by

NSSEC to guide government in the employment of teachers of STEAM education shall serve as roadmap for employment, deployment and in-service training of teachers.

2.7.2.2. Planning for STEAM Education

State Secondary Education Boards (SSEBs) shall adopt and adapt the NSSEC plan for linking Research Institutes and Tertiary Institutions with Senior Secondary Schools, Science and Technical Colleges, Special Needs Schools and Non-Formal Learning Centres within their catchment areas for the purpose of mentoring and supporting future Scientists, Technologists, Engineers, Artists and Mathematicians in schools/centres. Furthermore, SSEBs shall develop programmes for sustainable STEAM education in all Senior Secondary Schools, Science and Technical Colleges, Special Needs Schools and Non-Formal Learning Centres in their States

2.7.2.3. Implementation of STEAM Education

State Governments and FCT Administration shall prioritize support for pre-service training of teachers in STEAM related subjects through scholarships, bursaries and grants. SMOEs, FCT Education Secretariat and SSEBs/ SAME shall be encouraged to key into the roadmap developed by NSSEC to guide State Governments and FCT Education Secretariat in employment, deployment and in-service training of teachers of STEAM related subjects. SSEBs, in collaboration with SMOEs and FCT Education Secretariat, shall embark on large-scale provision of laboratory and workshop equipment and encourage improvisation by building the capacities of teachers of STEAM related subjects.

2.7.3 School/learning Centre Level

2.7.3.1 Strengthening Institutional Commitment to STEAM Education

Principals shall ensure that adequate attention is given to STEAM related subjects through inclusion of subjects that would ultimately lead students into the vast and diverse careers in STEAM-related fields. In collaboration with SBMCs, PTAs and Old Students Associations, schools/institutions shall establish STEAM Resource improvisation units.

2.7.3.2 Planning for STEAM Education in Schools/Institutions

The Management of Senior Secondary Schools, Science and Technical Colleges, Special Needs Schools and Non-Formal Learning Centre shall ensure that teachers of STEAM related subjects always use the National Curriculum and relevant Examinations syllabi in preparing schemes of work for teaching. Schemes of work for STEAM related subjects shall be drawn up at the beginning of each session, in weekly teachable units for the three terms.

2.7.3.3 Implementation of STEAM Education in Schools/Institutions.

For a reasonable implementation of STEAM Education delivery in Senior Secondary Schools, Science and Technical Colleges, Special Needs Schools and Non-Formal Learning Centres, the Management shall ensure that:

- i. The period allocations for STEAM related subjects comply with the standards set in the NSSEC Minimum Standards document;
- ii. Laboratories and workshops for teaching STEAM related subjects are always stocked and used in teaching and learning the subjects;
- iii. In the absence of qualified teacher(s) in any STEAM

related subject, there would be collaboration with SBMCs/CBMCs, PTAs and Old Students Associations to make arrangements to bridge the gap;

- iv. Teachers shall be encouraged to conduct activity-based learning to enhance students' comprehension;
- v. Teachers shall be encouraged to improvise teaching and learning materials when necessary; and
- vi. Co-curricular activities such functional JETS clubs, Arts & Craft clubs, excursions, STEAM related exhibitions and quiz competitions, etc. are given adequate attention.

SECTION 3

CAPACITY BUILDING/TRAINING

3.0 INTRODUCTION

The capacity of administrators, teachers, non-teaching staff and Executive members of School Based Management Committee (SBMC)/ Centre Based Management Committee (CBMC) involved in implementation shall be developed periodically for effectiveness in the discharge of their roles. In this regard, the leadership of every senior secondary school, Science and Technical College, Special Needs School and Non-Formal Learning Centre shall receive capacity strengthening for efficient service delivery.

3.1 Objectives of Training

Trainings shall:

- i. Provide basic induction to teaching ethics and practices;
- ii. Enhance professional knowledge and skills for improved service delivery;
- iii. Improve school leadership skills for effective and efficient administration of schools;
- iv. Raise professional knowledge and skills in counseling and special needs for inclusive education;
- v. Enhance skills of non-academic staff for better service delivery;
- vi. Strengthen teachers Professional Learning Community (PLC) in STEAM subject contents for improved teaching and learning;

3.2. Types of Training

NSSEC in collaboration with SSEBs and SMoEs shall have a scheduled programme of regular, systematic professional

training for administrators, teaching and non-teaching staff and executive members of SBMCs/CBMCs on leadership, management, subject-based areas, among others. The training shall comprise:

- a. Induction training for newly recruited teachers
- b. Management staff and planners training;
- c. Professional training for: (i) teachers with maximum of 5 years teaching experience; (ii) teachers with maximum of 10 years teaching experience and (iii) teachers with above 10 years teaching experience;
- d. Professional training for guidance counselors and special needs teachers;
- e. Subject based training for teachers and technical instructors;
- f. Training for members of SBMC/CBMC;
- g. Training for technicians and craftsmen;
- h. Specialized training for non-teaching staff (security personnel, kitchen staff, sanitation staff etc.);
- i. School based training for (i) newly posted teachers, (ii) mandatory regular in-house training;
- j. Training for Designated Training Officers and inclusive education officer in charge of tracking and reporting trainings in schools;
- k. Leadership training for student leaders; and
- l. General training on emerging issues affecting education delivery.

Whenever Senior Secondary Schools, Science and Technical Colleges, Special Needs Schools and Non-Formal Learning Centres are incapable of bearing the cost implications of these in-house training programmes, clustering of schools and

centres for the purpose of achieving the objectives of this policy shall be encouraged.

3.2.1 The key issues guiding implementation of training programmes:

- i. All trainings shall be guided by the training guide developed by NSSEC that contains the general training contents and procedure for selecting participants to ensure uniformity;
- ii. All newly employed/reposted staff shall be given induction training on the professional ethics of teaching and education law;
- iii. Staff shall be trained prior to contact with learners. (Note: It may be necessary not to allow unsupervised contact until background and reference checks on the staff are completed and induction training has been done); and
- iv. SMOEs in collaboration with SSEBs shall ensure newly promoted management staff receive induction training before assumption at schools/institutions.

SECTION 4

GOVERNANCE STRUCTURE

4.0. INTRODUCTION

A robust governance model is critical to the successful implementation of the National Policy on SSE and TVET in Nigeria as it defines the roles of the state and non-state actors in involved in policy implementation.

4.1. Methods/Procedures

Access to equitable, quality and relevant SSE and TVET is a shared responsibility and hence it is expected that all members of the Senior Secondary Schools and TVET Institutions shall take collective responsibility in showing concern for the well-being of the learners under their care. Thus, for ease of administration of this policy, specific roles and responsibilities are assigned to certain personnel and committees of the school. These personnel and committees with their roles and responsibilities are highlighted as follows:

4.2 School-Based Management Committees/Centre Based Management Centres and Boards of Governors

The National Policy on Senior Secondary Education in Nigeria places a duty on School Based Management Committee (SBMC)/Centre Based Management Committees and Board of Governors (BoGs) to:

- a. Support in mobilizing resources for the delivery of Senior Secondary Education and TVET in Nigeria;
- b. Support the implementation of artisanship and entrepreneurship education programme based on existing skills in the community; and
- c. Popularize entrepreneurship education.

Therefore, the SBMC/CBMC and BoGs have the responsibility of ensuring that:

- i. Designated Entrepreneurship Officer (DEO) and a Deputy DEO are appointed for the school;
- ii. a termly report on training, entrepreneurship and TVET matters are received and discussed at SBMC and BoGs meetings; and
- iii. the principal maintains all training, entrepreneurship and TVET related records.

4.3 Composition and Roles of School Training and Entrepreneurship Team (STET)

In the best interests of the learners, and in line with best practices as well as providing support for the DEO and the Deputy DEO, the school shall establish a Training and Entrepreneurship Team. This team shall include the:

- a. Chairperson of the SBMC/Board of Governors;
- b. Principal;
- c. DEO;
- d. Deputy DEO; and
- e. Any other member(s) as may be required to help address specific issues (for example the School Counselor/ Para-Counselor, Special Needs Instructor and ICT Coordinator, among others.)

For effective co-ordination and co-operation among those responsible in the school, the STET shall play the following roles:

- a. monitoring and periodic review of training and entrepreneurship programmes in the school;
- b. supporting the DEO and his/her Deputy in the exercise of their training and entrepreneurship responsibilities;
- c. ensuring attendance of members of SBMC/BOG and all members of staff at relevant training, including refresher

- training in line with the provisions of the policy and best practices;
- d. reviewing the training and entrepreneurship practices in the school/institutions annually.

4.4. The Principal

The Principal as the Secretary to the SBMC/CBMC or BoGs shall assist members to fulfill their training and entrepreneurship responsibilities. This shall be done by informing them of any changes to guidance, procedure of the Policy and ensuring that any circular from the State Ministry of Education/SSEBs is shared promptly including termly activities from the SBMC/CBMC or BoGs meeting resolutions on training and entrepreneurship.

The Principal's responsibilities shall include:

- a. establishing and managing the training and retraining and entrepreneurship systems within the school;
- b. creating awareness on entrepreneurship education for newly posted/employed staff, PTA, Guardians and SBMC/CBMC members through training; and
- c. Ensuring availability of SSE Policy and its implementation guideline.

4.5. Designated Entrepreneurship Officer (DEO)

Every school is required to have a DEO and Deputy DEO with the key responsibility for training and entrepreneurship skills acquisition. Therefore, the roles and responsibilities of the DEO include:

- a. promoting training and entrepreneurship ethos and popularizing them in the school;
- b. organize induction and training of all teaching and non-teaching staff;
- c. managing all concerns of any member of staff on

- learners' entrepreneurship;
- d. keeping records of all concerns regarding training and entrepreneurship;
 - e. keeping the Principal abreast of developments on training and entrepreneurship in school/center;
 - f. playing a leading role for the development and subsequent reviews of the school's training and entrepreneurship policy/guidelines;
 - g. compiling written reports regarding learner's entrepreneurship for the Principal; and
 - h. collaborate with entrepreneurs for placement of learners in the entrepreneurial training experience programme.

4.6. Deputy Designated Entrepreneurship Officer D (DEO)

It is imperative that the D (DEO) works in close collaboration with the DEO so as to develop sufficient knowledge and experience that will enable him/her to undertake the duties of the DEO when required to do so.

NOTE: Schools/Centres may have more than one DEO depending on size and location (e.g. split site schools or multi-campus schools)

SECTION 5

STAKEHOLDERS COLLABORATION

5.0. INTRODUCTION

In the education sector, stakeholders include anyone who has vested interest in the welfare and success of a school or any other educational setting. Hence, over twenty stakeholders, both individuals and corporate bodies, were identified in the implementation of the National Policy on Senior Secondary Education in Nigeria. Notwithstanding the fact that roles and responsibilities of these stakeholders were outlined in the Policy, there must be collaboration in the course of the implementation process. In this regard, the expected stakeholders' roles to ensure proper implementation are outlined as follows:

5.1. Federal Ministry of Education (FME)

For proper implementation of the policy, FME shall constitute the following committees to drive the process:

- i. The National Steering Committee for Senior Secondary Education Delivery to be headed by the Hon. Minister of Education;
- ii. The Technical Committee for Senior Secondary Education Delivery to be headed by the Permanent Secretary, FME;
- iii. The Implementation Committee for Senior Secondary Education Delivery to be headed by the Executive Secretary, NSSEC.

5.2. National Senior Secondary Education Commission (NSSEC)

As the core implementing Agency of government, NSSEC shall

be required to set up the following Committees to oversee the process nationwide:

- i. Advocacy and Social Mobilization
- ii. Project Implementation
- iii. Monitoring and Evaluation
- iv. Quality Assurance
- v. Training & Capacity Building
- vi. Technical, Vocational and Entrepreneurial Skills Acquisition
- vii. Data & Information Management
- viii. Special Needs Education
- ix. Education Support Services (Library and Information, Health and Sports)
- x. STEAM Education

5.3. National Institute for Educational Planning and Administration (NIEPA)

NIEPA shall maintain constant communication with NSSEC and SSEBs and ensure regular capacity building for school administrators on leadership, induction, orientation, strategic planning and management.

5.4. State Ministries of Education (SMoEs), FCT Education Secretariat and Senior Secondary Education Boards (SSEBs)

SMoEs shall establish the State/FCT counterpart of the Committees constituted by FME at the national level. The following committees are to drive the process in the States and FCT:

- i. The State/FCT Steering Committee for Senior Secondary Education Delivery to be headed by the State Commissioner for Education/ Secretary for Education for FCT;
- ii. The Technical Committee for Senior Secondary

Education Delivery to be headed by the Permanent Secretary, SMOEs/ Director SSE in FCT Education Secretariat;

- iii. The Implementation Committee for Senior Secondary Education Delivery to be headed by the Executive Chairmen, SSEBs.

At SSEBs, the ten Committees constituted by NSSEC shall be replicated at the State level, namely Advocacy and Social Mobilization; Project Implementation; Monitoring and Evaluation; Quality Assurance; Training & Capacity Building; Technical, Vocational & Entrepreneurial Skills Acquisition; Data & Information Management; Special Needs; Education Support Services and STEAM Education.

5.5. Parents/ Guardians

Parents and guardians are to identify with and support government's efforts in promoting STEAM and TVET using the PTA forum and other platforms.

5.6. Schools (i.e. Senior Secondary Schools, Technical Colleges & Vocational Education Institutions)

Schools/ institutions shall be required to collaborate with SBMCs and PTAs to put in place learner-friendly environments within the limits of available resources; constitute committees for efficient management; appoint designated officers as required by the policy; and ensure quality teaching and learning take place.

5.7. Non-Governmental Organizations (NGOs)

Adopt schools/institutions for the purpose of monitoring and evaluation of the delivery of SSE and TVET, and make their findings available to NSSEC and SSEBs.

5.8 National Teachers Institute (NTI)

NTI shall be required to constitute a Skill Development Committee charged with providing re-tooling courses on STEAM and TVET education for teachers and instructors in Senior Secondary Schools and TVET Institutions, as well as organizing professionalization courses.

5.9. School-Based Management Committee (SBMC)

SBMCs in collaboration with School Principals shall develop School Development Plans (SDPs) through which schools/institutions are supported in the provision and maintenance of facilities for the delivery of SSE and TVET.

5.10. Old Students Association

Streamline activities and focus on giving back to their Alma mater by providing material and financial support for STEAM and TVET education in schools/institutions.

5.11. National Education Research and Development Commission (NERDC)

Designate a desk and device a mechanism for obtaining regular feedback on the outcomes of curriculum delivery for SSE and TVET related subjects leading to consequential review of curriculum.

5.12 Media

Social and Mainstream media are to provide the platform for popularizing government's interest in STEAM and TVET education for self-employment amongst graduands.

5.13. Teachers Registration Council of Nigeria (TRCN)

TRCN shall be required to constitute a special Task Team for the purpose of organizing continuous professional

development programmes, focusing on STEAM and TVET education, for teachers, instructors and craftsmen in Senior Secondary School and TVET Institutions.

5.14. Examination Bodies (WAEC, NECO, NABTEB, JAMB, NBAIS)

Working in collaboration with NSSEC and SSEBs, Examination bodies shall each set up a feedback mechanism to update FME after every examination diet, on the performance rating of candidates in SSE and TVET related subjects.

5.15. Corporate Organizations

The expectations of having Corporate Organizations actively involved in SSE and TVET delivery shall be actualized through absolute commitment in making prompt returns on their Education taxes and putting in place well-organized Corporate Social Responsibility (CSR) regime.

5.16. The Host Community

Setting up a viable school-community relations committee to provide avenues through which communities can support STEAM and TVET delivery. In addition, host communities shall actively participate in SBMC organized programmes.

5.17 Development Partners

Development partners are expected to deepen commitment to STEAM and TVET delivery by initiating new intervention programmes and sustaining existing ones in SSE and TVET education sub-sector.

5.18 Faith Based Organizations (FBOs)

FBOs shall work directly with Senior Secondary Schools and TVET institutions, under the guidance of SSEBs, to carry out

their roles and responsibilities as outlined in the Policy.

5.19 Philanthropies

Collaboration with NSSEC, SMOEs, FCT Education Secretariat, SSEBs and SBMCs shall serve as the avenue through which philanthropists intervene in SSE and TVET delivery.

5.20 Law Enforcement Agencies

The primary role of Law enforcement agencies is to provide security and assure safety in schools and institutions. To drive the implementation process in this regard, representatives of Law enforcement Agencies shall be part of SBMC membership as well as the School-Community Relations Committee. In addition, Law enforcement Agencies shall have representatives in the State/FCT Steering Committee for Senior Secondary Education Delivery and Implementation Committee for Senior Secondary Education Delivery.

5.21 National Agency for the Prohibition of Trafficking in Persons (NAPTIP)

NAPTIP shall be represented in the Implementation Committee for Senior Secondary Education Delivery and use the forum to advance the cause of ending violence against children and child abuse in senior secondary schools and TVET institutions.

5.22 All Nigeria Confederation of Principals of Secondary Schools (ANCOPSS)

ANCOPSS in collaboration with NSSEC and other educational stakeholders shall be responsible for making recommendations and exchanging views on matters concerning the development of the curricular standards, its implementation as well as ensure quality delivery of teaching

and learning in Senior Secondary Schools and TVET Institutions. Shall constitute Committees at both State and Local government levels to oversee the seamless implementation of the policy in the 36 States and FCT.

5.23 Nigeria Union of Teachers (NUT)

NUT in collaboration with other affiliated Labour Unions shall be responsible for promoting and advancing the course of Education in Senior Secondary Schools and the teaching profession. Shall oversee the conditions of service of teachers, incentives to motivate teachers and instructor as well as bring forth ideas for the development and delivery of SSE and TVET from the perspective of Teachers and Instructors.

SECTION 6

IMPLEMENTATION SUSTENANCE

6.1 Research and Development (R & D)

For continuous improvement in SSE and TVET delivery, NSSEC shall dedicate a percentage of its fund to finance R & D. In collaboration with SSEBs, Faculties of Education and NIEPA, NSSEC shall constitute research teams across the six geo-political zones for the purpose of coming up with research findings on concepts and innovations targeted at solving problems associated with SSE and TVET delivery.

6.2. Monitoring and Evaluation (M & E)

NSSEC shall drive all M&E exercises aimed at measuring the progress made by States, Senior Secondary Schools, Science & Technical Colleges, Special Needs Centres and Non-Formal Learning Centres. To this end, NSSEC shall develop instruments for Monitoring and Evaluation in schools & centres and disseminate them to SMoEs/SSEBs. M & E exercises shall, in addition, be used for the purpose of assessing programme and project implementation in schools and institutions.

6.3. Coordination and Partnership

In view of the enormous financial involvement in delivering quality education at any level, it is evident that government can no longer bear the burden of funding SSE and TVET delivery alone. This places an obligation on the Federal and State Governments to form partnership with relevant stakeholders for successful implementation of this policy.

Pursuant to the foregoing, NSSEC and SSEBs shall encourage partnership for effective delivery of SSE and TVET by developing an enabling framework for public and private sector participation in the delivery of SSE and TVET in Nigeria. The framework shall embody

a mechanism for the coordination of activities of partners in line with Government's goals in promoting technical, vocational and entrepreneurial education.

6.4. Documentation

It is also expected that documentation of all activities driven by NSSEC and SSEBs in the process of SSE and TVET delivery shall be coordinated through the Nigeria Education Management Information System (NEMIS) in collaboration with the National Bureau of Statistics and Schools/institutions. In this regard, NSSEC and SSEBs shall keep data/information banks that serve as rich repository for institutional memory at SSE and TVET level in Nigeria.

6.5. Policy Review

To guarantee continued relevance of this Policy, it shall have a life-cycle of five years, after which it becomes due for review. In this connection, NSSEC shall be required to initiate the policy review process by involving all relevant stakeholders and driving the review process up to a conclusive end.

6.6. Sustainability Plan

The sustainability of this Policy shall rest on how the implementation processes in the policy have fared when measured against the milestones that demonstrate success. The features and mechanisms that form part of the implementation processes include:

- i. institutionalization of good practices
- ii. capacity building of personnel and relevant stakeholders
- iii. regular and sufficient funding
- iv. ownership/buy-in of stakeholders
- v. incorporation of SSE including TVET and STEAM data in NEMIS for planning and decision making.

NSSEC shall, therefore, develop a sustainability plan which captures these features and mechanisms, to ensure that the policy will survive in the long term and that resources spent in the delivery of SSE including TVET and STEAM are not wasted.