



NATIONAL SENIOR SECONDARY EDUCATION COMMISSION (NSSEC)



MINIMUM STANDARDS **for** SENIOR SECONDARY EDUCATION IN NIGERIA

2025



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First Edition

FOREWORD

I am pleased to present this document on the **Minimum Standards for Senior Secondary Education in Nigeria**, developed by the National Senior Secondary Education Commission (NSSEC) this manual represents a pivotal step towards improving the quality and relevance of education at the senior secondary level, aligning with **President Bola Ahmed Tinubu GCFR** vision of creating a robust, equitable, and transformative education system that meets global standards.

As we continue to invest in the education of the youth, it is essential that we provide them with the best possible opportunities to excel academically, critical role in shaping our students Into well-rounded individuals who are not only ready for higher education but also equipped to thrive in an ever-evolving global workforce.

This manual offers a detailed framework that establishes the minimum standards necessary for effective teaching, learning, and infrastructure in our senior secondary schools. It emphasizes the importance of evidence-based planning, research, and data driven decision making to enhance the quality of education nationwide. Moreover, it recognizes the need to address emerging societal issues, integrate them into the curriculum, and strengthen the systems of quality assurance to ensure that all learners receive the standard of education.

The responsibility of implementing these standards rest not only with the government but also with educators, school administrators, parents, and collaboration that we can achieve our goal of an education system that is inclusive, forward-thinking, and responsive to the needs of every Nigerian learner.

I strongly encourage all stakeholders to use this manual as a guide to reinforce the foundation of senior secondary education in Nigeria. Let us work together to create an environment where excellence is not only encouraged but is the norm, where every Nigerian learner has access to quality education, and where the future of our nation is shaped by the

talents and potentials of our young people.

A red ink signature, likely of Dr. Tunji Alausa, consisting of a stylized, cursive script with a long horizontal flourish extending to the right.

Dr. Tunji Alausa

Honourable Minister of Education

PREFACE

It is with great pleasure and profound sense of responsibility that we present this comprehensive manual on the **Minimum Standards for Senior Secondary Education In Nigeria**. This document has been meticulously developed by the National Senior Secondary Education Commission (NSSEC) in collaboration with the Federal Ministry of Education (FME) and other relevant stakeholders to serve as a blueprint for ensuring the highest quality of education at the senior secondary level across the nation.

The importance of education in shaping the future of our nation cannot be overstated. It is through education that we empower our youth with the knowledge, skills, and values necessary to contribute meaningfully to the socio-economic development of Nigeria. The senior secondary phase of Education is critical in this regard, as it marks the transition from foundational learning to specialized knowledge, preparing learners for either higher education or the world of work.

In line with the commitment of **President Bola Ahmed Tinubu GCFR** to providing quality education for all, this manual outlines the minimum standards that must be adhered to in the delivery of senior secondary education. These standards covers a wide range of areas including teaching and learning processes, planning and research, infrastructural facilities, equipment, and quality assurance as well as the integration of emerging issues in society and education.

The role of quality assurance cannot be overlooked in achieving the desired outcomes of our education system. Therefore, the manual provides detailed guidance on how to ensure consistent monitoring, evaluation, and improvement in the standards of education, ultimately fostering an environment where excellence can thrive.

The responsibility for the implementation of these standards is shared across various stakeholders government agencies, school administrators, educators, parents and the learners themselves. It is only through collaboration and a collective commitment to upholding these standards that we can realize the full potential of our senior secondary system.

I urge all stakeholders to embrace this framework and work together to build an education system that is only robust and responsive to the needs of the 21st century but also equitable, inclusive, and transformative for every Nigerian learner.



Prof. Suwaiba Said Ahmad

Honourable Minister of State for Education

ACKNOWLEDGEMENT

The establishment of National Senior Secondary Education Commission (NSSEC), was informed by the desire to bridge the existing gaps in the regulation of the programs and activities of Senior Secondary Education Sub-sector in Nigeria. The clamour to reposition the sub-sector; in order to make it more functional and globally competitive, gave birth to this Commission.

One of the core mandates of the Commission, is to prescribe, establish and monitor the implementation of Minimum Standards for the operation of Senior Secondary Education in Nigeria. This is to ensure uniformity and enhancement of Quality Teaching and Learning Delivery through-out Nigeria. These are in line with the Renewed Hope Agenda of President Bola Ahmed Tinubu

The tremendous support of the Hon. Minister of Education; Dr. Tunji Alausa and Hon. Minister of State for Education; Prof. Suwaiba Said Ahmad as well the Permanent Secretary of Education; Dr. Nasir Sani Gwarzo in transforming the entire Education sector is highly acknowledged. They made the production of this document a reality. The immense contribution of AGILE (Adolescent Girls Initiative for learning and Empowerment) project, supported by the World Bank in sponsoring the validation meeting for the Minimum Standards Document is highly commendable.

Equally acknowledged are the invaluable contributions of Prof. Kabir Usman Kabo and Emeritus Prof. Pai Obanya who were the lead resource persons in the development of the Minimum Standards Document. Thankfully, I acknowledge the contributions of the former Board members of the Commission, led by Ambassador (Dr). Mrs. Nimota Akanbi.

The Nasarawa State Government hosted the review meeting of the zero draft Minimum Standards. The Bauchi and Akwa Ibom State Governments hosted the Northern and Southern Critique Workshops on the draft Minimum Standards Document. We are grateful for their Support. We must not forget to acknowledge the contributions of our sister agencies, development partners and other critical stakeholders such as Hon. Commissioners of Education from the states and the FCT mandate Secretary.

Also we appreciate the roles played by Federal Ministry of Education (FME) Directors such as Director, Senior Secondary Education (SSE) and Director, Federal Education Quality Assurance Services (FEQAS).

Finally, we commend the efforts of members of the ad-hoc committee on the development of Minimum Standards Document for working tirelessly to ensure that the production of this document became a reality.



Dr. Iyela Ajayi FNIM, FIMC

Executive Secretary

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ABBREVIATIONS AND ACCRONYMS

1. AETP: Agricultural Education Training Programme
2. APA: Annual Performance Assessment
3. APAR: Annual Performance Assessment and Ranking
4. CA: Continuous Assessment
5. CBOs: Community Based Organizations
6. CBT: Computer Basic Test
7. CCTV: Closed Circuit Television
8. CQA: Continuous Quality Assurance
9. ED: Enrolment Drive
10. EE: External Evaluation
11. EMIS: Education Management Information System
12. EQA: Education Quality Assurance
13. ERP: Emergency Response Programme
14. ES: Evaluation Schedule
15. FBOs: Faith Based Organisations
16. FCT: Federal Capital Territory
17. FEQAS: Federal Quality Assurance Services
18. FGD: Focus Group Discussion
19. FME: Federal Ministry of Education
20. G&C: Guidance and Counselling
21. ICT: Information and Computer Technology
22. IDPs: International Development Partners
23. IDTs: Internally Displaced Teachers
24. ISP: Internet Service Provider
25. LIDA: Local and International Donor Agencies
26. LRC: Learners' Representative Council
27. MCPD: Mandatory Continuing Professional Development
28. MDAs: Ministries, Department and Agencies
29. NABTEB: National Business and Technical Education Board
30. NAL: National Assessment of Learning

31. NBAIS: National Board for Arabic and Islamic Studies
32. NCE: National Council on Education
33. NECO: National Examination Council
34. NERDC: Nigerian Educational Research and Development Council
35. NGOs: Non – Governmental Organizations
36. NPE: National Policy on Education
37. NSSEC: National Senior Secondary Education Commission
38. NUT: Nigeria Union of Teachers
39. OPS: Organized Private Sector
40. PPP: Public Private Partnership
41. PRI: Rapid Response Initiatives
42. PTA: Parents Teachers’ Association
43. QA: Quality Assurance
44. QAOs: Quality Assurance Officers
45. SBMC: School Based Management Committee
46. SDG: Sustainable Development Goals
47. SDP: School Development Plan
48. SEMIS: Senior Education Management Information System
49. SMoE: State Ministries of Education
50. SSCE: Senior Secondary Certificate Examination
51. SSE: Senior Secondary Education
52. SS-e: School Self – evaluation
53. SSS: Senior Secondary School
54. SSSEB: Senior Secondary School Education Board
55. SSSEBs: Senior Secondary School Education Board’s
56. TRCN: Teachers Registration Council of Nigeria
57. VIP: Ventilated Improved Pit (toilet)
58. WAEC: West African Examination Council
59. WCs: Water Closets
60. WSE: Whole School Evaluations

CHAPTER ONE

CONTEXT AND BACKGROUND

1.1 Introduction

1. In every nation, the impact of Education on the national growth and development of the country is largely determined by the standards of its facilities, infrastructures, learning environment, ability to transform the lives of individuals from crude to refined, quality of curriculum contents, quality of teachers, administrators, out-of-class learning engagements, etc. Education standards should, accordingly, seek not just to guarantee uniformity of the inputs into the system, also ensure that the quality of education processes and learning outcomes are globally competitive.
2. These concerns are duly captured in the nation's national policy provisions for secondary education, the objectives of which are to:
 - a. Provide holders of the Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with opportunity for education of a higher level irrespective of gender , social status, religious, or ethnic background.
 - b. Offer them diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles.
 - c. Provide training manpower on applied sciences, technology and commerce at sub professional grades.
 - d. Provide entrepreneurial, technical and vocational job, specific skills for self-reliance and agricultural, industrial, commercial, and economic development.
 - e. Develop and promote Nigerian languages, arts and culture in the context of world cultural heritage.
 - f. Inspire students for a desire for self-improvement and achievement of excellence.
 - g. Foster patriotism, national unity, and security, education with emphasis on the common ties in spite of our diversity and
 - h. Raise morally upright and well-adjusted individual who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour.

3. The Federal Ministry of Education in her bid to revitalize and reposition Senior Secondary Education in Nigeria, saddled National Senior Secondary Education Commission (NSSEC) with the task of prescribing and establishing Minimum Standards that will enable the operators of the sub – sector function in line with the philosophy and goals of Education in Nigeria. To this end, the quality of Education expected to be provided at this level is one that is globally acceptable and can compete favourably anywhere in the world.

4. The absence of a regulatory Agency for Senior Secondary Education in Nigeria was seen as a major reason to inefficiency at this level of education. With the establishment of NSSEC and the laudable steps taken by the Commission to develop Minimum Standards to guide policy implementation on Secondary Education in Nigeria, it is expected there would be widely accepted milestones in Senior Secondary Education service delivery across the nation.

5. Minimum Standards can be considered in terms of:

- a. Curriculum Content and Methodology standards that can be used to judge the quality of teaching and learning and as well describe clearly the specific content, skills, knowledge, attitudes and values to be acquired.
- b. Standards dealing with lesson delivery methodology and process. The standards are rooted in how learners are taught, learn and apply knowledge and skills throughout a learner's academic career.
- c. Specification of the leadership and management processes which need to function effectively for quality teaching and learning to take place.
- d. Facilities and equipment, focusing on the quality and quantity available as well as specifications of infrastructure.

6. The above considerations are the guiding principles for the specification of the milestones (desired minimum standards) spelt out in greater details in the chapters that follow, covering the following key areas:

- a. Teaching and Learning
- b. Infrastructure

- c. Quality Assurance
- d. Planning, Research and Statistics
- e. Special and Support Programmes
- f. Implementation of Minimum Standards for Senior Secondary Education

A Five-Step Process

7. The procedure adopted in the course of developing this Minimum Standards document is highlighted below. It is expected that same procedure should be adopted whenever the need arises for any possible future review.

I. Needs Assessment

Leveraging on the National Policy on Education, National Policy on Senior Secondary Education, National Policy on Safety, Security and Violent Free Schools in Nigeria, National Education Quality Assurance Policy, National Education Quality Assurance Handbook for Basic and Secondary Education in Nigeria, and other relevant policies and reports, as well as global best practices, Needs Assessment was undertaken to identify areas of focus. Thereafter, a proposal was developed or prescribing the desired minimum standards.

ii. Draft Zero

A Technical committee comprising of experts was set up, focusing on the areas earlier identified through the needs assessment and assigned the responsibility of proposing the standards for further consideration and critiquing. These experts included administrators, teachers, quality assurance evaluators and researchers in the Education sector. A preliminary research was conducted by the Technical committee and the outcome of the study provided the platform for developing a draft outline of the prescribed standards.

iii. Expert Review

The zero draft document was presented to a wider stakeholder forum for critiquing and inputs. The outcome of this wider stakeholder meeting was used in amending and adding value to the document before presentation to another forum of stakeholders for validation

iv. NCE Accord

Sequel to the validation of the Minimum Standards document, the

Technical Committee subjected the revised draft to editorial work before presentation to the relevant authorities (NSSEC and FME). NSSEC then made a presentation of the document at the National Council on Education (NCE) for approval.

V. Production

The document, having received the approval of the National Council on Education, was published and a public presentation of the document was made by the Honorable Minister of Education.

CHAPTER TWO

ENFORCING STANDARDS FOR TEACHING AND LEARNING

2.1 Introduction

1. Quality teaching for quality learning is the ultimate goal of every education undertaking. This explains the prime importance accorded this minimum standards document to issues concerning the TEACHER (personality traits, education, professional training, career-long educational and professional development, professional ethics, competence), and TEACHING (pedagogical and psycho-social teacher-learner engagements in and out of the classroom), that should result in LEARNING (socially acceptable and positive transformation in both cognitive (knowledge, skills and competences) , and the non-cognitive (values, attitudes, life long learning behaviour) domains of human behaviour.

2. The teacher is expected to have an acceptable level of both general and specific field education, be a lover of Learning, be versed in pedagogical principles, and be adept in applying these principles creatively to suit the requirements of the specific needs of a variety of teaching-learning environments, paying special attention to the needs of different categories of learners.

3. It is said that NO EDUCATIONAL SYSTEM CAN RISE ABOVE THE LEVEL OF ITS TEACHERS. This is the major justification for opening up this setting of minimum standards who/what teachers at the senior secondary level should be, and what they should do, with what they would need to do, what they ought to do to ensure quality teaching for quality learning. The prescribed minimum standards therefore cover the following thematic areas:

- i. Teacher Quality
- ii. Teacher Support Services
- iii. Teaching and Learning Resources
- iv. Teaching-Learning Processes
- v. Overall Teaching-Learning Environment

2.2 MINIMUM STANDARDS FOR TEACHING AND LEARNING

S N	COMPONENT	STANDARDS	IMPLEMENTATION STRATEGIES	ENSURING SUSTAINABILITY OF STANDARDS
1.	Teacher Quality a) Teacher Professional knowledge	a. Teachers possess appropriate and adequate knowledge of the National Curriculum as approved in their specialised fields of study. i. Subject content. ii. Different stages of learners' development, their implication for teaching and learning; and learners' styles of learning iv. learners' diversity and how it affects learning v. ICT application in teaching and learning; vi. how to effectively monitor and assess learners;	i. Regular review of pre-service training curriculum by teacher training institutions and Faculties of Education to keep pace with emerging issues (basic digital literacy, safety and security, gender sensitivity and climate change etcetera). ii. Encourage in-service training for knowledge upgrade and keeping abreast of emerging issues. iii. Employment of qualified professional teachers registered under TRCN	i. Continuous Professional Development of teachers focused on subject content and pedagogical skills; ii. Upgrading of teachers with relevant professional qualifications and skills. iii. NSSEC /SSEBs to ensure that only qualified and registered/ licensed teachers are employed. iv. Continuous participation in

			Act. iv . Possess adequate Knowledge of subject content and being able to match it with the level of learners’ age and ability. v. Proficient in the deployment of ICT in lesson preparation, delivery, and assessment. v. Deployment of assessment tools such as Homework, Class exercise, Quiz, Test, etc. to assess (formative and evaluative) learning.	sponsored Education Conferences and Seminars (to present research results and discuss educational problems facing teaching and learning
b) Teacher Professional Skills	Teacher acquires required skills for: i. planning and organizing teaching and learning processes, ii. selection, development and utilization of instructional resources; iii. Effective classroom management. iv. Effective communication v. Basic digital literacy vi. Emotional intelligence	i. Incorporation of teaching skills development in pre-service curriculum and in-service Training programmes ii. ii. Assessment of teaching skills through TRCN, PQE iii Institute Teacher Mentoring practices in the school system	i. Assessment of teaching skills exhibited by teachers through Quality Assurance. ii. Incentivize teachers’ self-development of skills through ICT and library sources.	

		Entry Qualification: I. Principal i. Professionally, qualified graduate teachers with at least 5 years' experience ii. B. Ed., B.Sc. Ed., B.A /B.Sc. with PGDE and TRCN Certification II. Teachers i. At least 12 teachers engaged at inception. ii. B. Ed., B.Sc. Ed., B.A /B.Sc. with PGDE and TRCN certification III. Support Staff i. At least, ten support staff at inception, including the following: a. Bursar (B Sc. Accountancy, HND or equivalent b. Security officers; (c) Driver c. d. Nurse	i. In appointing Principals of schools, prioritize professionalism. ii. Recruit or Post Professionally, qualified graduate teachers with TRCN certification SMOEs maintain a Nominal Roll of professionally qualified teachers showing participation in continuous professional development trainings.	Institute a policy framework or guideline stipulating Government's position on professionalism in the appointment of Principals.
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		d. Secretary e. Librarian f. administrative officer g. Lab assistants		
c) Methods of Teaching:	Learner - centered method to actively engage learners in lessons Encourage creativity and innovation in the learners.	i. Ensuring that all learners participate in classroom interaction ii. Encouraging creativity among students and collaborative learning etc iii. Utilizing a variety of activities and questioning techniques during teaching and learning. iv. Using feedback from learners' assessment constructively to simplify learning.	Training and Capacity building, including exposure of teachers to Mandatory Continuous Professional Development (MCPD) programmes.	

d) Teacher Professional Ethics and Code of Conduct	i. Respect the human rights of learners by observing the provisions of our National laws, including Child Rights Act, Discrimination Against Persons with Disability (Prohibition) Act, 2018, and International Conventions such as UN Convention on the Rights of the Child, etc. ii. Serve as role model to learners showing high degree of decency in speech, mannerism, discipline, and dressing. iii. Be creative, empathetic, objective, disciplined and a critical thinker. iv, Co-operate with one another to achieve professional goals. v. Uphold integrity and be a team player vi. Other qualities as entrenched in the Teachers' Code of Conduct	i. Mainstream Human Rights and Inclusive education into pre-service courses during teacher training. ii. Continuous sensitization on teacher professional values, attitudes, and conducts iii. Ensure compliance to Teachers' Code of Conduct at both federal and state levels.	i. SMOEs and SSEBs should carry out regular monitoring and assessment of teachers' professional conduct and disciplining those guilty of misconduct. ii. Ensure Mandatory Continuous Professional Development (MCPD) programmes, provide compulsory courses on "Professional Ethics and Conduct of Teachers" iii. SMOEs and SSEBs to ensure that teachers have access to copies of TRCN Teachers' Code of Conduct in all the senior secondary schools
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e) Teacher professional obligations, and active involvement	i. Teacher registration, certification, and licensing with TRCN ii. Formal induction by TRCN iii. Teachers are under obligation to uphold the honour and integrity of their profession. iv. Commitment to teaching profession based on the following pillars: - Putting the interests of learners as the first priority; - Keeping pace with ever-changing methods and standards; - viewing the profession as a round-the-clock job; and - Being actively involved in co-curricular activities in the school	i. Continual sensitization on the need to register and be licensed; ii. Induction of new entrants into the profession at the point of graduation from University or College of Education; iii. Renewal of teachers' license every 3 years. iv. Get familiarized with the types of relationship expected between them and colleagues, learners and parents/guardians as outlined in Teachers Code of Conduct v. Annual payment of professional fees as at when due; vi. Strict compliance with the provisions of Teachers' Code of Conduct vii. Commitment to MCPD programmes, Seminar, Conferences and Workshops	i Mandatory participation of new entrants in induction programme conducted by TRCN ii. Renewal of License predicated on adequate participation in MCPD programmes iii. SMoEs and SSEBs collaborate to provide platforms for teachers to learn how to co-operate with one another to achieve professional goals. iii. Teachers must register and get licensed by TRCN iv. TRCN delisting of teachers with expired licenses v. Put in place a Joint Committee of SMoE and SSEB officials to monitor teachers' commitment to the profession.
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f) Teacher-Learner Ratio	i. The teacher-learner ratio at this level shall be 1:40 as stipulated in the NPE. ii. Recruitment of teachers for subjects shall be based on needs and the ratio stipulated above.	i. SMOEs and SSEBs regulate the recruitment of teachers to ensure that schools conform to NPE stipulation on teacher-learner ratio	i. Continual recruitment of professional teachers; ii. Constant quality assurance in schools iv. Teacher recruitment to be guided by feedback from quality assurance evaluation visits to schools. (Needs based)
g) Pursuit of Professional Development	i. Develop and publish Competence levels expected from teachers. ii. Compulsory attendance of Teacher Professional Development (TPD) annually to improve competence. iii Career progression and enhancement tied to four successive attendances to TPD programmes iv Enhanced Career long Professional Learning for teachers	i. Assess teacher competence using a standard instrument. ii. SMOEs and SSEBs to conduct annual in-service trainings targeted at meeting competencies expected from teachers. iii. Ensure participation of teachers in MCPD programme every 3 years. iv. Ensure that career progression (i.e. promotion) of teachers is based on	i. Ensure adequate resource allocation for TPDs and other professional development programmes for teachers. ii. Establish a stakeholder-driven arrangement for regulating teachers' self-development through TPD programmes iii. Development of policy to ensure training providers use feedback from needs assessment of practicing teachers for TPB. iv. SMOEs and SSEBs to develop database of teachers' attendance at TPDs and MCPD programmes for monitoring purposes.

				attendance at the desired number of TPDs and MCPDs;	
				vi. Liaise with TRCN to maintain a database of the attendance of all licensed and practicing teachers in MCPD programmes.	
				v. Ensure that TPDs for Principals are properly focused on educational leadership and management roles.	
				vi. Encourage schools to engage in in-house continuing education for their teachers and support staff.	

2	Teacher Support Services	i. Feedback from teacher supervision and evaluation activities are used to support low performing teachers. ii. High performing teachers are rewarded as motivation for them and others. iii. Motivate all teachers for high commitment and effective service delivery.	i. Adequate Budgetary provisions and full release of funds to meet the obligations towards teachers' support services. ii. Enhanced career-long incentives for teachers iii. SMOEs and SSEBs to institute implementation of annual awards to high performing teachers. iv. Appropriate and adequate provisions should be put in place to motivate all teachers (loan facilities, housing schemes, rural teachers' allowance etc.).	i. Prioritize budget for teacher education and recruitment. Total compliance with the release of budget for all teacher support services. ii. State Governments to rely on SMOEs' and SSEBs' yearly returns on teacher vacancies in recruitment exercises. iii. State Governments to embark on continuous review of conditions of service for teachers.	
	i. Teacher Effectiveness	i. Teachers demonstrate high level of competence in teaching and learning processes. ii. Ability to improve students'		i. Continual review and implementation of pre-service teacher training curriculum to ensure improved competencies	

		learning achievement iii. Ability to utilize resources to plan and structure engaging lessons iv. Collaborate with other teachers, school leadership and parents to ensure learners’ success. v. Class assessments by teachers to go beyond cognitive domain and assess psychomotor and affective domains also		for new entrants to the teaching profession. ii. Government intervention through a re-engineered institutional framework for teacher education with emphasis on quality of teachers, teaching practice/practicum, availability of relevant learning materials, etc
3. Teaching and Learning Resources (Those resources that the teacher uses to help learners meet the expectations for learning a topic as stipulated by the curriculum) a. Availability and Adequacy	i. Teaching and learning resources enable learners to be engaged in the learning process. ii. Learning resources selected with the curriculum and support learners’ engagement. iii. Copies of the National curriculum for SS1-3 levels are available in schools. iii. Learning resources are suitable for the age group using them iv. Standard types of learning resources to be made available: --- Print (i.e. recommended textbooks, supplementary books, pamphlets,	i. SMOEs and SSEBs to procure and distribute learning resources to schools. (For private schools, Proprietors to procure learning resource materials for their schools) iii. State governments and proprietors of private schools should procure and distribute current National Curriculum SS for 1-3.	i. SMOEs and SSEBs conduct regular monitoring of availability and maintenance of learning resources in schools. ii. FME and SMOE to ensure that the culture of using learning resource materials is imbibed by learners at the Basic Education level before transition to senior secondary level.	

	manuals, workbooks, journals, etc.) - Visual (i.e. White board/Black board, charts, photographs, etc.) - Audio (i.e. radio, cassettes, microphone, etc.) - Audiovisual (i.e. TV, slides, tapes, films, video, multimedia, etc.) - ICT driven instructional aids and materials: Hardware: Eg. Computers, tablets, projectors, calculators, etc.) Software: Eg. internet resources v. One standard equipped laboratory for each of the following subjects: Physics, Chemistry, Biology, Agric. Science, Integrated Science and Home Economics, computer, and languages vii. Standard furnished and equipped library stocked with recommended textbooks and other supplementary reading materials. viii. e-library is recommended also for State governments and proprietors of non-government schools. ix. Benchmark for all core subject printed books has a ratio of one student to a book.	iv. Enforce compliance with the availability of the required basic learning resource materials or risk loss of “Government Approved school” status. v. Denial of Government approval for new schools without basic learning resources. vi. NSSEC in collaboration with SSEBs intervene in supply of consumables in laboratories and workshops in schools. vii. NSSEC supports SSEBs, for periodic upgrade of laboratory and workshop equipment.	iii. Sustained monitoring of schools to ensure that available learning resources are used by learners. iv. Feedback from monitoring of compliance on use of learning resources by schools should form the basis for up-scaling NSSEC interventions.
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b. Quality	i. Teaching-learning materials are comprehensive, relevant, gender sensitive and of good quality. ii. Learning resources are well crafted, structured and fit for purpose. iii. Durable, affordable and adaptable for use in different class levels.	i. Widen the scope of stakeholders (teachers, evaluators, learners, parents, etc.) that participate in the designing and development of teaching and learning resources. ii. SMOEs and FCT (Education Resource Centres/ any other relevant department), in collaboration with SSEBs to produce approved list of recommended textbooks for Subjects and Trades in the curriculum. iii. SMOEs and FCT Quality Assurance in collaboration with NSSEC to ensure compliance with the recommended textbooks for schools.	i. NERDC to collaborate with States' Education Resource Agencies/departments/ to provide guidelines for development of learning resources, especially recommended textbooks. ii. NSSEC and SSEBs should embark on periodic quality assurance exercises specifically focusing on the quality and maintenance of learning resource. iii. Government to improve funding for provision of senior secondary education learning resources in annual budget for quality and functional senior secondary education. iv. Regular monitoring by Quality Assurance and other supervisory agencies
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			iv. Equip the laboratories and workshops with basic apparatus and equipment as well as furniture that are fit for purpose. v. All learning resources procured and distributed under NSSEC intervention programmes should adhere to set standards. vi. NSSEC and SSEBs to partner with reputable publishing companies and Association of Nigerian Authors to ensure that textbooks are always of high quality.	to ensure availability and proper utilization of learning resource materials.
4.	Teaching & Learning Processes	i. Teaching is learner- centred.	i. Quality Assurance officers in states and FCT should ensure that teachers deliver learner-centred lessons through active and constructive engagement of	i. Government should widen the scope of existing reward system that recognizes and rewards best performing subject teachers and schools

	ii. Teachers strive to motivate and engage all their students in learning. iii. Teachers are gender and culturally sensitive in lessons delivery approach. vi. Lesson plans have achievable objectives and suitable teaching strategies that stimulate learning. v. Assessment is used to reinforce what has been learnt. vi. Learners always acquire new knowledge or skills at the end of every lesson.	all learners, including those with special needs. ii. Ensure that appropriate methodologies are used to stimulate and sustain learners' interest in teaching. iii. Support teachers to use feedback from learners to simplify learning and outcomes that are consistent with set objectives. iv. Supervisors should ensure that, as a rule, every lesson plan has all its elements connected in a logical sequence. v. SMOEs, SSEBs and FCT should support every lesson delivery with the right teaching and learning resources that enable learners to participate effectively. vi. SMOEs, FCT Education Secretariat, SSEBs and school leaders should conduct regular formal and informal	in Senior School Certificate Examinations ii. Re-engineering of pre-service teacher education by COEs and Faculties of Education to deepen subjects' knowledge base and methodologies. iii. Close supervision of teachers to ensure that knowledge and skills acquired in capacity development programmes are applied in lesson delivery.
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5	Overall Teaching-Learning Environment	i. Safe learning environment which reflects and realizes the rights of every child as well as those of the teacher ii. Environment which promotes participation, creativity, self-esteem and self-confidence through teaching and learning, quality care, guidance and support for learners. iii. Classrooms and other facilities are adequately furnished and equipped to provide conducive settings for quality learning outcomes. iv. Management decisions are made based on the best interests of learners. v. An environment that responds to diversity and ensures inclusion, respect, and equality of opportunities for all learners.	assessment of learners to track how well learners are making progress in learning i. Safeguard and protect all learners from abuse and harm, both within and outside the school in line with the National Policy on Safety, Security and Violence-Free Schools, The Child Rights Act and the UN Convention on the Rights of the Child, etc.. ii. Locate schools in places that are secure, accessible but quiet, serene, and conducive. iii. Provide perimeter fences in school, with gates manned by trained security personnel. (See minimum standard for Infrastructure	i. Government to prioritize the provision of perimeter fence in schools. ii. SMOEs and SSEBs to institutionalize maintenance culture in schools through continuous sensitization of learners, teachers, and other educational personnel. iii. Continue and sustain generation and monitoring of safety activities in schools by designated focal persons at SMOE, FCT Education Secretariat and SSEBs. iv. Schools to sustain the roles of Focal persons and
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	vi. Learners from different backgrounds share in the friendly school climate and have high expectations of the school. vi. A school environment that is gender sensitive. vii. The environment that is free of all forms of School Based Violence for both boys and girls and promotes the mental, psychological and physical health of learners and teachers. vii. Environment that is safe and secured from external attack and natural disaster. viii. Schools to have safety plan (emergency preparedness, response and recovery)	in Senior Secondary Schools for details). iv. Encourage learners to ask questions and express their opinions in class and other settings in matters that affect their well-being. v. Co-educational schools strive to achieve gender parity. vii. School leadership should prioritize the provision of safe water, and toilets for both boys and girls to guarantee the girl-child's full participation in school. viii. Government should provide health services in the schools or link the schools to external health facilities. ix. Schools should setup a committee for school safety and a focal person to pilot all activities of planning and implementation of school safety plans. x. Conduct of periodic trainings and drills on safety and security for school leaders,	Committees for safeguarding learners against abuse and violence.
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			teachers, learners, and all support staff in schools	
			xi. Create desks in SMOEs and SSEBs to generate and monitor activities that promote learner-friendly schools.	
6	Education Support Services	i. Qualified Guidance and Counsellor (G &C) in every school with an equipped clinic and office.	i. Ensure that G&C units established in schools are manned by professionally qualified Guidance counsellors and the numbers are proportional to students. ii. Ensure that a G & C unit is established in every school to provide educational, vocational, personal and psycho-social services. iii. SMOEs, FCT Education Secretariat and SSEBs should provide and maintain sporting facilities in schools	i. Maintain the availability of a qualified Guidance & Counselor and the required clinic and office as mandatory conditions for the establishment and accreditation of schools. ii. SMOEs and SSEBs should partner with Counselling Association of Nigeria (CASSON) and other professional counsellor to monitor G&C units in schools.

	ii. Sporting facilities and equipment are available and adequate for enhancing teaching and learning. ii. Learners are adequately engaged in clubs and society activities as means of promoting their affective, cognitive and psychomotor domains.	to promote learners' engagement in sports and to complement classroom learning activities. iv. SMOEs, FCT Education Secretariat and SSEBs should partner with Ministries of Youth & Sports to organize inter-collegiate sporting activities for schools. v. Ensure that all learners always take part in weekly meetings and programmes of at least one of the various Clubs and Societies registered by the school.	iii. SMOEs, FCT Education Secretariat and SSEBs should include sporting programs in annual school calendars and ensure their implementation. iv. Encouraging learners to register and participate in national and international sports festivals. v. Ministries of Sports and Youth Development should design sports development programmes for schools to assist in their talent hunt exercises. vi. Schools to institute creative ways of motivating learners to sustain activities of clubs and societies in schools.
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CHAPTER THREE

A NEW LEASE OF LIFE FOR PLANNING, RESEARCH AND STATISTICS

3.1 Introduction

1. Planning, Research and Statistics (PRS) is one of the three mandatory departments that every Ministry and Agency is meant to have within the framework of the Civil Service Reform of 1988. Its establishment was a response to the problems of data inadequacies for planning, policy analysis, policy research for the smooth management of the educational system.

2. . The PRS department, however, goes by different names in different institutions and organizations. In some Ministries, Agencies, and Departments (MDAs) it goes by such names as Planning and Development, Research and Development, Policy Planning, Research and Statistics, or Planning, Research and Development. The assigned functions however remain unchanged, irrespective of appellations,

3. Planning, Research, and Statistics (PRS) activities form the backbone for all evidence-based programmes and projects carried out in . the education sector with the accompanying monitoring and evaluation framework. The monitoring and evaluation system will enable transparency and accountability in every facet of NSSEC's activities. With the advent of the the National Senior Secondary Education Commission, PRS would have a new lease of life, as the focal point both ffor standard-setting and the assurance of standard maintenance. The Commission will, in addition, be required to adapt these roles to suit its specific mandate and that of overseeing activities of SSEBs and FCT Secondary Education Board.

4. Consequently, this chapter focuses on

- i. the standards for collection and management of Senior Secondary Education level data, collation and analysis for evidence-based policy development, planning and research. Educational planning at this level focuses on the short-term operational plans and annual work plans that will feed into

NSSEC's annual budget.

- ii. Given that activities of data management require ICT support to be effective, issues of Information Communication Technology have assumed a major position in activities of educational planning, research, and statistics. Activities of PRS also deal with dissemination of information distilled from data analysis, and as such, ICT plays a key role in information dissemination.
- iii. Minimum standard for PRS sets standards for a typical planning, research, and statistics department in an educational organisation as well as minimum standards for the setting up of minimal databases of educational information at the schools level and conduct of formative research that informs teaching and learning in schools.

3.1 MINIMUM STANDARDS FOR ENHANCED PLANNING, RESEARCH AND STATISTICS (PRS) OPERATIONS

S/N	COMPONENTS	STANDARDS	IMPLEMENTATION STRATEGIES	ENSURING SUSTAINABILITY OF STANDARDS
1.	Education Management Information System (EMIS)	a. Establishment of EMIS node that connects to the National Education Management Information System (NEMIS) is available at the NSSEC PRS b. Staffing of the EMIS Office The EMIS Unit is staffed with basic staff to ensure effective EMIS service delivery.	i. Set up basic hardware infrastructure as follows: - a server - at least 6 N0. Desktops or laptops with specifications appropriate to the volume of work carried out at this level of education. - Computer accessories (printers, scanners, photocopiers) - Setup of network infrastructure. Wireless network is preferable. ii. Procure and install the following software: - application software - Anti-virus Other required software iii. The following staff are required for the functioning of EMIS nodes at the NSSEC, SSEBs and the FCT SEB: - Database administrator - Network administrator - Data Analyst - Website Administrator	i. NSSEC, SSEBs and FCT SEB to collaborate with other stakeholders and developmental partners to access equipment, platforms, and facilities for maintenance of EMIS infrastructure and activities, including training and retraining of EMIS staff. Data collection should be annual. ii. NSSEC, SSEBs and FCT SEB should stimulate demand for and use of EMIS data for sustainability of EMIS service delivery. iii. All stakeholders especially NSSEC should ensure that all processes of data verification and cleaning are undertaken to ensure reporting of credible data. iv. NSSEC should also ensure that the states and FCT deliver on timely release of data by sticking strictly to their annual framework for data capture, analysis and reporting.

		c. Data Collection and Analysis (Collect, verify, and analyse data on Senior Secondary Education in Nigeria to ensure availability of credible data in the EMIS.)	iii. Design scalable, reliable, and user-friendly e-data collection application that is accessible to all senior secondary schools in Nigeria. iv. Collaborate with NEMIS, SSEBs and FCT Secondary Education Board to participate in the annual school census for data collection. v. Encourage SMoEs, SSEBs and FCT Education Secretariat, FCT Secondary education board to collect other education data apart from those in the Annual School Census instrument for comprehensiveness. vi. Assign only trained enumerators, statisticians and planners for data collection exercises. vii. Use NEMIS software for data capture, analysis, and reporting, where possible. viii. Subject data collected to verification and cleaning to establish authenticity and trustworthiness in usage. ix. Designate EMIS desk officers at all levels to facilitate credible data collection.	v. NSSEC should enforce the standard of ensuring that qualified and competent persons are employed as EMIS staff and that they undergo regular training to remain up to date in knowledge and skills for EMIS management. vi. Maintain the engagement of EMIS desk officers at the school levels to ensure reliable data is captured from schools. vii. Having adequate budgetary allocation for EMIS activities at NSSEC, SSEBs and FCT SEB viii. Seeking financial collaboration with NGOs and international developmental partners to support government efforts. ix. Consistent update of website content x. Include annual training of EMIS officers in NSSEC' s yearly training plan.
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			d. Data, Reporting and Dissemination (A robust and dynamic interactive website for dissemination of NSSEC data and information is available.)	i. Using the Senior Secondary Education management system software and ICT to disseminate statistical report, publications, annual reports etcetera ii. Setting up a robust and dynamic interactive website for visibility and dissemination of Senior Secondary Education in Nigeria. iii. NSSEC to get all SSEBs and FCT SEB' s URL linked to her portal for easy location of the states , and FCT information. iv. Engagement of effective and efficient internet service provider. v. Procurement and installation of efficient internet security to protect data and web portal information. vi. Designate a web master to create and update content for the website. vii. Consistent maintenance and update of website. viii. Management of all social media handles of NSSEC for feedback and improvement

		e. Training/Capacity development for EMIS staff at all levels All EMIS officers must undergo trainings at least once a year with other seminars and conferences to update their knowledge and skills.	i. NSSEC to collaborate with FME NEMIS, NIEPA, other government agencies and private sector to package required trainings for EMIS officers at NSSEC, states SSEBs and FCT SEB annually.	
2.	Information and communication technology (ICT).	a. Establish an Information Communication Unit within the Planning Research and Statistics Department and as an Independent Unit to support all aspects of NSSEC' s programmes and projects.	i. Use current information communication and technology infrastructure and software to support all activities of secondary education in Nigeria. - Choose easily accessible, user friendly and scalable ICT for economic sustainability. - Digitize all NSSEC, SSEBs and FCT SEB management processes - Use ICT to support the teaching and learning process in schools. - Set up blended learning in all senior secondary schools to ensure easy switch to e-learning in times of crisis and emergency. - Set up model smart classroom and ICT laboratories for technology assisted learning and for teaching and learning of ICT skills.	i. Impact assessment of services provided. (Bandwidth supplied and Ethernet facilities) ii. Creation of functional and equipped e- learning laboratories. Continued Procurement and sustenance of current ICT equipment in all senior secondary school institutions (NSSEC, state SSEBs, FCT SEB and all schools)

			- Procure and deploy current IT equipment in all Senior Secondary Schools ii. Engagement of competent ICT professionals - Choose engagement of competent IT professionals as partners and ad hoc support staff rather than as permanent staff for more effective input. - Employ middle level IT staff to support regular office IT activities. iii. Training and retraining of staff in Digital learning, Smart learning, etc. - All staff working in the Senior Secondary Schools, including teachers, to be certified in digital literacy - All students graduating from every Senior Secondary Schools in Nigeria (including those from private schools) should be certified in digital literacy.	
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3.	Publications of Senior Secondary education programmes and activities	i. Create and sustain visibility of NSSEC, SSEBs and FCT boards through publishing relevant information on functions, activities, programmes and projects of senior secondary education in Nigeria. ii. Publication will be online and print to include but not limited to the following: - Annual education statistics/ Digests - newsletters and magazines - Research journals - Pedagogic articles - Advertisement of schools to support parents and guardians in making informed choices of schools for their children and wards.	i. Timely reporting of NSSEC EMIS data. ii. Quarterly submission of reports from departments at the NSSEC, SSEBs and FCT SEB iii. Set up of an Editorial Board to edit and conduct critique of all publishable manuscripts. iv. Supervision of the online content creator to guarantee high quality online publications. v. Demand of reports of activities of different departments of NSSEC for constant update of the web portal. vi. Publicity of relevant and current information to attract high readership of the print publications and high portal hits on the website. vii. Institute supervision at all levels for all staff involved in the publication process. viii. Establish avenue for feedback to improve choice and quality of publication content.	i. Scrutiny, critiquing, and review of information before publications. ii. Establish a feedback loop to improve on quality of publications. iii. Continue to earmark adequate budget for publications and other means of creating visibility for senior secondary activities in the country. iv. Ensure regular monitoring and evaluation of the processes and products of the publications.
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4.	Evidenced Based Policy and Planning	i. All processes of policy formulation and strategies in education strategic plans and target setting for operational and annual plans must be informed by data (evidence - based) ii. While FME is responsible for coordinating the processes of development of the Nigerian Education Sector Strategic Plan, NSSEC and SSEBs should develop medium term and annual plans centred on the Senior Secondary Education sub-sector. iii. All operational plans and annual plans of NSSEC must be seen to align with the long-term goals of the FME's strategic plans for the Nigerian education. iv. Annual plans and budgets of SSEBs and FCT SEB must be seen to align with SMOEs' education strategic plans and FCT Education Secretariat's strategic and operational plans.	i. All staff of planning, EMIS, Research and Statistics staff must be trained on the basic education indicators to empower them with the tools for evidence-based policy, planning, and research activities of their different organisations. ii. Prioritising policy and planning through substantial annual budgetary allocations. iii. Creating opportunities for policy and planning participation in JCCE and the plenary sessions to strengthen the capacity of planning staff for policy and planning. iv. NSSEC's Maintenance of a strong link with the FME and UBEC in matters of policy and plans' development to ensure synergy in Nigeria's educational development.	i. Ensuring that every strategy and activity in the plan were agreed upon by the policy makers and other stakeholders for ownership. ii. Plan implementation should be a hands-on, minds-on activity of planners in the organisation and not done by consultants. This will ensure ownership and sustainability. iii. Set targets should be evidence-based and realistic to ensure easy realisation. iv. Taking care in the inclusion of unfamiliar activities in the plan without taking time to enlighten stakeholders about it and the implications, especially emerging issues that are yet to gain traction in the Nigerian environment. v. Continued budget allocations to policy and planning activities at all levels. vi. Obtaining legal backings for policies and plans to prevent easy abandonment by successive administrations. vii. Institutionalizing the culture monitoring and evaluation of the plan implementation process
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5.	Research into the organisational and operational issues of Senior Secondary Education	vi. Annual plans of NSSEC, SSEBs and FCT SEB should feed into their annual budgets to ensure implementation of the plans. i. Set up functional research unit at the NSSEC, SSEBs and FCT SEB. ii. NSSEC to conduct research on their internal organisational setup and contract out research activities to discover innovative ways of supporting effective service delivery of the Senior Secondary Education in Nigeria. iii.. SSEBs and FCT SEB to conduct research on workings of their internal organisational setup. iv. SSEBs and FCT SEB to initiate and support school level formative research to	i. Budgeting funds for research activities at NSSEC, SSEBs and FCT SEB to engender the culture of research. ii. Demanding action research reports from the relevant research department, divisions, and units to inform decisions on matters concerning improvement of the internal workings of NSSEC, SSEBs and FCT Secondary Education Board. iii. Demanding reports of formative research at school level for targeted interventions at the school level. iv. Studying trends in educational data at the federal and state levels to identify issues that need further research for solutions.	i. Utilization of budgeted funds for research without virement of funds to other uses for lack of interest in research. ii. Training and retraining of staff in research strategies and skills. iii. Deployment and retention of staff with the appropriate university degrees in the research units. iv. Collaborate with competent research institutes for improved capacity. v. Out sourcing of complex research projects aid at proving evidence for interventions in the system, including evaluative research. vi. Giving hands-on trainings to teachers in school to conduct simple action research to give
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		improve the teaching and learning processes.	v. Constitution of research committee at all levels.	feedback for targeted remedial actions for learners.
6.	Monitoring and Evaluation of plan implementation	i. Set up and institutionalize Monitoring and Evaluation systems at NSSEC, SSEBs and FCT SEB for monitoring of plans implementation at the different levels. ii. Constitute an inter-departmental technical committee for monitoring of plans implementation and ensure quarterly reporting of findings. iii. Strengthen existing monitoring and evaluation systems in the education sector for better performance. iv. Create and sustain a budget component for M&E activities at NSSEC the states and FCT.	i. Prepare a Monitoring and Evaluation framework to accompany each education plan for proper monitoring and eventual evaluation of the plans. ii. Ensuring the development of Monitoring and Evaluation framework with credible baseline data from the EMIS and that feedback from monitoring are reported using basic education indicators. iii. Providing specific budget for continuous monitoring of plan implementation and eventual evaluation of plans' implementation impact. iv. Requesting report from each departmental/ unit head on activities implemented from the plans at education managing meetings.	i. Training of M&E officers at NSSEC and SSEBs and FCT SEB on the skills for preparing M&E frameworks and on development indicators. ii. Continued budget allocation for M&E activities. iii. Review of M&E frameworks to remain relevant to the ongoing plans implementation. Iv. Use of feedback from monitoring to amend plan' s implementation strategies and activities, while feedback from evaluation is used for retaining or changing of an entire intervention project or programme.

CHAPTER FOUR

REQUISITE STANDARDS FOR INFRASTRUCTURAL FACILITIES AND EQUIPMENT

4.1 Introduction

1. The ready availability, appropriate and quality school infrastructure (classrooms, offices, libraries, workshops, laboratories, dining hall, etc.), furniture items, and sporting facilities contribute to creating a conducive teaching-learning environment that should lead to the attainment of quality outcomes. These essential educational facilities have over the years been confronted with challenges related to the nation's uphill development encounters.

2. The National Senior Secondary Education Commission therefore has the duty of restoring hope in this domain by laying desirable standards and also ensuring the enforcement of such standards in a sustainable manner. This is why the table below presents an exhaustive details of the desired facilities and equipment that should contribute to creating a desired enabling environment for meaningful teaching and learning, and ,in particular, help in ensuring the all-round development of learners. The specifications gives the desired prominence to the following:

- i. School premises, in terms of physical land space
- ii. Pedagogical facilities (classrooms, laboratories, workshops, farms, libraries, ICT)
- iii. Welfare facilities (sports, toilets, transportation, health, boarding,catering/dining, water, electricity)
- iv. Staff Needs (Staff rooms, staff quarters)
- v. Administrative buildings and offices

4.2 MINIMUM STANDARDS FOR INFRASTRUCTURAL FACILITIES AND EQUIPMENT.

S/N	COMPONENTS	STANDARDS	SPECIFICATION	IMPLEMENTATION STRATEGIES	ENSURING SUSTAINABILITY OF STANDARDS
1	School compound and Building designs	i. Secured perimeter fence, free from invaders and encroachers.	i. Perimeter fence constructed with cement block at new and existing schools. Alternatively, Walkways, hedges, shrubs, wire chains, etc. could be used to demarcate every school compound to discourage encroachment.	i. NSSEC and SSEBs make provision for construction of school perimeter fencing in annual budget. or Engage the support of PTA, SBMC, Old Students Association and Philanthropists in erecting perimeter fence.	i. SMOE / FCT Education Secretariat issue certificate of commendation to stakeholders that aid construction of school fence. ii. SMOE / FCT Education Secretariat and SSEBs to regularly monitor the maintenance of the compound to ensure conduciveness for teaching and learning.
		ii. School building(s)	Diverse designs of buildings, but	i. SMOE, FCT Education Secretariat, NSSEC and SSEBs should apply the extant Building Guidelines in awarding building contracts.	iii. Regular maintenance of school buildings

			these must be suitable and conducive for teaching and learning.	ii. Quality Assurance officers in collaboration with designated civil engineers to ensure that integrity tests are carried out on buildings under construction. iv. Periodic Quality Assurance visits to schools to ensure that buildings are well- maintained.	
i.	Land Size	Appreciable land size that can accommodate physical structures, Sport fields, playground well fenced and secured.	i. Rural setting: 4-8 Hectares. ii. Semi-Urban: 4-8 Hectares. iii. Urban: 4-8 Hectares. b. Urban Special: 1-8 Hectares	i. acquire sufficient land from communities and verified land owners ii. SMOE, FCT Education Secretariat, NSSEC and SSEBs should ensure fencing of the existing land to avoid encroachment by trespassers. iii. Survey the acquired land and deposit the Survey map and Deed of Conveyance at the Lands Registry of the State Ministry of Land and Housing iv. School Head/Proprietor to process and obtain certificate of occupancy (C. of O.) from State Ministry of Land and Housing	i. Routine check of perimeter fence. ii. Placement of surveillance cameras and other security gadgets. iii. Security personnel at strategic locations.

ii.	Structural Adjustment in existing school buildings to take care of learners with special needs in the following areas: Classrooms, Hostels, Admin. Block, toilets, Laboratories, ICT facility, Clinic, Dining hall, Library etc.	Provision of disability access such as ramps, handrails, grab bars, parking spaces, loading zones, curb ramps accessible routes, walkways, halls, aisles and spaces, special seats and sanitary facilities	Buildings must be in compliance with Nigerian Building Code	SMoE, FCT Education Secretariat, NSSEC should ensure that disability access are taken care of in the structural designs.	i. Undertake regular maintenance of buildings as stipulated in the Nigerian Building Code. ii. Institutes sanction against wilful damage of properties.
iii.	Land ownership: Certificate of Occupancy (C of O) or Title Deed	Land should be: *free from controversy, *located in a serene environment, *free from noise, *secured and accessible.	Certificate of Occupancy (C of O) or Right of Occupancy (R of O) should be obtained from the Government.	School Authority should: i. Conduct survey of school land. ii. Obtain C of O or R of O from government. iii. Ensure payment of any rents or levies tied to the C of O or R of O.	Regular payment of ground rent to relevant government agency for the purpose of update.

iv.	Site Plan of the Compound	Seek and obtain approval of the site/ building plans from the relevant authorities - Local Town Planning Authority, State Ministry of Lands, etc.	i. Buildings must be in compliance with the Nigerian Building Code. ii. Site plan must show the location of buildings and facilities to be sited in the school compound	i. SMoE, FCT Education Secretariat, NSSEC and Proprietors should engage Architects and Building Engineers to draft Site plan. ii. SMoE, FCT Education Secretariat, NSSEC should ensure that approval of school site plan is obtained from relevant Government agency	Site engineers should ensure that construction of buildings and provision of facilities are in compliance with the site plan Periodic assessment of adherence to the site plan by Quality Assurance Officers
2	Number of Classrooms at Inception and the size.	i. Four (4 NOs) well-ventilated classrooms that can accommodate 30-40 learners. ii. Classroom Building must aim at achieving comfort, safety and	9m x 12m x 3m (for a maximum of 40 learners) 7.5m x 9m x 3m (for a maximum of 35 learners)	Physical Planning Department of SMoE, FCT Education Secretariat, NSSEC and SSEBs should take part in the supervision of Classroom buildings construction.	Strict compliance with the specifications of the minimum number of four classrooms should form the basis of approval for a Senior Secondary School at inception.

		accessibility for all learners. iii. Sitting arrangement must be well-laid out with ample space for free movement. iv. Single or double seater desks and chairs should be provided in classrooms. v. Each classroom is to be provided with a table, a white board (or a chalk board), fans and elevated platform at the front.		ii. NSSEC in collaboration with SSEBs and FCT SEBs should develop sitting arrangement in a typical Secondary School Classroom to guide prospective Proprietors. iii. Provision of desks and chairs by proprietors to conform with the specifications set by NSSEC and SSEBs/FCT SEB	ii. SMoEs and FCT Education Secretariat in collaboration with SSEBs and FCT SEBs to ensure strict compliance with provisions of classroom furniture and facilities.
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3	Assembly / Exams Hall	Accommodate at least 200 learners at inception. (For the purpose of conducting Exams, there should be individual tables and chairs for learners)	350m ² x 200 m ² There should be a public address system mounted.	i. Physical Planning Department of SMOE, FCT Education Secretariat, NSSEC, SSEBs and FCT SEBs should ensure compliance with specifications. ii. Periodic maintenance of the Hall and the furniture therein should be carried out. iii. Appoint Staff and Prefect to take charge of the Hall where it is used for multi-purposes (e.g. Assembly, Examinations, Speech & Prize giving day, PTA meetings, Socio-cultural activities, etc.)	i. Routine monitoring by Quality Assurance and Examination Bodies. (For orderly conduct of examinations and to curtail examination malpractice)
4	Administrative Block at Inception	Conducive enough to be able to provide office accommodation for Principal officers and the staff.	7 offices (rooms), 2 stores (1 store), restrooms and a large common room for staff	i. Physical Planning Department of SMOE, FCT Education Secretariat, NSSEC, SSEBs should ensure compliance with specification. ii. School authority should assign the rooms/offices to management and staff. Qualified building engineers should be engaged	Constant turnaround maintenance.

5	Guidance and counselling Unit	An office space of 4m x 6m designated as G & C Unit.	Ancillary facilities for the G & C Unit include clinic room, toilet, waiting room, store, shelves, books, refrigerator, TV set, Desk top and accessories.	i. Engage at least one Guidance Counsellor ii. Other relevant stakeholders such as para-counsellors, clerical officer and office attendant to work with the Guidance Counsellor iii. Organize regular trainings for G & C unit personnel for optimal performance. iv. NSSEC, SSEBs and FCT SEB should factor into their intervention activities the provision of relevant facilities for G & C units schools in Schools	G&C attendants should be engaged to maintain the unit. i. Inclusion of G&C facilities in the annual budgets of SMoE, FCT Education Secretariat, NSSEC, SSEBs and FCT SEB. ii. NSSEC, SSEBs and FCT SEB to collaborate with Counselling Association of Nigeria (CASSON) and other Counselling professional bodies to monitor the state of G & C Units in schools
6	Science Laboratory at inception (Multi-purpose)	A well-equipped multi-purpose laboratory which has running water supply. (The lab	i. A rectangular space measuring 7.5 m x 10 m is desirable. ii. The laboratory should preferably	i. Physical Planning Units of SMoEs, FCT Education Secretariat, NSSEC, SSEBs should ensure that laboratories comply with the specifications. ii. Proprietors and School Authorities collaborate to ensure	i. Routine maintenance of the Laboratory and the equipment therein. ii. Continuous training and re-training of teachers and laboratory attendants.

		should be well-ventilated and has good lighting).	have no pillars inside. iii. The Laboratory should have two doors which open outward. iv. A Prep room is to be provided for the laboratory. v. Work benches should have sinks and water taps as well gas piping. vi. One work bench positioned on an elevated platform in front. vii. White board or Black board should be provided for teaching. viii Engage one Lab Assistant/ Attendant	that relevant equipment and chemicals (consumables) are always provided in the Lab. iii. Science teachers to ensure that the Laboratory is put to frequent use in teaching and learning. iv. Regular maintenance of the lab equipment and apparatuses. v. Build the capacity of science teachers and Lab assistants on how to manage, repair and maintain Laboratories equipment. vi. Lab assistant to keep the equipment tidy and in good condition always.	iii. To inculcate maintenance and safety culture amongst learners and other users of the Laboratory.
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			*See Annexure I for details of Apparatuses, equipment and consumables.		
7.	Workshop at inception (Technical, Vocational Education and Training - TVET)	A well-equipped workshop for teaching and learning Technical and Vocational subjects.	A space of 7.5 m x 10 m to serve as workshop for Technical, Vocational as well as Trade subjects (chosen to be taught in the school) The Workshop should preferably have no pillars inside. iii. The Workshop doors should open outward. iv. A Prep room is to be provided for the Workshop. v. Work benches should have sinks and water taps as	i. Physical Planning Units of SMOEs, FCT Education Secretariat, NSSEC, SSEBs should ensure that Workshops comply with the specifications. ii. Proprietors and School Authorities collaborate to ensure that relevant equipment and tools are provided in the Workshop. iii. TVET instructors to ensure that the Workshop is put to frequent use for instructions and practicals iv. Regular maintenance of the Workshop equipment and tools. v. Build the capacity of TVET instructors and Workshop assistants on repair and maintenance of Workshop tools and equipment.	i. Routine maintenance of the Workshop and equipment. ii. Continuous training and re-training of Instructors and Workshop Assistants. iii. Inculcate maintenance and safety culture amongst learners and other users of the Workshop.

8	Clinic	A room with cross-ventilation and proper lighting to serve as Clinic.	well gas piping, where necessary. vi. One work bench positioned on an elevated platform in front. vii. White board or Black board should be provided.	vi. Workshop assistant to always keep equipment and tools in good condition.	i. Inclusion of Clinic maintenance in SMOE, FCT Education Secretariat, NSSEC, SSEB and FCT SEB Annual budget. ii. Constant renovation, fumigation and general maintenance of the Clinic by School Authority in order to avoid the spread of diseases.
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				iii. School Authority to ensure regular re-stocking of drugs and consumables.	
9	Isolation centre (In event of epidemic and pandemic)	A building dedicated for effective management or control of out-break of communicable diseases	Space for the centre should be 9m x 12m x 3m. . Partitioned space with one bed in each partition	i. Set out an isolated space in a building designated for management of out-break of diseases. ii. SMoE, FCT Education Secretariat and NSSEC should support schools in providing relevant health facilities. iii. Constant renovation, fumigation and general maintenance of the centre to avoid the spread of diseases.	i. Continuous training and retraining of health workers in the school on infectious diseases ii. Frequent washing and disinfecting of the Isolation centre iii. Retention of budget line to maintain health facilities in schools by SMoEs, FCT Education Secretariat, NSSEC, SSEBs and FCT SEBs.
10	Sports and games field	One Standard Field for games & sports	i. 1.5 Hectares out of the school land designated for one football field with tracks for athletics surrounding the field. ii. Court for basketball also	i. Physical Planning Units of SMoE, FCT Education Secretariat, NSSEC, SSEBs and FCT SEBs should ensure schools comply with the specifications. ii. SMoE, FCT Education Secretariat, NSSEC, SSEBs and	i. Schools to utilize games and sporting facilities to support teaching and learning outside the classrooms ii. Effective use of sporting facilities in co-curricular activities. iii. Institute annual sports and games inter-schools competitions at LGA and State levels.

			serving as volley ball court. iii. Lawn tennis court	FCT SEBs should aid schools in the provision of sports facilities. iii. Training and re-training of the games masters on modern trends in utilizing sports facilities	
11	Farmland land	A well fertile ground for the cultivation of crops and other agricultural activities	6000m² of land for farming activities. Provide the following: i. Farm implements, seeds and seedlings, ii. Storage facilities	i. Where a school has insufficient land space required, modern and innovative method should be adopted. ii. School authority should ensure proper use of land productively to get optimum outputs. iii. Agricultural activities should be carried out during farming season to inculcate in the learner's crop production skills	Constant practice of farming activities.
12	Toilet facilities for staff (male and female) separated	Two toilets for male staff and two for female staff. (Toilets should be proportional to number of staff for both sexes)	Two VIP toilets for male staff and two for female staff	1. Schools comply with the guideline 2. Running water and hand-washing equipment should be provided	Cleaners should be engaged to keep the place tidy

13	Toilet facilities for students (male and female separate)	Three for boys and three for girls provided (Note: Number of toilets is proportional to the number of students for both sexes)	VIP toilets, running taps and hand-washing facilities	i. Schools comply with the guideline ii. Running water and hand-washing equipment should be provided	Roaster should be made for the learners to take turns to wash the toilets.
14	Toilet facilities for the Persons living with disability.	Two toilets for male learners and two for female	Two toilets for male learners and two for female	i. Schools comply with the guideline ii. Running water and hand-washing equipment should be provided	Cleaners should be engaged to keep the place tidy
15	School bus	A functional Bus	14-Seater Bus	i. NSSEC, SSEBs and FCT SEB should provide buses to schools. ii. Qualified driver to be engaged to manage the bus.	Constant repairs and maintenance to elongate the life span of the bus
16	Functional Metrological/ Garden (Geographical Garden)	A well-equipped weather reading garden with	1 metrological garden for reading of weather:	Geography teachers should manage the metrological (Geographical) garden for reading of weather.	Constant check and maintenance of the garden

		modern facilities.	Rain gauge, wind vane,			
17	Utilities (water, electricity, fire - fighting equipment)	Portable drinking water source: i. Bore-holes or ii. Public water supply Power source. i. Power generating plant or ii. National grid. Functional firefighting equipment available.	i. Functional boreholes/ Public water supply well-reticulated in the school compound ii. Power generating plant or National grid with standard gauge cables distributing power to buildings and facilities	Engage professionals to build the capacity of teachers to manage the utilities.	Evaluators are to ensure continuous monitoring of the facilities for possible upgrade and replacement.	

18	Library	Well-equipped library, conducive for studying. Good illumination of the library and adequate ventilation.	Fire extinguishing cylinders, fire hoses, sand buckets, welding blankets, flame Z orb, 2 functional blankets,	Provide e-learning materials, 21st century books, encyclopaedia, Computer systems and accessories, Furniture, fans for and bright lights,	i. Government should provide relevant learning resources to equip schools. ii. School authority should welcome stakeholders' contributions to library improvement iii Government recruits and post qualified librarians and library attendants to schools to manage school library iv. School authority maintains library diligently. v. The school timetable should include library period for learners.	Training and re-training of the library officials to build their capacity to sustain and maintain the library
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19	Number of dormitories at Inception (For Boarding Schools)	Conducive living rooms for learners, well ventilated, spacious, safe, and secured from invaders, free from reptiles and rodents. Single or double bunks, wardrobes, lockers, fans, lights, netted windows, bathrooms and toilets, laundry room, courtyard, to be provided. A room should accommodate 30 learners with a size of 9m x 20m Bed should be 2.0m x 2.5m There should be bathrooms, showers, running taps or boreholes.	Single or double bunks, wardrobes, lockers, fans, lights, netted windows, bathrooms and toilets, laundry room, courtyard, to be provided. A room should accommodate 30 learners with a size of 9m x 20m Bed should be 2.0m x 2.5m There should be bathrooms, showers, running taps or boreholes.	i. School authority should adhere to the standards. ii. House officers should be appointed to oversee the welfare of the learners. iii. Learners should be involved in keeping the dormitories and its surrounding tidy. iv. Porters and matrons should be engaged to take care of the dormitories.	House officers to conduct checks on the facilities regularly to ensure that damaged ones are replaced. Learners to take turns in the cleaning of environment. Quality Assurance Officers ensures compliance.
20	Kitchen	A conducive environment for cooking; equipped with	Gas cylinder or charcoal are recommended.	i. School authority should ensure timely procurement of relevant	i. Well-timed procurement of food items. ii. Constant supervision.

		modern facilities, Hygienic with a butchery, grinding machine, a Deep freezer, etc.		facilities and replacement of consumables. ii. Officers in charge of food, dining hall and caterer should be assigned to the meal preparation process and serving. iii. Cooks should be taught how to use these facilities.	
21	Dining hall	Well- equipped Dining Hall that is conducive and can accommodate all learners at a sitting. A well- furnished and ventilated hall with good dining chairs and tables.	Modern dining chairs and tables that can accommodate 200 learners in a sitting. Well-ventilated windows, fans, lights and neat environment.	i. Government should ensure that requisite dining hall requirements are regularly in place. ii. Dining hall masters in collaboration with school prefects and the cooks should manage the dining hall.	Regular supervision
22	Staff quarters	Accommodation for both teaching and non-teaching staff within the	Quarters designed in the form of Flats and	i Staff quarters provided in schools. ii. Encourage stakeholders' engagement and involvement in	Periodic maintenance of staff quarters by Government/Private School proprietors

		premises, safe, secured with necessary amenities.	detached bungalows	the provision of staff quarters and relevant facilities. 3. School authority allocates staff quarters according to strategic needs. 4. Staff should occupy staff quarters for optimal performance.	
23	Security post	Well- fortified building for security officers, equipped with communication gadgets.	Scanners, shocking batons, walkie-talkie, intercom, C.C.T.V cameras, cell phones etc.	i.School authority should ensure that trained security personnel are engaged to man the security post and keep regular surveillance. ii. School ensures that relevant security gadgets are procured and used. iii. NSSEC, SSEBs and FCT SEB provide fund for training and re-training of security personnel.	Regular maintenance/replacement of damaged security gadgets.

CHAPTER FIVE

MAINSTREAMING EMERGENT ISSUES IN SOCIETY AND EDUCATION

5. 1 Introduction

1. We live in a globalised world, with technology-driven products and processes. It is a world that has opened-up hitherto unattended challenges, ranging from Gender issues , through violence and insecurity to climate change, should become emerging areas of serious concern to education, in all forms and at all levels. This chapter, leveraging on the globally-adopted principle of the twin goal of senior secondary education (preparation for formal tertiary education and preparation for life in a rapidly changing, globalised, and technology-driven world.

5.2 MINIMUM STANDARDS FOR MAINSTREAMING EMERGING AREAS OF CONCERN

S/N	COMPONENTS	STANDARDS	IMPLEMENTATION STRATEGIES	ENSURING SUSTAINABILITY OF STANDARDS
1.	Promoting Special Needs Education in Schools	Availability of facilities for special needs learners.	i. Identification of special needs learners in schools ii. Provision of the appropriate facilities for special needs learners iii. FME, SMoEs, NSSEC and SSEBs should ensure that Special Needs teachers are employed and deployed to the relevant schools iv. Provide adequate and appropriate educational support	i. Continuous training for Special Needs personnel. ii. Regular maintenance of special needs facilities in schools

			and protection for special needs learners	
2.	Safety and Security in Schools	Implementation of Policy on Safety and Security in schools	i. Each school should have a Safety and Security Committee to develop a comprehensive plan to prevent and respond to violence in schools. ii. Install modern safety and security gadgets in schools including fire-fighting gadgets iii. Provide perimeter fence for schools with trained security guards manning the gate and other strategic places in the school compound. iv. Schools to develop safety plan covering emergency preparedness, response and recovery.	i. Continuous training sessions for learners, school staff, SBMC/CBMC and PTA on relevant safety, security and violence-free school topics. ii. Procure necessary materials to implement school safety activities iii. NSSEC, SSEBs and FCT SEB in collaboratio with other appropriate authorities should ensure periodic and regular reports of the state schools' safety, security and emergency preparedness.

3.	Bridging the gender gap in senior secondary education	i. Senior secondary school environment that is gender friendly ii. Ensure that at least 30% of enrolment in TVET Institutions are females. iii. Special incentives to encourage female gender enrolment and retention in TVET and Education Science, Engineering, Arts and Mathematics (STEAM)	i. Provision of infrastructure, facilities and learning materials that support implementation without gender bias. ii. Use learning materials that are gender responsive. iii. Provide opportunity for adolescent mothers to continue and complete their education. iv. Creation of awareness about TVET and STEAM for female students through advocacy at the Basic Education level.	NSSEC, SSEBs and FCT SEB to ensure compliance with gender friendly requirement in schools.
4.	Carrying on Education in Emergency (EiE) situations and the Response Initiatives	i. Teaching and learning in times of acute crisis or long-term instability.	i. Online teaching and learning. ii. Relocating learners to other safer schools for continuation of their education.	i. Continuous training and drilling of the school community on the need for teaching and learning to continue in periods of emergency.

		ii. Management of disasters induced by Climate change	iii. Establishing teaching and learning centres in Internally Displaced Persons (IDP) camps. iv. Train the school community and undertake regular fire drills for learners and staff on emergency management. v. Plant trees to serve as wind-breakers vi Erection of flood barriers in flood-prone areas vii.	ii. Conduct training for school community on natural hazards occasioned by climate change
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CHAPTER SIX

QUALITY ASSURANCE IN FULL FORCE

6.1 Introduction

1. **Education Quality Assurance** (EQA) is a dynamic process of systematically following through and using resulting evidence to the continuous improvement of policies, programmes and processes of Education.
2. EQA in Nigeria is a paradigm shift from the former practice of school inspection to a monitoring and evaluating process that provides a new operative mode of using **Whole School Evaluation** (WSE). The process is open as the same quality standards and indicators are used for external and internal evaluations and are made known to all stakeholders.
3. **Education Quality standards** are the goals to which all learners, teachers, staff and those who lead and manage schools should aspire to achieve. They are often referred to as Minimum Standards, but these are actually Quality Standards that focus on improving learning outcomes.
4. The Minimum Standards outlined in this document are presaged on the prescriptions of the **National Education Quality Assurance Handbook for Basic and Secondary Education in Nigeria** that stipulates as follows:
 - A. Learning Outcomes

By the end of Senior Secondary Education, every learner should:

 - i. have respect for the dignity of the individual;
 - ii. have creative thinking and respect for the dignity of labor;
 - iii. have right attitudes and values;
 - iv. fosters patriotism and national unity;
 - v. be morally upright individual, capable of independent and rational thinking; and

vi. exhibit safety and security awareness.

B Skills and Competences

By the end of Senior Secondary Education, Learners should:

- i. acquire ICT skills;
- ii. acquire science/ technology / commerce / vocational and entrepreneurial skills at sub-professional grades;
- iii. have competences to aspire for higher Education
- iv. acquire competence for self-reliance; and
- v. be able to provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development.

C. Quality of Teaching and Learning

- i. Learners should be taught in a class of not more than 40 for Senior Secondary School and 20 for TVET institutions,
- ii. Learners should be guided to develop the skills and capacity to work independently and collaboratively
- iii. Every learner should:
 - be assessed continuously to determine the level of progression.
 - be able to participate fully in class activities with the support of the teacher.
 - receive a minimum of 180 days schooling per year.
 - have access to appropriate learning resources.
 - be taught to apply knowledge and skills.
- iv. Every learner with special needs should have appropriate provisions to enhance learning.

D. Quality of Curriculum and other Activities

- i. The core subjects are to be offered in all schools.
- ii. Curriculum should expose learners to a wide range of options for useful living.
- iii. Curriculum should prepare learners to compete favorably with their

global counterparts.

- iv. The Curriculum should develop the learner as a whole, equipping him/her with life skills as well as preparing them for SSCE/other relevant examinations as these are instruments used to assess the attainment of already defined educational goals in schools below tertiary.
- v. Schools (public and private) should use the National Curriculum as developed by Nigerian Educational Research and Development Council (NERDC)

E. Quality of Care, Guidance and Safety

- i. The school should provide a safe learning and working environment for learners and teachers.
- ii. All schools should have easy access to good sanitation and first aid facilities.
- iii. All schools should ensure that meals served to learners are hygienically prepared, adequate and balanced.
- iv. Schools should provide guidance and counselling services including support for individual creativity/talent, traumatized, indigent and other vulnerable groups.
- v. All schools to give opportunities to learners to express themselves: through class/peer group meetings, Learners' Representative Council (LRC) etc.
- vi. Schools to promote safety skills where learners are taught how to stay safe, protect themselves from harm and how to take responsibility for their own and other learners' safety.

F. Quality of the Overall Teaching-Learning environment Schools should provide:

- i. Safe, conducive working and learning environment for learners and teachers
- ii. Sufficient indoor and outdoor sports/games facilities for learners.
- iii. Perimeter fence with school gate manned by well trained and fit security personnel.
- iv. Adequate provision for learners with special needs.
- v. Adequate infrastructure and facilities for learners' all-round

development.

- vi. Provision of ICT facilities for learners' use
- vii. Separate toilet facilities for male and female learners, and staff

F. Effectiveness of Leadership and Management

- i. All school administrators and leaders' efforts should be channeled towards improving the learning outcomes of the learners in their care by effectively utilizing human and material resources at their disposal.
- ii. All schools should actively engage in School Self- evaluation (SS-e).
- iii. All schools should have a School Development Plan (SDP) which is based on rigorous SS-e and External Evaluation (EE) which spells out the areas for further improvement.
- iv. All schools should have a School Based Management Committee (SBMC) or other community bodies as well as Learners'/Students Representative Council (LRC) which actively support and influence school improvement.
- v. All the Principals /Head teachers/Centre Supervisors and all other staff who work with learners should undertake appropriate child protection training.
- vi. All leaders at management levels should be empowered and encouraged to be more accountable for the progress of the school.

6.2 QUALITY ASSURANCE FRAMEWORK

SN	COMPONENT	STANDARDS	IMPLEMENTATION STRATEGIES	ENSURING SUSTAINABILITY
1.	Whole school Evaluation (WSE)	i. Systematic Whole School Evaluations (WSE) through; ii. External evaluation conducted by NSSEC & SSEBs iii. SS-e conducted by the individual schools	i. Conduct intensive training for all QA officers in NSSEC and SSEB on WSE processes. ii. Train teaching staff on SS-e iii. Undertake extensive Quality Assurance of schools every three years. iv. Effectively use the Evaluation Schedule as prescribed in the QA Handbook with written report and feedback given to the school and other stakeholders	i. Training and retraining QA officers on Education Quality Assurance (EQA) ii. Effective dissemination of EE reports to all stakeholders. iii. NSSEC, SSEB & schools to ensure the implementation of EE recommendations. iv. NSSEC and SSEB to carry out Follow through evaluation to under performing schools to ensure that that recommendations made for

			improvement are being addressed.
		v. Conduct classroom observations for 70% of time allocated for teaching and learning during QA evaluation vi. Constitute teams of at least 3 Quality Assurance Officers to undertake External Evaluation (EE) in schools. vii. Each School should constitute SS-e committee and use the evaluation schedule to guide the conduct viii. SSEB to target a minimum of one third of schools within a given state for EE.	

			(SSEB to collaborate) with NSSEC in the conduct of EE	
2.	Accreditation Evaluation	i. Schools to comply with the requirements for presenting candidates for external examination. (SSCE, WASSCE, NBC/NTC, SAISSCE.)	i. SMOE and SSEB to conduct accreditation evaluation for schools that are ready to present candidates for external examination.	SMoEs, SSEB, and proprietors of private schools, to ensure the implementation of the recommendations of accreditation evaluation.
3.	Special Evaluation	i. Conduct evaluation on any Aspect of provisions for specific need that may arise.	i. NSSEC, SMOE and SSEB to conduct special evaluation when the need arises	Organise prompt Special Evaluation of schools as the need arises
4	School-Based Monitoring	Regular monitoring of teaching, learning and other activities in schools.	i. Leadership and Management in schools to consistently monitor all school activities, especially the quality	i. School management to meet monthly to assess the impact of the monitoring activities.

			of teaching and learning. ii. SBMC/CBMC should participate in monitoring school activities on termly basis to ensure learner improvement. iii. Schools to prepare School Development Plans (SDPs) as recommended in National Education Quality Assurance Handbook	ii. SBMCs/CBMCs to give report of their monitoring to the School Management iii. NSSEC, SMOEs and SSEBs should ensure that schools comply with school-based monitoring.
5.	Annual Performance Assessment and	Annual ranking of schools based on the grading from the EE reports.	i .Use of EE reports in the ranking of schools nationwide.	i. Reward system for high performing schools and support system for low

	Ranking (APAR) of schools nationwide		ii. Study the EE reports to identify common areas requiring improvement.	performing ones by NSSEC in collaboration with SSEBs.
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CHAPTER SEVEN

RESPONSIBILITIES FOR IMPLEMENTATION

7.1 Introduction

1. The enforcement of the Standards and key indicators outlined in chapters 2-6 would require streamlining the responsibilities of various actors. This concluding chapter therefore spells out the specific responsibilities of various levels of stakeholders in ensuring a smooth sail through implementation of the minimum standards down to the school and classroom levels.

7.2 A Synergy-Governed Methodology

2. While the specific agencies/institutions are expected to carry out the special implementation-related functions assigned to them, all efforts would be made to ensure systematic synergy-building among all actors, through free information sharing and team work.

3. The envisaged Synergy-Governed Methodology would have the following specific task assignment roles as its building block.

I. At the Federal Level:

- NSSEC shall serve as the coordinating agency for the implementation of the minimum standards.
- The coordination role of NSSEC is to be closely supervised by FME.
- The coordination role of NSSEC with regard to the implementation of the minimum standards shall be carried out by a National Implementation Committee under the chairmanship of the Director, Quality Assurance Department of NSSEC.
- Collaborate with SMOEs and SSEBs to schedule all Quality Assurance External Evaluations of public and private schools over the three year cycle.
- Support SSEBs in coordinating, structuring, and deploying teams of QA Evaluators to carry out External Evaluations.
- Collect all QA evaluation data from SSEBs to identify nationwide trends and patterns in the quality of education and disseminate this information to schools and the wider public by producing an annual report on the state of Senior Secondary Education in the

country.

- Collaborate with FEQAS Department of FME to train Quality Assurance Officers in SSEBs on QA processes.
- Ensure that SSEBs comply with the standards prescribed for provision of facilities and infrastructure in schools.
- Collaborate with SSEBs to establish data bank for planning and research
- Collaborate with relevant examination bodies to monitor the conduct of external examinations at the Senior Secondary Education level.
- Develop a robust and dynamic website.
- Advise and urge SMOEs and Proprietors of private schools to engage only TRCN registered and licensed teachers in schools.

II. At the State Level

- SSEBs shall serve as the coordinating agency for the implementation of the minimum standards. The coordination role of SSEBs is to be closely supervised by SMOEs and NSSEC.
- The coordination role of SSEBs with regard to the implementation of the minimum standards shall be carried out by State Implementation Committee under the chairmanship of the Director, Quality Assurance Department of SSEBs.
- SSEBs to schedule all External Evaluations of public and private schools over a three year cycle.
- SSEBs to coordinate, structure and deploy QA Evaluators to carry out External Evaluations.
- Collate all QA Evaluation data and use it to identify state-wide trends and patterns in the quality of education and disseminate this information to schools, SMOEs and the wider public by producing an annual report on the state of education in the State.
- Collaborate with NSSEC to train Quality Assurance Officers in SSEBs on QA processes.
- Collaborate with SMOEs and relevant examination bodies to monitor the conduct of external examinations at the Senior Secondary Education level.
- Provide support to schools to aid SS-e process and improvement

following QA External Evaluation of schools

- Strictly adhere to the Budget guidelines on the deployment of resources as developed by NSSEC.

I. At the School Level

- Close collaboration with state and local government agencies in collecting, collating, and regularly providing school level data for informed decisions on the management of the minimum standards enforcement process
- Integrating sensitisation on minimum standards into regular interactions with PTAs, private school proprietors, professional teachers associations, and other key stakeholders
- Ensuring teacher full understanding of the requirements of the Minimum Standards in their various areas of professional activity
- Through close professional support, taking appropriate steps to ensure teacher compliance in working at school and classroom levels with the ultimate goal of attaining specified minimum standards

