

Kaduna State Government



Kaduna State Education Policy

Ministry of Education, Science and
Technology

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Acronyms and Glossary of Terms

BATC	Business Apprentice Training Center (BATC)
COEs	Colleges of Education
CPD	Continuing Professional Development
CSO	Civil Society Organization
DFID	Department for International Development
ECCD	Early Child Care Development
ECCDE	Early Child Care Development Education
EDOREN	Education Data, Research and Evaluation in Nigeria
EFA	Education for All
EMIS	Education Management Information System
ESA	Education Sector Analysis
ExCo	Executive Council
GCE	General Certificate Examination
ICT	Information and Communications Technology
ITF	Industrial Training Fund
JSS	Junior Secondary School
KSEP	Kaduna State Education Policy
KSEQA	Kaduna State Education Quality Assurance
LGAs	Local Government Areas
LGEA	Local Government Education Authority
MoEST	Ministry of Education, Science and Technology
NCE	Nigeria Certificate in Education
NERGP	Nigeria's Economic Recovery and Growth Plan
PGDE	Post Graduate Diploma in Education
SBMCs	School-Based Management Committees
SDGs	Sustainable Development Goals
SSCE	Senior School Certificate Examination
SSS	Senior Secondary School
SUBEB	State Universal Basic Education Board
TRCN	Teachers Registration Council of Nigeria
TSB	Teachers Service Board
UBE	Universal Basic Education

Foreword

The development of Kaduna State’s Education Policy is designed to respond to the National education goals, Education for All (EFA) goals and the education targets of the Sustainable Development Goals (SDGs). The policy recognizes the need to improve the quality of Early Child Care Development education and Primary and Secondary education in the state as critical foundations to tertiary education. It also recognizes the importance of inclusive education, out-of-school youth and adult literacy.

Kaduna State’s education priority areas, the crucial role of qualified teachers, effective management of teachers, educational services and funding required to ensure quality education at all levels of education within the state are all outlined in this policy document.

The Kaduna State Ministry of Education, Science and Technology, major stakeholders in the Education Sector, with technical and financial support from DFID’s Partnership to Engage, Reform and Learn (PERL) and Teachers Development Programme (TDP) worked together to develop this policy to improve the quality of education in the state.

This Education Policy aims to improve the quality of education and school system across all levels of education through the transformation of education, educational services, teacher education, management of teachers and funding of education with the end goal of producing learners who can compete globally.

The process of developing the Education Policy document was meticulous, inclusive and participatory, and involved key education stakeholders in the state. It is therefore imperative that there should be absolute stakeholders’ ownership to guarantee a successful implementation of the Education Policy document in the state. The effective implementation of this policy would ensure that the Kaduna State education processes continually ensure quality and effective teaching and learning processes.

The government is committed to spearheading the implementation of this Education Policy. I therefore, fully endorse and recommend the Kaduna State Education Policy to all stakeholders whose valued support in its implementation would ensure the emergence of quality teaching and learning and ultimately improve the quality of the education system in Kaduna State.

Mallam Nasir El-Rufai
Executive Governor,
Kaduna State

Acknowledgement

The development of the Kaduna State Education Policy is a key step towards achieving quality education and improvement of the education system in Kaduna State. I would like to use this opportunity to thank and acknowledge the outstanding commitment of all those who played a role in the drafting of this policy document.

Kaduna State Government acknowledges the enormous contributions and commitment of the entire staff of the Ministry of Education, Science, and Technology and agencies that participated in the development of this policy. We especially appreciate the Permanent Secretaries of the Ministry of Education, Science and Technology (MoEST), State Universal Basic Education Board (SUBEB) and Quality Assurance Board, under whom this noble initiative was completed.

The contribution of tertiary institutions like the Kaduna State University, the Colleges of Education and Polytechnics in the state are also appreciated. Contributions from all other stakeholders including SBMCs, Media partners in Kaduna State, Citizens Working Group and Civil Society Organizations (CSOs) are truly appreciated.

Finally, we would like to thank our international development partners - DFID's Partnership to Engage, Reform and Learn (PERL), DFID's Education Data, Research and Evaluation in Nigeria (EDOREN) and Teachers Development Programme (TDP) for their technical and financial support in the development of Kaduna State Education Policy. We will continue to work with you for guidance and feedback as we implement this policy towards improving the quality of education in our state.

Ja'afaru Ibrahim Sani

Honourable Commissioner for Education,
Kaduna State

Executive Summary

Education in Kaduna State retains top priority for the government, and several efforts have been made to carry out meaningful reforms in the sector. There have been major reforms by the State Government towards the improvement of education quality in the state. The education system has experienced an increase in private sector participation in the provision of educational services in the state and this, with the Universal Basic Education (UBE) Scheme, has led to an increase in demand for education.

With this development, however, it is critical to note that education delivery has continued in the state without a comprehensive policy framework. Though the state has 4,260 public primary schools and 541 secondary schools, there have been major constraints in improving the learning outcomes. There is a rising concern on the quality of education, the lack of teachers and the poor quality of teachers in the state.

Based on this, Kaduna State has identified the need for a clear policy articulation for proper guidance of the sector; hence the development of this State's Education policy. By preparing this Education Policy, the national policy on education has been domesticated to drive the educational system in the state. Related national and international agreements, policies and targets as highlighted in section 2.2 of this policy also inform the State's Education Policy. At the international level, such policies include the Sustainable Development Goals (SDGs) and Education for All (EFA) goals.

The State recognised that improving access and quality of education begins with addressing enrolment, teacher performance, curriculum and infrastructure challenges. Consequently, in formulating this policy, the State has taken steps to ensure that every citizen, male, female or persons with special needs/disability are able to access quality education.

The formulation of this policy went through an extensive consultative process, which included key stakeholders who identified key issues that needed special attention. The stakeholders conducted a review of the national document and took cognizance of the State's peculiarity, socio-economic, religious and cultural diversity. It also observed other challenges such as non-implementation and poor funding in this policy document.

The Kaduna State Policy on Education underlines the pivotal role of quality education at all levels of education in the state. This policy identifies key government's aspirations on education. It outlines the broad policy directions, the guiding principles and the priorities that will guide the development of the Education Sector in Kaduna State.

The priority areas were categorized into eight thematic areas as follows:

- Quality, Accessible and Equitable Early Child Care Development and Basic Education;
- Accessible, Quality and Equitable Secondary Education;
- Accessible, Equitable and quality Non-Formal Education;
- Quality, Equitable and accessible Science, Technical and Vocational education;
- Quality, Accessible and Equitable higher education;
- Quality Teacher Education (Primary and Secondary);
- Quality Teacher Recruitment, Deployment, Development and Management; and

- Accessible and quality education infrastructure, funding and management.

The thematic areas are based on the Education Sector Plan and Policy Statements accompanying them all.

The policy thrust of education in Kaduna State is to improve access and quality of education at Early Child Care Development, basic, secondary, adult and non-formal and tertiary education to ensure self-reliance of males, females and people with special needs for sustainable development of the State.

The purpose of this policy document is to provide a coordinated approach to the development of the education system for the acquisition of relevant knowledge, skills, competencies and values necessary for socio-economic development of the State. The policy is intended to stand out as one guiding document to inform the education system in all its obligations to achieve relevant and equitable education.

The Kaduna State Government recognizes that education is the backbone of socio-economic development and will help the state deliver the expected outcomes as articulated in the State Development Plan. The government expects that all key players in the Education Sector will come together in the implementation of the policy to make a significant difference in the delivery of quality education for sustainable development of Kaduna State.

Section 1: Kaduna State Education Sector Analysis

1.1 Introduction

A comprehensive Education Sector Analysis (ESA) was carried out three months before the development of the Kaduna State Education Policy (KSEP). The objective of the exercise is to conduct a critical analysis of the Education Sector of Kaduna State, reviewing its internal dynamics as well as the macro-economic and socio-demographic environments in which the system operates. It was intended that the review will lead to identifying and documenting the main achievements and problems of the education system, as a basis for fixing plan objectives and selecting priority programmes. The ESA which was conducted through another process prior to development of this policy, was conducted using a participative process. The report elicited questions about what the sector needs to do in order to address major issues, challenges and opportunities. It also contains a range of policy options and strategies that may be adopted to address the challenges the sector is facing. In this way, the ESA hopefully provided a foundation for the required policy choices regarding:

- Maximizing efficiency with regard to the use of resources in education;
- Meeting the State's demand for qualified manpower;
- Responding to individual demand for education; and
- Increasing social equity, among others.

The content of section 1.2 below provides a summary of key findings of the ESA exercise. However, a detailed ESA report exists as a separate document for interested persons.

1.2 Achievements

Kaduna State Government has aligned its efforts in the Education Sector as an integral part of the United Nations Sustainable Development Goals. By providing comprehensive targets for all aspects of development and coordinating the efforts of all actors, Kaduna will only achieve its potential if it achieves the SDGs by the target date of 2030. To this end, the Kaduna State Development Plan (2016-2020), has fully adapted the SDGs and specifies concerted policy actions to help achieve each goal (State Development Plan 2016 to 2020).

The State Government has localized and domesticated the SDGs beyond the national level; this will be crucial to achieving sustained success. This impressive initiative is on its own an A+. In addition to this, the State Government has an enviable record of commitment to education reforms, especially since the commencement of these reforms in 2015. Some of the achievements recorded are as follows:

- 390 primary schools and at least 31 secondary schools have been successfully renovated, while 10 new primary schools have been built (Midterm Assessment 2017). Six new science secondary schools are also being constructed. All are geared towards achieving improved school facilities;
- The proportion of qualified teachers to pupils has been raised through the recruitment of 1,740 science teachers;

- The operating central policy has been to retain children in school and improve their concentration and learning by providing free school feeding in primary schools. This has benefited some 1,453,104 children to date;
- 421,098 students received free uniforms. This was aimed at reducing out-of-pocket expenditure by parents;
- Introduction of an operating policy that ensures release of funds directly to the accounts of schools, rather than through many bureaucratic layers. This has helped to improve efficiency in education financial management, while reducing operational delays in cash backing and political interference;
- Additional efforts have also been made to improve teacher quality, through the training of 20,470 teachers;
- Lifelong learning has been invested in through the restocking of libraries with 4,656 books, the opening of 250 basic literacy centres, 115 post-literacy centres, and 4 continuing education centres;
- The Educating Nigerian Girls in New Enterprises (ENGINE) program has been implemented in 46 secondary schools, helping to improve learning outcomes for 3,493 girls in critical subjects of Science, Mathematics and English; and
- To encourage information, communication and technology skills, 5,000 tablets have been provided to Senior Secondary Schools (SSS) through a donation by NNPC/Exxon Mobil, and 10,000 more have been ordered. (*Kaduna SDG report, 2017*);
- The State Government has also produced a state-level SDGs progress report as the first of its kind. By doing so, the State Government has, evidently, demonstrated her unequivocal commitment to and laid a firm foundation for tracking and reporting progress on the SDG targets at state level; and more broadly, localising Agenda 2030 and thus, moving the State and her people towards the great promise of peace and prosperity by the year 2030.

1.3 SWOT Analysis of the Education Sector

The purpose of this Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis is to look at the **internal and external** dynamics of the Education Sector that could support or hinder effective planning and implementation of the plans. It is one of the key analyses conducted for the Education Sector culminating in the emergence of key challenges of the sector. The analysis was conducted across the strategic themes of Access and Equity; Policy Environment; Quality, Relevance and Internal Efficiency; Management, and Resourcing, Costs and Financing. Annex 3 presents the results of the SWOT Analyses conducted through the Corporate Planning Process of Education Sector prior to this policy.

1.4 Key Challenges Facing the Education Sector

The persistent challenges of the sector include the following:

- Inadequate Coverage and Limited Level of Inclusiveness:** The overarching challenge here relates to improving access and equity by addressing non-retention, non-completion, inadequate coverage and limited level of inclusiveness.

- ii. **Poor Level of Quality, Relevance and Internal Efficiency:** This refers to quality and quantity of teachers in the education system, which includes teacher quality, teacher/pupil ratio at all levels, availability and appropriateness of teaching and learning materials, available teacher support systems, teaching-learning processes and learning outcomes.
- iii. **Infrastructural Decay and Insufficiency:** The government has consistently provided additional classrooms with a major intervention in 2017 but is unable to cover the backlog nor keep up with the increased enrolments generated by the UBE programme.
- iv. **Inefficient Management and System Inefficiency:** The major challenge with data in Kaduna State is in data management efficiency - not using data for decision-making and lack of robustness of the data management system. Although data is readily available, verified and relevant, the stakeholders for whom the data is collected do not use the data for planning and decision-making. Some of the reasons these data were not used include lack of awareness, low technical skill levels of end-users and absence of a one-stop data portal (e.g. an Education Management Information System - EMIS website). Other challenges include insufficient staffing, irregular capacity building and inadequate IT equipment and Internet connectivity.
- v. **Non-Sustainable Funding and Inadequate Resourcing:** These challenges deal with the untimely release of funds and in some cases non-release, poor budgetary financing and actual expenditure ratio, low level of mobilization of non-government funding sources and poor education expenditure tracking.

Section 2: Kaduna State Education Policy

2.1 Introduction

Education constitutes the core of human development; it is a critical transformation tool and formidable instrument for the development of a nation and achieving socio-economic empowerment of young people with knowledge and skills, which in turn provide them access to productive employment. Education opens opportunities for both individual and group empowerment. It is therefore necessary to have, in Kaduna State, a vibrant education system that would ensure functional, qualitative education of the highest possible standards at the basic and post-basic levels.

Education in Kaduna State retains top priority, and several efforts have been made to carry out meaningful reforms in the sector. There have been major reforms by the State Government geared towards the development of education. The education system has experienced an increase in private sector participation in the provision of educational services in the state. This, with the introduction of the Universal Basic Education Scheme, has led to a heightened demand for education by various communities.

Though the State has 4,260 public primary schools and 541 secondary schools, there have been major constraints in improving the learning outcomes. There is a rising concern on the quality of education, the lack of teachers and the poor quality of teachers in the state.

Although appreciable progress has been made in expanding access to education in Kaduna State, quality education delivery remains a huge challenge, especially in the semi-urban and rural areas. Classrooms in the urban areas are large and well over the national standard of 40 pupils per class; while the schools in the rural areas are in relatively worse conditions in the area of physical infrastructure.

The State is also taking steps to ensure that quality education is accessible to males, females and people with special needs/disabilities who missed the opportunity of basic education for various reasons. The aim is to equip citizens with basic knowledge and skills that would allow them to function as competent and productive citizens irrespective of gender or disability.

Consequently, the State has taken steps to ensure that every citizen, male, female or persons with special needs/disability who cannot cope with regular school/class and teaching methods because of the impairment or gift/talent are able to access quality education.

The State recognised that improving access and quality of education begins with addressing enrolment, teachers' performance, curriculum and infrastructure challenges. According to the Kaduna State Development Plan, because of many years of neglect, there is general decay at all levels of education with 80% of primary schools dilapidated and only 33% of schools having basic sanitation.

Education is a very important tool that drives national development and the Kaduna State education system needs to be positioned to adequately equip students to meet the demands and challenges of the Nigerian labour market and business environment. To achieve this, Kaduna State intends to effectively coordinate the different key players and stakeholders in the Education Sector, and clearly identify their roles and responsibilities.

Based on this, Kaduna State has developed the State's Education Policy, by domesticating the national policy on education, to drive the educational system in the state. The Kaduna State government conducted a review of the national document and took cognizance of her peculiarity, socio-economic, religious and cultural diversity. It also observed other challenges such as non-implementation and poor funding in this policy document.

This policy document spells out the government's aspirations on education. It defines the State's education policy and outlines the priorities that will guide the development of the Education Sector in Kaduna State. The Kaduna State Government recognizes that education is the backbone for socio-economic development and will help the State to deliver on and implement the outcomes specified in the State Development Plan (SDP). The policy document will serve as a guide to achieve this.

2.2 Purpose of the Policy

The purpose of this policy document is to provide a coordinated approach to the development of the education system for the acquisition of relevant knowledge, skills, competencies and values necessary for socio-economic development of the State.

The Education Sector in Kaduna State is geared towards providing quality education at all levels. The State will achieve this by:

- Maintaining ideal standards;
- Ensuring effective school administration;
- Creating general awareness;
- Providing effective financial support;
- Encouraging public-private partnership;
- Providing necessary materials and equipment for teaching and learning;
- Ensuring a conducive learning environment;
- Improving teacher training programmes;
- Instituting effective monitoring, evaluation; and
- Instituting efficient quality control systems.

2.3 Review of High-Level Policy Documents

Although grounded on the National Policy on Education, Kaduna State's Education Policy is also informed by national and international agreements' policies and targets. At the international level, such policies include the Sustainable Development Goals and EFA goals. At the national and state levels, the policy documents include the Education Sector Plan, Economic Recovery and

Growth Plan, Gender Policy, EDOREN Research Report, Annual School Census Report, Annual Education Sector Performance Report, UBE Act, Economic Transformation Agenda, National Education Roadmap, and the Kaduna State Development Plan. Below is a highlight of the review of high-level policy documents that formed the basic foundation for this policy.

2.3.1 Sustainable Development Goals

Goal four (4) of the SDGs is centred on improvement in inclusive, quality education. The SDG-4 and the related targets are as follows:

- SDG-4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
 - 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes;
 - 4.2 By 2030, ensure that all girls and boys have access to quality early child care development, care and pre-primary education so that they are ready for primary education;
 - 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

Kaduna State has long commenced responses to each of these three targets. Regarding target 4.1, the State has been implementing free and compulsory basic education for girls and boys. This has been included in this policy for deeper and wider reach in enforcement. This effort also aligns with the EFA goals. Similarly, the State is implementing early child care education in some schools, but it has now been made compulsory for all schools in this policy. This will contribute to actualising targets 4.2 of the SDGs. Also, technical, vocational and tertiary education have all been a central part education system in the state. And this policy indicates a more deliberate effort by the State Government to improve access of women and men to education by strengthening the existing education scholarship schemes. This will contribute to actualise target 4.3 of the SDG.

2.3.2 Nigerian Economic Recovery and Growth Plan

Nigeria's Economic Recovery and Growth Plan (NERGP), as the current highest socio-economic development policy in Nigeria, identifies education development as the second key area for investment in people. It has set the following three key policy objectives regarding investment in people through education:

- Ensure quality universal education for Nigeria's children and youth;
- Increase the number of youth and adults with the skills required to secure employment and/or become entrepreneurs; and
- Prioritize education for girls.

In response to the above three NERGP policy objectives, the Kaduna State Education Policy has responded to each one of them. The free and compulsory basic education is universal in Kaduna State and the KSEP also has a strong statement about it. It is being implemented in the urban,

peri-urban and rural areas; this responds to the first NERGP policy objective stated above. The KSEP also provides for mass literacy, technical and vocational education that targets to provide life-long knowledge and skills for youths and adults. This contributes to the second NERGP policy objective on education. Finally, the second chance education policy as well as expanded scholarship scheme for girls in the KSEP directly aligns with the third policy objective in the NERGP.

2.3.3 National Policy on Education

The content of the current National Education Policy (NEP) is provided for all states to adapt and implement as found suitable. Kaduna State has commenced implementation of the NEP prior to the development of the KSEP. This policy, therefore, provides the required framework to document the choices already made by the State Government in implementing the EFA. It also provides opportunity for integrating good practices from other countries and other states, including Federal Government toward improving education learning outcomes.

2.3.4 Education For All

Education For All is an international collective commitment by Countries that was first launched in Dakar in 1990 to bring the benefits of education to ‘every Citizen in every society’. It has six (6) goals which all Countries are expected to commit to and deliberately make domestic policies and strategies to actualise them. These 6 EFA-goals were also contextualised as part of the KSEP as shown below.

EFA-Goal 1: Expanding and improving comprehensive early childhood care and education, especially, for the most vulnerable and disadvantaged children.

Integration into the Policy: The first priority area of this policy is enhancing Early Child Care Development (ECCD) in the state. The policy as contained in section 4.1 provides key commitment on how ECCD shall be expanded and improved in the state. These commitments are further advanced in the Education Quality Assurance Policy with learning benchmarks and standards in section 3.1.2.

EFA-Goal 2: Ensuring that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to a complete, free and compulsory primary education of good quality.

Integration into the Policy: Kaduna State Education Policy lays emphasis on free and compulsory basic education for boys and girls. It also has a policy commitment called second chance education that aims at providing further studying opportunities for girls that dropped out from school due to domestic demands, especially early marriage. There are also provisions for providing education for children in difficult circumstances. Quality assurance standards are also set for the learning outcomes from these expanded educational opportunities.

EFA-Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.

Integration into the Policy: The policy contains commitment for advancing continuing education for youths and adults through its Adult and Mass literacy education. There are also provisions for various vocational life skills and special education.

EFA-Goal 4: Achieving a 50% improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults.

Integration into the Policy: The Adult and mass literacy education is one of the State's key mechanisms for actualising this EFA Goal 4. The State Government has made sound policy commitments in this regard in section 6.1 of this document, as well as section 3.1.5 of the Kaduna State Education Quality Assurance (KSEQA) policy.

EFA-Goal 5: Eliminating gender disparity in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to, and achievement in basic education of good quality.

Integration into the Policy: This EFA goal 5 is clearly enshrined into the State mission statement of the Education Sector as whole. Deliberate attention has also been given to all segments of the education policy commitment in this document to mainstream girl child education towards bridging the gender disparity. The second chance education policy of the State Government is also one of the mechanisms for actualising this EFA goal.

EFA-Goal 6: Improving all aspects of the quality of education, and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills.

Integration in to the Policy: The State Government has developed a comprehensive Education Quality Assurance Policy that provides a specific commitment for improving total quality of all aspects of education in the state.

2.3.5 National Education Strategic Road Map

The National Education Strategy Roadmap is a national strategy document that tries to set the strategic direction for post EFA period. It contains eight (8) strategic direction guidelines for the Federal and State governments in Nigeria. Although, it was not launched as a national policy document, relevant components of the recommended strategic directions were selected and integrated into the KSEP document as well as the KSEQA policy. Below are the 8 strategic directions and the State government efforts to integrate relevant areas into the Education Policy.

- **Strategic Direction-1:** A credible living wage must be instituted for teachers.
- **Strategic Direction-2:** Ongoing teachers training must be instituted.
- **Strategic Direction-3:** An emergency plan must be put in place to attract volunteer teachers and retain existing ones.

- **Strategic Direction-4:** Financial mis-management in education must be stopped.
- **Strategic Direction-5:** A league table of exam success rates in WAEC, NECO should be published annually.
- **Strategic Direction-6:** Schools must be held accountable for student results.
- **Strategic Direction-7:** Education should be made an election issue and priority for the next administration.
- **Strategic Direction-8:** Complementing institutions to Universities must be promoted to meet the excess demand for tertiary education, with carrying capacity of classes and courses.

Priority area seven (7) of this policy focuses on quality and equitable Teacher recruitment, deployment and management. It contains a set of specific policy commitments on how the State Government intend to enhance living wage for the teachers, provide training and continuing professional development. It has other teacher development initiatives such as recruitment, motivation for retention, deployment and promotion, among others. All these align with Strategic Directions 1 to 3 of the National Education Roadmap as stated above. Section 11.2 of this Policy contains the State Government commitment to enhance management of education financing. This aligns with Strategic Direction 4 of the Education roadmap. Sections 6.5.5 and 5.6 of the State Education Quality Assurance Policy contain the State Government commitment that aligns with Strategic Directions 5 and 6 of the education roadmap, respectively. Section 6.5.5 of the KSEQA contains a policy statement on stimulating improvement in learning outcomes through an annual lesson learning summit as part of the performance improvement strategies. However, section 5.6 of the KSEQA policy places demand for enhanced learning uptake on schools. Although this policy has no specific commitment on making education an election issue as recommended in Strategic Direction 7 of the education roadmap, but the new government included it as part of its election campaign commitments and its living up the promises. Finally, section 8.1 of this policy as well as section 3.1.6 of the KSEQA have sound commitments on enhancing access and quality of various categories of tertiary education, including polytechnics and monotechnics. These align well with Strategy Direction 8 of the education roadmap.

2.3.6 Kaduna State Development Plan (2016-2020)

The Kaduna State Development Plan (KSDP) is the over-arching policy document of the State for development. It contains broad policy direction for developing all sectors of the State for the period covering 2016 to 2020. In the area of education as a sector, it contains four (4) broad policy objectives for developing education system in the state. These 4 broad policy objectives for Education Sector in KSDP form the foundation for this State Education Policy. This policy therefore, contains an expanded version of the KSDP broad policy, while other initiatives from high level policy documents have been integrated alongside experiences already learned from the operating environment. This section provides a simple mapping on how the Policy objectives in this policy document have been well aligned with each of the 4 broad policy objectives in the KSDP (2016-2020) as shown below.

KSDP Broad Objective-1: To improve quality of education at all levels.

- **Policy Objective-2**: Improve the quality of teaching and learning outcomes.
- **Policy Objective-5**: Improve monitoring and evaluation systems.

KSDP Broad Objective-2: To improve access to learning opportunities for all.

- **Policy Objective-1**: Ensure increase in access, retention and completion rate at all levels for all males, females and people with special needs/disabilities.
- **Policy Objective-5**: Improve monitoring and evaluation systems.

KSDP Broad Objective-3: To expand and upgrade education infrastructure.

- **Policy Objective-3**: Ensure adequate infrastructure at all levels.
- **Policy Objective-4**: Improve the education information management system.
- **Policy Objective-5**: Improve monitoring and evaluation systems.
- **Policy Objective-7**: Ensure sustainable funding and efficient management of financial resources in the sector.

KSDP Broad Objective-4: To ensure that education is relevant to the labour market and enhanced productivity.

- **Policy Objective-4**: Improve the education information management system.
- **Policy Objective-6**: Improve motivation of teachers through enhanced terms and conditions of service.

In summary, the above highlight on the review of high level policies in education shows the readiness of the State Government to respond to both national and international commitments in transforming the Education Sector in the state. This policy is therefore a living document that will be updated as found towards actualising the vision, mission statement and goal as contained in the next section.

Section 3: Broad Policy Directions

3.1 Vision

Be a Model in the provision of quality and inclusive education in Nigeria.

3.2 Mission

To provide qualitative and equitable education to males, females and persons with special needs, through working with relevant stakeholders for the citizens to attain their full potentials, moral uprightness, and defend democratic ideals as well as accept and value our diversity.

3.3 Core Values

In carrying out its mission, the State will be guided by the following values:

- **Professionalism:** exhibit competence and adherence to best practices in education service delivery;
- **Integrity:** work faithfully and transparently according to laid down rules and procedures to achieve educational objectives;
- **Accountability:** responsiveness, probity and transparency in the delivery of education services;
- **Teamwork:** involving all stakeholders in the planning and delivery of quality and inclusive education; and
- **Equity:** to be just and fair in the provision of education services.

3.4 Over-arching Goal of Education Policy

An equitable and relevant education system that is well governed and managed for self-reliance and sustainable development.

3.5 Policy Objectives and Intended Outcomes

The policy thrust of education in Kaduna State is to improve access and quality of education at Early Child Care Development, basic, Secondary, Adult and non-formal and tertiary education to ensure self-reliance of males, females and people with special needs for sustainable development of the State. Specific objectives are:

Policy Objective-1: Ensure increase in access, retention and completion rate at all levels for all males, females and people with special needs/disabilities.

- **Intended Outcome:** Increased access, retention and completion rate at all levels for males, females and people with special needs/disabilities.

Policy Objective-2: Improve the quality of teaching and learning outcomes.

- **Intended Outcome:** Improved quality of teaching and learning outcomes.

Policy Objective-3: Ensure adequate infrastructure at all levels.

- **Intended Outcome:** Adequate educational infrastructure provided at all levels of education.

Policy Objective-4: Improve the education information management system.

- **Intended Outcome:** Improved education information management systems.

Policy Objective-5: Improve monitoring and evaluation systems.

- **Intended Outcome:** Improved Education Sector Monitoring and Evaluation systems.

Policy Objective-6: Improve motivation of teachers through enhanced terms and conditions of service.

- **Intended Outcome:** Improved motivation of teachers through enhanced terms and condition of services.

Policy Objective-7: Ensure sustainable funding and efficient management of financial resources in the sector.

- **Intended Outcome:** Established sustainable funding with efficient management of the education financial management system.

3.6 Policy Priority Areas

The priority areas of the policy revolve around the above Statements of objectives and are each predicated on the key principle of providing quality teachers and education in the Kaduna State school system for quality teaching and learning. The priority areas are categorized into eight thematic areas as follows:

- Quality, accessible and equitable early child care development and basic education;
- Accessible quality and equitable secondary education;
- Accessible, equitable and quality non-formal education;
- Quality, equitable and accessible science, technical and vocational education;
- Quality, accessible and equitable higher education;
- Quality teacher education (primary and secondary);
- Quality teacher recruitment, deployment, development and management; and
- Accessible and quality education infrastructure, funding and management.

The thematic areas are based on the Education Sector Plan and policy statements accompanying them all.

Section 4: Priority Area 1 - Quality, Accessible and Equitable Basic Education

The purpose of basic education is to equip the pupils with basic knowledge and skills to allow them to function as competent and productive citizens. It prepares them for higher secondary education, through to the tertiary education.

4.1. Early Child Care Development Education

Early Child Care Development Education (ECCDE) refers to the education given in a formal education institution prior to primary school. It includes crèche, nursery and kindergarten.

The objectives of pre-primary education shall be to:

- Effect a smooth transition from home to school;
- Prepare the child for primary level education;
- Provide adequate care and supervision for children while their parents are at work;
- Inculcate in the child social norms, the spirit of inquiry, creativity through exploration of nature, environment, art, music, visual aids and playing with toys;
- Develop team spirit and the sense of cooperation;
- Learn good habits, especially good health habits; and
- Teach rudiments of numbers, letters, colours, shapes, forms, etc. through play.

Policy Statement

The government shall:

- Establish pre-primary sections in existing primary schools and encourage community/private efforts in the provision of pre-primary education;
- Train qualified pre-primary school teachers' in adequate numbers;
- Make provision in teacher education programmes for specialization in early child education;
- Contribute to the development of a suitable curriculum and ensure that the main method of teaching at this level is through play;
- Supervise and control the quality of pre-primary education in the state and ensure a teacher-pupil ratio of 1:10 for crèche and 1:25 for the nursery;
- Make provision for the effective utilization of learning and instructional materials, including play ground in adequate numbers/sizes;
- Ensure that the medium of instruction is principally in the widely spoken language of the State (Hausa); and to this end, make available textbooks in the language;
- Set and monitor minimum standard for early childcare centres in the state; and
- Ensure full participation of all levels of government, communities and teachers association in the running and maintenance of early childcare education facilities.

4.2. Basic Education

Basic education shall be for a nine-year duration, comprising of six years primary and three years Junior Secondary Education. It shall be free and compulsory and shall include non-formal education programmes at primary and Junior Secondary School (JSS) level of education for out of school youths.

4.2.1. Primary Education

Primary education refers to the education given in institutions for children aged 6 to 11+. This level of education is key to the success of the whole education system as the rest of the system is built on it. The duration for Primary Education shall be six years.

The objectives of primary education shall be to:

- Inculcate literacy, numeracy and effective communication skills in pupils;
- Establish a sound basis for scientific and reflective thinking;
- Teach citizenship education as a basis for effective participation in and contribution to society;
- Mould character and develop sound attitude and morals in the child;
- Develop the child's ability to adapt to a changing environment;
- Provide opportunities for developing skills that will enable the child to function effectively in the society; and
- Provide the child with basic tools for further educational advancement, including preparation for trades and crafts.

Policy Statement

- Primary education shall be tuition-free, universal and compulsory;
- Curriculum for primary education shall include:
 - i. Languages:
 - Hausa (widely spoken language of the State)
 - English
 - French
 - Arabic
 - ii. Mathematics;
 - iii. Science;
 - iv. Physical and Health Education;
 - v. Religious Knowledge (Christian and Islamic Religious Studies);
 - vi. Agriculture/Home Economics;
 - vii. Social Studies & Civic/Citizenship Education;
 - viii. Cultural & Creative Arts (drawing, critical thinking, handcraft, music and cultural activities);
 - ix. Computer Education.

- The State shall work with schools to ensure that the following educational services are provided:
 - i. Functional School Library;
 - ii. Basic Health Care;
 - iii. Guidance and Counselling;
 - iv. Educational Resource;
 - v. Security;
 - vi. Clean toilets and water points separated for males, females and people with special needs; and
 - vii. Teachers in the primary schools should be specialists in Primary Education Studies (PES) and relevant specialist teachers of subjects shall be provided.
- Teaching shall be practical, exploratory and experimental;
- The medium of instruction in the primary school shall be the widely spoken language of the State (Hausa) for the first year, during this period English shall be taught as a subject;
- From the second year, English shall be progressively used as a medium of instruction and the widely spoken language of the State (Hausa) and French shall be taught as subjects;
- For effective teaching and learning, the teacher-pupil ratio shall be 1:35;
- Advancement from one class to another shall be based on continuous assessment;
- The primary school leaving certificate shall be based only on continuous assessment and shall be issued by the head teacher of the school;
- Formal basic education shall incorporate Quranic and Islamiyyah schools;
- There shall be a collaboration between agencies, communities, and relevant stakeholders to encourage parents to send their daughters to school;
- The State shall set and monitor minimum standards for primary education across the State;
- The State shall ensure voluntary agencies, communities, and private individuals establish and manage primary schools that meet the minimum standards laid down by the State;
- Government shall work with relevant stakeholders to discourage incidence of dropping out at the primary level of education;
- Schools shall organize regular sensory, medical and psychological screening assessments to identify any incidence of handicap;
- Drop-outs at the primary level of education shall be given the opportunity to enrol in Non-Formal Education to enable such early leavers to continue with their education;
- Information and Communications Technology (ICT) shall be integrated into primary education in the state for effective functioning in the modern world.

4.2.2. Junior Secondary Education

Junior Secondary Education is received after primary education and before the senior secondary stage. This level runs for three years' duration in the same facility as the senior

secondary school for a smooth transition from Junior to Senior Secondary and judicious utilization of resources. The students shall sit for a Junior School Certificate Examination, which qualifies them for admission into senior secondary schools.

Objectives of Junior Secondary Education:

The broad objectives of this level of education shall be to prepare the males, females and persons with special needs for:

- Useful living within the society; and
- Higher education.

In specific terms, the objectives shall be to:

- Provide primary school leavers with the opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background;
- Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- Provide trained manpower in the applied sciences, technology and commerce at sub-professional grades;
- Develop and promote Nigerian languages, art and culture in the context or world's cultural heritage;
- Inspire students with a desire for self-improvement and achievement of excellence;
- Foster national unity with an emphasis on the common ties that unite us in our diversity;
- Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad State goals and live as good citizens of the State;
- Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development for self-reliance.

Policy Statement:

- This level of education shall be free;
- The junior secondary shall be both pre-vocational and academic;
- This level of education shall be for three years duration and will be in the same facility as Senior Secondary for a smooth transition from Junior to Senior Secondary and judicious utilization of resources;
- This level of education shall be universal and compulsory and shall teach basic subjects which will enable students to acquire further knowledge and skills;
- The junior secondary schools shall be planned as neighbourhood schools;
- Where there is a special circumstance warranting the establishment of boarding facilities in the State schools, such would be provided.
- Every student shall take:
 - i. A minimum of 11 and a maximum of 13 subjects;

- ii. All subjects listed in Group A;
- iii. At least one subject from Group B or C.

Group A (Core subjects)

- i. English
- ii. French
- iii. Mathematics
- iv. The language of the immediate environment
- v. Social Studies & Citizenship Education
- vi. Computer Education
- vii. Agriculture
- viii. Religious Knowledge
- ix. Physical and Health Education
- x. Basic Science and Technology

Group B (Prevocational electives)

- i. Business Studies
- ii. Home Economics
- iii. Local Crafts
- iv. Fine Arts

Group C (Non-prevocational electives)

- i. Arabic
 - ii. Music
 - iii. One major Nigerian language other than the language of the immediate environment
- The Junior School Certificate (JSC) shall be based on continuous assessments and examinations conducted by State Examinations Boards;
 - Students who complete Junior Secondary School shall be streamed into:
 - i. The Senior Secondary School;
 - ii. The technical college;
 - iii. An out-of-school vocational training centre;
 - iv. An apprenticeship scheme.
 - The streaming shall be based on the results of tests to determine academic ability and vocational interest and as much as possible to achieve a 100% transition to any of these educational institutions;
 - The State shall foster a sense of belonging in the schools;
 - Measures shall be taken to ensure that the culture of the people of the State is kept alive e.g. through creative arts;
 - Exchange visits of students shall be encouraged;
 - Youth clubs, organisations and social societies are important instruments for character training and shall be strongly encouraged;
 - Co-curricular activities form an essential part of the child's education and shall be actively encouraged;

- The State will ensure the deployment of guidance counsellors for counselling and career choices to secondary schools;
- The government shall provide the necessary infrastructure and training for the integration of ICT in the school system;
- Establishment of workshops in all secondary schools to promote vocational skills acquisition; and
- Science and computer laboratories shall be established in all secondary schools in the state to promote science and ICT.

Section 5: Priority Area 2 - Accessible, Equitable and Quality Secondary Education

Senior Secondary Education is received after Junior Secondary; this level prepares the student for higher education. This level runs for three years duration in the same facility as the Junior Secondary School for a smooth transition from Junior to Senior Secondary and judicious utilization of resources. The students shall sit for a Senior School Certificate Examination at the end of this level.

The broad objectives of this secondary education shall be to prepare the males, females and persons with special needs for:

- Useful living within the society; and
- Higher Education.

In specific terms, the objectives of the senior secondary education shall be to:

- Provide junior secondary school leavers with the opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background;
- Offer a diversified curriculum to cater for the differences in talents, opportunities and future roles;
- Provide trained manpower in the applied sciences, technology and commerce at sub-professional grades;
- Develop and promote Nigerian languages, art and culture in the context or world's cultural heritage;
- Inspire students with a desire for self-improvement and achievement of excellence;
- Foster national unity with an emphasis on the common ties that unite us in our diversity;
- Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad State goals and live as good citizens of the State;
- Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development for self-reliance.

Policy Statement

- The senior secondary school shall be comprehensive with a core-curriculum designed to broaden students' knowledge and outlook;
- Every student shall take:
 - i. A minimum of eight and maximum of nine subjects;
 - ii. All the six core subjects listed in Group A;
 - iii. A minimum of one and a maximum of two from Groups B & C;
 - iv. One of the three electives may be dropped in the last year of secondary school.

Group A (Core subjects)

- i. English Language
- ii. Mathematics
- iii. A major Nigerian language
- iv. Religious Studies
- v. Biology
- vi. A vocational subject

Group B (Vocational electives)

- i. Agriculture
- ii. Applied Electricity
- iii. Auto-Mechanics
- iv. Book-keeping & Accounting
- v. Building & Construction
- vi. Commerce
- vii. Computer Education
- viii. Electronics
- ix. Clothing and Textiles
- x. Food and Nutrition
- xi. Home Management
- xii. Metalwork
- xiii. Technical Drawing
- xiv. Woodwork
- xv. Secretarial Studies
- xvi. Fine Art
- xvii. Music

Group C (Non-Vocational electives)

- i. Chemistry
- ii. Physics
- iii. Further Mathematics
- iv. French
- v. Health Education
- vi. Physical Education
- vii. Literature in English
- viii. History
- ix. Geography
- x. Arabic
- xi. Government
- xii. Economics

- The teacher-pupil ratio for this level of education shall be 1:40;
- The State welcomes the participation of voluntary agencies, communities and private individuals in the establishment and management of secondary schools;

- The communities and others wishing to establish secondary schools in the state must meet the criteria laid down by the State;
- The State shall regulate the establishment of schools, supervise and inspect schools regularly and ensure that all schools follow approved curricula and conform to the State Policy on Education;
- The transition from secondary education to tertiary education shall be through an appropriate selection mechanism and based on merit;
- The State shall use public examination bodies for conducting examinations in line with the National Policy on Education, in order to ensure uniform standards at this level;
- The State shall foster a sense of belonging in the schools;
- Measures shall be taken to ensure that the culture of the people of the State is kept alive e.g. through creative arts;
- Exchange visits of students shall be encouraged;
- Youth clubs, organisations and social societies are important instruments for character training and shall be strongly encouraged;
- Co-curricular activities form an essential part of the child's education and shall be actively encouraged;
- The State will ensure the deployment of guidance counsellors for counselling and career choices to secondary schools;
- The government shall provide the necessary infrastructure and training for the integration of ICT in the school system;
- Establishment of workshops in all secondary schools to promote vocational skills acquisition;
- Science and computer laboratories shall be established in all secondary schools in the state to promote science and ICT;
- The Senior School Certificate shall be based on continuous assessments and a national examination.

Section 6: Priority Area 3 - Accessible, Equitable and Quality Adult and Non-Formal Education

Adult and Non-Formal education are to promote mass literacy in the state. This priority area provides services, functional and continuing education for people who never had the opportunity of formal education or who did not complete basic education.

6.1. Mass Literacy, Adult and Non-Formal Education

Mass Literacy, Adult and Non-Formal education encompass all forms of functional education given to males, females and persons with special needs/disabilities outside the formal school system.

The objectives of Mass Literacy, Adult and Non-Formal Education shall be to:

- Provide functional literacy and continuing education for males, females and people with special needs who have never had the advantage of formal education or who did not complete basic education;
- Provide functional or remedial education for males, females and people with special needs who did not complete secondary education;
- Provide educational support for males, females and persons with special needs/disability who have not completed basic and secondary education in order to improve their knowledge and skills;
- Provide in-service, on the job, vocational and professional training for different categories of workers and professionals in order to improve their knowledge and skills;
- Provide males, females and People with Special Needs the necessary aesthetic, cultural and civic education for public enlightenment;
- Ensure equitable distribution of adult and non-formal educational opportunities and resources across the Local Government Areas (LGAs) in the state;
- Provide public enlightenment programmes in tune with the contemporary times, demands/needs and circumstances; and
- Networking with local and international stakeholders to actualize the vision of non-formal education.

Policy Statement

The State shall:

- Implement the policy on Mass literacy, Adult and Non-Formal education in the state;
- Provide free mass literacy programmes to the beneficiaries;
- Coordinate state-wide mass literacy campaign based on various strategies and innovative methods;
- Provide remedial and life-long education for youths, adults and people with special needs who did not complete secondary education;
- Provide in-service, vocational and professional training for different categories of workers and professionals in order to improve their skills;

- Be responsible for the regulation of all Adult and Non-formal education classes/ programmes;
- Liaise with CSOs/Community Based Organisations and development partners in the state for the implementation of mass education programmes;
- Train grassroots personnel such as area coordinators, zonal coordinators, supervisors, Centre Based Management Committee (CBMC), unit heads, staff and facilitators;
- Provide support services for adult and non-formal education including curriculum adaptation, mobile/rural libraries, viewing/audio listening centres and studios as well as visual teaching/learning aids; and
- Support and provide funds for mass literacy programmes.

6.2. Second Chance Education

Second Chance Education is one of the special education schemes that aim at enhancing existing opportunities of furthering education for females, males and persons with special needs/disabilities who missed the opportunity of basic education or dropped out from school at any point for various reasons. It also aims to provide remedial and long-life education as part of completing the secondary education.

The State Government recognizes the possibility of psychological trauma that could add to existing barriers of integrating into the formal education system, thus, this special second chance education scheme is established to ensure that no one is left behind.

Policy Statement

- The State shall provide the opportunity of basic education to males, females and persons with special needs who had their schooling interrupted for one reason or another;
- The assessment shall be conducted to ascertain the academic level before admission;
- The curriculum shall provide knowledge and skills that would allow them to function as competent and productive citizens; and
- Students ready for formal education shall be streamed into formal educational institutions.

6.3. Special Education

Special education is a formal training given to children and/or adults with special needs. This group can be classified into three categories:

- i. **Persons with Special Needs/Disabilities:** People with physical or sensory impairment including albinos who cannot cope with regular school/class and teaching methods because of the impairment. In this category, we have people who are/have:
 - Visually impaired (blind or partially sighted);
 - Hearing impairment (deaf or partially hearing);

- Physically and health impaired (deformed limbs, asthmatic etc.);
 - Mental impairment (teachable, trainable and bed ridden);
 - Emotionally disturbed (hyper/hypoactive, the socially maladjusted/behaviour disorder etc.);
 - Speech impairment (stammers, stutterers, voice disorder etc.);
 - Learning disabilities (psychological/neurological, educational phobia etc.);
 - Multiple impairments; and
 - Albinism.
- ii. **The Disadvantaged:** The children of nomadic pastoralists, migrant fishermen, farmers, Almajiris, hunters, etc. who due to their lifestyles, means of livelihood and natural disasters are unable to have access to the conventional educational provision and therefore require special education to cater for their particular/peculiar needs and circumstances.
- iii. **The Gifted and Talented:** Children and adults who have very high intelligence quotient and are naturally endowed with special traits in arts, creativity, music, leadership, intellectual precocity; etc. and therefore find themselves insufficiently challenged by the regular educational programmes.

The objectives of Special Education shall be to:

- Ensure equal educational opportunities for all children; their physical, sensory, mental, psychological or emotional disabilities notwithstanding;
- Provide adequate education for all people with special needs in order that they may contribute towards State development;
- Provide opportunities for exceptionally gifted and talented children to develop in their own pace; and
- Design a diversified and appropriate curriculum for all the beneficiaries.

Policy Statement

The government shall:

- Provide free special needs education for children and adults with special needs at all levels;
- Monitor people with special needs to ensure adequate educational planning and welfare programmes;
- Provide educational facilities and resources for Special Needs Education e.g. braille, white/mobility cane, brailled textbook, abacus, talking watch, audiometer, hearing aids, ear mould, educational/psychological toys for the education of the mentally impaired, prostheses, callipers, library, audio/visual equipment for the gifted and talented children;
- Provide Special Needs Education for teaching personnel;

- Ensure training and retraining of the personnel to develop capacity building and keep abreast of the latest teaching techniques for the various categories of special needs;
- The teacher/pupil ratio in special schools shall be 1:10, for people with special needs and 1:35 for the gifted and talented; and
- The State and local governments shall fund these programmes.

Section 7: Priority Area 4 - Quality, Equitable and Accessible Science, Technical, and Vocational Education

7.1. Science, Technical and Vocational Education

This priority area aims at orienting training to the needs of the labour market in addressing science, technical and vocational skills requirements. Based on the role of science, technology and skills acquisition in the growing of the economy, the State is prioritizing this area and will continue to provide a qualified and competent skilled workforce to meet the needs of the economy.

7.1.1. Science Education

Science education shall emphasise the teaching and learning of science processes and principles. This will lead to fundamental and applied research in the sciences at all levels of education.

The objectives of science education shall be to:

- Cultivate inquiring, identifying and rational minds for the conduct of a good life and democracy;
- Produce scientists for national/State development;
- Service the studies in technology and the cause of technology development; and
- Provide knowledge and understanding of the complexity of the physical world, the forms and conduct of life.

Policy Statement

The State shall:

- Make special provisions and incentives for the study of the sciences at each level of the State education system;
- Adequately support the functions of all agencies and departments involved in the promotion of the study of sciences;
- Promote the study of sciences for the provision of an adequate number of scientists to inspire and support the State development;
- Organise science programmes to keep males, females and people with special needs up-to-date with trends in sciences; and
- Liaise with national centre for sciences, CSOs, corporate organisations, development partners, relevant professional associations/organisations and individuals to service the study of technology and cause of technology development.

7.1.2. Technical and Vocational Education

Technical and Vocational Education is a comprehensive term that refers to aspects of the educational process involving the study of technologies, craft and related sciences; acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. Technical and vocational education could also be defined as:

- An integral part of general education;
- A means of preparing for occupational fields and for effective participation in the world of work;
- An aspect of lifelong learning and preparation for responsible citizenship;
- An instrument for promoting environmentally sound sustainable development;
- A means of alleviating poverty; and
- The production of skilled manpower to drive industrialization.

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

- Introducing learners to the world of technology and craft;
- Arousing interest in and decision on a vocation at the end of Junior Secondary School for specialization later in life;
- Acquiring technical skills for self-reliance and State development;
- Exposing students to career awareness by exploring usable options in the world of work; and
- Enabling youths to have an intelligent understanding of the increasing complexities of modern technology.

The objectives of Technical and Vocational Education shall be to:

- Provide trained manpower in the applied sciences, technology and business, particularly at the craft, advanced craft and technical levels;
- Provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development; and
- Give training and impart the necessary skills to individuals who shall be self-reliant economically.

Policy Statement

- The main features of the curricular activities for technical colleges shall be structured in foundation and trade modular;
- The curriculum for each trade shall consist of five components:
 - i. General education
 - ii. Theory and related courses
 - iii. Workshop practice
 - iv. Industrial training/production work
 - v. Small business management and entrepreneurial training
- The teacher-student ratio shall be 1:20 for effective participation in practical work;
- Trainees completing technical college programmes shall have three options:
 - i. Secure employment at the end of the whole course or after completing one or more modules of employable skills;

- ii. Become self-employed by setting up their own businesses and creating job opportunities for others;
 - iii. Pursue further education in advanced craft/technological programme and in post-secondary (tertiary) technical institutions such as Science and Technology colleges, polytechnics, monotronics, colleges of education (technical) and universities.
- Minimum entry requirement into the technical college shall be any of the underlisted:
 - i. The Junior Secondary Certificate (JSC) and relevant aptitude test;
 - ii. Evidence of aptitude shown in the technical skills and a reasonably good performance in mathematics and science; and
 - iii. Learners who have proved exceptional in the artisan training centres shall also be considered for admission.
- At least one technical college shall offer advanced craft courses to prepare master craftsmen for supervisory positions in industry and teaching;
- The State shall support and promote graduates of the technology and vocational programmes in terms of accessing funds, jobs, contracts and markets;
- The range of courses in the technical colleges shall be as wide as possible and include but not limited to the underlisted:
 - i. Mechanical Trades
 - Agricultural Implements and Equipment Mechanics' Work
 - Automobile Engineering Practice: Autobody Repair and Spray Painting
 - Automobile Engineering Practice: Auto Electrical Work
 - Automobile Engineering Practice: Auto Mechanical Work
 - Automobile Engineering Practice: Autobody Building
 - Automobile Engineering Practice: Part-Merchandising
 - Air-conditioning and Refrigeration: Mechanics' Work
 - Mechanical Engineering: Craft Practice
 - Welding and Fabrication Engineering Craft Practice
 - Foundry Craft Practice
 - Instrument Mechanics Work
 - Marine Engineering Craft
 - ii. Computer Craft Practice
 - Computer maintenance work
 - Data processing
 - Programming
 - Web design
 - iii. Electrical/Electronic Engineering Trades
 - Electrical Installation and Maintenance work
 - Radio, Television and Electrical work
 - Renewable energy e.g. Solar/inverter energy

- Appliance Repairs
- iv. Building Trades
 - Block making, Bricklaying, Concrete work, etc.
 - Screeding, Painting and Decorating
 - Plumbing and Pipe-fitting
 - Tiling and Interlocking
 - Roofing and Plaster of Paris (POP)
- v. Wood Trades
 - Machinery
 - Carpentry and Joinery
 - Furniture
 - Upholstery
- vi. Hospitality
 - Tourism
 - Hotel management
 - Catering craft Practice
 - Event planning and management
- vii. Textile Trades
 - Garments making/Fashion designing (Ladies/men)
 - Textiles trades (e.g. Weaving and knitting)
 - Dyeing and Bleaching
- viii. Printing Trades
 - Printing craft practice
 - Graphics design
 - Engravement
 - Monography and Lithography
 - Binding
- ix. Beauty Culture Trades
 - Cosmetology
 - Spa and Make-up artistry
 - Hairdressing
- x. Business Trades
 - Book keeping
 - Storekeeping
 - Office Management
- xi. Others
 - Photography, Leather goods manufacture, including bags/shoemaking and

repairs, etc.

- Ministry of Education and relevant ministries shall continually to restructure vocational courses to be offered on a sandwich-learning basis for school-based learners and on part-time for industry-based learners;
- The national business and technical examinations board shall handle the technical and business examinations and award appropriate certificates;
- Length of course in a technical college shall be 3 years for the craft level and 1 year of the advanced craft level;
- Science and technology shall continue to be taught in an integrated manner in the schools to promote, to the students, the appreciation of the practical application of basic ideas;
- More efforts shall be made to encourage women and people with special needs to embrace technical education;
- Recognition that vocational education is an integral part of technology development;
- A greater proportion of education expenditure shall continually be devoted to vocational education in the state;
- The State and local government in collaboration with relevant agencies shall organize relevant apprenticeship schemes and entrepreneurial training;
- Artisan training shall be obtainable in vocational centres and emphasis shall be on the crafts and industries within the locality;
- Every technical college shall establish and operate a production unit for on-the-job training of learners and for commercial activities to sustain college operations;
- Government shall provide adequate funds for vocational/technical education in recognition of the importance and cost-intensive nature of vocational/technical education;
- Cooperation between industries and institutions on training shall be encouraged;
- Industrial Training Fund (ITF) shall organize staff and learner's industrial attachment in collaboration with the proprietors, institutions and industries; and
- The mode of instruction shall be 70% practical and 30% theory.

Section 8: Priority Area 5 - Quality, Equitable and Accessible Tertiary Education

The government acknowledges the significance of producing adequately skilled and qualified human capital to meet the development needs of the State and country. As such, higher education will continue to play a key role in the generation of new knowledge and the strengthening of skills. The provision and expansion of higher education will continue to rely on government and other stakeholders.

8.1. Tertiary Education

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

The objectives of tertiary education shall be to:

- Contribute to the State's development through high level and relevant manpower training;
- Develop and inculcate proper values for the survival of the individual and society; Develop the intellectual capability of individuals to understand their local and external environment;
- Acquire both physical and intellectual skills to enable individuals to become self-reliant and useful to society;
- Promote and encourage scholarship and community service;
- Promote unity in the state and nation; and
- Promote national and international understanding and interaction.

Policy Statement

All teachers in tertiary institutions shall be required to undergo training in the method of teaching adults.

Tertiary Educational institutions shall pursue these objectives through:

- Research and Development;
- Strategic Staff development programmes;
- Generation and dissemination of knowledge;
- A variety of programmes; including full-time, part-time, block-release, day-release sandwich learning, distance learning etc.;
- Access to training fund (ITF, TETFUND, etc.) and grants;
- Students Industrial Work Experience Scheme;
- Maintenance of minimum educational standards through appropriate agencies;
- Inter-institutional cooperation;
- Dedicated services to the community through extra-mural and extension services; and

- Tertiary institutions are encouraged to explore other sources of funding to supplement that of the government.

The internal management and administration of each institution shall be its own responsibility. The traditional areas of academic freedom for the institutions are to:

- Select their own students, except where the law prescribes otherwise;
- Recruit their staff;
- Teach and select areas of research based on societal needs; and
- Determine the content of courses in line with minimum standards set by relevant regulatory bodies. The State Government shall continue to respect this freedom as long as these areas are in consonance with national goals and State objectives; and
- Tertiary institutions shall be required to continuously match their admission conditions with the practices directed by this policy.

8.1.1. University Education

Policy Statement

- University education shall make an optimum contribution to State and national development by:
 - i. Intensifying and diversifying its programmes for the development of high-level manpower within the context of the needs of the State and nation;
 - ii. Making professional courses to reflect State and national development needs;
 - iii. Offering general study courses such as the history of ideas, philosophy of knowledge and nationality.
- The university research shall be relevant to the State and national development goals. In this regard, universities are encouraged to disseminate their research results to both government and industries;
- University teaching shall seek to inculcate community spirit in the student through the project and practical research;
- Voluntary agencies, individuals and groups shall be allowed to establish universities, provided they comply with minimum standards laid down by the National University Commission and State Government;
- Technology-based professional courses in the university shall have as components, exposure to relevant future working environment;
- It is imperative that teachers in professional fields have relevant industrial and professional experience;
- A greater proportion of expenditure on university education shall be devoted to science and technology; and
- Not less than 70% of admissions shall be allocated to science and science-oriented courses in the universities.

8.1.2. Technology Education

This section incorporates post-secondary education in technology offered in Polytechnics, Monotechnics and Colleges of Education (Technical).

Polytechnics

Polytechnics in addition to the Tertiary Education objectives above shall have, as their specific objectives, the following:

- Provide full or part-time courses of instruction and training in engineering, technology, applied sciences, business and management, leading to the production of trained manpower;
- Provide the technological knowledge and skills necessary for agriculture, industrial, commercial and economic development of the State and nation;
- Give training and impart the necessary skills to produce technicians, technologists and other skilled personnel who shall be enterprising and self-reliant;
- Train people who can apply scientific knowledge to solve environmental problems for the convenience of man; and
- Give exposure to professional studies in the technologies.

Policy Statement

The government shall:

- Develop and encourage the ideals of polytechnic education through student industrial work experience;
- Improve polytechnic (HND) graduates' remuneration to be on par with university graduates;
- At the early phases of the education system, efforts shall be made to inculcate an attitude of respect for and appreciation of the role of technology in society;
- To accomplish this, students shall be encouraged to appreciate the dignity of labour by using their hands in making, repairing and assembling components;
- Polytechnics shall continue to maintain a 2-tier program of studies i.e. National Diploma (ND) and Higher National Diploma (HND), with a 1-year period of industrial experience as a prerequisite for entering the HND programme;
- In addition, Polytechnics that meet the requirement shall be allowed to run post professional diploma HND programmes;
- In order to ensure that admission into Polytechnics is broad-based, selection of students shall be through the Joint Admission and Matriculation Board (JAMB);
- Admission into the technology and business courses shall be weighed in the ratio of 70:30;
- Polytechnics shall be encouraged to conduct applied research relevant to the need and aspiration of the State; and
- All ND and HND programmes, as well as post HND, must be accredited by the National Board for Technical Education.

Monotechnics

- Monotechnic is a single discipline technological institution for specialized programmes such as Agriculture, Fisheries, Forestry, Surveying, Accountancy, health-related courses, Mining, Petroleum, etc;
- The structure and status of their programmes shall be equivalent to those of polytechnics; and
- The objectives and mode of operation of Monotechnic shall be the same as in the Polytechnics.

8.1.3. Open and Distance Education

Open and Distance Education is the mode of teaching in which the learners are removed in space and time from the teacher.

It uses a variety of media and technologies to provide and /or improve access to good quality education for large numbers of learners where ever they may be.

The Open/Distance Education is intended for lifelong learning by:

- Graduates who intend to further their education in disciplines or courses of their choice;
- Adults, Youths and people with special needs who dropped out of school but want to make a re-entry into school education;
- Entrepreneurs who want to continue their professional entrepreneurial development;
- Adults, Youths and people with special needs are interested in acquiring further education.

The objectives of Open and Distance Education shall be to:

- Provide access to quality education and equity in educational opportunities for males, females and people with special needs who missed the opportunity;
- Meet the specific needs of employers by providing special certified courses for employees;
- Encourage internationalization, especially of the tertiary curricula;
- Utilise Nigerian experts in various fields as facilitators regardless of location or place of work.

Policy Statement

The State shall:

- Ensure that the programmes are equivalent in structure and status to those offered by the conventional mode of delivery in the regular tertiary institutions;
- Promote and regulate Open/Distance education practice in the state;
- Encourage private efforts and other non-governmental organisations in the provision of quality education via the Open/Distance education;
- Encourage participation in Open/Distance education at the local level.

Section 9: Priority Area 6 - Equitable and Quality Teacher Education (Primary and Secondary)

The provision of quality and relevant teacher education at both primary and secondary levels has challenges, which include inadequate continuous professional development programmes for in-service teachers; inadequate resources in teacher training colleges and the unattractive nature of teaching profession in Nigeria compared to other jobs.

Teacher education addresses two key areas: primary and secondary teacher needs. There is a growing need for trained and professional primary and secondary school teachers as the supply has to adequately respond to the demand and desired quality.

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

The objectives of the Teacher Education shall be to:

- Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to the changing environment;
- Produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;
- Encourage the spirit of enquiry and creativity in teachers;
- Help teachers to fit into the social life of the community and the society at large and enhance their commitment to national goals;
- Enhance teachers' commitment to the teaching profession;
- Implement rigorous screening mechanisms in admission and graduation requirements consistently; and
- Develop and implement well-articulated, effective and supportive supervision of student teachers during teaching practice as well as standardized procedures for induction into the profession, certification and licensing.

Policy Statement

- The minimum qualification for entry into the teaching profession shall be the Nigerian Certificate in Education (NCE) at the basic level of education, first degree in Education or a first degree with Post Graduate Diploma in Education (PGDE) for the senior secondary level of education and Master's degree with PGDE for the tertiary;
- All teachers in the educational institutions shall be professionally trained;
- Teacher education programmes shall be structured to equip teachers for the effective performance of their duties;
- The following institutions among others shall give the required professional training provided they continuously meet the required minimum standards:
 - i. Colleges of Education
 - ii. Faculties of Education

- iii. Institutes of Education
 - iv. National Teachers' Institute
 - v. School of Vocational and Technical Education in the Polytechnics
 - vi. National Institute for Nigerian Languages
- At the NCE and degree levels, education programmes shall continue to be expanded to cater for the requirement of Vocational and Technical, Science and Arts, Early Childhood, Primary Education Studies, Adult and Non-Formal and Special needs education;
 - Teacher education shall continue to take cognizance of changes in methodology and curriculum;
 - Teacher education shall be regularly exposed to innovations in the profession;
 - Teacher trainees on Teaching Practice and Practicum shall be recognized and harmonized with the Student Industrial Work Experience Scheme;
 - Qualifying NCE graduates shall be screened for trainee employment for a minimum of two years; and
 - All teachers must register with and be licensed by the Teachers Registration Council of Nigeria (TRCN).

Enrolment

To produce quality teachers, the State shall regularly revise and upgrade the admission and graduation requirements for teacher education programmes. The admission and graduation requirements are as follows:

- The minimum requirement for admission into the NCE programmes shall be credit passes in five relevant subjects, at not more than two sittings in General Certificate Examination (GCE), Senior School Certificate Examination (SSCE), National Technical Certificate or National Business Certificate;
- Candidates must possess a minimum of 4 credit passes for admission into Pre-NCE and a minimum of 5 credit passes for NCE including English and Mathematics;
- The minimum requirements for admission into B.A, B.Sc. Ed or B.Ed. programmes shall be credit passes in a minimum of 5 relevant subjects, including the English language in the SSCE and equivalent, and NABTEB, National Board for Arabic and Islamic Studies (NBAIS) at a maximum of two sittings;
- For admission into degree programme designed for holders of NCE, GCE(AL), ND Diploma/Foundation Course Certificate (IJMB) or any other certificate, acceptable for direct entry in Nigerian Universities candidates must:
 - i. Meet the general requirements for the 4-year programme;
 - ii. A minimum of merit obtained at the NCE level in education and a teaching subject, credit level in GCE A level or ND and the Diploma/Foundation course.
- For graduation from the NCE and bachelor's degree programme, each student teacher shall be required to pass the minimum number of units of courses as prescribed in the NCCE minimum standards and the National University Commission (NUC) minimum standards, respectively and must be commensurate with today's knowledge economy

such that the teachers will have sufficient mastery of content and subject-specific methods of teaching as follows:

- i. The NCE curriculum shall consist of courses and programmes that are age- and level-specific. The courses shall be targeted at producing specialist teachers for pre-primary education or Early Childhood Care Education, primary education, Junior Secondary education, adult and non-formal education, and special needs education.
 - ii. The NCE curriculum shall include at least one course on subject-specific teaching methodologies for example:
 - Teaching in English language
 - Teaching in the language of the environment
 - Teaching English as a second language
 - Teaching numeracy/mathematics
 - Teaching the natural sciences, physical and health education.
- The curriculum for the ECCDE and Primary Education Studies shall include the learning of the language of the local environment;
 - University faculties of education shall be encouraged to develop relevant degree and higher degree programmes provided in an area related to primary education, and ECCDE to provide for the educational advancement of NCE teachers who are specialized in that area;
 - The teaching subject content of the curriculum for the bachelor's degree program shall account for a minimum of 70% of the course, while core education courses shall not be more than 20% and 10% for general studies;
 - As part of the education courses, either in the NCE or undergraduate programs, all student teachers must take courses in ICT and relevant audio-visual media and their applications in teaching and learning;
 - All student teachers irrespective of the programme shall take a compulsory course relevant to each programme in special education and Entrepreneurship education; and
 - Subject to the approval of the NCCE, all students, irrespective of the programme, shall take a compulsory course on quality assurance.

Section 10: Priority Area 7 - Quality and Equitable Teacher Recruitment, Deployment and Management

The major challenge with the management of teachers mainly lies in the coordination between or among institutions dealing with recruitment, training, deployment and career path to leadership positions. This priority area aims to address this challenge.

10.1. Teachers Recruitment

Teaching is a legally recognized profession in Nigeria; in this regard, the government has set up the Teachers' Registration Council to control and regulate the practice of the profession.

The objectives of the Teacher recruitment policy shall be to:

- Ensure standardized screening mechanisms for recruitment of teachers;
- Ensure that advertisements for teacher positions in schools and Local Government Education Authorities (LGEAs) are done based on needs;
- Conduct needs assessments based on subjects, schools and LGEAs;
- Make provisions for the availability of job descriptions;
- Improve and sustain a supply of the required human, material and financial resources for the educational institutions;
- Enhance teachers' motivation and adequate incentives to attract the best brains to the teaching profession.

Policy Statement

- The minimum qualification required for recruitment of teachers into Basic Education shall be NCE and first degree (Education related) for teachers of senior secondary;
- Those already engaged in teaching but not professionally qualified shall be given a stipulated period within which to qualify for registration or leave the profession;
- MoEST, Teachers Service Board (TSB) and SUBEB shall maintain a harmonised database of all teachers in the state;
- The database shall indicate entry into, and exit from, the teaching service as well as gaps in all public schools irrespective of location;
- The harmonised database shall be used to identify recruitment needs and identify teacher shortage across the State;
- MoEST, TSB and SUBEB shall develop and regularly maintain a website for their activities;
- Vacancies in any school shall be advertised through relevant local channels including notices at the LGAs, social media platforms, mass media traditional council, the MoEST, TSB and SUBEB websites, etc.;
- As individuals exit the service, these vacancies shall be advertised such that there is a continuous stream of replacement of individuals that exit the service;

- Vacancy advertisements shall include job descriptions specifying the required subjects, class, the location of the school in need, etc.;
- The application process shall be made online through MoEST, TSB or SUBEB website, where applicable, to facilitate the recruitment process;
- The system shall be programmed to shortlist suitable and qualified candidates based on set criteria;
- There shall be an examination for the recruitment of teachers and the examination shall be conducted and marked by TSB and SUBEB where applicable and in collaboration with TRCN and other relevant stakeholders;
- Recruitment process shall be transparent, open and formal to the extent that only qualified teachers are recruited into the State teaching workforce;
- TSB/SUBEB shall conduct a standard interview for the selection of the most qualified candidates to ensure fairness;
- Candidates shall specify location of interest in the application form;
- Candidates shall be made aware from the recruitment period of the clause on areas to be deployed;
- Applicants for employment shall be informed of locations where vacancies exist and shall be required to specify the location of first and second interest only for which they may be considered for recruitment;
- List of successful applicants shall be released immediately after the recruitment exercise;
- The process of recruitment including vacancy announcements, application, screening, testing, appointment and assignment of schedule of duties shall be contained in the approved guidelines for the implementation of this policy, and shall not be set aside for whatever reasons without the written approval of the Honourable Commissioner for Education, Science and Technology;
- Newly qualified teachers shall serve a period of training, 1 year for degree holders and 2 years NCE holders;
- Recruitment process shall be open to qualified males, females and people with special needs who meet the criteria of advertised vacancies.

10.2 Teachers Retention

Efforts towards the improvement of quality education at the primary and secondary levels shall include:

- Appointment of academically and professionally qualified persons as teachers and head teachers;
- The national Teacher Salary Scale (TSS) shall be fully adopted by the Kaduna State Government;
- There shall be the regular promotion of all teachers posted as and when due based on merit and vacancies;
- Teachers posted or serving in rural areas shall be entitled to the rural allowance; and

- Teachers in special needs schools shall also be entitled to the special allowance.

10.3 Teachers Training

The State shall regulate in-service training programmes for teachers and head teachers in Formal and Non-formal Education. In-service training shall be developed as an integral part of continuing teacher education and shall also take care of all inadequacies.

Objectives of the Training policy

- To motivate teachers to learn and be productive;
- To enhance opportunities for teachers to maintain, improve and broaden their technical and professional capacities in a systematic manner for continuing relevance in the teaching profession;
- To enhance teachers' sense of personal satisfaction and achievement thus, commitment to the teaching profession;
- To help improve the availability of quality of teachers' inadequate number for the educational development of the State;
- To institutionalise a comprehensive and dynamic approach to the continuous professional development of all teachers;
- To equip teachers with contemporary knowledge on ICT and its use to fulfil the existing needs of the society;
- To promote and sustain teacher's competence and of academic content, disciplines and of pedagogy principles and applications, with improved capacity to respond to learners with special needs;
- To develop teacher skills for basic, post-basic and tertiary education in Science, ICT, Engineering, arts and so on; and
- To increase positive attitude of teachers through building skills for concentration, self-confidence, self-reliance and discovery.

Policy Statement

- Every student teacher shall be exposed to professional training in the school's system through the Teaching Practice exercise;
- Teachers shall be trained in using modern ICT technology in teaching;
- Community Education Resource Centres shall be established for the training of in-service teachers on the use of appropriate teaching and learning materials;
- Teachers shall be trained on new techniques and best practices of teaching using modern equipment, i.e. digital Learning material that is technology driven;
- Teachers shall be subjected to use of new techniques by providing relevant training programmes to upgrade their skills from time to time;
- Capacity building for formal and non-formal teachers to enable them to improvise low or no cost learning materials;
- The harmonised database shall be used to identify training needs;

- All Employers of teachers shall be required to provide fair, equitable and conducive training opportunities to their teaching staff; and
- Leadership training for Principals and Head Teachers should be done through the Head Teachers and Principals Conferences and the Zonal Conference for Principals.

10.4 Teachers Promotion

Policy Statement

- All eligible candidates shall be considered for promotion on the grounds of eligibility, merit and vacancies;
- Written and oral promotion exams shall be specific to the requirements of the new role/level they are being considered for;
- Promotion marks shall be given the following weighting: Performance on the job/annual appraisal 50%, Interview 30% and Exams 20%;
- Continuous Professional Development (CPD) may also form part of the promotion marks, defined by cadre and the relevant authorities;
- Promotion decisions shall be approved by the relevant authorities and by relevant delegated representatives; and
- Criteria shall be established for accelerated promotion and this shall be based on merit alone.

10.5 Teacher Deployment

In order for teaching and learning to happen effectively, a cadre of qualified teachers would be required in adequate numbers and quality at the different levels of education across the State. The process of deployment of teachers shall be aimed at filling gaps in schools irrespective of the location of such schools and shall be guided by the following:

Policy Statement

- The teacher-pupil ratio and the need to fill teacher gaps shall be the primary objective and first consideration in teacher deployment;
- Teachers shall not be deployed as a punitive measure so as not to give the impression of the existence of punishment locations;
- Teachers shall not be re-deployed from their location of primary posting until they have spent a period of at least three years in such locations, except by instruction in writing from the Honourable Commissioner for Education, Science and Technology or the Executive Chairman of SUBEB with reasons for such deployment;
- Vacancy announcements and letters of deployment shall take into consideration special allowances that are attached to the least preferred school locations;
- Offices of the Principals and Head Teachers should be made tenure for a period of four years and renewable for another tenure of four years based on performance and merit;

- All vacant positions of Principals and Head Teachers should be advertised internally and externally (within the system) thus:
 - i. The advertisement for the Principals' position should be restricted to Vice Principals, while Head Teachers is strictly for officers on grade 12 and above;
 - ii. A credible Committee should be given the responsibility of screening the applicants for the position of Principals at Headquarters;
 - iii. The selection should strictly adhere to seniority, experience and good quality of leadership;
 - iv. Leadership training for Principals and Head Teacher shall be made compulsory.
- There should be guidelines on the transfer of teachers from one school to another (transfer of teachers should be justified and transparent - based on needs assessment);
- Teachers should stay for a minimum period of three years and a maximum of eight years before transfer;
- Teaching services shall be planned to enable teachers to be deployed without loss of status from one school to another based on needs;
- A structured process of deployment and supporting graduates (NCE and bachelor's degree) in their first year of service as teachers shall be developed; and
- Special incentives shall be given to teachers posted to rural or disadvantaged areas in the form of rural posting allowance as motivation to stay on the job.

10.6 Continuing Professional Development

If teachers are to stay motivated, they must have opportunities for continuing professional development, advancement and improvement in their chosen career. Continuing Professional Development activities shall be based on a prior Training Needs Assessment of teachers to determine gaps, and the need for their appropriate upgrade, certification and licensing.

Teachers shall be encouraged to have a Self-Professional Development Plan in line with that of their organizations and consistent with TRCN/National Teachers' Institute conditions and prescriptions. Teachers shall only attend CPD programmes of accredited and recognized bodies.

- CPD shall be included in a 3-year Strategic Teacher Development Plan in line with the manpower development plan for the State;
- All teachers who attend CPD programmes shall be evaluated based on a Standard Teacher Training Monitoring and Evaluation Instruments. The result can be used to upgrade, license, promote and enjoy other benefits in the service;
- Schools shall be encouraged to have in-house training at least twice per term to provide, amongst others, mentoring and counselling opportunities of teachers by experienced seasoned colleagues in active service or retirement;
- All employers of teachers shall be required to adhere to conditions and programmes fashioned-out by Government agencies with mandates for teacher training and development;

- Teachers who have been sponsored by their employers for CPD programmes can be bonded as appropriate;
- Adherence to this policy shall be a condition for the Government’s recognition of employers of teachers in the state as appropriate:
 - i. There shall be a structured career progression based on the quality of teachers work at all levels;
 - ii. There shall be a systematic and coordinated CPD programme for all teachers linked to the pre-service training programme;
 - iii. The universities, polytechnics, Colleges of Education (COEs), NTI, TSB, SUBEB, and TRCN shall provide CPD opportunities for all teachers.
- Every teacher shall be required to participate in at least one CPD programme of at least 4-day duration once every two years in order to maintain his/her professional status;
- The universities, polytechnics, COEs, NTI, TSB, SUBEB, and TRCN shall develop and implement a standardized instrument for assessing CPD activities to be approved;
- CPD opportunities shall be based on needs assessments conducted by relevant agencies and other collaborating institutions;
- Strategies that promote training closer to the school, such as school-based and cluster-based formats, shall be encouraged;
- Teachers are required to complete the minimum required CPD points (12 points) for renewal of their licences;
- School-Based Management Committees (SBMCs) and Parents Teachers Associations (PTAs) shall be established and supported in each primary, JSS or SSS and provided with standardized instruments for training in order to monitor CDP activities;
- Incentives to teachers on CPD shall be in the form of:
 - i. Linking of CPD to career development such as promotion and renewal of TRCN licenses; and
 - ii. Sponsorship by Universal Basic Education Commission, SUBEBs/Teaching Service Commission and LGEAs.

Section 11: Priority Area 8 - Accessible and Quality Education Infrastructure, Services and Funding

11.1 Educational Infrastructure and Services

Educational service facilitates the implementation of educational policy, the attainment of policy goals and the promotion of effectiveness of the educational system.

The objectives of Educational Services shall be to:

- Develop, assess, and improve educational programmes;
- Enhance teaching and improve the competence of teachers;
- Make learning experiences more meaningful for children;
- Make education more cost-effective; and
- Promote in-service education, development and effective use of innovative materials in schools.

Policy Statement

The State Government shall:

- Establish Teacher Resource Centres to ensure teachers stay abreast of trends in education;
- Establish Education Resource Centres (ERC), whose activities shall be multidisciplinary;
- Set aside a pre-determined percentage of the education fund to support educational research, development and innovation;
- Provide a virtual library aimed at enhancing the academic libraries and rejuvenating State schools through the provision of current books, journals and other information resources using digital technology;
- Provide appropriate ICT facilities to ensure that the benefit of the virtual library permeates all levels of education in the state;
- Ensure school heads and/or proprietors provide functional libraries in all their educational institutions in accordance with the established standards;
- Ensure they provide training for librarians and library assistants in the library service;
- Establish public libraries and actively promote readership;
- Ensure Guidance Counsellors are posted to institutions;
- Make provision for the training of interested teachers in guidance counselling to bridge the gap in the counselling profession;
- Set up clean toilets and water points for males, females and people with special needs and ensure that proprietors of schools provide the same in their schools;
- Ensure guidance counselling features in teachers' education programmes and counselling offices made available at all levels of education;
- Ensure school heads and proprietors of schools provide guidance counsellors inadequate number in schools;
- Encourage and regulate correspondence education;

- Work with proprietors of schools to provide school health services for their institutions;
- Quarters for staff should be renovated and additional ones provided in both day and boarding schools where necessary;
- Put in place machinery for monitoring and evaluating the implementation of these policy provisions;
- Provide facilities and necessary infrastructure for the promotion of ICT, technology, vocational and all levels of education; and
- Design of the special school buildings shall be barrier-free, they shall take into account special needs e.g. ramps, wider doors and lower toilets.

11.2 Financing Education

Education is an expensive social service and the State's goal is to make basic education free and all levels of education accessible to all. This requires adequate financial provision for a successful implementation of the education programme at all levels of education.

Funding is critical to actualizing the implementation of the education policy. Funding and the provision of financial resources would ensure that the policy serves the purpose for which it was developed. A strengthened, efficient, and transparent funds management system is necessary for adequate and relevant capacity building, personnel, resources, infrastructural facilities, ICT, technical and vocational equipment, as input for quality education development programs.

- To support government funding, MoEST shall collaborate with institutions to harvest private sector funding based on areas of needs and in line with the education policy;
- To sustain education in the state, there shall be increased funding and timely release of funds for the provision of equipment, human and material resources;
- The government will collaborate with schools, CSOs, local communities, individuals and other organisations to raise funds for programmes in education;
- The State, Local Governments and private sectors shall work together to provide funds to implement the education policies;
- In order to encourage admission into the NCE, Bachelor's degree and other programmes in education, Scholarship Schemes and incentives shall be provided;
- Government shall collaborate with Community-Based Associations or Private Organisations to fund the supply of relevant modern learning & teaching materials in schools; and
- The government shall access funding from different organisations including the SDG funding and development partners.

Section 12: Implementation Plan

The success of this policy is hinged on the rollout of this document and proper implementation of the policies. A roles and responsibility matrix (Annex 1) and a roll-out plan with timelines (Annex 2) have been drafted and included as annexes to this policy document to ensure that this document is approved for implementation in the state.

Though various Ministries, Departments and Agencies are responsible for the success of this policy document, the Ministry of Education, Science and Technology has an oversight function of the policy implementation. The Ministry shall be responsible for ensuring that this policy document is translated into guidelines for implementation in collaboration with all relevant stakeholders.

Annexes

Annex 1 - Roles and Responsibility

Ministry, Department and Agency	Responsibility
Ministry of Education Science & Technology	<ul style="list-style-type: none"> • Policy formulation, Supervision, Monitoring and Evaluation of implementation in the sector • Maintenance of Education Management Information System • Implementation policies and programmes for Science, Technical, Vocational, Innovations, Research and Development as well as ICT • Oversee the process of establishment, construction, maintenance of and procurement for public schools • Partnership with Federal Ministry of Education, Agencies and Development Partners • Facilitation of continuous Teacher Professional Development and welfare services • Supervision of the State education parastatals and agencies • Planning, implementation, control, monitoring and Evaluation of special education including Adult, non-formal, vocational and Continuing Education activities in the state • Coordinating educational services and activities in collaboration with relevant ministries and non-governmental organisations • Determination of the State education policy on all levels of education • Planning and research across all levels of education in the state • Coordination of all education departments, programmes and activities • Liaise with the Parents Teacher Association to continually improve quality of education in the state
SUBEB	<ul style="list-style-type: none"> • Examination testing and evaluation at the primary and junior secondary school levels • Appointment, promotion discipline and deployment of school teachers and non-teaching staff at the primary and junior secondary levels • Payment of teachers' salaries and allowances to the staff of Basic Education • The organisation of supervision and inspection of the primary and junior secondary schools • Establishment and Management of database for Basic Education Establishment, construction and maintenance of Basic Education schools • Management of public Basic Education schools • Provision of welfare packages for teachers/personnel in Basic Education schools

	<ul style="list-style-type: none"> • Monitoring and support visit of public and private schools • Training/retraining of teachers and other personnel of Basic Education • Recruitment, discipline and remuneration of Education Secretaries • Collaborate with KSSQAA to Conduct and Manage state wide placement into JSS • Liaison with SMBCs, Local Government Councils and other relevant groups for the development of Basic Education in the state
Department of Schools (Educational services department)	<ul style="list-style-type: none"> • Obtain information on challenges/difficulties of teachers and institutions and offer practical solutions to them • Encourage dissemination of information on innovation and progressive educational principles and practices in the school system through publications, workshops, meetings, seminars, conferences, etc. • Provide a strong sense of comradeship and professionalism among teachers
Office of Head of Service (Establishment and Training)	<ul style="list-style-type: none"> • Training of qualified teachers across all levels of education in the state • Payment of pensions and gratuities • Policies
Teachers Service Board	<ul style="list-style-type: none"> • Examination testing and evaluation at the senior secondary school levels • Appointment, promotion discipline and deployment of school teachers and non-teaching staff at the senior secondary levels • Establishment and Management of data base for Senior Secondary • Payment of teachers' salaries and allowances at the senior secondary levels • Provision of welfare packages for teachers/personnel in Senior Secondary Schools • Training/retraining of teachers and other personnel at the Senior Secondary School level • The organisation of supervision and inspection of the public and private senior secondary schools
Department for Mass Literacy	<ul style="list-style-type: none"> • Regulation of all adult and non-formal education classes • Monitor and ensure uniform standard and quality control state-wide • Implementation of the State education policy on mass literacy, adult and non-formal education • Plan, research, organize, develop and coordinate State mass literacy, adult and non-formal education state wide • Training of grass root personnel • Provide support in adult and non-formal education curriculum development, provision of libraries, workshops, television viewing and audio-listening studio-visual teaching and learning

	<ul style="list-style-type: none"> Recruitment of part-time instructors and learners for functional literacy and post-literacy programmes
Quality Assurance	<ul style="list-style-type: none"> Supervision and quality control in all primary and secondary schools Set, maintain and improve standards across all levels of education in the state Ensure uniform standard and quality control of instructional activities in schools through regular inspection and continuous supervision Monitor and document the overall quality of education in schools and proffer practical solutions Accreditation, Certification and Technical support for Quality Assurance evaluators, including their compliance with the code of conducts and guiding policies Develop and maintain Quality Assurance Evaluation guidelines, Quality control, Operational frameworks, implementation activities, Scheduled plans and reporting Assessment, Registration and Monitoring of Private and Public Educational Institutions in the state Establishment of self-evaluation and compliance system (policies, laws & guidelines) in the schools, publish annual performance ranking Liaise with other agencies to ensure that the school environment of all registered schools is conducive and have adequate facilities for learning. Develop harmonized schemes from the curriculum and Conduct qualifying, entry and other examinations in all primary and secondary schools in the state Enter into a partnership with relevant establishments and development agencies in pursuance of functions of the Authority. Manage and maintain a database of evaluation records in the state
Department of Finance and Administration	<ul style="list-style-type: none"> Oversee the process of procurement for public schools Facilitate continuous teacher professional development programmes Develop and implement teachers' welfare services Develop orientation and routine development training/programmes for teachers
Educational Resources department	<ul style="list-style-type: none"> Conduct and management of state wide placement examinations into secondary schools Production of instructional materials Domestication and dissemination of National curriculum Provision of guidance and counselling services Provision of support for teacher's professional development
Department of Science and Technology	<ul style="list-style-type: none"> Develop programmes for science, technical, vocational, innovation, research and development, as well as ICT

	<ul style="list-style-type: none"> • Implementation of policies and programmes for science, technical, vocational, innovation, research and development, as well as ICT
Planning and Budget Commission	<ul style="list-style-type: none"> • Budgeting and provision of funds for education and educational programmes
Ministry for Local Government	<ul style="list-style-type: none"> • Payment of primary school teachers' salaries • Financing Mass Literacy activities • Liaising with Department of Mass Literacy to organize programmes at the grassroots
Ministry of Finance	<ul style="list-style-type: none"> • Disbursement of funds
Ministry of health and human services	<ul style="list-style-type: none"> • Health-related schools • Personnel to schools for health services
Ministry for Commerce, Industries and Tourism	<ul style="list-style-type: none"> • Develop, control, monitor and evaluate Business Apprentice Training Center (BATC) education curriculum and courses
Ministry of Women Affairs and Social Development	<ul style="list-style-type: none"> • Skills acquisition centres • Rehabilitation centres
Higher Education Department	<ul style="list-style-type: none"> • Monitor the activities of private tertiary institutions • Ensure strict compliance with approved courses and curriculum • Identify and monitor private tertiary institutions in the state
Scholarships and Loans Board	<ul style="list-style-type: none"> • Provide scholarships and bursaries for qualified State indigenes to advance their studies • Sponsor candidates that obtained admission for higher studies • Process application for the scholarship award • Administer the awards and organizing payment of students' allowances • Liaison with Federal Scholarship Board and all relevant bodies that give aids to students in tertiary institutions e.g. PTFD, BEA, etc. • Monitor students on State sponsorship including guidance and counselling. • Facilitate provision of loans to deserving students of Kaduna State in tertiary institutions • Maintain database of Kaduna State students in Tertiary Institutions, in and outside the country • Coordination of scholarship awards and facilitation of loans to students from various financial institutions
Library Board	<ul style="list-style-type: none"> • Promotion of reading culture among the people of the State • Recruitment, Promotion, Deployment and Discipline of Personnel • Training of Library Personnel • Set Standard for the establishment and management of public libraries.

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| | <ul style="list-style-type: none">• Provision of electronic and hard copies of literature for public schools and Public Libraries• Establishment and management of e-libraries |
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Annex 2 - Roll out Plan

S/N	Activity	Responsibility	Timeline/Deadline	Expected Output
1.	ExCo Approval of the Education Policy	Hon Commissioner	31 March 2019	ExCo approved Kaduna State Education Policy
2.	Printing of the policy/adding to State's website	Permanent Secretary	30 April 2019	Printed copies of Kaduna State Education Policy; Policy is posted on the State's website
3.	Inauguration of the Education Policy Implementation Committee (EPIC)	Hon Commissioner	1 May 2019	EPIC Inaugurated and given Terms of Reference
4.	EPIC prepares its work plan	EPIC Chairman	15 May 2019	EPI Work Plan available
5.	EPIC's work plan approved by ExCo	Hon Commissioner	30 May 2019	ExCo approved the EPIC work plan
6.	Advocacy/sensitisation of stakeholders and citizens on the Education Policy	Relevant Director in the Education Sector	31 July 2019	Stakeholder and Citizens are fully aware of the Education Policy
7.	Publish softcopies and print hard copies of the education policy and make available to citizens and stakeholders	PS MoEST	August 2019	Stakeholders and citizens have copies for reference and enforcement
8.	EPIC drafts Education Policy Implementation plan with relevant Stakeholders for each Education level	EPIC Committee	31 August 2019	Implementation guidelines drafted for the Education policy
9.	Implementation monitoring and evaluation	M&E Department of the MoEST	Ongoing; with half yearly/yearly reports	Half yearly/yearly M&E reports

Annex 3: Education Sector Organisational Capacity Assessment /SWOT Analysis

Utilizing a combination of PESTEL and SWOT analysis tools to assess the external (PESTLE) and internal capability of the ministry and its agencies, with the objective of identifying critical factors that might affect the attainment of its goals and objectives, the following table emerged.

	STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
POLITICAL	<ul style="list-style-type: none"> Well defined polices, programmes and structures; Government is giving all necessary support to improvement of education; Political will and commitment of the Government towards education. 	<ul style="list-style-type: none"> Low capacity in the understanding of policies, programmes and activities at the LG level; Low level of public awareness on government education policies & programmes; Structural defect of some school buildings. 	<ul style="list-style-type: none"> School feeding programme; Free school uniform; Free tuition for girl-child; Technical support from Development partners; Scholarships & loans scheme. 	<ul style="list-style-type: none"> Frequent policy reversals; High turn-over of chief executives in the sector; Delay in releases and cash backings of approved budgetary allocation; Slow implementation of programmes that may lead to non-achievement of SDG 4.
ECONOMIC	<ul style="list-style-type: none"> Budget of Education well above the UNESCO benchmark of 27.5%; Budgetary provision and development partners support; Improved government revenue. 	<ul style="list-style-type: none"> Budget implementation of the sector is low; Fluctuation in federal allocation to State; Delay in releases of allocated funds; Low internally generated revenue in schools. 	<ul style="list-style-type: none"> Prospect of increasing internally generated revenue; Existence of windows of private investments; Counterpart funding and development partner agencies support to education. 	<ul style="list-style-type: none"> Dwindling National economy; Delay in execution of projects and programmes by contractors; Rising level of poverty in the state.

SOCIAL	<ul style="list-style-type: none"> • Acceptance of government policies; • Increase in appointments of females in the sector; • Free basic and post- basic education for females; • Conducive socio-cultural environment; • Unity in diversity through peaceful coexistence. 	<ul style="list-style-type: none"> • High rate of out of school children; • Poor social amenities for teachers in schools most especially in the rural areas; • Low enlightenment about the importance of education; • Low communication update at all levels; • Low acceptability of govt. education policies by populace due to ignorance; • Low school completion rate. 	<ul style="list-style-type: none"> • Involvement of communities in education; • Development partner participation; • Stimulate the activities of associations and NGOs; • Girl-child and female teachers' scholarship; • Availability of all forms of media, advocacy and awareness. 	<ul style="list-style-type: none"> • High classroom-pupil ratio; • Unpredictable intermittent conflicts (insecurity).
TECHNOLOGY	<ul style="list-style-type: none"> • Introduction of e-learning; • Distribution of ICT tablets in schools; • Modern technology has improved the operation in the delivery of quality education; • E-Governance. 	<ul style="list-style-type: none"> • Insufficient number of ICT tablets for distribution in schools; • Inadequate research in science and technology; • Low institutional capacity of staff in ICT especially at LGA level; • Inadequate workforce. 	<ul style="list-style-type: none"> • ICT materials for learners; • Training and support from Government; • Development Partners and Private Sector. 	<ul style="list-style-type: none"> • Rapid advancement in technology; • Inadequate infrastructural and learning facilities.
LEGAL	<ul style="list-style-type: none"> • All Government policies are backed by law; • Availability of enabling legislations and legal framework; • Legal backing gives protection to education policies. 	<ul style="list-style-type: none"> • Most provisions in the enabling laws of education agencies are obsolete; • Irregular review of education legal framework. 	<ul style="list-style-type: none"> • Cordial relationship between Executives and legislature; • Effective synergy with the Kaduna State House of Assembly; • Availability of agencies to support 	<ul style="list-style-type: none"> • Public criticism of government policies; • Conflicting legal judgements.

			implementation of reforms in education.	
ENVIRONMENT	<ul style="list-style-type: none"> • Most schools are on the permanent sites; • Community involvement and ownership of programmes and activities in the sector; • The school environment offers opportunities for learning. 	<ul style="list-style-type: none"> • Many schools lack fences; • Low tree planting rate; • High school pupil/ toilet ratio; • Low capacity utilization of the school based management committees in resource mobilization; • Lack of synergy among the various components of the communities. 	<ul style="list-style-type: none"> • The State has enough land for establishment of more schools; • Availability of schools' improvement grants by development partner agencies. 	<ul style="list-style-type: none"> • Insecurity in the state; • Prevalence of high level of poverty and illiteracy; • Climate change affects planning for school development.



Kaduna State Government