



LAGOS STATE POLICY ON EDUCATION

[Document subtitle]



Section 1

Introduction

1. The *Lagos State Policy on Education* is the framework for all matters connected with and incidental to the delivery of education in Lagos State. It is set within the larger framework of the National Policy on Education. It specifies the objectives of education as well as the targets and strategies for education growth and development in Lagos State. Since Government is committed to ensuring access to inclusive education and upgrading its standard in the State, an efficient administrative and management control system is of utmost importance.
2. This document also addresses the important issue of a functional model for the delivery of Education in the State. It begins with an overview of the Lagos State Education System followed by the policy specifics on different levels of education and concludes with the structural arrangements for educational governance.

Education in Lagos State: An Overview

3. Lagos State, fondly called 'Eko', has a landmass of about 3,577 square kilometres, with a population of over 24 million inhabitants (according to the Lagos State Bureau of Statistics) as at 2016. Lagos is the largest megacity in Africa and an emerging smart city.
4. Lagos State was created on 27th May, 1967. The Ministry of Education and Community Development was set up as one of the Ministries created at the time. It immediately took over the gigantic task of administering the inherited educational system using professional and administrative staff transferred to the new State from the Federal and Western Region Ministries of Education. The Ministry at that time was patterned after the system of the Old Western Region. With the rapid increase in the population of the State and the consequent need for more schools to cater for the educational needs of children, it became necessary to decentralise the administration and management of education in the State.
5. In 1972, the first Lagos State Schools Service Board was set up under the Chairmanship of Professor Oladele Ajose. The objective behind setting up the Board was to assist the Ministry in the performance of a large part of schools' management functions. The Board was dissolved in 1975 and replaced by a Teaching Service Board which ceased to exist in April, 1976.
6. In the same year (1976), a Teaching Service Commission as well as a Schools Management Board were created to handle the personnel functions of teaching and non-teaching staff and the day-to-day management of schools respectively. These two bodies operated alongside the Ministry of Education until 1978 when the power of the Commission was reduced and its name changed to Teaching Service Board. The Schools Management Board was also dissolved. The life-span of the Teaching Service Board expired on April 30, 1979 without any replacement.
7. It is important to state that the functions of the Boards and Commissions at different times were exclusively confined to appointment, promotion, confirmation, transfer, discipline and assessment of teachers. All other matters connected with the management and administration of schools were the responsibility of the Ministry of Education, which

sometimes delegated some of these functions to the appropriate authorities. The Ministry of Education was solely responsible for examinations and enrolment of primary school pupils, curriculum development, inspection, planning and development, as well as the financing of capital and other projects.

8. During this period, it was generally believed that one of the principal problems in the administration and management of schools was the existence of multiple authorities, a situation which although was expected to ensure decentralisation for the purpose of achieving positive results within the shortest possible time, ended up in creating a muddle which led to more problems than solutions. In 1978, as part of the Local Government Reforms, Local Government Councils were assigned the responsibility for managing primary education.
9. The Education system, therefore, found itself in a situation where there was the Teaching Service Commission for the appointment of teachers, the Inspectorate Division to inspect schools and teachers, as well as a section responsible for the administration of schools. In addition, the Local Government Council was charged with the responsibility for administering primary schools. The Akibo Savage Tribunal of 1978 aptly observed this state of affairs when it noted in its report that “agencies charged with responsibility for education in the State were not working in a harmonious relationship”.

Education Development From 1979 – 1983

10. In October 1979, with the coming of the civilian administration, a new set of objectives were evolved, based on the guidelines of the National Development Plan which saw the crucial aim of Education Policy during 1975 – 1980 as “the radical expansion and improvement of education facilities and working capability for its own benefit and that of the community”. The Civilian Administration in Lagos State added these to its philosophy of free education. The main objectives of educational reform of the Civilian Administration were:
 - a) providing an effective, efficient and responsible administration for the education system at all levels;
 - b) providing equal educational opportunities for all children of school age in the state;
 - c) ensuring the highest possible quality in content and standard of education in Lagos State;
 - d) relieving parents and guardians of the crushing financial burden of paying for the education of their children, thus, making education free in the State; and
 - e) providing children of school age easy access to education.
11. The Civilian Administration re-organised the State’s major agencies of formal education to provide the kind of focus and sense of direction similar to the ruling party’s education policy objectives. By this arrangement, the Ministry was charged with the responsibility of educational matters, general supervision of the system, establishment and maintenance of standards, monitoring of education programmes, scholarship and bursary awards, adult and continuing education. Only two professional divisions were created in the Ministry to handle all of these while a number of Parastatals such as the Schools Management Board (S.M.B), the Scholarship Board, the Library Board and the Continuing Education Board handled different aspects of education policy implementation. The

administration also established the Office of the Special Adviser on Education which was essentially a system performance monitoring outfit that provided relevant data and information directly to the State's Chief Executive.

12. Another innovation of that administration was the establishment of a powerful Schools' Management Board (vide Law No. 9 of 1980). This was considered too powerful at that time because the administration carried the total financial burden of educating all children in the State. The Board was not only responsible for the appointment, promotion, transfer, discipline and welfare of teachers, it was also the State's major agency for the provision of school buildings, furniture and equipment, conduct of examinations, handling admissions into schools, curriculum development, planning and physical development.
13. The Commissioner for Education was made the Chairman of the Board in order to accord it the necessary authority and leadership for discharging its functions. In accordance with this statutory provision, the Board had an Executive Secretary, who was an educationist with wide experience in Educational Administration. This officer was the Chief Administration Officer of the Board and his official status was equivalent to that of a Permanent Secretary in the State Public Service. The Board operated through Management Units called Schools Management Committees (S.M.Cs).

Education Development From 1984 – 1999

14. The above was the system in place when the Military Administration took over on 31st December, 1983 with Group Captain Gbolahan Mudasiru as Military Governor. The Mudashiru administration selected education as one key area for priority attention, especially the improvement of quality and standard of education. In pursuance of this commitment, the Mudashiru administration appointed a number of high-powered committees to look into different facets of education. One of such committees, which reviewed the educational programmes, policies and procedures in Lagos State was a ten-member Committee under the Chairmanship of Professor Akin Osiyale of the University of Lagos.
15. The Osiyale Committee did an in-depth study of the Lagos State Education System and recommended a single-line administration with the Ministry of Education and its area offices, schools and colleges as its functional units in their own rights, while individual schools and colleges would have a greater degree of autonomy to be able to implement new programmes as well as carry out routine duties.
16. The Osiyale Committee's Report was submitted to Government and carefully studied for implementation. Government accepted many of its recommendations as made public via a White Paper but rejected the recommendation on the phasing out of the Schools Management Board. It went on to promulgate Edict No. 11 of 1984 to enable the Ministry of Education to continue its role of being responsible for formulation of educational policy while the Schools Management Board was to assume the role of policy executor.
17. At the end of the Mudashiru Administration in August 1988, the Ministry of Education was re-organised to carry out the following functions:
 - i. establishment and co-ordination of educational practices within the State;
 - ii. co-operation with the Federal and States Ministries of Education to ensure uniform educational practices and standards as far as possible;
 - iii. monitoring services to improve and maintain standards;

- iv. advisory services in respect of all levels of education;
 - v. Planning, Research and Development in education sector;
 - vi. co-ordination of adult literacy; vocational education programmes;
 - vii. co-ordination of all educational services;
 - viii. inter-State and international co-operation in education;
 - ix. co-ordination of the activities of the Schools Management Board, Committees and other Parastatals of the Ministry of Education;
 - x. co-ordination of National and State Schools Examinations;
 - xi. evaluation, design and award of certificates;
 - xii. processing application for the establishment of private schools;
 - xiii. identifying the need for the establishment of new schools and other higher institutions in the State;
 - xiv. regulate and control the operations of schools;
 - xv. meeting the expansion needs of the existing schools and colleges by providing the necessary physical facilities;
 - xvi. planning for the technical education needs of the State;
 - xvii. providing the physical facilities for the education of teachers to meet the needs of the Education programmes;
 - xviii. planning for the expansion needs of the State Polytechnic, the establishment of the Schools of Basic Studies and a State University to absorb the products of secondary schools; and
 - xix. providing for public and institution libraries.
18. Important professional areas such as schools' management, library services, examinations, adult literacy and continuing education as well as scholarships were assigned to parastatals of the Ministry such as the Schools Management Board (SMB), the Library Board, the Examinations Board, the Continuing Education Board and the Scholarship Board.
19. There were five tertiary institutions in the State – Lagos State University (LASU); Lagos State College of Education (LACOED), Lagos State School of Health Technology (LASSHET), Lagos State School of Nursing (Lagos State SON) and the Lagos State Polytechnic (LASPOTEC). Each tertiary institution had a Governing Council appointed by the State Governor except LASSHET and Lagos State SON, that were yet to assume the status of colleges
20. In its continuing endeavour to achieve functional educational governance capable of effective delivery to its citizenry, the State Government replaced the Schools Management Board with the Lagos State Teaching Service Commission with enactment of the Edict No. 5 of 1989 and Primary Schools Management Board with Edict No. 21 of 1989. The Commission was charged with the responsibility of appointment, promotion, confirmation, transfer, discipline and assessment of teachers in the post primary schools, while the Board was responsible for the management of primary schools.

Why Review the Education Policy?

21. Society is dynamic and the engine of growth- education, needs to be responsive to the changing needs and aspirations of the society. Within the ten years since the old Lagos State Policy on Education was in use, there have been significant changes in the context, vision and aspirations of the Lagos State Government with respect to education and related matters. These require new policy thrusts for the education sector of the State. This is the primary reason for the review.

22. In addition, new initiatives have been put in place in the last several years to make the educational system in Lagos State, the best in Africa and to reflect the emerging needs of a fast-growing State. These initiatives are not reflected in the old Policy document. A new Policy to incorporate provisions for these and future initiatives has become urgent.
23. The alarming rate at which the population of the State is increasing has overstretched the facilities and administration of Education in the State. Efforts have been made to realign the aforementioned with the current education provisions in the State, hence, since the publication of the 1988 edition of the Policy, various Education aspect of the policies and issues have become obsolete.; These include:
- i. dissolution of the Teachers' Establishment and Pensions Office (TEPO) and its replacement with the Teaching Service Commission (TESCOM);
 - ii. scrapping of the State Primary Education Board (SPEB) and the introduction of the State Universal Basic Education Board (SUBEB);
 - iii. various Government policy statements and trends in Education such as:
 - a) renewal of interest in Early Childhood Care Education (ECCE) which had hitherto been left in the hands of private operators;
 - b) ensuring child friendly environment in schools through construction of modern and functional buildings and furniture;
 - c) provision of mid-day meal for primary school pupils;
 - d) intensifying the teaching of and computer education as well as Science, Technology, Engineering and Mathematics (STEM) in schools up to SSCE level;
 - e) provision of instructional materials to aid teaching and learning in schools;
 - f) sustainability of voluntary societies/clubs in schools by providing uniforms to the students;
 - g) establishment of Agency for Mass Literacy, Adult and Non-Formal Education.
 - h) provision of functional scholarship scheme;
 - i) provision of inclusive education to ensure better access for challenged pupils/students;
 - j) establishment of the Alternative School for Girls to enable out-of-school girls enrol for formal education;
 - k) teaching of Family Life and Health Education in schools;
 - l) incorporation of reviewed national curricula in various subject areas;
 - m) reinvigoration of Vocational and Technical Education;
 - n) intervention through the Lagos EKO Secondary Education Project;
 - o) encouragement of more NGOs in active participation in the delivery of formal and non-formal education;
 - p) implementation of the first, second and third Lagos State Education Summits Communiqué;
 - q) inclusion of French Language in the primary and secondary schools' curriculum as a second language;
 - r) presentation of birth certificate as a pre-requisite for admission into primary one in both private and public schools;
 - s) continuous replacement of exited teachers in the school system with fresh qualified graduates;
 - t) establishment of Lagos State Office of Education Quality Assurance;
 - u) review of promotion criteria and eligibility for external examinations at primary and secondary levels and
 - v) provision of primary education in correctional centres and homes.
24. In the course of this review, the following documents were used as guide:

- a) National Policy on Education;

- b) Lagos State Education Policy (1988 Edition);
- c) Lagos State Education Policy (2001 unpublished);
- d) Lagos State Economic Empowerment and Development Strategies (LASEEDS).
- e) Lagos State Government Ten Point Agenda (2007);
- f) adoption of 10-year Education Sector Strategic Plan, EFA, and MDGs (2006 – 2015);
- g) reports of the Lagos State Education Summits in 2004, 2009 and 2013;
- h) relevant Education Laws and Edicts such as:
 - Lagos State Post Primary Teaching Service law of 2005;
 - Compulsory free Universal Basic Education law of 2006;
 - Lagos State Technical and Vocational law of 2010 and
 - Disability Law 2011.

Section 2

Goals and Objectives of Education in Lagos State

Vision Statement

25. "To be a model of excellence in the provision of education in Africa."

Mission Statement

26. "Providing qualitative education, accessible to all learners through efficient management of resources for the attainment of self-reliance and socio-economic development."

Goals

27. The goals of Education in Lagos State shall be in line with the National Policy on Education (NPE-2013; 6th edition) as follows:

- a) development of the individual into a morally sound, patriotic and effective citizen;
- b) total integration of the individual into the immediate community, the Nigerian society and the world;
- c) provision of equal access to qualitative educational opportunities for all citizen at all levels of education, within and outside the formal schools' system;
- d) inculcation of National consciousness, values and national unity; and
- e) development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society.

28. The objectives of the State Policy on Education shall be to:

- a) provide inclusive, equitable, accessible and technology-driven qualitative education that promotes lifelong opportunities for all citizens of the State in line with best global standards and practices;
- b) facilitate effective and efficient management of resources for self-reliance and socio-economic development;
- c) equip learners with the required knowledge, skills and competencies necessary to harness the socio-economic potentials of the State to become productive and self-reliant;
- d) re-engineer education in achieving the rich cultural/ethical values and diversity of the State; and
- e) to develop policy framework for the monitoring, evaluation and feedback on learning outcomes.

Section 3

Policy Specifics on Basic Education

Equal Access to Education

29. POLICY OBJECTIVE: The policy aims at providing equal access to qualitative education for all citizens living in Lagos State irrespective of their sex, colour, creed and nationality.
30. POLICY STATEMENT: This provision of equal access to education will reduce discrimination among students and teachers and promote healthy rivalry among students
31. POLICY STRATEGY:
- i. Government shall ensure that all children of school age living in the State have equal access to education.
 - ii. Government shall compel parents / guardians to enrol their children / wards in school.
 - iii. Annual census shall be conducted for private and public schools to determine the number of children in school.
 - iv. Even distribution of public schools to all local government and development areas shall be ensured.

Early Childhood Care Development & Education (ECCDE)

32. Early Childhood Care Development and Education (ECCDE) is the care and education given to children from age 0-5 in a crèche, day-care centre or nursery school.
33. The objectives of Early Childhood Care Development and Education are to:
- a) facilitate a smooth transition from the home to the school and prepare the child for the primary level of education;
 - b) give adequate care and protection to the child while the parent is at work;
 - c) instil in the child good health and social habits;
 - d) inculcate the spirit of enquiry and creativity, social, moral norms and values through play; and
 - e) teach the child the rudiment of numbers, letters, colours, shapes and forms through play.
34. Government shall ensure that all primary schools establish the ECCDE (0 – 5 years) and One year pre- primary classes.

The ECCDE classes are:

Crèche	(0-2 years)
Play-group	(2-3 years)
Nursery I	(3-4 years)
Nursery II	(4-5 years)

35. All ECCE classes shall operate the Integrated Early Childhood Care Development and Education Curriculum.
36. The Ministry of Basic Education shall control, regulate, and formulate policies on ECCDE in the State.
37. Government shall encourage public schools to operate the crèche and nursery system for children below the age of 5 years through the provision of appropriate facilities.
38. Government shall promote and sustain human capacity building of teachers and care-givers of ECCDE through the State Universal Basic Education Board (SUBEB).
39. Government shall ensure that teacher-pupils ratio of 1:25 is complied with for the ECCDE classes in all schools (private and public).
40. Government shall encourage the use of mother-tongue (Yoruba) as part of the medium of instruction.

Basic Education

41. Basic Education is the 10-year education given from Pre-primary to Junior Secondary level.
42. The objectives of Basic Education in line with the National Policy on Education are to:
 - a. develop in the entire citizenry a strong consciousness and commitment to its vigorous promotion;
 - b. provide compulsory free and universal basic education for every child of school age in the State;
 - c. reduce the incidence of dropout from formal school system through improved relevant, quality and efficient delivery system;
 - d. apply appropriate forms of complementary approaches to the promotion of basic education, for the learning needs of young persons, who for one reason or another have had to interrupt their schooling; and
 - e. ensure the acquisition of the appropriate level of literacy, numeracy, communicative and life skills, as well as the ethical, moral, security and civic values needed for laying of a solid foundation for life-long learning.
43. The goals of Basic Education are to:
 - a. Provide the child with diverse basic knowledge as skills for entrepreneurship, wealth generation and educational advancement;
 - b. develop patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities;
 - c. inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour;
 - d. inspire national consciousness and harmonious co-existence, irrespective of differences in endowment, religion, colour, ethnic and social-economic background; and
 - e. provide opportunities for the child to develop manipulative skills that will enable the child function effectively in the society within the limits of the child's capability.

44. Government shall ensure that all children of school age have access to a *10-year Free, Compulsory and Inclusive Universal Basic Education* in the following order:

- 1 year Pre-Primary (Kindergarten)
- 6 years Primary Education
- 3 years of Junior Secondary Education

45. Government shall continue to encourage private participation in basic education delivery within the context of policy guidelines issued by the Ministry of Basic Education.

Pre-Primary Education (Kindergarten)

46. This is the one-year education given to children between age 5 and 6 years prior to transiting into primary school.

47. The objectives of one-year Pre-Primary Education in line with the National Policy on Education shall be to:

- a) effect a smooth transition from home to school;
- b) prepare the child for the primary level of education;
- c) provide adequate care, supervision and security for the children while their parents are at work;
- d) inculcate social moral norms and values;
- e) inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music and the use of toys;
- f) develop a sense of cooperation and team-spirit;
- g) stimulate in the child good habits including good health; and
- h) teach the rudiments of numbers, letters, colours, shapes and forms through play.

48. Government shall ensure compliance by public and private schools with the one-year compulsory Pre-Primary Education.

49. Government shall ensure that all schools (private and public) use suitable textbooks on the State approved booklist; the Curriculum Services Department shall monitor compliance and the effective use of the books.

50. Since children learn better with concrete objects at early age, government shall ensure adequate supply of teaching/learning materials to public schools and ensure that private schools make adequate provision in this regard.

Primary Education

51. This is the six-year education given to children age 6-12. The six years of Primary Education is divided into two levels thus:

- Lower Primary (I to III)
- Upper Primary (IV to VI)

52. In conformity with section 2:19 of the National Policy on Education (2013), the objectives of primary education shall be to:

- a) inculcate permanently literacy, numeracy and the ability to communicate effectively;

- b) lay a sound basis for scientific, critical and reflective thinking;
 - c) promote patriotism, fairness, understanding and national unity;
 - d) instil social, moral norms and values in the child;
 - e) develop in the child the ability to adapt to the changing environment and
 - f) provide opportunities for the child to develop life manipulative skills that will enable the child function effectively in the society within the limit of the child's capability.
53. Primary Education shall be made free, compulsory and inclusive for children of school age in public schools.
54. Government shall continue in its efforts to make Primary Education more accessible to children of school age through the establishment of new public primary schools in communities where necessary.
55. Subjects of instruction in Lagos State primary schools shall include:
- i. English Studies
 - ii. Mathematics
 - iii. Basic Science & Technology (BST) with the following themes:
 - Basic Science & Technology
 - Physical and Health Education
 - Information Technology
 - iv. Religion and National Values Education (RNVE) with the themes as:
 - Christian Religious Studies(CRS)/Islamic Studies (IS)
 - Social Studies
 - Civic Education
 - Security Education
 Cultural & Creative Art (CCA)
 - vi. Yoruba Language
 - vii. Arabic Language (Optional)
 - viii. French (for upper primary classes only) – for primaries IV to VI
 - ix. Pre-Vocational Studies (for upper primary classes only)
 - Agriculture
 - Home Economics
56. Note that Primary I-III (Lower primary classes) shall offer a minimum of 6 Subjects and maximum of 7 Subjects while Primary IV-VI (Upper primary classes) shall offer a minimum of 8 Subjects and maximum of 9 Subjects.
57. Practical, exploratory and experimental methods of teaching shall be emphasized while memorization and regurgitation of facts shall be discouraged in teaching at all levels of primary education.
58. Since children learn better with concrete objects, government shall ensure adequate supply of teaching/learning materials to public primary schools.
59. The medium of instruction in the lower primary classes shall include the mother-tongue (Yoruba) while instruction will be given in English language in primary IV to VI.
60. Government shall ensure that all schools (private and public) use suitable textbooks on the State approved booklist; the Curriculum Services Department shall monitor

compliance and the effective use of the books. Meanwhile, government shall continue to supply free textbooks in core subjects to pupils in public primary schools.

61. Government shall ensure that the teacher/pupil ratio of 1:35 is adhered to in primary schools.
62. Government shall ensure that school library is maintained and managed by the State Library Board and that teachers are given refresher courses in the management of school libraries.
63. Government shall ensure that all public schools are supplied with well-equipped first aid boxes and maintained regularly and enforce provision by private schools' operators.
64. There shall be a screening exercise for transition from Primary School to Junior Secondary School.
65. Government shall ensure that the Nigeria Certificate in Education (NCE) is the minimum teaching qualification in Primary schools.
66. Government shall encourage placement of pupils in the nearest primary schools of residence, where practicable.

Junior Secondary Education

67. This is the education children receive after the primary school, which is the final phase of the Basic Education. It shall be free, compulsory and inclusive.
68. The objectives of Junior Secondary Education in line with section 2:22 of the National Policy on Education (2013) are to:
 - a) provide the child with diverse basic knowledge and skills for entrepreneurship and the educational advancement;
 - b) develop patriotic young people equipped to contribute to social developments and the performance of civic responsibilities; and
 - c) inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour; and
 - d) inspire national consciousness and harmonious co-existence irrespective of differences in endowment, religion, colour, ethnic and socio-economic background.
69. The curriculum of JSS shall be both academic and pre-vocational.
70. The following subjects shall be offered at the Junior Secondary level:
 - i. English Studies
 - ii. Mathematics
 - iii. Basic Science & Technology (BST)
 - Basic Science
 - Basic Technology
 - Physical and Health Education
 - Information Technology
 - iv. Religion and National Values Education (RNVE)

- Christian Religious Studies/Islamic Studies
- Social Studies
- Civic Education
- Security Education
- v. Yoruba
- vi. Cultural & Creative Art (CCA)
- vii. French Language
- viii. Chinese Language (Pilot)
- ix. Pre-Vocational Studies (PVS)
 - Agriculture
 - Home Economics
 - ❖ Note: Entrepreneurship is embedded in Agriculture and Home Economics
- x. Business Studies
- xi. Arabic Language (Optional)
- xii. Hausa/Igbo (Optional)

71. Government shall ensure that a minimum of 9 and maximum of 10 subjects are offered by students at Junior Secondary level.
72. Government shall promote National Policy on Education recommended teacher student ratio of 1:35 at the Junior Secondary level in public and private schools towards ensuring improved learning outcomes.
73. Government shall discourage and sanction transfer of students into the terminal class at the Junior Secondary level of schools (public and private) in the State.
74. No under-age student shall be admitted into JSS 1 in public and private schools in the State.
75. Government shall encourage placement of students in the nearest Junior Secondary Schools of residence, where practicable.

OUT OF SCHOOL CHILDREN (OOSC)

76. Out of school children are those of school age, but not in school. They are in two categories, children, Age 6 – 14 years and Youth, Age 15 – 24 years.
77. The issue of out of children could be linked to poor households, hard to reach areas, gender discrimination, insecurity and limited attention to the development of children's social and emotional skills.
78. This policy seeks to reduce the menace of out of school children in Lagos State.
79. **POLICY STATEMENT:** Reduction in the number of out of school children will surely lead to reduction in social vices such as armed robbery, sexual violence, thuggery etc. The following problems associated with out of school children will be reduced to the barest minimum.
 - a) Gender discrimination.
 - b) Natural occurrences.
 - c) Disabilities.

- d) Child Marriage.
- e) Child Labour
- f) Insecurity in and around the school.

80. **POLICY STRATEGY:** In order to address the issue of out of school children, the following steps would be taken by the state

- i. Compile on a regular basis comprehensive and up-to-date data on children of school age.
- ii. Have a comprehensive database on all schools in the state irrespective of their status (private, faith based or public).
- iii. Free education policy in the state should be strengthened.
- iv. Street trading should be prohibited to discourage parents using them as sales agents.
- v. Task force should be set up to arrest parents harboring school age children at home during school hours.
- vi. All communities in the state must have functional government primary and secondary schools.

Section 4

Post Basic Education and Career Development

81. Post Basic Education and Career Development is the education; which children are exposed to after the Basic Education level. It is categorised into the Senior Secondary Schools and Technical Colleges.

Senior Secondary Education

Aims and Objectives

82. The objectives of Senior Secondary Education as stated in Section 3:36 of the National Policy on Education (2013) shall be as follows:

- a) provide holders of the Basic Education Certificate with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background;
- b) offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles;
- c) provide trained manpower in the applied sciences, technology and commerce at sub-professional grades;
- d) provide entrepreneurial, technical and vocational job-specific skills for self-reliance, agricultural, industrial, commercial and economic development;
- e) develop and promote Nigerian languages, arts and culture in the content of world's cultural heritage;
- f) inspire student with a desire for self-improvement and achievement of excellence;
- g) foster patriotism, national unity and security with emphasis on the common ties in spite of our diversity; and
- h) raise morally upright and well-adjusted individuals who can think independently and rationally, respect the view and feelings of others and appreciate the dignity of labour.

83. Senior secondary education shall be a free and inclusive, but non-compulsory three-year programme for students who are academically inclined and willing to have a complete six – year secondary education.

84. Where necessary, a Senior Secondary School (SSS) shall be located separately to serve a cluster of Junior Secondary Schools (JSS).

85. Each Senior Secondary School shall have three classes (SS I – III) of not more than ten arms of each with a maximum of 50 students per class.

86. The new Senior Secondary Education Curriculum structure approved by the National Council on Education (NCE) in Abuja 2013 prescribes four fields of study namely: Science, Humanities, Technology and Business.

87.

A. COMPULSORY SUBJECTS

- i) English Language
- ii) General Mathematics
- iii) Civic Education
- iv) One Trade/Entrepreneurship Studies
- v) Biology
- vi) Yoruba Language

B. CORE SUBJECTS

HUMANITIES	SCIENCE & MATHEMATICS	TECHNOLOGY	BUSINESS STUDIES
1. Nigerian Language 2. Literature – in English 3. Geography 4. Government 5. Christian Religious Studies 6. Islamic Studies 7. History 8. Visual Arts 9. Music 10. French 11. Arabic 12. Economics	1. Chemistry 2. Physics 3. Further Mathematics 4. Agriculture 5. Physical Education 6. Health Education 7. Computer Studies	1. Technical Drawing 2. General Metal Work 3. Basic Electricity 4. Electronics 5. Auto-Mechanics 6. Building Construction 7. Wood-work 8. Home Management 9. Food & Nutrition 10. Clothing & Textiles	1. Accounting 2. Store Management 3. Office Practice 4. Insurance 5. Commerce

C. TRADE/ENTREPRENEURSHIP

1. Auto Body repair and spray painting 2. Auto Electrical work 3. Auto Mechanical work 4. Auto Parts merchandising 5. Air Conditioning/ Refrigeration 6. Welding and Fabrication 7. Electrical Installation and Maintenance Work 8. Radio, TV and Electrical Work 9. Block Laying, Brick Laying and Concrete Work 10. Painting and Decoration	11. Plumbing and pipe fitting 12. Machine & Wood Work 13. Carpentry & Joinery 14. Furniture making 15. Upholstery 16. Catering and Craft Practice 17. Garment Making 18. Textile Trade 19. Dying and Bleaching 20. Printing Craft Practice 21. Cosmetology 22. Leather Goods 23. Manufacturing and Repair 24. Keyboarding	24. Data Processing 25. Store-Keeping 26. Book-Keeping 27. GSM maintenance 28. Photography 29. Tourism 30. Mining 31. Animal Husbandry 32. Fisheries 33. Marketing 34. Salesmanship
--	--	---

Compulsory Cross – Cutting Subjects

88. Each student shall take the five listed compulsory subjects irrespective of department e.g. Humanities, Science and Mathematics etc. including one subject from the list of 34 Trade/Entrepreneurship subjects.

Fields of studies

89. Each student may then choose two, three or four subjects from each of his/her preferred fields of study depending on his/her potential interest and capability such that the minimum number of subjects is eight while the maximum number of subjects is 10 in SS I & II and nine in SS III.

90. If a student selects two subjects from a field of study, he/she can select two other subjects from any other Field of Study or from Trade/Entrepreneurship subjects to make minimum of eight or maximum of 10 subjects at SS I and II.

91. If a student selects three subjects from a field of study, he/she can select one subject from any other field of study or Trade/Entrepreneurship subjects to make a minimum of eight or a maximum of 10 subjects at SS I and II.

NOTE: In all, students are to select a minimum of eight or maximum of 10 subjects in SS I & II and nine in SS III.

92. All subjects recommended in the National Policy on Education at the senior secondary level shall be taught in Lagos State Schools.

93. The approved National Examination Bodies shall award the final Senior School Certificate.

94. Secondary schools with more than 500 students shall have two Vice-Principals (one for School Administration and one for Academics) as applicable.

95. The State Government shall maintain zero tolerance for examination malpractice and other vices. Students, staff and other stakeholders involved shall be sanctioned in line with the appropriate extant laws.

96. Government shall discourage and sanction transfer of students into the terminal class at the Senior Secondary level of schools in the State.

97. Government shall ensure that unqualified candidates e.g S.S. 1 and S.S. II students are not registered for public examinations such as WASSCE and NECO/SSCE by public and private schools.

98. Government shall encourage placement of students in the nearest Senior Secondary Schools of residence, where practicable.

Technical and Vocational Education and Training (TVET)

Goals

99. The main purpose of Technical and Vocational Education and Training (TVET) is to provide skilled human resource in applied science, engineering technology and commerce to operate, maintain and sustain the Nation's economic activities for rapid socio-economic development. TVET is designed to impart necessary skills and competencies leading to the production of craftsmen, technicians and technologists who will be enterprising and self-reliant, thus having the greatest potential to generate employment and reduce poverty.
100. Formal Vocational Education commences after Basic Education with 3 years in a technical college or Vocational Enterprise Institution (VEI) while the majority is found in non-formal training offered in vocational centres/skills acquisition centres and open apprenticeship centres.

Aims and Objectives

101. The objectives of Vocational Education are to:
- a. develop a healthy attitude among students towards work and life;
 - b. enhance individual employability
 - c. reduce the mismatch between the demand and supply of skill manpower;
 - d. provide an alternative for those intending to pursue higher education without particular interest or purpose;
 - e. prepare students for identified vocations spanning several areas of activities;
 - f. emphasise vocational education that will develop attitudes, knowledge and skills for entrepreneurship and self-employment;
 - g. give opportunities for professional growth, career improvement and lateral entry into courses of general, technical and professional education through appropriate bridge courses.
102. The curriculum for each trade shall consist of the following:
- (a) General Education
 - (b) Theory and Related Courses
 - (c) Workshop practice
 - (d) Industrial Training/Production Work
 - (e) Entrepreneurship
103. The minimum entry requirement into any of the technical college shall be Basic Education Certificate or above for those who have flair for vocational education. Selection of eligible candidates shall be based on examination and interview conducted by the NABTEB.
104. The syllabus for training shall be that of the National Business and Technical Examination Board (NABTEB). At the end of the third year, every student shall sit for an external examination set by NABTEB.
105. Every Technical College shall establish and operate a production unit for on-the-job training of students and for commercial activities to sustain operations.

106. As part of the requirements for the students in the technical colleges to graduate, they shall undergo at least three months industrial training programme that must be properly supervised by the industries and their teachers in accordance with the directive of the National Board for Technical Education (NBTE).
107. Government shall continue to encourage private participation in vocational education delivery within the context of policy guidelines issued by the Ministry of Education.
108. Government shall continue in its efforts to make vocational education more accessible to students through establishment of new public technical colleges in communities where necessary.
109. Government shall ensure that the teacher-student ratio of 1:20 is adhered to in technical colleges.
110. Government shall ensure that all the technical workshops in the public colleges are well equipped and maintained regularly.
111. Government shall ensure that full technological certificate – City & Guilds (C&G) is the minimum teaching qualification in technical colleges in trade subjects and B.Sc, B.Sc (Ed)/B.A, B.A.(Ed) in general subjects in science and arts respectively.

POLICY ON LAGOS STATE COMPREHENSIVE SCHOOLS

112. **POLICY OBJECTIVES:** A Comprehensive School is a Secondary Educational Institution that teaches an inclusive range of Subjects across the Academic and Vocational Spectrum.
113. It is for Secondary School Learners between ages 11-18. The purpose of the Comprehensive School is to democratise education, do away with early selection procedures and provide equal opportunities for all Children.
114. This policy there seeks to ensure effective implementation of the comprehensive schools.
115. **POLICY STATEMENT:** Policy on Lagos State Comprehensive School will provide equal opportunity to all Students and reduce the out of school syndrome. It will also complement the five Technical Education Centers in the State.
116. **POLICY STRATEGY:** To achieve the above objectives the following must be adhered to:
 - i. The curriculum must be built upon Trade Subjects by exposing students to workshops in order to strengthen their learning.
 - ii. It must engender macro-economic trends and institute government plans in Lagos State and Globally.
 - iii. A department will be created in all schools to cater for market - able skills.
 - iv. It must take care of student interest / current apprenticeship choices in the market today
 - v. It must be directed towards creating job opportunities for students in market place.
 - vi. Students will be allowed to choose skill areas based on their interest.

- vii. The following broad skill pathway shall be covered for Comprehensive School in Lagos State:
- a. Broad Skill and Sub-Skill
 - b. Agriculture Animal Husbandry, Fishery
 - c. Technology and Digital Skills Software development, Digital Marketing/Graphic Design
 - d. Beauty and Events Makeover (Barbing, Hair Dressing and Make up)
 - e. Building and Construction, Plumbing and Pipe Fitting, Furniture Making and Upholstery Design
 - f. Media and Entertainment Drama and Performing Arts, Photography and Cinematography

POLICY ON BOARDING SCHOOLS

117. **POLICY OBJECTIVES:** Boarding school offers students an experience unlike any other. It is a school which provides accommodation and meals while being given a formal instruction. The Objectives of this policy are as follows:

- i. to give room for an experience-centered environment that will help students grow in self-discipline and develop a strong work ethics that will prepare them for higher education.
- ii. to create opportunity for growth and learning where students from different backgrounds can expand their perspectives and horizons as they learn together both in and out of the classroom. They often feel more confident and comfortable voicing opinions in the school.
- iii. to allow personal growth by living away from home and residing in a dormitory setting provides with valuable opportunities for personal growth and development of life skills such as time management, work ethics etc.
- iv. to make students learn valuable life lessons through learning and living among a diverse group of peers, which paves the way for broadened world views and social maturity.

118. **POLICY STATEMENT:** Boarding School will provide conducive learning environment, give room for improved academic performance and overall development of students.

119. **POLICY STRATEGY:** In order to ensure successful running of boarding schools in the state, the following guidelines will be employed;

- a. Entrance examination must be conducted before admitting students into boarding Schools. Cut off mark must be set for each School.
- b. Minimum age for admission must be 10 years.
- c. Prospective candidate must submit medical certificate of fitness and primary school leaving certificate.
- d. Students' population per class must not be more than 50.
- e. Schools must be adequately secured.

- f. Infection prevention protocol must be observed in all circumstances in the school.
- g. Each child must resume in school with necessary kits approved by the Ministry of Basic Education.
- h. All boarding Schools must use a unified meal time table approved by Ministry of Basic Education. Students must be fed at least 3 times daily.
- i. There must be a Mini health center manned by a registered nurse in each school attached to a general hospital in close proximity.

Section 5

Non-Formal Education

120. Non-Formal Education shall be the education that is provided outside the formal school setting and it shall consist of the following components.

- i. Basic Literacy (Equivalent of Primary 1-3) and Post Literacy (Equivalent of Primary 4-6).
- ii. Vocational/Women Education.
- iii. Continuing Education Centres (C.E.C)
- iv. Remedial Programmes, and
- v. Education for Migrant Fisher folks

Policy Specifics on Non-Formal Education

- 121. The State Government shall provide functional literacy, continuing/remedial lifelong education for youths and adults who never had the opportunity to attend the formal education school system or youths who were not able to complete primary or secondary education.
- 122. Mass Literacy programmes shall be free to the beneficiaries and certificate shall be awarded to completers.
- 123. Learning facilities in the existing public schools (Primary and Post Primary) shall be used for effective scaling up and efficient delivery of mass education in the State.
- 124. Literacy Network Committee at Local Government level shall be set up, supervised and strengthened through constant training of Instructors/Coordinators of Mass Literacy in order to ensure uniform standards.
- 125. Support services shall be provided in collaboration with Local Governments in the provision of Physical facilities for libraries e.g. reading rooms, TV viewing centres, radio listening centres/clubs and instructional materials.
- 126. Awareness of Adult Education shall be increased and additional literacy centers established in collaboration with Local Governments, Non-Governmental Organisations (NGOs), Faith-Based Organisations (FBOs) and other development partners.
- 127. Government shall continue to improve the survival skills of the Migrant Fisher folks by providing them with knowledge and skills that will enable them raise their productivity levels, income and also participate effectively in the State's socio-economic and political affairs.
- 128. Government shall promote peaceful co-existence between Migrant Fisher folks and their sedentary neighbours.
- 129. Initiate and develop mobilization strategies on State policies and programmes particularly Civic Education and other emerging issues of National and State concerns.
- 130. Government shall determine standards of skills to be attained in Migrant Fisher folks Schools and undertake periodic review of standards.

131. Government shall ensure effective supervision and inspection of Centres and Schools by the respective agencies (Agency for Mass Education and SUBEB).
132. Government shall stimulate and promote community participation in the establishment and management of Migrant Fisher folks Schools.

Section 6

Tertiary Education

133. Tertiary Education shall be the training/education at post-secondary level (senior secondary and technical colleges) that focuses on teaching, research and community services in institutions such as:
- i. Lagos State University, Ojo;
 - ii. Lagos State University of Science and Technology, Ikorodu;
 - iii. Lagos State University of Education, Otto/Ijanikin
 - iv. Lagos State College of Health Technology, Yaba.
 - v. Lagos State College of Nursing Igando
134. There shall be the Ministry of Tertiary Education that coordinates, administers, manages and monitors State owned Tertiary Institutions for effective service delivery.
135. Tertiary education institutions shall carry out teaching and research functions for the development of middle/high level manpower.
136. The establishment, running and control of tertiary education institutions shall be specified in the enabling Laws and Edicts of the respective institutions.
137. Government shall broaden access for Lagos State indigenes in State tertiary institutions and ensure sustainable cost sharing arrangement between Government and parents
138. Research and training provided by State tertiary institutions shall be relevant primarily to the needs of the State. To ensure national relevance and global competitiveness, such training shall also address national and global needs.
139. Government and private owners shall ensure that tertiary institutions, respectively owned by them, are free from violence and made secure for teaching and learning.
140. State tertiary institutions shall contribute financially to the promotion of sporting activities in their respective institutions.

University Education

141. Government recognises University Education as the form of education/training at the tertiary level which provides students with academic and practical knowledge as well as skills necessary to undertake research in diverse fields of endeavours leading to the award of degrees at graduate and post-graduate levels.
142. Government shall make University Education attractive and competitive, as well as globally compliant by offering conventional courses in sciences, technology, engineering, education, arts, social sciences, management sciences, law, medicine and other areas germane to the needs and interests of the State, to produce graduates in high paying jobs and those that will promote self-reliance in Science, Technology, Engineering and Mathematics (STEM).

143. Government shall continue to pursue in the State the following objectives of University Education:
- a) acquisition of knowledge and skills in diverse areas that can make students functional individuals in chosen fields;
 - b) provision of knowledgeable, skilful and competent graduates who will constitute the required workforce for industries;
 - c) development of students' leadership qualities which will make them to become problem solvers and transfer this to work areas;
 - d) provision of opportunities for students to discover their innate tendencies and strong affiliation, which can be channelled towards career development either public, private or become self-employed;
 - e) creation of a pool of students (talents) with prepared minds which are not only good in learning or research but also in character;
 - f) preparation of graduates for job markets in line with the needs of society now and in the future and
 - g) building competency in students and would-be graduates to make them fit into diverse world of work.
144. Government shall recognise the regulatory roles of the National Universities Commission (NUC) and the Tertiary Education Trust Fund (TETFund) in the areas of curriculum development/contents and infrastructural provisions respectively.
145. Government shall continue to provide subvention to be augmented by the authorities of the University to meet its needs in the three core areas (teaching, research and community service).
146. The University shall operate an admission policy, guided by a ratio agreed upon by the State Government and the University, which gives preference to State indigenes and by no means excludes non-indigenes.
147. Government shall take cognisance of the dynamism in Education and provide specialised infrastructure and required state-of-the-art facilities like laboratories, workshops, studios, ICT rooms, recreation and sporting facilities, libraries and medical centres that afford opportunities for learning in a conducive atmosphere.
148. Government shall encourage partnership between corporate organisations/NGOs and the University to establish endowment and investiture of professorial chairs.
149. Government shall have oversight functions on the University as provided for in the enabling laws without prejudice to her autonomy.
150. Government shall encourage special emphasis on community services through programmes that will touch the lives of the immediate and distant communities in an attempt to promote relationship between town and gown.
151. Lagos State University shall engage competent and professionally-trained personnel in ensuring the quality of its programmes/courses as stipulated in the policy guidelines of the National Universities Commission (NUC).

Technical Education

152. Technical Education is the type of education that produces high level skilled manpower in applied sciences, technology, commerce, management and other fields of applied learning relevant to the needs and development of the country.
153. The objectives of Technical Education amongst others shall be to:
- provide courses of instruction and training in engineering, technology, applied sciences, business and management, leading to the production of skilled manpower for self-reliance and employment opportunities;
 - promote technical and vocational education and training, technological transfer and skills development to enhance the socio-economic development of the State as a smart mega-city;
 - offer an opportunity for students to personally practice the theoretical models in the classroom and to enhance their chances of securing employment after graduation; and
 - develop and inculcate the proper value-orientation for the survival of individual and society.
154. Government shall recognise Lagos State University of Science and Technology amongst other institutions to provide courses of instruction, training and research particularly in Applied Science, Technology as well as Commerce Management and such other fields of learning as the Governing Council may from time to time determine.
155. Government shall continue to promote Technical Education through adequate provision of infrastructure and facilities at Lagos State University of Science and Technology.
156. Lagos State University of Science and Technology shall engage competent and professionally trained personnel in ensuring the quality of its programmes/courses as stipulated in the policy guidelines that established it.
157. Government shall provide incentives to broaden access of indigenes of the State to Lagos State University of Science and Technology.
158. Government shall ensure 60:40 policy admission ratio into **Lagos State University of Science and Technology** in favour of courses in Science, Technology, Engineering and Mathematics (STEM).

Teacher Education

159. Teacher Education is the type of training designed to inculcate theoretical knowledge and understanding combined with practical skills, competencies and commitment in teaching to high global standards.
160. The objectives of Teacher Education in the State shall be to:
- prepare professionally competent teachers that will perform their roles effectively using global best practices;
 - evolve instructional strategies that will improve efficiency of instructional process in schools;

- c) restructure and domesticate the existing national curriculum of teacher education to reflect the needs and interests of the State;
 - d) enhance the professional and social status of teachers and develop amongst them a sense of commitment.
161. Lagos State University of Education shall be organized to play more active roles in harnessing all levels of Teacher Education. They shall relate advantageously with both Local and International higher education institutions.
162. Admission/recruitments into Lagos State University of Education shall be substantially improved to restore high standard and install effective training aspect into the system.

Health Technology Education

163. Health Technology Education shall be the training in appropriate pharmaceuticals, medical laboratory investigations, health information and informatics, environmental health promotion, community-based and preventive health services handling, proper management, use and repairs of medical equipment, leading to the award of certificates professional diplomas, National Diploma (ND) and Higher National Diploma (HND).
164. Government shall recognise the Lagos State College of Health Technology amongst other institutions, in the training of individuals and developing materials, to produce competent and motivated bio-medical technicians and other middle - level allied healthcare professionals.
165. Government shall, on the advice of the Lagos State College of Health Technology, establish guidelines for high quality, safe and effective medical devices to avoid unsafe products.
166. The Lagos State College of Health Technology shall develop and regularly review relevant tools in identifying national and global standards for the State to ascertain current gaps and future needs in order to prioritise health technologies.
167. Government shall recognise the roles of relevant regulatory and professional accreditation agencies such as National Board for Technical Education (NBTE), Pharmacy Council of Nigeria (PCN), Medical Laboratory Science Council of Nigeria (MLSCN), Health Records Officers Registration Board of Nigeria (HRORBN), West African Examination Board (WAHEB), Environmental Health Officers Registration Council of Nigeria (EHORECON) and Community Health Practitioners Registration Board of Nigeria (CHPRBN) in ensuring the quality of programmes offered by the college.
168. Government shall promote research in health and adopt innovative technologies with significant impact on public health.
169. Government shall establish a framework for the development of State Health Technology programmes that will impact on the eradication of diseases and ensure effective use of resources.

NURSING EDUCATION

170 Nursing Education shall be the training in providing challenging and captivating nursing, midwifery and public health fields focusing on person-centred approach, responsible for ensuring both safe and positive environment in all childbirth situations and explore health needs that nexus theory and practice of the concepts and principles of public health leading to the awards of National Diploma (ND) and Higher National Diploma (HND).

171 The Government shall recognise Lagos State College of Nursing amongst other institutions in the training of individuals and developing materials, to produce competent and motivated general nurses, midwives, public health nurses and other nursing related middle - level professionals.

172 Government shall, on the advice of the Lagos State College of Nursing, establish guidelines for high quality nursing care, one that is devoid of any sub-optimal nursing service.

173 The Lagos State College of Nursing shall develop and regularly review relevant tools in appreciating national and global standards for the State to recognise subsisting gaps and future needs in order to prioritise nursing care.

174 The Government shall recognise the roles of relevant regulatory bodies such as National Board for Technical Education (NBTE) and Nursing and Midwifery Council of Nigeria (NMCN) in ensuring quality of programmes offered by the College.

175 168. Government shall promote research in nursing and apply emerging technologies with significant impact on nursing services.

Section 7

Special Needs Education

176 Special Education is a formal training given to children with special needs who are in different categories, i.e. hearing impaired, visually impaired, physically challenged, disadvantaged, intellectually impaired, gifted and talented.

177 To increase access of children with special needs to education, regular teachers shall be trained on the rudiments of inclusive and special needs education.

178 Free and compulsory education shall be provided in all Special Schools and Inclusive Units for all children with special needs, with a Teacher/Pupil ratio of 1:10 in all special schools.

179 In the education of the mentally retarded and the challenged, vocational training shall be emphasised after which there shall be award of certificate for job placement.

180 Government shall continue to provide sign language interpreters to interpret during the National and State news on the television and other public events.

181 All public structures shall be erected in such a way that persons with special needs are put into consideration like ramps for the physically challenged.

182 Government shall enforce the 2% employment of persons with special needs by corporate organisations with sanctions for non-compliance.

183 Appropriate psychological assessment centres shall be created in each Education District in the State with relevant professionals on ground to handle assessment and placement of clients into appropriate Special Schools and Inclusive Units.

184 Government shall provide more Special Schools and Inclusive Units to cater for the education of children with Special Needs.

185 To enhance education of persons with special needs, stakeholders shall meet regularly at State and Education District levels to discuss matters relating to their education

186 All private schools/centres handling children with special needs in the State shall register with the Ministry of Basic and Secondary Education and comply with the approved guidelines in the State.

187 All schools in Lagos State both private and public including tertiary institutions shall be disability friendly in their facilities and delivery systems.

188 Government shall implement payment of 10% of Basic Salary as special allowance for teachers in Special Schools and inclusive units in line with the directive of the National Council on Education (NCE).

189 The State Technical Colleges shall concessionally admit interested children with disabilities after Junior Secondary School

190 The State shall conduct screening exercise annually to identify gifted and talented children for placement into Suleja Academy (Federal School for Gifted and Talented Children).

191 Government shall establish an Academy for the gifted and talented children in the State.

ALBINISM

192 **POLICY OBJECTIVES:** Every human being has rights, duties and responsibilities provided for in the National, Regional and International Instruments, especially 1999 Constitution of FGN. People with Albinism are human beings and they are entitled to enjoy all human Rights and freedom without discrimination of any kind. This policy is meant to safeguard their Interest.

193 **POLICY STATEMENT:** Students with albinism in our Schools need special care and protection which must be guaranteed in our Schools.

194 **POLICY STRATEGY:** In order to achieve the above objective, the following must be done:

- i. Provide visual and other learning aids for Person Living With Albinism (PLWA) through Special Needs Education at State and local Government levels;

- ii. Support School Counsellors and Teachers in their duties of Counselling and guiding Students on the Albinism phenomenon in basic, Secondary and Tertiary Institutions;
- iii. Increased advocacy and broad-based awareness and sensitization by the media, Ministries, Departments and Agencies, Private Sector and other Stakeholders against negative societal perception of Albinism; and
- iv. Train and retrain teachers, parents, health workers and other care-givers to understand the challenges and management of PLWAs.

Section 8

Structural Arrangement for Educational Governance

Ministries of Basic and Tertiary Education

195 The Ministries of Basic and Tertiary Education have the assigned responsibility for the supervision of Education in the State. The duties are as follows:

- a) formulate policy and evaluation guidelines relating to Education matters;
- b) supervise (a) pre-primary education; (b) primary education; and (c) secondary education in Lagos State;
- c) approve and regulate private, pre-primary, primary, post-primary, vocational and technical institutions in the State;
- d) serve as Advisory Committee on Education;
- e) provide educational technology with emphasis on educational broadcast and audio-visual aids;
- f) promote science, technology and mathematics education in the state;
- g) provide guidance and counselling services in both primary and secondary schools;
- h) collate statistical data on public and private schools/institutions in the State for overall planning and development;

- i) make educational provisions for gifted, talented and physically-challenged children through inclusive education;
- j) promote cordial relationship with the Nigeria Union of Teachers and other relevant organisations;
- k) monitor special educational programmes in the State;
- l) set up a State Committee on Implementation of the National Policy on Education;
- m) coordinate Secondary Schools Boards of Governors and Parents' Forum;
- n) promote cordial working relationship among TEPO, Education Districts, LASTVEB and SUBEB;
- o) coordinate activities of voluntary organizations in schools;
- p) oversee matters affecting: Office of Education Quality Assurance; Education Resource Centre; Multilingual Centres and Examinations Board.
- q) conduct of investigation/conflict resolution in the school system;
- r) carry out evaluation of private and public schools below tertiary level for quality control and educational standards;
- s) ensure the adaptation and utilisation of national curriculum in schools;
- t) provide and maintain infrastructure in schools;
- u) carry out periodic review of textbooks in line with national curriculum; and
- v) undertake any other duty as may be assigned by the Governor from time to time.

ESTABLISHMENT OF PUBLIC SCHOOLS

196 POLICY OBJECTIVES: The Objective of this Policy is to ensure even distribution of public schools in Lagos state and reduce out of school children to the barest level.

197 POLICY STATEMENT: This Policy will ensure that no area is left behind in sitting public schools.

198 POLICY STRATEGY: In order to achieve the above stated objective the following Procedures must be considered before the establishment of Public Schools:

- i. Demographic survey of the state must be carried on a regular basis to identify developing areas / new settlement.
- ii. Annual school census must be carried out to determent areas where there is over population of students.
- iii. Community's interest should be considered in sitting new schools.
- iv. Community should be encouraged to provide landed property for the school.
- v. Community may be advised to have initial structure that contains at least 6 classrooms.
- vi. Schools must not be too close one another.
- vii. Feeder Primary schools must be close to junior schools that will receive its product.
- viii. Playground must be available for students.

SCHOOL TRACKING AND LEARNING ACHIEVEMENT TRACKING IN EDUCATION

199 POLICY OBJECTIVES: Tracking is a method used in separating students by Academic Ability, Perceived Ability, IQ or Achievement Level.

200 This policy will among other things

- a) help to group students according to their Academic performance.
- b) create individualized learning path
- c) facilitate personalized learning that's akin to one-on-one instruction.
- d) Streamline learning path and ensures that each student gets the attention and support they need.
- e) enable students to reach their full potential.

201 POLICY STATEMENT: Separating Students by Academic Ability, Perceived Ability, IQ or Achievement will help students to learn and develop academically at their own pace.

202 POLICY STRATEGY: To achieve the above policy objectives the following will be adhered to

- i. Each student in Public Primary and Secondary would be given aptitude test at the point of entry.
- ii. Students will be placed in the right class, based on occupation relevant to their perceived ability e.g marketable skills department as we have in comprehensive schools.
- iii. It will be mandatory for all class teachers in Lagos state to complete a specialized questionnaire on perceived ability on each child.
- iv. The State / School Administrators will be empowered to direct career path of students in public Schools.
- v. Academic performance of students will be tracked from Basic Class to Secondary school level.

Ministry of Tertiary Education

203 The Office of the Special Adviser on Education (OSAE) was created in 2001 following the release of *Official Gazette No. 7, vol. 34 of 22nd March, 2001*. However, OSAE has transited to a full-fledge Ministry of Tertiary Education (MTE) vide Circular No: 062, Ref No: CIR/HOS/23/Vol I/062 dated 25th July, 2023. The functions and responsibility of OSAE are by this creation transferred to MTE.

204 Responsibilities of the Ministry include:

- a) advisory functions on educational policies and programmes;
- b) management of the Lagos State Education Endowment Fund;
- c) Control and management of (a) Agency for Mass Education; (b) Scholarship Board (including Bursary); and (c) Library Board;
- d) monitoring and investigation of all educational matters;
- e) evaluation and verification of certificates;
- f) supervision and monitoring of tertiary institutions; and

- g) liaison with unions, associations and professional bodies in conjunction with the Ministry of Education.

State Universal Basic Education Board

205 The State Universal Basic Education Board (SUBEB) shall manage Basic Education in the State.

206 The functions of the Board shall include:

- a) formulate policy guidelines for the successful operation of the Universal Basic Education programme in the State;
- b) receive block grants from the Federal Government through the State Government;
- c) administer and disburse funds allocated to the Board, the Local Government Education Authorities and other relevant agencies implementing the Universal Basic Education;
- d) prescribe the minimum standards for the Basic Education programme throughout the State and ensure effective implementation of the standards in line with the National Policy on Education;
- e) inquire into and advise the State Government on the funding and orderly development of Universal Basic Education in the State;
- f) collate and prepare, after consultation with the State Advisory Committee on Universal Basic Education and other stakeholders, periodic Master Plan for balanced and coordinated development of Basic Education in the State including areas of possible intervention in the provision of adequate facilities which will include:
 - (i) forwarding proposals to the Commissioner for Basic Education on ensuring equal and adequate Basic Education opportunity in the State,
 - (ii) ensuring that the Basic Education Curriculum, Syllabi and other necessary teaching/learning materials are in use in Early Childhood Care Development Centres and Primary Schools in the State;
- g) carry out, at regular intervals, Personnel Audit of teaching and non-teaching staff of all Basic Education institutions in the State;
- h) present periodic progress reports on the implementation of the Universal Basic Education to the Governor through the Commissioner for Education;
- i) coordinate the implementation of the Universal Basic Education related activities in collaboration with Non-Governmental and multilateral agencies;
- j) establish a Basic Education Data Bank and conduct research on Basic Education in the State;
- k) ensure capacity building for teachers and managers of Basic Education in the State;
- l) carryout mass mobilisation and sensitisation of the general public and enter into partnership with communities and relevant stakeholders with the aim of achieving the overall objectives of the Compulsory Free Universal Basic Education in the State;

- m) supervise the assessment and funding of salaries and allowances of teaching and non-teaching staff of Primary Schools based on the Scheme of Service drawn up by the State Government;
- n) manage structures and undertake new capital projects in Public Primary Schools in the State.
- o) co-ordinate and supervise teaching and learning in Public Primary Schools in the State;
- p) recruit, appoint, promote, post, deploy (including inter-state transfer) and discipline teaching and non-teaching staff on salary grade level 07 and above in Primary Schools;
- q) prepare testimonials and certificates of service for the teaching and non-teaching staff of Public Primary Schools;
- r) deal with leave matters including annual vacation of the teaching and non-teaching staff in Public Primary Schools;
- s) ensure that annual reports are rendered by Heads of Public Primary Schools;
- t) ensure annual auditing of all accounts (schools, LGEAs and SUBEB);
- u) perform such other functions that are relevant to the discharge of its functions under the law or as may from time to time be assigned to it by the Universal Basic Education Commission or the Commissioner for Education.

Teaching Service Commission (TESCOM)

207 Following the repeal of the Lagos State Teaching Service Commission Law No 5 of 1989 in March 2005, the Post Primary Teaching Service Law was enacted in July 2005 to provide for the enhancement of the career of teachers in the Post-Primary Teaching Service and ensure effective management of the Post Primary School system in the State.

208 The Establishment of the Lagos State Teaching Service Commission was sequel to the repeal of the Lagos State Post-Primary Teaching Service Law, Cap L54 Laws of Lagos State of Nigeria, 2015 and the subsequent enactment of the Lagos State Teaching Service Commission, Law, 2018.

209 The Teaching Service Commission is saddled with the following functions:

- (a) maintain comprehensive personal records for the teaching service;
- (b) render annual reports on all Heads of Post- Primary Schools and Teachers' to the Ministry;
- (c) ensure that staff welfare and training are shared responsibilities between the Ministry of Basic Education and the Board;
- (d) ensure that annual reports are rendered by the six Education Districts of the State;
- (e) ensure that only qualified professional teachers, registered with the State Registrar of Teachers are engaged to teach in the State Post Primary Schools;
- (f) prepare testimonials and certificates of service for teaching and non-teaching staff, where necessary;
- (g) assess the qualifications and placement of teaching and non-teaching staff, subject to the uniform guidelines made under this Law;

- (h) deal with leave matters, including vacation leave, maternity leave, special or sick leave and study leave in conformity with the uniform guidelines made under this Law;
- (i) prepare annual estimates and establishment proposals;
- (J) supervise the activities of the six Education Districts established within the 20 Local Government Council Areas and the 37 Local Council Development Areas of the State in the execution of functions and powers of the Board;
- (k) periodically review and propose to the Commissioner for Basic Education, modifications in the operational methods and organizational structure of the State Teaching Service;
- (l) serve as an appellate body for all petitions arising from the State's Post Primary Schools and the Education Districts in respect of petitions concerning appointments, promotions, study leave matters, discipline and all other matters assigned to the Board.

SELECTION AND RECRUITMENT OF TEACHERS

210 POLICY OBJECTIVE: Recruitment has become inevitable where the need arises and selection is an essential tool in every Organization because individuals with appropriate qualification will be attracted in sufficient numbers and on a timely basis. The objective of this policy is to hire the most qualified and best candidates for given positions.

211 POLICY STATEMENT: Policy on selection and recruitment of Teachers will bring about robust recruitment and selection process, that will ensure finding the right people that will not be difficult to lead and manage and invariably will bring growth to the Organization.

212 POLICY STRATEGY: In order to achieve the above objective, the following process will be followed:

- i. Recruitment and selection would be based on requirement vacancy and assessment.
- ii. There will be transparency in the entire process of recruitment and selection rather than behind the scene.
- iii. Ensure compliance with all relevant legislation, recommendation and guidance including the statutory guidance.
- iv. The requirement for recruitment and selection of teachers will be set out
- v. Advertisement will be done in newspapers and other media to attract the best possible applicants to vacancies on the basis of their merit, abilities and suitability.
- vi. Conduct fair, effective and safe recruitment procedure.
- vii. Ensure that no job applicant is treated unfairly on any grounds including race, color, nationality, sex, marital, religion or religious belief.
- viii. Ensure that schools meet its commitment to safe guiding and promoting the welfare of children and young people by carrying-out all necessary pre – employment check.

213 Process of selection and recruitment

- a. All schools, primary and secondary must submit vacancy returns on monthly/quarterly basis to the ministry of education
- b. advert must be placed to attract best possible applicants
- c. Selection must be done on applicants in a fair manner not on ground of age (minimum age limit is 22yrs), race, colour, nationality, sex, marital status or religious belief.

- d. Selected applicants must be computer literate and must have a minimum qualification of NCE.
- e. All applicants must be subjected to a standardized test, scores must be made public
- f. Oral interview must be conducted for final recruitment
- g. All recruitment must comply with all relevant legislation and statutory guidance
- h. All engaged teachers must register with professional body (TRCN)

Education Districts

214 The six Education Districts were established by the Lagos State Government through Post Primary Teaching Service Law, 2005, for effective management of all secondary schools in the State.

215 Each Education District shall be headed by a Tutor General/Permanent Secretary.

216 Functions of The Tutor General / Permanent Secretary shall be to:

- a. coordinate all professional, administrative and financial matters in the District;
- b. ensure that annual reports are rendered to the Ministry on all Heads of secondary schools, of Basic Studies controlled by the State in the District;
- c. ensure that staff welfare and training are shared responsibilities between the Districts and TESCOM;
- d. ensure that only qualified professional teachers-registered with the State Registrar of Teachers are engaged to teach in the Schools and Colleges within the Districts;
- e. prepare testimonials and certificates of service for teaching and non-teaching staff in the Districts, if and when necessary;
- f. assess the qualification and placement of teaching and non-teaching staff subject to the uniform guidelines made under Section 21 of this Law;
- g. deal with leave matters including vacation leave, maternity leave special or sick leave and study leave of teaching and non-teaching staff within the Districts in conformity with the uniform guidelines made under Section 21 of this Law;
- h. prepare the Districts' annual estimates and established proposals to be submitted to the House of Assembly for approval;
- i. ensure continuous review and presentation of proposals to the Commissioner for Basic Education for modifications in operational methods and organisational structure of the State Teaching Service;
- j. attend to and treat all petitions from all schools and colleges mentioned in Section 16 of the Law concerning appointments, promotion, study leave matters, discipline and other matters, subject to uniform guidelines and directives of the Commissioner as approved by the Governor under Section 21 of the Law;
- k. ensure that disciplinary powers of secondary school principals over students in the Districts comply with the uniform rules and guidelines under section 21 of the Law;
- l. maintain comprehensive records of schools plants, equipment and teaching facilities in all secondary schools within the Districts;
- m. render periodic reports on finances, projects programmes, achievements and all activities within the Districts;
- n. ensure effective teaching and learning in all secondary schools within Districts;
- o. establish and maintain cordial relationships with the community and stakeholders within the Districts;

- p. set targets for all secondary schools in the Districts in line with the Educational Policies of the Government and in line with the Administrative Guidelines contained in the Third Schedule of the Law;
- q. replace exited teachers due to death or disciplinary actions without increasing the overall wage bill subject to the approval of the Governor; and
- r. perform in the Districts such other functions as may be assigned from time to time by the Governor in relation to teaching and non-teaching staff of post primary schools in the Districts.

SCHOOL LEADERSHIP AND GOVERNANCE

217 POLICY OBJECTIVES: The leadership role of principals and teachers in schools is pivotal. They help in developing shared goals among educators, students, families and communities through well designed processes. The objective of this policy is to have a better governance in our schools.

218 POLICY STATEMENT: Better governance is needed for an organization such as a school or a learning community to have control over its own destiny and greater impact on performance.

219 POLICY STRATEGIES: To achieve the policy objective the following will be adhered to:

- i. A collaborative leadership and governance will be introduced, which is all about building a learning community that is bigger than a school. To improve a child's academic performance, the school and home must be in harmony to undertake the following
 - Sets a vision, direction, purpose and goals.
 - Develops plans, policies and strategies.
 - Explores, manages risk and opportunities.
 - Supports and promotes strong partnerships between all stakeholders and with the wider community.
- ii. A management committee would be set up to undertake the above (i). The committee must include
 - Principal / Head teacher / school managers
 - Vice principals / Assistant Head teachers / Assistant School managers
 - A teacher who should be the secretary.
 - Parent forum chairman with a child in the school.
 - Parent forum secretary with a child in the school.
 - A community leader.

The committee must meet at least once in a month. Other members apart from the principal / Head teacher / school managers and their assistants can only hold office for not more than 3 years.
- iii. The appointment of Schools' Managers i.e Principal / Head teacher / school managers must be strictly on merit from pool of Directors and the appointee must be computer literate. They should be subjected to a competitive test.
- iv. Quarterly report must be rendered by each committee to the Ministry of Education through their supervisory bodies.
- v. The ministry of education and its agencies should ensure effective monitoring of the activities of the Schools' management committees.

SAFETY, SECURITY AND VIOLENCE-FREE SCHOOLS

220 POLICY OBJECTIVES: This policy aimed at ensuring safe and secured schools in Lagos State.

221 POLICY STATEMENT: The policy will bring out a safe and secured schools in Lagos State

222 POLICY STRATEGY: The Ministry of Education shall

- i. collaborate with relevant State Institutions to promote Safety and Security in Schools through synergy of roles and functions
- ii. Coordinate and cooperate with the Federal Government and local Government Council for more effective and timely emergency preparedness and response.
- iii. Create awareness regarding Security and Safety for learners, and the implications for respective Institutions.
- iv. Formulate clear roles and functions for various key actors in order to put in place robust emergency preparedness and response.
- v. Ensure that Safety and Security desks are designated in the appropriate Departments and issue directives to every School to establish a School Security Committee made up of a membership stipulated by the Ministry.
- vi. Ensure that regulatory agencies like the State Urban and Regional planning Agency certify only School buildings that pass the resilience and integrity test.
- vii. Ensure appropriate Department of the Ministry establishes minimum Safety and Security criteria and approve and recognize only Schools that meet the minimum standards in Safety and Security requirements.
- viii. Ensure SUBEBs tie funding of beneficiary Schools to adherence to minimum standards, which will be strictly monitored by the Agency.
- ix. Strengthen the enforcement of the existing laws on VACas applicable to learners by ensuring that School rules and regulations incorporate zero tolerance for all forms of violence.
- x. Ensure that every School appoints a safety focal point teacher (FPT) who in concert with the Guidance Counselor shall have the mandate to protect learners from all forms of violence in the School.

CLUB FORMATION IN SCHOOLS

223 POLICY OBJECTIVE: Clubs in schools are essential part of the Schools' curriculum, it's designed to take learning outside the core- curricular environment to an environment where learners can through activities harness their talents, build lifelong skills through their career and support each other. They help Students develop Social skills.

224 POLICY STATEMENT: This policy will help to build up the innate ability and skills of students in different fields of life.

225 POLICY STRATEGY: The following Clubs would be allowed to operate in Schools:

- a. Press club
- b. Jets Club
- c. Dramatic/ Literary club
- d. Boys Scout
- e. Boys Brigade
- f. Girls brigade
- g. Mathematics
- h. Young farmers club
- i. Robotics club

j. Geography club

226 Operation strategies:

- i. Each club would have at least a teacher as the coordinator/teacher in charge.
- ii. The Executives must be selected amongst the students/pupils.
- iii. They will be meeting on Wednesday of every week between 2- 3 pm.
- iv. A comprehensive / unified constitution must be put in place by the policy unit of Ministry of Education to guild the operation of the clubs.
- v. Monthly report must be forwarded to co-curricular Science and Technology of each District/LGEA. Which in turn submit to Ministry of Education, PPR&S Department.
- vi. Each club should decide how fund will be generated in running the affairs of the club without compelling students/pupils. It should be voluntary

227 Position in Clubs

- o President
- o Vice president
- o General Secretary
- o Treasurer
- o Public Affairs Office

228 Club Activities

- a. Exhibition of student's/pupils work/project
- b. Display of entrepreneurial skills.
- c. Development of skills for usage in the work.
- d. Organise intra and inter school's competition.

Lagos State Technical & Vocational Education Board (LASTVEB)

229 The Lagos State Technical & Vocational Education Board (LASTVEB) was established through a Gazette in 2009 to regulate and coordinate all activities of Technical Colleges and all Vocational Institutions in the State.

230 Functions of the Board

The Board shall:

- a. provide relevant, functional and accessible Technical and Vocational Education to meet the trained human resource needs of the State;
- b. liaise with external examination bodies, enter into international staff/student exchange programmes, organise educational tours, industrial training and attachment;
- c. inquire into, and advise the Government on the financial needs (recurrent and capital) of Technical Colleges and Vocational Centres to meet the objectives of producing the trained human resource needs of the State.
- d. make recommendations for the establishment and locations of new Technical Colleges and Vocational centres;
- e. ensure that all policies on Technical and Vocational Education formulated by the State Government are implemented by the Board;

- f. prescribe standard skills to be attained and to continue to review such standards as may be dictated by current technological trends and the peculiar needs of the State;
- g. advise the State Government on and co-ordinate all aspects of technical and vocational education falling outside the tertiary education scheme and also make recommendations necessary for the full development of Technical and Vocational Education in the State;
- h. ensure that programmes offered in the Technical Colleges/Vocational Centres conform with National and State policies on Technical Education and satisfy the prescribed requirements and standards;
- i. secure grants and organise credit access for students to enable them acquire tools after graduation;
- j. act as the agency for channelling all internal and external grants to Technical Colleges and Vocational Centres in Lagos State;
- k. collate, analyse and publish information relating to Technical and Vocational Education in the State;
- l. prepare annual estimates for Technical and Vocational
- m. Education in the State based on the proposal of each of the Technical Colleges and Vocational Centres in the State;
- n. inculcate in the public an attitude of respect for, and the appreciation of the role of technology in the society;
- o. advise on measures to improve the immediate and long-term prospects of technical teachers with respect to status and remuneration;
- p. expand the facilities for the training and retraining of technical teachers and ensure that these teachers are exposed during and after training to modern industrial experience; and
- q. provide encouragement for women to enter into a wider range of fields of Technical and Vocational Education.

Agency for Mass Literacy, Adult and Non-Formal Education

231 The Lagos State Agency for Mass Education was established by Edict No. 5, Volume 24 of January 21, 1991 (Lagos State Official Gazette) and was reviewed in year 2015 with mandate to reduce illiteracy to the barest minimum in the State.

232 The goals of the Agency shall be as follows:

- a. provide access to literacy education and redress the challenges of illiteracy through numerous programmes directed towards positive changes for development;
- b. put in place strategies to alleviate the challenge of illiteracy by establishing Adult Literacy Centres across the State; especially in the rural areas; and
- c. plan, implement and monitor all Adult and Non-Formal activities in the State.

233 The functions of the Agency shall be to:

- a) provide non-formal basic education for adults and out-of-school youths;
- b) expand, establish and equip non-formal vocational training centres;
- c) provide remedial and life-long education for youths and adults who did not complete secondary education;
- d) engage and train facilitators and instructors of adult learners;
- e) carry out mobilisation and sensitisation campaigns towards the reduction of illiteracy to the barest minimum in the State
- f) approve and supervise non-formal vocational training centres and continuing education centres in the State and

g) encourage public private partnership in non-formal education programmes.

Office of Education Quality Assurance

234 There shall be an Office of Education Quality Assurance (OEQA) which in line with section 147 of the National Policy on Education shall operate as an autonomous body supervised by the Commissioner for Basic Education as may be appropriate.

235 Education Quality Assurance is the standardisation of education through monitoring and evaluation of both private and public schools to strengthen quality control and regulation of schools in the state.

236 The goals and objectives of Quality Assurance in the state shall be as follows:

- a. set, maintain and improve standards in all aspects of the school system;
- b. ensure minimum standards and quality assurance of instructional activities in schools through regular inspection and continuous supervision;
- c. dissemination of information on a regular basis on strengths and challenges of schools;
- d. encourage dissemination of information on innovative and progressive educational principles and practices in the school system through publications, workshops, seminars and conferences;
- e. monitoring of internal and external examinations to curb malpractices in schools and ensure hitch free examination process;
- f. set standards to be met by all educational institutions of learning below tertiary level in the state and ensure compliance and maintenance of such standards within the statutory government guidelines and policies;
- g. organise external evaluations of public and private schools over an agreed cycle;
- h. produce and disseminate OEQA documents and advocacy materials to schools, quality assurance evaluators, relevant stakeholders including the Federal Ministry of Education and the wider public;
- i. enforce closure of schools as approved by the Honourable Commissioner for Basic Education;
- j. monitoring and investigation of cases affecting quality of delivery of education in schools below tertiary level; and
- k. accreditation of schools for external examinations including WASSCE, NECO and BECE.

Scholarship Board

237 Lagos State Scholarship Board was established by the Executive Council Memorandum No. LSEC (1968) to serve as an advisory body on scholarship and bursary matters to the State Government and to grant scholarship awards in the area of financial assistance to indigenes in various tertiary institutions on full time studies.

238 The Scholarship Board shall provide the following services:

- a. award of bursary and scholarships to indigenes of the State in higher institutions of learning both in Nigeria and foreign countries;

- b. advise the State Government on the award of scholarship to deserving students of the State bearing in mind the State's human resource needs and financial provisions;
- c. advise the State Government on stipends payable for bursary and scholarships to beneficiaries and
- d. monitor and review performances of students on bursary; local and foreign scholarship programmes annually.

Library Board

239 The Library Board was established by Law No. 24 (1980) of Lagos State of Nigeria to perform the following functions:

- a. establish, control and maintain a State Library Service within the State;
- b. act as an advisory body and consultant for School Libraries and other categories of library in the State;
- c. set standards and policy for the establishment and maintenance of School Libraries within the State;
- d. responsible for the implementation of government policy in libraries of all categories in the State; and
- e. make recommendations and give advice on library development and organisation in any Ministry, Department and Agency (MDA).

Examinations Board

240 The Examinations Board was established to take full control of the processes and administration of Basic Education Certificate Examination (BECE) and Public Service Examinations as well as collation and publication of results.

241 The functions of the Board shall include the following:

- a. organise, conduct, supervise and process the Scores of the following Examinations for the State viz:
 - (i) placement Test for Primary Six pupils transiting into Public Junior Secondary School One (JSSI);
 - (ii) screening Test for selection/admission of pupils into State Model Colleges and up-graded Junior Secondary Schools with boarding facilities in the State; and
 - (iii) Basic Education Certificate Examination for students completing Junior Secondary School level;
- b. Public Service Examinations viz:
 - (i) Confirmation/Promotion Examination for Clerical Officers/Assistants in the Public Service; and
 - (ii) compulsory examination for newly employed Administrative and Executive Officers in the Public Service.

Education Support Services

242 Education Support Services assist in a wide variety of instruction delivery methods/resources and educational services provided to students and teachers in an effort to accelerate achievements of better learning outcomes. The Support Services include areas

in policy formulation, implementation and evaluation, research, education technology, guidance and counselling, foreign languages, bursary and scholarships, and library services.

243 Government shall continue to ensure effective management control of the education sector through the formulation, implementation, coordination and continuous review of policies and programmes that would meet the educational needs and aspirations of the people of the State.

244 Government shall promote research on current trends on educational issues.

245 Government shall continue to identify the needs of schools and map out strategies for equitable provision and utilization of facilities.

246 Government shall ensure that all schools in the State are secured against life threatening situations such as kidnapping, sexual abuse and cultism.

247 Government through the activities of the Education Resource Centre (ERC) shall ensure improvement in standard of education through the effective use of appropriate media and learning materials in the classrooms.

248 Government shall provide financial assistance to indigent indigenes in tertiary institutions of learning to fulfil their academic ambition.

249 Government shall promote reading culture amongst pupils/students through the provision of adequately equipped libraries in schools/colleges/ institutions.

250 Government through the activities of the Multilingual International Resource Centre (MIRC) shall continue to give adequate attention to foreign languages such as French, Chinese and English.

251 Government shall continue to provide free text books in core subjects for public primary/secondary schools and higher institutions to ensure effective teaching/learning.

252 Government shall emphasize on inclusive education – contents, approaches, structures and funding.

253 Government shall continue to give priority attention to the education of children with special needs by providing appropriate relevant facilities and conducive teaching/learning environment.

254 The following shall be the functions and responsibilities of Child Guidance, School Counselling and Special Education unit (CGSC & Sp. Ed):

- a) psychological assessment for all categories of children with special needs' placement into Special Schools;
- b) guidance and counselling Services for all students in the State public schools;
- c) conducting screening exercise annually to identify gifted and talented children for placement into relevant schools and institutions and
- d) organising career talk/exhibition and leadership training for all students in the State public schools.

255 Qualified Career Guidance and Counselling Officers shall be provided at the Education Districts to coordinate the activities of Guidance Counsellors and Year Tutors in the Schools.

256 Guidance Counsellors deployed to Schools shall not be used as Subject Teachers but shall do the job of Counselling for which they are trained.

257 The National Policy on Education's provision of one Counsellor to 500 Students shall be upheld in all schools in the State.

258 Every JSS3 student must seat for Aptitude Test alongside Achievement Test for placement into Career options in Senior Secondary School (SSS I).

259 Inter-State exchange/visits of students shall be encouraged to foster national unity

260 Government shall promote Co-curricular activities of Clubs and Societies such as Young Entrepreneur's Club, Junior Engineers and Technicians Society (JETS), The Scouts, Girl Guides, Red Cross Society etc. as important instruments for intellectual and character training.

261 The Schools Choral and Theatrical Troupes shall continue to enjoy patronage of the State Government at public functions.

262 Teachers' Industrial Work Experience Scheme (TIWES) shall be encouraged to enable teachers acquire new practical skills and sharpen old ones by trying their hands on machines and equipment related to their courses of study.

263 In recognition of the prominent role of Information Technology (IT) in advancing knowledge and skills necessary for effective functioning in a skill-based world, government shall provide adequate infrastructure and develop capacity for effective utilization of Information Technology (IT).

264 Government shall recognise the importance of Science, Technology, Engineering and Mathematics (STEM) as the bedrock of development of any nation.

265 Government shall ensure adequate provision of facilities in Science and Technology in schools.

266 Government shall ensure adequate capacity building for Science, Technology and Mathematics teachers in schools.

267 Government shall encourage systematic introduction and exposure to Information Technology (IT) based teaching and learning tools (e.g. learning tablets) starting from primary school level to tertiary level in order to make the teachers and students compete globally and be compliant.

268 Government shall introduce and adopt e-curriculum platform/solution to assist teachers in accessing directly the subject curriculum and syllabus as released by the National Educational Research and Development Council (NERDC) to ease the development of lesson plan and teachers' guide from the Ministry's portal.

269 Government shall work towards ensuring that the lowest qualification for fresh entrants into the teaching profession in the State shall be the Nigeria Certificate in Education (NCE) and related degrees for Basic Education level.

270 Serving professional teachers shall be encouraged through Study Leave and Staff Vacation Course (SVC) to take higher professional courses to update themselves and improve their performance on the job.

271 Training and retraining of serving teachers in both government and private schools shall be a continuous exercise to be organized by government accredited agencies.

272 The Government shall institute and operate Teachers' Competency Framework (TCF) to enhance professionalism, ascertain and certify teaching competencies.

273 In line with Section 5B:100 (b) of the National Policy on Education (2013) non-professionals shall not be recruited henceforth into the State's Teaching Service.

274 All teachers in Lagos State shall be registered by the State office of the Teachers Registration Council of Nigeria (TRCN) and presentation of certificate shall be a prerequisite for recruitment.

275 Teachers shall be entitled to appropriate allowances enjoyed by Public Officers in other arms of the Lagos State Public Service in terms of health and other insurance facilities.

276 Teachers shall continue to enjoy the Teachers' Special Allowance (TSA) and other incentives to take care of their peculiar challenges.

277 Government shall make budgetary provision for Grants to Public Schools for minor infrastructure repair works.

278 Government shall encourage a healthy relationship with all the recognised Education related trade unions and professional associations in the interest of peace and efficient working relationship.

279 Government shall conduct periodic review of policies on Education Support Services to conform with global standards.

TRANSFER OF STUDENTS TO PUBLIC SCHOOLS

280 **POLICY OBJECTIVE:** Transfer of Students from one School to another has become an annual process in the State Public School. This has become inevitable because of many reasons such as change of residence, overcrowded School, emergencies etc. The objective of this policy is to ease the burden of parents by placing their Children or wards to the School of their choice close to their residence.

281 **POLICY STATEMENT:** Policy on Transfer to Public Schools in the State will serve as a guide for students transfer.

282 **POLICY STRATEGY:** In order to ensure hitch free transfer of students the following strategies shall be followed

- a. This can be done only into JSS 2 and SS 1 (Model Colleges and Upgraded Secondary Schools exempted).
- b. A letter of Application indicating interest must be submitted to the Permanent secretary, Ministry of Education.
- c. Evidence of regular payment of tax must be attached to the application
- d. Applicant's Results must be attached (the 2nd and 3rd terms promotion results for JSS 2, while the 1st term, 2nd term results with BECE result are required for SS1.
- e. Payment of N5,000 Acceptance fee (subject to review) is required.
- f. Birth certificate of the Applicants must be attached to the application.
- g. Applicant's LASRRA must be indicated on the application form.

283 The following shall be requirements for admission into Model Colleges and Upgraded Schools:

- a. Purchase of forms at N10,000 (which is subject to review)
- b. Age of the applicant should not be less than 10 years and not more than 12 years.

- c. Evidence of payment of tax must be attached to the completed form.
- d. Birth certificate of the applicant must be attached to the application form.
- e. Computer Based Test (CBT) will be conducted to all applicants.
- f. The bench mark for the admission is 50% and above.
- g. Admission must be based on vacancies and schools' facilities capacity.
- h. Applicant's LASSRA number must be indicated.

USE OF STATE CURRICULUM

284 POLICY OBJECTIVE: Curriculum is a standard based sequence of planned experiences where Students practice and achieve proficiency in content and applied learning skills. The objective of Curriculum is to increase the Educational and Instructional activities and practices in order to develop Students engagement in the learning process.

285 POLICY STATEMENT: This Policy will guide the use of the state e-curriculum by both public and private schools in Lagos 02

286 POLICY STRATEGY: In order to have a well-planned Curriculum the following must be adhered to:

- i. All schools both public and private must have a copy of approved school curriculum.
- ii. The state curriculum must be the major curriculum used in all schools in Lagos state both public and private schools.
- iii. Yoruba Language must be taught in all public and private schools
- iv. Yoruba Language shall be part of subjects pupils will offer in the placement test.
- v. Effective monitoring of curriculum implementation will be carried out and defaulters shall be sanctioned.

Section 9

Private Participation in Education

287 Private participation in Education is to afford individuals the opportunity to partner with the State in ensuring quality education delivery.

288 The State shall encourage active participation of individuals, Civil Society and corporate bodies in supporting programmes such as 'Support Our Schools Initiatives', Spelling Bee, Family Life and Health Education (FLHE) and School Intervention Platform (SIP) which are intended to create awareness for the academic, social and moral development of learners.

289 Appropriate mechanism shall be put in place by the State for assessing intervention funds from Federal Government and international donor agencies such as, Universal Basic Education Commission (UBEC) fund, Tertiary Education Trust Fund (TET-Fund), Industrial Training Fund (ITF), Department for International Development (DFID) for the purpose of developing infrastructural facilities in schools and enhancing teachers' capacity.

290 Government shall continue to collaborate with the relevant agencies of the State Government, corporate bodies and Organisations on sporting activities in the State.

Private Education

291 Private education is the education provided and managed by private individuals, group of persons, organizations or bodies rather than the government.

292 The following categories of private institutions shall be allowed to operate in accordance with the State's Guidelines on Establishment of Private Schools:

- i. individual proprietors;
- ii. faith-based groups;
- iii. communities;
- iv. government agencies;
- v. foreign embassies and
- vi. trusts and foundations.

293 Ministry of Education shall regularly provide essential guidelines by way of policy directives to private schools on school approval, change of ownership, replacement of provisional approval and review of annual dues.

294 The Honourable Commissioner shall have the right to close down and revoke the provisional approval of any school engaged in examination malpractice or operating contrary to the State's guidelines.

295 All teachers in the State schools (private and public) shall be academically qualified and professionally certified by Teachers' Registration Council of Nigeria (TRCN). Those already teaching without professional qualifications shall be encouraged through Study Leave and Staff Vacation Course (SVC) to acquire such qualifications within a period of five years after confirmation of appointment or have their appointments determined where they fail to take advantage of the State's directive in this regard.

POLICY ON PUBLIC PRIVATE PARTNERSHIP (PPP)

296 POLICY OBJECTIVE: This is the unit in the Ministry of Education that creates a platform, where agreement between public and private parties are reached for possible interventions in the Education sector. The purpose of this Policy is to provide guidelines needed to enhance a robust Public Private Partnership that will bring Development to Education in the State.

297POLICY STATEMENT: This Policy will encourage participation of Public Private Partnership in the development of Education in the state.

298 POLICY STRATEGY: A platform will be established to motivate private partnership in the development of education in Lagos state.

- i. The Co-ordination and supervision of intervention from private individuals and private organizations shall be the responsibility of the ministry.
- ii. Every public private partnership must be backed up with memorandum of understanding.
- iii. Interest parties, be it an individual or private organization must make a formal request before initiating any partnership.
- iv. Proceedings of engagements must be properly documented.
- v. Constant releasing of opinion and programmes of the Education sector to the public for possible intervention should be carried out on a regular basis.
- vi. The powers of the ministry of education shall in no way be taken over by the private partner.

POLICY ON EDUCATION MANAGEMENT INFORMATION SYSTEM (EMIS)

299 POLICY OBJECTIVES :

The National Policy on EMIS is to support the achievement of the educational goals as articulated in the National Policy on Education, based on the following objectives:

- i. streamlining the data flow process from school to LGA, to State, to the Federal level of data relating to education inputs, activities, teachers and student-based outcomes;
- ii. responding in a timely manner, to the administrative, management and policy information need appropriate to the roles of schools, LGAs, States and the Federal Ministry of Education in the educational system;
- iii. developing and reporting on key indicators to monitor the achievement of national educational standards and annual targets of:
 - LGAs at the school and school committee levels;
 - States at the LGA level; and

- National at the State level
- iv. providing the basis for the state to report on the status of education using national and international benchmarks and comparative global reporting and analysis. Consistent with UNESCO's description of Education Management Information System (EMIS),
- v. further objectives that could be achieved by implementing National Policy of EMIS are to:
 - a) improve capacities in data processing, storage, analysis and supply of educational management information so that education planners and administrators can avail themselves of reliable and timely data;
 - b) co-ordinate and further improve dispersed efforts in the acquisition, processing, storage, transmission, analysis, repackaging, dissemination and use of Educational Management Information System;
 - c) facilitate and promote the use of relevant information by various agencies and individuals at all levels for more effective educational planning, implementation and management;
 - d) streamline the flow of information for decision- making by reducing and eliminating duplications as well as filling information gaps; and
 - e) provide information for policy dialogue and scenarios for development of the education system.

300 POLICY STATEMENT :

A policy framework exist which mandates SEMIS (State EMIS) as the custodian of education data (National Policy on Education, 2014).

A comprehensive EMIS is a system of people, technology, models, methods, processes, procedures, rules and regulations that function together to provide education leaders, decision makers, and managers at all levels with a comprehensive, integrated set of relevant, reliable, unambiguous, and timely data and information to support them in the completion of their responsibilities. Thus, an EMIS can help provide accurate, complete, and timely data collection, which can promote more rational and effective education policy making.

301 POLICY STRATEGY :

The policy strategies revolve around three areas namely:

- i. structure;
- ii. enforcement;
- iii. resources.

Structure Based on the key principles above, the following strategies must be applied.

- Annual or bi-annual Conference on EMIS which comprises policy makers, technocrats and other Stakeholders to chart forward EMIS development, deployment and penetration;
- State Committee on EMIS (SCoE) to supervise and regulate the relevant activities of agencies and institutions that produce educational data, and to rationalize the flow of accurate Education Management Information in Nigeria;
- State EMIS Committee to supervise and co- ordinate all EMIS activities within and between the Federal Ministry of Education and all it s data generating agencies along lines that the SCoE may outline from time to time;
- State EMIS Committee to promote EMIS along the lines that the National Committee on EMIS may outline from time to time;

- Local Government shall be required to set up its own EMIS Committee;
- Educational institution as defined by law shall be required to statutorily keep at least a file, folder, or other record in whatever form as is appropriate to its level, that shall contain information relevant to its operations in the appropriate format as required by the National Committee on EMIS, under the supervision of its Management Committee;
- The Local, State and FCT and Federal Governments shall be regarded as data NODES where information in respect of all institutions for which they have responsibility should be warehoused; and
 - There shall be a database situated within the Statistics and SEMIS of the State Ministry of Education that shall be the apex data warehouse for the totality of educational data that flow from the schools and other sources through designated nodes.
 - Every Educational Institutions must provide required data to State EMIS on request. Defaulters shall be sanction as appropriate.
 - The State must supply all necessary equipment for data gathering
 - 1% of Education Annual Budget of the Ministry of Education must be allocated to State EMIS for effective and efficient data gathering.
 - Training of Education Officers on effective data gathering, to serve as EMIS officers must be done on a regular basis.

Conclusion

302 This policy will seek to inculcate appropriate knowledge, positive values, attitudes and the acquisition of skills, abilities and competencies needed for living a self-reliant life and enhancement of all-round development. It is our belief that this document will re-invigorate the system towards the achievement of the State's Educational goals.

303 The implementation of this policy will be tracked, monitored and documented at specific intervals while formal review will be conducted after five years.