

# NATIONAL POLICY ON NON-STATE SCHOOLS IN NIGERIA (NPNSN) WITH ITS IMPLEMENTATION GUIDELINES





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This policy aims to provide a comprehensive framework for the effective regulation, management, and standardisation of Non-state Schools in Nigeria (NSN), promoting quality education and equity for all.

**FOREWORD** 

Non-state schools, play a significant role in Nigeria's education system, catering to over 50% of the country's student population. However, the lack of a comprehensive policy has led to inconsistencies and challenges in their operation and regulation.

This policy focus on quality assurance, accessibility, and inclusivity. It aligns with the ministry's commitment to providing world-class education for all Nigerian children. I am confident that this policy will enhance the contribution of non-state schools to our nation's education sector.

This policy also seeks to address challenges by providing a clear direction for the development of non-state schools, ensuring they meet minimum standards, and promote



collaboration between the government and non-state school providers.

I direct the relevant agencies and departments under the Federal Ministry of Education to collaborate with state governments, non-state schools, and other stakeholders to ensure the successful implementation of this policy.

Thank you for your dedication to improving Nigeria's education system.

Dr. Maruf Tunji Alausa

Honourable Minister of Education

Federal Ministry of Education

May 2025





It is with great pleasure that I present to you the National Policy on Non-State Schools in Nigeria (NPNSN). This policy document represents a significant milestone in our efforts to strengthen the education sector and provide quality education to all Nigerians.

The Nigerian government recognises the critical role that non-state schools play in the education sector – providing educational services to millions of children across the country. However, we also acknowledge the challenges faced by these schools, including infrastructure issues, limited access to resources, and the need for improved teaching and learning.

This policy aims to address these challenges and provide a framework for the development of non-state schools in Nigeria. The policy outlines the government's vision for non-state schools, highlights the benefits of a partnership between the government and non-state schools and provides guidelines for the establishment, management, and regulation of non-state schools.



As we implement this policy, we remain committed to our goal of providing quality education to all Nigerians. We believe that every child deserves access to quality education, regardless of their background or circumstances.

I hope that this policy document will serve as a useful guide for non-state schools in Nigeria and that it will contribute to the development of a vibrant and effective education sector.

Mr. Abel Olumuyiwa Enitan

Permanent Secretary

Federal Ministry of Education

May 2025.





I wish to acknowledge the tireless efforts of the team that developed this Policy. On behalf of the Federal Ministry of Education, the Honourable Minister of Education, Dr. Maruf Tunji Alausa, and the Honourable Minister of State for Education, Dr. Suwaiba Said Ahmad, I extend profound thanks and appreciation to all those who have played a pivotal role in the development of this document.

Worthy of mention are the contributions of our partner ministries, commissions, and agencies, namely, the Federal Ministry of Women Affairs, National Commission for Nomadic Education(NCNE), National Commission for Mass Literacy, Adult and Non Formal Education (NMEC), Universal Basic Education Commission (UBEC), Teachers Registration Council of Nigeria (TRCN), Christ the Redeemer School Movement, Association of International Educators in Nigeria (AISEN), Association of Private Schools in Nigeria, National Association of Proprietors of Private Schools (NAPPS), Association for formidable Education Development and the Civil Society Organisation (CSO).



I am pleased to announce that this policy has been approved for use, and I am confident that it will serve as a valuable resource for educators, policy makers, and other stakeholders in the education sector. In particular, I appreciate the financial and technical support provided by FCDO-PLANE in ensuring that this policy came to light.

Finally, I thank all consultants and staff of the Federal Ministry of Education whose administrative and technical guidance provided the framework and foundation with which various groups of stakeholders made their contributions towards the production and finalisation of this policy.

MA

Dr. (Mrs.) O.F. Olatunji-David
Director, Basic Education Department
Federal Ministry of Education
May 2025





ACRONYM	DEFINITION
ASC	Annual School Census
CSOs	Civil Society Organisations
ECCDE	Early Childhood Care, Development and Education
EFA	Education for All
EQA	Education Quality Assurance
EMIS	Education Management Information System
FCT	Federal Capital Territory
FME	Federal Ministry of Education
JCCE	Joint Consultative Council on Education
JSS	Junior Secondary School
KPIs	Key Performance Indicators
LGAs	Local Government Areas
MDAs	Ministries, Departments, and Agencies
M&E	Monitoring and Evaluation
NABTEB	National Business and Technical Examination Board
NBAIS	National Board of Arabic and Islamic Studies
NBTE	National Board for Technical Education
NCAOOSCE	National Commission for Almajiri and out-of-School
	Children Education
NCCE	National Commission for Colleges of Education
NCE	National Council on Education



NCNE	National Commission for Nomadic Education
NECO	National Examination Council
NERDC	Nigerian Educational Research and Development
	Council
NPE	National Policy on Education
NPNSN	National Policy on Non-State Schools in Nigeria
NSN	Non-State Schools
NSSCE	National Senior Secondary School Education
NTI	National Teachers Institute
NUC	National University Commission
OPI	Outcome Performance Indicator
PF	Parents Forum
FCDO-	Foreign, Commonwealth and Development
PLANE	Office/Partnership for Learning for all in Nigeria
PPP	Public Private Partnership
PTA	Parent Teacher Association
PWD	People with Disabilities
SDGs	Sustainable Development Goals
SMoE	State Ministry of Education
SSS	Senior Secondary School
TRCN	Teachers Registration Council of Nigeria
UBE	Universal Basic Education
WAEC	West African Examination Council





# **BACKGROUND AND CONTEXT**

Non-state Schools in Nigeria (NSN), also known as independent/private schools, or non-government schools, are educational institutions that are not directly funded or managed by the government. They are typically financed by tuition payments, as well as donations from individuals, businesses, communities, faith-based organisations, and foundations.

NSN have played a significant role in providing education in Nigeria since the pre-colonial era. In the early days, NSN were primarily established by religious organisations, but in recent years, there has been a proliferation of NSN owned by individuals and business entities.

The Nigerian government has always recognised the importance of NSN in the education sector; hence the National Policy on Education (NPE), which was first published in 1977, states that "the government encourages the establishment of NSN, subject to the provisions of the NPE." The NPE also states that NSN should be integrated



into the national education system and should be subject to government regulations.

In response to the growing role and challenges of NSN in the education sector, the NPNSN has been developed by the Federal Ministry of Education (FME) in collaboration with state governments, non-state schools' associations, and other stakeholders. The policy aims to promote quality, equity, inclusiveness, and accessibility of education in NSN. It also seeks to ensure that NSN are accountable to the government and to the public. Moreover, it seeks to ensure that the various tiers of government provide support to NSN within the legal framework of education provision in the nation.

The development of the policy has been welcomed by many stakeholders in the education sector, including school owners, school heads, teachers, parents, etc.



# 1.1. Types and Categorisation of Non-State

#### **Schools**

The 2014 National Policy on Education, which regulates education at different levels in Nigeria, refers to private sector, private individuals, civil society organisations, non-governmental organisations (NGOs), faith-based organisations, international partners, and communities as non-state actors participating in the provision of education.

According to the Universal Basic Education (UBE) Act 2004, the Federal Government is obliged to provide 10 years of free, compulsory education from pre-primary (1 year, ages 5-6), primary (ages 1-6) and junior school (basic, ages 7-9). With this government intention notwithstanding, many learners find themselves receiving education under non-government-funded and managed learning institutions.

These schools are grouped into:

#### 1.1.1. Faith-based/Religious/Missionary Schools

Categories of schools include:



- (a) The Islamiya schools
- (b) Islamiyyah integrated schools
- (c) Christian denominational schools
- (d) The Tsangaya/Quranic Schools

#### 1.1.2. Private Schools

Private schools are typically owned and operated by individuals or groups of persons (partnership, sole proprietorship, etc.) that depend mainly on fees paid by learners' parents, guardians, or sponsors for sustenance/funding.

#### 1.1.3. Home Schooling

According to the Child Rights Act of 2003, some children, for various reasons, are home-schooled, i.e., the system allows parents to determine what their children or wards learn under no strict supervision.

#### 1.1.4. Tutorial/Adult Learning Centers

These are centres where teaching and learning take place outside the regular school. It may be physical or virtual.



#### 1.1.5. Voluntary/Charity Schools

Voluntary/charity schools are privately owned and managed by foundations, individuals, religious or charity organisations, or philanthropists, where learners do not pay fees to attend.

#### 1.1.6. Community Schools

These are schools founded and managed by communities, which sometimes receive support from the government.

These schools can be further categorised based on fees and some associated costs borne by parents into:

- (a) High-fee schools
- (b) Medium-fee schools
- (c) Low-fee schools.

#### 1.2. Current Status

NSN is increasingly playing a major role in education provision in the country despite variations in the quality of education being offered across the categories of the schools. The Nigeria Education Digest 2022, published by the FME, indicated the following:



- a) Non-state schools outnumber state schools in at least 26 states of the federation at the Junior Secondary level, whereas at the Primary level, state schools outnumber non-state schools in 19 states of the federation.
- b) The growth in the number of non-state schools between 2017 and 2022 (the last five years reported) has been faster than that of state schools.
- c) Non-state primary schools grew in number by 31.56% between 2017 and 2022, while state schools grew in number by 3.3% within the same period of time. At the Junior Secondary level, non-state schools grew in number by 35.06% between 2017 and 2022, while state schools grew in number by 6.8% only within the same period.



d) Enrolment in non-state schools has grown to 23.5% of total national enrolment across the federation at the primary level, while the enrolment at the Junior Secondary level reached approximately 29%.

This rapid expansion of non-state schools has been driven by:

- i. Increasing population and demand for education, which isn't matched by the supply of spaces in public schools.
- ii. Insufficient public education infrastructure.Public schools lack the capacity to meet demand.
- iii. Perceived better quality of private schools by parents.
- iv. Proximity of non-state schools in terms of location.
- v. Profitability attracts investors despite challenges.



Overall, the growth of private education has expanded access to schooling for millions of Nigerian children. However, major problems in the sector continue to persist.

The status of NSN is complex and multifaceted. While NSN have played a significant role in contributing to expanding access to basic and post-basic education in Nigeria, they also face a number of challenges, which include inadequate mechanisms for regulation, monitoring, support, management improvement, and the inability of the government to provide an enabling environment for the schools. Despite these challenges, NSN continue to play an important role in the Nigerian education system. They provide an alternative to public schools for families who desire a distinct form of education or a more religious education. They also help expand access to education in areas where there are few or no public schools.

This NPNSN is developed by the FME in collaboration with state governments, non-state schools' associations, and other stakeholders. The development of the policy has been



welcomed by many stakeholders in the education sector, including proprietors, teachers, parents, etc.

# 1.3. Scope of the Policy

The Policy covers all NSN Basic and Post-basic education in Nigeria. This includes registration and accreditation, curriculum, teaching methodology, the learning and teaching environment, teaching and non-teaching staff qualifications, operations and management of schools, assessment of learning outcomes, monitoring and evaluation of schools, gender, safeguarding and inclusiveness, school security, school improvement and financing, facilityies and infrastructure, health and safety, etc.

Additionally, it covers the operation and management of all NSN, as defined in 1.0. It sets out a number of requirements for NSN, including:

a) Compliance with all relevant government regulations, such as curriculum, teacher qualifications, school facilities, and annual school census.

- b) Provision of equitable access to education for all learners, including people living with disabilities, regardless of their social, economic, or religious background.
- c) Accountability to relevant government authorities and the public. This includes submitting regular reports to the government and providing opportunities for parents and the community to participate in school governance.
- d) Responsiveness of the government to the needs and challenges of NSN.

The NPNSN is a significant development for the education sector in Nigeria. It is the first time that the government has developed a comprehensive policy framework for NSN. The policy has the potential to improve the quality, equity, inclusiveness, and accessibility of education for all Nigerians.





# REQUIREMENTS

Nigeria is a signatory to a number of international legal frameworks that secure and advance the right to education for all children at the basic education level. The legislative and policy requirements context for the NPNSN is as follows:

# 2.1. Legislation

The following legislations are relevant to the NPNSN:

- a) The Constitution of the Federal Republic of Nigeria, 1999 (as amended).
- b) The Child Rights Act, 2003.
- c) The Compulsory, Free Universal Basic Education Act, 2004.
- d) The Nigeria Education Research and Development Council (NERDC) Act, 2004.
- e) The National Universities Commission (NUC) Act, 1974.



- f) The National Board for Technical Education (NBTE) Act, 1993.
- g) The National Commission for Colleges of Education (NCCE) Act, 1989.
- h) The National Teachers' Institute (NTI) Act, 1978.
- i) The Teachers Registration Council of Nigeria (TRCN) Act,2004.
- j) The National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) Act, 1990.
- k) The National Commission for Almajiri and Out-of-School Children Education (NCAOOSCE) Act, 2023.
- I) The National Commission for Nomadic Education (NCNE) Act, LFN 2004.
- m) The National Commission for Persons with Disabilities Act, 2018.
- n) The National Senior Secondary Education Commission (NSSEC) Act, 2021.

#### 2.2 Policies and Frameworks

The following policies and documents are relevant to the NPNSN:



- a) The National Policy on Education (NPE), 2013.
- b) The Ministerial Strategic Roadmap for Education (NSPE), 2023–2027.
- c) The National Policy on Safety, Security, and Violence-Free Schools (2021).
- d) The National Policy on School Feeding (2016).
- e) The National Development Plan.
- f) National Gender Policy.
- g) National Gender Policy on Education.
- h) The National Education Quality Assurance Policy with Implementation Guidelines (2023).
- i) Ministerial Performance Bond for Presidential and Deliverables (2023–2027).
- j) National Teacher Education Policy.
- k) National Policy on Career Path for Teaching Profession in Nigeria (2020).
- I) National Policy on Inclusive Education (2023).
- m) National Policy on Albinism.
- n) National Language Policy (2022).
- o) National Policy on Education Management Information System.



- p) National Reading Framework (2023).
- q) National Digital Literacy Framework (2023).
- r) Professional Standards for School Leadership in Nigeria for Basic and Secondary Education (2023).
- s) Professional Standards for the Teaching Profession in Nigeria (2019).
- t) Teachers' Code of Conduct (2017).
- u) National Senior Secondary Education (NSSE) Policy and Implementation Guidelines (2020).

The NPNSN is consistent with the above legislation and policies. It is also aligned with the Sustainable Development Goals (SDGs), particularly SDG 4 on quality education.

# 2.3. Key Requirements

The NPNSN outlines a set of key requirements that all NSN must adhere to. These requirements are designed to ensure that NSN provide quality education and maintain high standards of operation. These key requirements are:



- 2.3.1 Registration and Approval: All NSN must be registered with the Ministry of Education (MoE) or any authorised agency of the state and obtain approval to operate. The registration process involves submitting a detailed application form, providing documentation of the schools' facilities and resources, and demonstrating compliance with the regulatory requirements.
- 2.3.2 Curriculum and Standards: NSN must follow the national curriculum as prescribed by the Nigerian Educational Research and Development Council (NERDC). They must also maintain high standards of teaching and learning, ensuring that learners receive quality education that meets the national standards.
- 2.3.3 Quality of Teachers: NSN must employ qualified teachers who possess the necessary qualifications and experience. Teachers must be registered, certified, and licensed by TRCN and demonstrate competence in their respective subjects.
- 2.3.4 Facilities and Resources: NSN must provide adequate facilities and resources, as stipulated by



relevant government regulations, to facilitate an effective teaching and learning process. These include inclusive classrooms, laboratories, libraries, and special needs education resources.

- 2.3.5 Health and Safety: NSN must prioritise the health and safety of learners and staff. They must maintain clean and safe school environments, adhere to fire safety regulations, Water, Sanitation, and Hygiene (WASH), and provide adequate medical facilities.
- 2.3.6 Financial Management: NSN must maintain proper financial records and demonstrate transparent financial management practices. They must comply with all applicable financial regulations and ensure that funds are made available for educational purposes.
- 2.3.7 Parental and Community Involvement: NSN must encourage parental and community involvement in the education of their children. They should establish effective communication channels with parents and the community, organise parent-teacher meetings,



- and provide opportunities for parents and communities to participate in school activities.
- 2.3.8 Monitoring and Compliance: NSN are subject to regular monitoring and evaluation by the MoE or authorised agency to ensure compliance with the NPNSN and other government regulations. The Ministry may conduct evaluations, review school records, and investigate complaints to identify and address any non-compliance issues.
- 2.3.9 Security: NSN are to provide adequate security and protection for learners, staff, and school facilities.

## 2.4. Policy Development Process

The policy process for developing the NPNSN was inclusive and transparent. The FME consulted with a wide range of stakeholders and took their feedback into account in the development of the policy. The policy was also validated with a wider range of stakeholders prior to approval by the National Council on Education (NCE).



The specific policy process adopted for the development of the NPNSN is as follows:

#### 2.4.1. Identification of the Need for a Policy

The need for a NPNSN was identified as a result of a number of factors, including:

- a) The increasing role of non-state schools in education provision in Nigeria
- b) The variability in the quality and standard of education in non-state schools
- c) The need to ensure that all Nigerian children have access to quality education, regardless of whether they attend a public school or a non-state school

#### 2.4.2. Consultation

The FME consulted with a wide range of stakeholders, including non-state school associations, teachers, parents, learners, and civil society organisations, in the development of the NPNSN.



#### 2.4.3. Drafting of the Policy

The FME and key stakeholders drafted the NPNSN, taking into account the feedback received from stakeholders during the consultation process.

#### 2.4.4. Validation of the Policy

The FME validated the draft NPNSN with a wider range of stakeholders, including the NCE.

## 2.4.5. Approval of the Policy

The NPNSN was approved by the National Council on Education.

#### 2.4.6. Implementation of the Policy

The implementation of the NPNSN is to be facilitated by the FME, state ministries of education, or responsible agencies of government saddled with the management and supervision of non-state schools and their associations. The policy has the potential to make a significant contribution to the improvement of education in Nigeria by ensuring that all learners have access to quality education, regardless of whether they attend a state school or a non-state school.





# **POLICY DIRECTION**

The growing number of NSN and the associated challenges necessitated the development of this policy. However, the NSN is playing an important role in providing access to education for school-age children in Nigeria. The NSN is also helping in solving the incidence of Out-of-School Children (OoSC) and expanding access to the increasing population of school-age children. This policy is therefore directed at ensuring that the federal government sets the rules that are in line with the nation's education agenda and provides a regulatory framework and support for the operators within this subsector. The government, through the ministries of education and other authorised agencies, is responsible for licensing, accrediting, and overseeing the running of all schools, which include the non-state schools. This is to enhance the contribution of non-state schools to the development of education in Nigeria.



#### 3.1. Vision and Mission

#### **3.1.1 Vision**

A well-regulated NSN providing standardised education services that complement government efforts.

#### 3.1.2 Mission

To foster government collaboration and partnership through public-private partnership, NSN coalition, civil society organisations, development partners, media, and other relevant stakeholders to deliver inclusive access and equal opportunity for education in Nigeria.

#### 3.2. Core Values

The core values of this policy document, which shall be pursued to ensure that the goals and objectives of the partnership are achieved, include:

# Mnemonic - (SPICE NICER)

- a) Self-reliance
- b) Professionalism
- c) Innovation
- d) Commitment



- e) Empathy
- f) Nationalism and patriotism
- g) Integrity and dignity of labour
- h) Collaboration
- i) Equity and social justice
- j) Religious tolerance

# 3.3. Objectives And Strategies

The overall objective of this policy is to provide a policy framework and with its implementation guidelines for the establishment and operations of non-state schools in Nigeria.

The specific objectives are, to:

a) Foster a non-state education system that creates an enabling environment for inclusive, equitable access to non-state education for all children of school age.

- i. Encourage public-private partnership model in the education service delivery.
- ii. Enhance the relationship between the NSN coalition and government agencies.



- iii. Facilitate an enabling environment that will enhance NSN growth and expansion.
- iv. Facilitate inclusivity by creating an enabling environment that accommodates all categories of children.
- b) Improve the quality and relevance of NSN in order to meet the socio-economic needs of the nation.

- i. Ensure the employment and deployment of qualified teachers.
- ii. Enhance opportunities for training and retraining of teachers through continuous professional development.
- iii. Facilitate a structure that will guarantee quality assurance of NSN.
- iv. Provide for continuous improvement and the operations of the non-state education system through good governance and effective management.



- v. Protect the quality and integrity of the nonstate education system in line with the national education goals.
- c) Enhance effective and adequate regulation and coordination of non-state schools in to ensure minimum uniform standard in educational service provision in the country.

- i. Ensure the creation of a NSN department in the Federal/State Ministry of Education.
- ii. Facilitate compliance with existing and new regulatory templates.
- iii. Set the common reference point of nonstate education system engagement at every level of government.
- iv. Encourage the establishment of NSN coalition at the federal, state, and local government levels.
- d) Provide comprehensive, credible, and robust data and information management system that incorporates relevant data of non-state schools.



#### Strategies:

- i. Ensure a comprehensive registration of all NSN.
- ii. Ensure compulsory participation of all NSN in the Annual School Census and personnel audit.
- e) Create an enabling environment for the growth and improvement of non-state schools.

- Encourage the provision of resources for the performance of regulatory and other enabling functions for the improvement of non-state schools.
- ii. Ensure the inclusion of NSN teachers in capacity building and training in government programmes.
- iii. Promote financial literacy among NSN in order to increase their financial capacity.
- iv. Facilitate the removal of constraints to access to credit for non-state schools.



f) Ensure safety and security of non-state schools by ensuring the implementation of the national school safety policy.

#### **Strategies**

- Encourage the provision of resources for the performance of regulatory and other enabling functions for the improvement of non-state schools.
- ii. Facilitate the domestication of the national school safety policy in states.
- iii. Ensure the Child Rights Act, 2003 is adopted and implemented by non-state schools to prevent or stop child molestation, abuse, or maltreatment.





#### **GOVERNMENT REGULATIONS**

The Federal Government regulates the education sector through the NPE, 2013. The government also has other educational policies specifically tailored to suit one educational need or another. The NPE provides a general direction and guidance to the country's educational sector. The government has a minimum standard for every level of education in the country, which must be adhered to by the government and non-state actors.

Hence, the NPE, Section 2:16 and Section 3:40, encourage and welcome the participation of community, private efforts, voluntary agencies, private individuals in the establishment and management of Early Childhood Care, Development and Education (ECCDE), basic, and post-basic education, provided that the set standards are met. Compliance with government-stated regulations in all aspects listed below is essential and mandatory. NSN will be required to go through the processes listed below in their respective states or locations of operation:



#### 4.1. Registration

The Constitution of the Federal Republic of Nigeria classifies education on the concurrent list (Part II, paragraphs 28-30). The 36 states and FCT are empowered to produce their guidelines for registration/approval processes for non-state schools. The prospective operator of the NSN is expected to fulfil the prescribed requirements which may differ from state to state, and present the required evidence to authorities. Registration of NSN for the purpose of this policy shall mean registration as a legal entity as prescribed for in the prevailing law in the country.

- 4.1.1. In line with government regulations, each school shall register as a corporate body based on prevailing law governing business registration in the country. The type of legal status must be in conformity with the existing legislation or as amended. Registration of the legal status of the school shall precede all other processes.
  - 4.1.2. All intending school owners who fulfil the criteria in 4.1.1 shall proceed to notify the approving



- authority of their intention to set up schools, which shall be, for the purpose of this policy called the notification process.
- 4.1.3. All intending school owners who have fulfilled the criteria in 4.1.2 shall proceed with the approval process before commencing the admission of students into schools.
- 4.1.4. Government agencies responsible for registration and approval shall make available information for school approval, criteria, and timelines in a dedicated website or any other means that are easily accessible so that the processes of school approval are seamless, less cumbersome, and transparent for all stakeholders.
- 4.1.5. All state governments that set up systems for the approval of NSN shall constitute school approval process complaints committees, whereby reasonably suspected violations or abuse of laid-down processes, or any complaint relating to unreasonable withholding of approval, shall be submitted and treated without delay.



4.1.6. All unregistered or yet-to-be-approved schools that opened prior to the commencement of this policy will be provided with an opportunity to comply with the government procedure on approval in their respective states or Federal Capital Territory. The time frame within which to comply shall be set by the respective state governments or Federal Capital Territory agencies empowered to implement school approvals.

#### 4.2. School Accreditation

The 36 States and the FCT are empowered by the NPE to accredit NSN that meet the minimum standards for operation after due evaluation of submissions made by prospective schools.

The accreditation shall ensure compliance with the Nigerian Educational Curriculum, school infrastructure, learning materials, required educational qualifications of all staff, etc. The procedure for accreditation will be transparently made available and accessible to prospective non-state schools, and adequate professional ethics shall



be followed by the relevant government agency in carrying out the accreditation.

- 4.2.1. All accreditation processes administered by relevant government agencies or any other organisation empowered to do so on behalf of the government shall be transparently conducted, with all processes and procedures for accreditation clearly outlined and documented, and made available on platforms that are accessible to all prospective schools.
- 4.2.2. Accreditation guidelines shall clearly state timelines. The timelines for the accreditation shall be in writing. No accreditation report shall be unreasonably withheld beyond the timeline stated in the guidelines.
- 4.2.3. Where accreditation results are not acceptable to institutions, agencies, or organisations responsible for accreditation, there shall be a mandatory process wherein complaints can be lodged and resolved within a specified timeframe.



**4.2.4.** No prospective institution shall be victimised or unfairly treated for invoking the processes applicable in Section 4.2.3 above.

#### 4.3. Taxes/Fees/Levies

Taxes, fees, and levies payable by NSN vary, depending on the state and local government regulations. All taxes, fees, and levies payable by non-state schools in accordance with the law must be paid and honoured. These taxes, fees, and levies shall be streamlined to avoid multiple taxation.

#### 4.4. Language of Instruction in Schools

All non-state schools shall comply with Sections 20 "d" and "e" of the National Policy on Education, on the applicable medium of instruction at the primary level of education.

#### 4.5. Age on Grade

All NSN shall comply with the age-on-grade prescription of the NPE stated below:



### 4.5.1. Early Childhood Care, Development and Education (ECCDE)

Nursery Education shall be of three years' duration. b) Children shall be admitted into Nursery One when they attain the age of three (3) years, Nursery Two (2) on attaining the age of four (4), and one year of compulsory Pre-primary education (Kindergarten) on attaining the age of five (5) years, in accordance with the specification of Section 2 (17) of the NPE, 2013 Edition.

#### 4.5.2. Basic Education

Basic Education shall be of nine years' duration. There shall be a six-year primary and three-year Junior Secondary School (JSS). Children shall be admitted into Primary One when they attain the age of six (6) years. Every child must complete six years of Primary Education. They shall be admitted into Junior Secondary School (JSS1) when they have completed six (6) years of primary education, at around the age of twelve (12) years.

#### 4.5.3. Senior Secondary Education

Senior Secondary Education shall be for three (3) years'



duration and shall be provided in Senior Secondary School (SSS).

### 4.6. Professional Ethics, Safeguarding, and Social Inclusion

All non-state schools shall comply with the following National Policies that deal with professional ethics, safeguarding, and social inclusion:

- a) Professional Standards for School Leadership in Nigeria for Basic and Secondary Education (2023).
- b) Professional Standards for the Teaching Profession in Nigeria (2019)
- c) Teachers' Code of Conduct (2017).
- d) National Policy on Safety, Security, and Violence-Free Schools (2021); and
- e) National Policy on Inclusive Education (2023).





## CURRICULUM, TEACHING, AND LEARNING RESOURCES

In the education sector, the curriculum is structured to cover all that is needed by learners at every level of education. The content is interpreted in the context of learners, acknowledging the fact that learners are not uniform in terms of learning.

The design takes into account individual needs (including learners with special needs), interests, goals, learning experiences, learning environments, as well as the expertise of staff.

### 5.1. PRE-BASIC, BASIC AND POST BASIC EDUCATION FRAMEWORK

**Basic (Pre-Primary, Primary and JS1-3)** 

Post Basic (Senior Secondary SS1-3)



#### Non-State Schools shall:

- 5.1.1. Adhere to the approved national curriculum developed by NERDC and other relevant agencies under the FME. NSN may add subjects, provided that approval for those additional subjects is obtained from relevant agencies of the government.
- 5.1.2. Use textbooks recommended by NERDC and the relevant State Ministry of Education.
- 5.1.3. Obtain approval from the relevant government authority, providing explicit justification for the inclusion of foreign components into their curriculum implementation before the commencement of the usage of such a curriculum.
- 5.1.4. Submit copies of the curriculum or adaptations made to the curriculum by schools that use foreign curricula, and their recommended list of textbooks, to the relevant authority in the states of operation for approval at the beginning of every academic session before using them.
- 5.1.5. Ensure that candidates offering foreign curricula also register for National Examinations, such as the Basic



Education Certificate Examination (BECE), the West African Senior School Certificate Examination (WASSCE), the National Examination Council's Senior Secondary Certificate Examination (NECO SSCE), the National Business and Technical Certificate Examination (NABTEB), and the National Arabic and Islamic Studies Examination Junior (NBAIS), as may be applicable.

Comply with the provision of the law with respect to the expatriate quota in the employment of staff in schools that are permitted to operate foreign curricula.





## ROLE OF GOVERNMENT FOR NON-STATE SCHOOLS

The NPE recognises non-state school actors for the purpose of achieving the national education goals for equitable access and quality education. Government shall enable non-state actors through:

#### 6.1. Public-Private Partnership (PPP)

The Federal and State Government shall be at liberty to employ various options of Public-Private Partnership, as may be required to improve education service delivery, including Build, Operate and Transfer; Build, Operate and Own; non-state management of public schools, voucher and voucher-like initiative systems, professional and support services, Support-a-School Initiative, amongst others.

#### 6.2. Financial Inclusion for Non-State Schools

Government (Federal, State, and Local Government), in collaboration with banks, finance houses, civil society



organisations, social enterprises, and development partners, shall play a major role in facilitating access to finance for non-state schools through PPPs, low-interest loans, grants, and a favourable tax regime, especially for schools serving children from low-income households.

Government shall adopt the following financial inclusion strategies:

- agencies to generate an appropriate and inclusive database of non-state institutions, both approved and unapproved, for the purpose of providing foundational evidence for conducting research to provide solutions for financial inclusion and product development that suits non-state schools.
- 6.1.2. Based on evidence available from regulatory agencies, promoting opportunities for the inclusion of non-state schools and service providers in non-state schools as beneficiaries of government-stimulated single-digit loans that are often made available to social investors.



- 6.1.3. Continuously facilitating relationships between the supply side of financial service providers (financial institutions) and non-state school associations acting as business enablers for the purpose of financial inclusion and the overall purpose of improving the quality of service delivery in the education sector.
- 6.1.4. When feasible, the government should facilitate the establishment of financial institutions that are focused on providing affordable credit services to non-state schools and institutions that render ancillary services to non-state schools.





## SCHOOL GOVERNANCE, MANAGEMENT, AND PLANNING

#### 7.1 Governing Board

Every NSS shall have a school governing board that is independent, objective, and supportive of the school management. The school governing board shall ensure that the school management complies with the National Policy on Education, the National Policy on Non-State Education, as well as other extant policies. The school board shall comprise at least three members, one of whom shall be from the community where the school is located, and shall liaise with the school management to carry out the following roles:

- a) Appoint the School Head.
- b) Develop procedures for effective leadership, provide training, and staff development to school leaders to meet the expectation of education goal.
- c) Develop a Professional Code of Ethics for the School General Administration.
- d) Develop a school improvement/development plan.



#### 7.2 Parent Teacher Association (PTA)/Parents'

All non-state schools are to establish a PTA/PF to perform the following functions:

- a) Represent the views of parents/guardians of the school
- b) Promote a positive view of parents via effective collaboration with the school
- c) Inform parents of current changes in the school system, if the need arises.
- d) Network with other parent associations through involvement with the National Parents' Council.
- e) Establish a forum through which parents and teachers can exchange information and partner for the education and welfare of children.
- f) Advise on school development and improvement.
- g) Support the school, parents, teachers, and learners to ensure that all children are treated in accordance with the ethos of the school.
- h) Support the teaching staff, and work with them in delivering the school curriculum.



 i) Help raise funds for the school and the PTA, and collect PTA levies, in consultation with the school management.

#### 7.3 Staff

In line with the National Policy on Education, the minimum qualification for entry into the teaching profession shall be an NCE. All teaching staff shall be certified and licensed to practise as teachers by TRCN.

#### Staff qualifications shall be as follows:

- a) School Leaders/Heads: A minimum qualification of a first degree in education, with years of experience as stated in the state guidelines.
- b) Classroom/Centre Teachers or Instructors at ECCDE Levels: NCE or its equivalent, with future potential to improve teaching skills/qualifications.
- c) Teachers at Lower Basic-Upper Basic Levels: A minimum of NCE or its equivalent in the relevant subject(s), including any other government-approved educational qualification.



- d) Teachers at Senior Secondary levels: NCE/First

  Degree in the relevant subject(s). A graduate teacher
  with previous or additional teaching qualifications
  (NCE, PGCE/PGDE).
- e) Librarian: A minimum of a Diploma in Library and Information Science.
- f) Accountant/Bursar: A minimum of an Accounting/Finance/Business or related background.

#### 7.4 Federal, State, and FCT Agencies

Non-state schools in the state shall be supported by various institutions, such as:

- a) Federal/State Ministry of Education
- b) Federal/State Ministry of Women Affairs
- c) Federal/State Ministry of Humanitarian Affairs and Poverty Eradication
- d) Universal Basic Education Commission and State
  Universal Basic Education Commission
- e) National Senior Secondary Education Commission
- f) National Commission for Mass Literacy, Adult, and Non-Formal Education



- g) Teachers' Registration Council of Nigeria
- h) National Teachers' Institute
- i) Nigerian Educational Research and Development Council (NERDC)
- j) National Institute for Educational Planning and Administration
- k) Non-State School Associations
- l) Federal Inland Revenue Service or State Internal
  Revenue Services
- **m)** Small and Medium Enterprises Development Agency of Nigeria
- **n)** Nigeria Information Technology Development Agency
- o) Corporate Affairs Commission
- p) Central Bank of Nigeria
- q) Police and other relevant security agencies
- r) Other relevant private and non-governmental organisations

The role and responsibilities of these institutions are provided as follows:



#### 7.4.1 Federal Ministry of Education (FME):

The FME is the primary authority responsible for the development and implementation of the NPNSN. Its roles shall include:

- a) Development and issuance of policies and guidelines for the establishment, operation, and regulation of NSN in Nigeria.
- b) Conducting regular monitoring and evaluation of NSN to assess the implementation of the policy and ensure compliance with the NPNSN.
- c) Creation of awareness through advocacy, mobilisation, and sensitisation of private school administrators, teachers, and other stakeholders to enhance their capacity and knowledge of the NPNSN.

### 7.4.2 State Ministries of Education and FCT Education Secretariat

The State Ministry of Education and FCT Education Secretariat have overall responsibility for basic, secondary, adult, non-formal, and tertiary education, respectively. Their



roles and responsibilities in relation to non-state schools are as follows:

- a) The State Ministries of Education and Education Secretariat of the FCT shall recognise non-state schools as providers of complementary services to the state education provision; increasing access, equity, and quality of education for all in the state.
- b) The State Ministries of Education and the Education Secretariat of the FCT shall provide up-to-date information on laws and policies to the state and ensure adequate regulation and maintenance of standards across all schools in the state.
- c) The Ministries of Education and the Education Secretariat of FCT shall support the PVIB to implement its statutory functions.
- d) The Ministries of Education shall domesticate and implement the NPPSN.
- e) The Ministry of Education shall prepare and share a uniform academic calendar for all schools in the state.



- f) The Ministries of Education shall monitor the implementation of the PVIB activities, including the NPPSN.
- g) The Ministries of Education shall engage in partnerships with development partners, non-governmental organisations, and private investors to support the activities and the provision of quality services by non-state schools.
- h) Enforce the provisions of the NPNSN and ensure that NSN within their jurisdiction adhere to the policy's requirements.
- i) Provide support and guidance to NSN in areas such as curriculum development, teacher training, and resource allocation.

#### 7.4.3 Local Government Authority

#### The Local Government Authority shall:

- a) Implement policy directives of the State Ministries of Education and the Education Secretariat of the FCT as it relates to the operations of non-state schools.
- b) Provide necessary information to the SMoE on nonstate schools.



c) Not subject non-state schools to unapproved taxes, fees, and levies.

#### 7.5 NSN Owners and Administrators

- a) NSN owners and administrators have the primary responsibility for managing and operating their schools in accordance with the NPNSN. Their duties shall include:
- b) Ensuring compliance with all applicable regulations, including registration requirements, curriculum standards, teacher qualifications, and health and safety measures.
- c) Providing quality education that meets the national standards and prepares learners for further education or employment.
- d) Managing their resources effectively, ensuring that funds are allocated appropriately for educational purposes.
- e) Maintaining transparency and accountability in their operations, including financial management and communication with parents.



f) Ensuring continuous professional development of teachers.





## **EDUCATION QUALITY ASSURANCE (EQA)**

## 8.1 Compliance with Quality Assurance Provisions

All non-state schools shall comply with the quality assurance provisions as stated in Sections 145, 146, and 147 of the NPE. They shall open their doors to EQA officers of the government for quality assurance evaluations. Additionally, NSN are to take due cognisance of the National Education Quality Assurance Policy and Implementation Guidelines.

- 8.2 Roles of Federal, State, and Local Government Education Quality Assurance Agencies
- 8.2.1 Deploy unified work processes during visits to non-state schools to maximise resources and efficiently schedule visits. The schedules shall be properly communicated to schools, with clear



indications of when visits will occur, except in cases of on-the-spot monitoring and assessment.

8.2.2Adhere to standard operating procedures during the quality assurance process for non-state schools. This includes a commitment to high ethical standards and reporting as outlined in the National Education Quality Assurance Policy (2023).

#### 8.3 Collaboration in Quality Assurance

Governments at the federal, state, FCT, and LGA levels shall collaborate with relevant organisations to conduct participatory quality assurance exercises in NSN.





## LEARNING ASSESSMENT/ ACHIEVEMENT

### 9.1 Compliance with National Assessment Policies

Section 150 of the NPE addresses assessment, and non-state schools shall comply with its provisions. This includes adopting electronic testing methods and the use of Computer-Based Testing (CBT) for learner assessments. Non-state schools shall also implement the continuous assessment policy as outlined in the National Policy on Education.

### 9.2 Mandatory Participation in Government Learning Assessments

All NSN shall mandatorily participate in any learning assessments instituted by the Government, where applicable, to measure progress in education quality across the nation.





Education Management Information System (EMIS) is critical for education planning and administration. Therefore, all operational non-state schools shall:

#### 10.1. Annual School Census Participation

Participate in the Annual School Census in Nigeria and any other data collection exercises as directed by federal, state, Local Government, and the FCT for the purpose of updating Nigeria's education database and reporting progress towards achieving national and global education targets.

#### 10.2. Data Submission for National Database

Submit the required data of their schools, which shall be aggregated by government collecting agencies into the national database for planning, management, and continuous improvement of the education system.



#### 10.3. Accurate Information Submission

Submit correct and accurate information on their learners, teaching and non-teaching staff, facilities, equipment, infrastructure, etc.

#### 10.4. Approved Instruments Compliance

Submit all data according to the approved instruments provided by the respective authorities of the federal, state, FCT, and LGA governments.





## MONITORING AND EVALUATION OF THE POLICY

Monitoring and Evaluation (M&E) is a vital component of the NPNSN. It plays a crucial role in ensuring that NSN comply with and meet the requirements of the policy. The objectives of M&E include:

#### 11.1. Objectives of M&E

- a) Assessing compliance with the policy.
- b) Identifying strengths and weaknesses during implementation.
- c) Recommending aspects of the policy for review.
- d) Promoting accountability by holding key stakeholders accountable through verifiable evidence to achieve improvements in implementation.

#### 11.2. Methods of M&E of NPNSN

M&E methods will include:

 a) Document Review: Analysing relevant records and reports to assess policy adherence.



- b) School Visits: Conducting physical inspections to evaluate on-ground compliance and gather first-hand information.
- c) Stakeholder Engagement: Consulting with relevant stakeholders to obtain insights and feedback on implementation progress.

These methods shall leverage technology to ensure the process is efficient, easy, and seamless.

#### 11.3. Reporting

The M&E process will result in the preparation of detailed reports summarising findings and identifying areas for improvement. These reports shall be shared with key stakeholders to:

- a) Facilitate improvements in implementation.
- b) Inform necessary policy reviews.



# 11.4. Roles and Responsibilities of Key Stakeholders in the Monitoring and Evaluation Process

#### 11.4.1. Federal Ministry of Education (FME):

- a) The FME has the overall responsibility, through its departments and agencies, to collect and collate data on behalf of Nigeria.
- b) Monitor and evaluate the implementation of education policies, including the NPPSN.
- c) Conduct performance assessments of education service provision.
- d) Determine standards, benchmarks, and performance indicators for measuring education service provision and performance.
- e) Collaborate with all stakeholders to ensure policy compliance, implementation, and the provision of relevant statistics for tracking performance.



#### 11.4.2. State Governments:

State governments play a supportive role in the implementation of the NPNSN within their respective jurisdictions. Their responsibilities shall include:

- a) Enforcing the provisions of the NPNSN and ensuring that NSN within their jurisdiction adhere to the policy's requirements.
- b) Collaborating with the Federal Ministry of Education in monitoring and evaluating NSN within their states in relation to the implementation of the policy.

#### 11.4.3. NSN Owners and Administrators:

NSN owners and administrators have the primary responsibility for monitoring and evaluation of schools in accordance with the NPNSN. Their duties shall include:

- Ensuring the maintenance of adequate and relevant school statistics.
- b) Ensuring the participation of schools in all state and federal government data collection and collation programmes, including the annual school census.



- c) Ensuring compliance with all applicable regulations, including registration requirements, curriculum standards, teacher qualifications, and health and safety measures.
- d) Maintain transparency and accountability in their operations, including financial management and communication with parents.
- e) Ensuring continuous professional development of teachers.

#### 11.4.4. Staff:

Teachers and non-teaching staff play a crucial role in delivering quality education in NSN. Their responsibilities shall include:

- a) Keeping accurate classroom records on learners and facilities.
- b) Completing all required data collection and collation forms.
- c) Supplying the school authority with accurate and reliable information at all times.



d) Collaborating with parents to ensure the academic and personal success of learners.

#### 11.4.5. Parents:

The roles of parents shall include:

- Attending parent-teacher meetings and providing feedback to the school administration.
- b) Holding the school accountable for providing quality education and maintaining a safe and healthy learning environment.

#### 11.4.6. Non-State Schools Associations (NSAs):

NSAs shall support and enhance the monitoring and evaluation of the implementation of the policy, while the Coalition of NSS shall validate the activities of the NSAs.





# OUTCOME PERFORMANCE INDICATORS FOR MEASURING THE POLICY

# 12.1. Key Outcome Performance Indicators for Measuring the Effectiveness of NPNSN:

Outcome Performance Indicators (OPIs) are crucial for measuring the effectiveness of the NPNSN. These indicators provide a comprehensive assessment of the policy's impact on various aspects of private education in the country.

### a) Learner Attendance:

i. Attendance rates among learners in NSN, indicating engagement and interest in learning.

### b) Learner Performance and Achievement:

- i. Learner performance on standardised assessments, reflecting the acquisition of knowledge and skills.
- ii. Learners graduating from NSN, demonstrating successful completion of educational programmes.



### c) Teacher Quality and Effectiveness:

- i.Number of qualified, certified, and licensed teachers in NSN.
- ii. Teacher performance, as measured by classroom observations, teacher evaluations, and learner feedback.

### d) School Facilities and Resources:

- Access to modern and well-equipped facilities in NSN, including classrooms, libraries, laboratories, and technology infrastructure.
- ii. Adequacy of educational resources, such as textbooks, teaching materials, and technology tools, to support effective teaching and learning.

### e) Parental Involvement and Community Engagement:

- Levels of parental involvement in school activities, decision-making processes, and communication with teachers.
- ii. Level of collaboration between NSN and their communities, fostering a supportive and inclusive learning environment.



### f) Overall Quality of Education:

 Overall quality of education provided by NSN, as measured by independent evaluations and feedback from stakeholders.

Reputation and recognition of NSN for providing quality education and preparing learners for success, as measured by the perception and assessment of parents and other stakeholders.





### 13.0. THE RESULTS FRAMEWORK

The results framework of the NPNSN outlines a comprehensive set of goals, objectives, and outcomes of the NPNSN and the contribution to the overall development of the Nigerian education system. It provides a clear roadmap for measuring the policy's effectiveness and ensuring that NSN and all the critical stakeholders are playing their role in ensuring the provision of quality education to all learners.

### **Key Components of the NPNSN Results Framework:**

### a) Goals:

The overarching goals of the NPNSN are to:

- i. Increase access to quality education in NSN for all learners, particularly those from disadvantaged backgrounds.
- ii. Enhance the quality of education provided by NSN to meet national standards and prepare learners for further education or employment.



iii. Strengthen the regulatory environment for NSN to ensure compliance with standards and promote accountability.

### b) Objectives:

To achieve these goals, the NPNSN outlines specific objectives in the following areas:

- Registration and approval: All NSN must be registered and approved by the Ministry of Education or an authorised agency to ensure compliance with the NPPSN.
- ii. Curriculum and standards: NSN must follow the national curriculum and maintain high standards of teaching and learning.
- iii. Qualified teachers: NSN must employ qualified and registered teachers who possess the necessary qualifications and experience.
- iv. Facilities and resources: NSN must provide adequate facilities and resources to support the teaching and learning process.



- Health and safety: NSN must prioritise the health and safety of learners and staff by maintaining clean and safe environments.
- vi. Fiscal management: NSN must maintain proper financial records and demonstrate transparent financial management practices.
- vii. Parental involvement: NSN must encourage parental involvement in the education of their children.
- c) Outcomes: The NPNSN aims to achieve the following outcomes:
  - i. Improved learner performance on standardised assessments and increased graduation rates.
  - ii. Enhanced teacher quality and effectiveness.
  - iii. Expanded access to modern and well-equipped facilities and resources in NSN.
  - iv. Strengthened parental involvement and community engagement in NSN.
  - v. Improved overall quality of education and reputation of NSN.



d) Monitoring and evaluation: The NPNSN emphasises the importance of regular monitoring and evaluation to track progress, identify areas for improvement, and ensure accountability. This involves data collection, analysis, and reporting on key performance indicators (KPIs) aligned with the policy's goals and objectives.

By implementing the results framework, the FME can effectively guide the implementation of the NPNSN, measure its impact on private education, and ensure that NSN are contributing to the overall advancement of the nation's education system.

# IMPLEMENTATION GUIDELINES THE NATIONAL POLICY ON NON-STATE SCHOOLS IN NIGERIA (NPNSN)





### 14.0. IMPLEMENTATION GUIDELINES

The success of a policy relies squarely on the implementation guidelines. The Federal Ministry of Education shall provide, through its agencies and collaborating states, a conducive enabling business or work environment for the participation of non-state actors. Since a policy brings about a meaningful relationship between business objectives and organisational functions, implementation guidelines will ensure that deviation from planned courses of action is discouraged.

### 14.1 Purpose of Guidelines

The purpose is to ensure that the goals and objectives of the non-state education policy are achieved.

### 14.2 Strategies

In this context, these guidelines will help to articulate strategies for:

**14.2.1** Strengthening non-state school participation in the provision of an inclusive quality education for all learners in Nigeria.



- 14.2.2 Collaboration for the deployment and management of resources (finance, human, material), such as grants, palliatives, incentives, books, loans, etc., through appropriate channels of engagement with non-state schools.
- 14.2.3 The establishment of a department in the Federal Ministry of Education and various states to give adequate and proper attention to the activities of non-state schools in the national business of education.
- **14.2.4** The recognition of the coalition of the different groups and associations of private schools in view of working with them to achieve their set goals and objectives.
- **14.2.5** Involving and specifying the roles of various stakeholders in every major decision process on education in Nigeria.
- **14.2.6** Monitoring and evaluating the non-state schools for the purpose of attaining the national and global educational goals and objectives.



# **14.2.7** Ensuring mutual participation of non-state parties on issues of national emergencies in education.

# 14.3 Conditions for the Guidelines, Rationale, and Strategies

### 14.3.1 Political Will:

It must be strongly noted that education, no matter who provides it, remains a social service. As such, governments at the federal, state, and local levels must not place any obstacles in the way of those delivering education, such as taxes, levies, or any of their kind.

### 14.3.2 Advocacy, Sensitisation, and Mobilisation:

There is a strong need to enlist the buy-in, ownership, and cooperation of stakeholders in different areas, such as the National Assembly, State Assembly, etc.

### 14.3.3 Strong Synergy:

A strong synergy among all stakeholders is essential for the purpose of mass enrolment, personnel audit, etc.



### 14.4 Coordination and Structure

The Federal Ministry of Education and its agencies will continue to provide structure and restructure the coordination process of education in Nigeria. As such, this policy coordination is the responsibility of the federal and state ministries of education. However, with the participation of non-state schools in mind, some level of flexibility shall be taken into consideration.

### 14.5 Operational Plan

### The NSS shall:

- 14.5.1 Align with government policies to ensure that learners are safe, healthy, and well-nurtured in a secure and violence-free learning environment, enabling them to develop and attain their full potential.
- 14.5.2 Comply with the existing curriculum and educational standards for recruitment of staff to ensure a comprehensive and quality learning experience.



- 14.5.3 Ensure that learning infrastructure, classrooms, library services, laboratories, and equipment for teaching are functional, relevant, and market-driven to enhance the learning environment.
- 14.5.4 Involve the National Orientation Agency in driving a strategic orientation campaign on the domestication of the National Non-State Schools (NNSS) policy by all states and the FCT.
- 14.5.5 Conduct sensitisation and advocacy to enhance political will, acceptance, and buy-in on the NNSS policy.
- 14.5.6 Introduce input, output, and outcome targets as a routine strategy to track implementation adherence to the NNSS policy through monitoring and evaluation, ensuring the NNSS targets are achieved. Monitoring can be carried out yearly.
- 14.5.7 Ensure that the NNSS policy provides standard and adequately equipped libraries



- and laboratories that are gender-friendly for learners.
- 14.5.8 Encourage teacher motivation by ensuring prompt payment of emoluments, other entitlements, and welfare packages aimed at getting the best out of teachers.
- 14.5.9 Incorporate innovative learning into the education system, which entails education delivery using electronic platforms such as elearning, e-library, e-books, e-examinations, artificial intelligence, augmented/virtual reality technology, etc.





### 15.0. ANNEXES

### 15.1. ANNEX 1: IMPLEMENTATION PLAN

OBJECTIVE	OUTCOME STATEMENT	STRATEGY	SPECIFIC ACTIONS REQUIRED			TIMELIN	E		WHO IS RESPONSIBLE
				2024	2025	2026	2027	2028	
1. To foster a non-state education system that creates an enabling environment for inclusive and equitable access to non- state education for	Inclusive non-state school education system	To encourage a public-private partnership model in education service delivery. To enhance the relationship between the NSN coalition and government	Develop a public-private partnership model identifying the "what" and "how." Conduct stakeholder consultative discussions. Pilot-test the model in selected schools.  Organise quarterly meetings of coalitions and government coordinating agencies. Streamline the non-state school coordination structure by setting up a steering committee that includes both government representatives and NSN						
all children of school age.		agencies.  To facilitate an	association members.     Establish a reporting and coordination structure for the management of the NSN policy.     Streamline tax and levy payments.						
		enabling environment that will enhance NSN growth and	Identify specific items that will be included in the annual federal/state budget for support to NSN, including creating a budget line for NPNSN implementation     Provide financial access opportunities to						
		expansion.	NSN through capacity-building training and linkages.  Organise seminars on financial opportunities and capabilities.						

OBJECTIVE	OUTCOME STATEMENT	STRATEGY	SPECIFIC ACTIONS REQUIRED			TIMELINE			WHO IS RESPONSIBLE
				2024	202 5	2026	2027	2028	
2. To improve the quality and relevance of NSN in order to meet the socio- economic needs of the	Improved quality of non-state school education	To ensure the employment and deployment of qualified teachers	Government to provide teacher recruitment guidelines for NSN, including the recruitment process.  NSN to be adequately and appropriately covered in the annual school census report  Produce quarterly School Monitoring report covering proportion of qualified teachers in each school.  Conduct teacher accreditation						
nation		To enhance opportunity for training and retraining of teachers through continuous professional development.	Organise in-service training for teachers     Provide service induction manual for new employees in school     Teaching upgrade opportunity for non-qualified teachers						
		To facilitate a structure that will guarantee quality assurance of NSN.	Provide school self-assessment template/manual Organise annual school assessment report and rank schools by performance						
		To provide for continuous improvement and the operations of the non- state education system through good governance and effective management.							
		To protect the quality and integrity of the non-state education system in line with the national education goals.							



OBJECTIVE	OUTCOME STATEMENT	STRATEGY	SPECIFIC ACTIONS REQUIRED	TIMELI	NE				WHO IS RESPONSIBLE
				2024	2025	2026	2027	2028	
I.To enhance an effective and adequate regulation and coordination of non-state schools in	Effective regulation and coordination of non-state schools	To ensure creation of a NSN department in the Federal Ministry/state ministry of Education to serve as a mother agency.  To facilitate compliance	Develop proposal for a NSN department     Seek for approval     Operationalise the approval - budgetary provision, deployment of personnel, etc     Set up a taskforce						
order to ensure minimum uniform standard in education service	6/12	to existing and new regulatory templates	made up of NSN members and Government • Set up civil society platform for monitoring and reporting compliance						
provision in the country.		To set the common reference point of non-state education system engagement at every level of government							
		To encourage the establishment of NSN coalition at the state and local government levels.	Hold consultative meetings of all NSN association representatives to draw out guideline for a coalition.						



ОВЈ	ECTIVE	OUTCOME STRATEGY STATEMENT		SPECIFIC ACTIONS REQUIRED	TIMELIN	E				WHO IS RESPONSIBLE
					2024	2025	2026	2027	2028	
2.	To provide comprehensive and credible source of data generation	Improved Non-state school statistical information	To ensure a comprehensive registration of all NSN.	Set up a central database for NSN.     Provide website for school registration						
	from NSN for the government for the government.  for the government  To ensure compulsory participation of all NSN in the Annual School Census and personnel audit.	Provide annual calendar for ASC Ensure the designation of staff in each school to be responsible for completing ASC template.								
			To streamline the channels of revenue collection across the three tiers of government	Hold meeting with     NSN and Government     agency to agree on     who in Government     to collect what     levy/tax     Publish agreement     and review from time     to time						
			To ensure a comprehensive registration of all NSN.	Covered in objective four above					3-34	



OBJECTIVE	OUTCOME STATEMENT	STRATEGY	SPECIFIC ACTIONS REQUIRED	TIMELI		WHO IS RESPONSIBLE			
				2024	2025	2026	2027	2028	
<ol> <li>To create enabling environment for the growth and improvement of non -state schools</li> </ol>	Improved non-state school operating ecosystem	To encourage the provision of resources for the performance of regulatory and other enabling functions for the improvement of non- state schools	Ensure budget lines are made available for the performance of regulatory function like Quality assurance and digitisation of school approval process and registration procedures						
		To ensure the inclusion of NSN teachers in capacity building and training of government programmes.	All capacity building programme of public schools to include at minimum a representative of all NSN associations						
		To promote financial literacy among NSN in order to increase their financial capacity.	Organise financial literacy training for NSN annually						
		To facilitate the removal of constraints to access to credit for non- state schools	Facilitate finance forums with financial institutions to remove barrier to access to finance						

ОВЈЕСТІVЕ	OUTCOME STATEMENT	STRATEGY	SPECIFIC ACTIONS REQUIRED	TIMELI	NE				WHO IS RESPONSIBLE
				2024	2025	2026	2027	2028	
4. To ensure safety and security of non-state schools by ensuring the implementation of the national school safety policy	Improved non-state school safety and security	Facilitate the domestication of the national school safety policy in states.     Ensure the Child Right Act 2003 is adopted and implemented by Non-State Schools to prevent or stop child molestation, abuse or maltreatment of learners and learners	<ul> <li>Support states to domesticate policy</li> <li>Hold policy dialogues with state executive and legislative body to support adoption of the Child Right Act.</li> </ul>						



# 15.2. ANNEX 2: OUTCOME PERFORMANCE INDICATORS FOR MEASURING THE POLICY

ОВЈ	ECTIVES	OUTCOME INDICATORS
1.	To foster a non-state education system that creates an enabling environment for an inclusive equitable access to non-state education for all children of school age.	School enrolment rate (at different level)  Proportion of NSN with provision for PWD  % of NSN benefiting from PPP Model  % of budget allocation released for implementation of NPNSN  Number of taxes/levies streamlined and being executed  NSN satisfaction ranking  Public perception/satisfaction score



OBJECTIVES	OUTCOME INDICATORS
2. To improve the quality and relevance of NSN in order to meet the socioeconomic needs of the nation.  Output  Description:	Learner qualified teacher ratio  Proportion of teachers certified and licensed with TRCN  Proportion of NSN meeting minimum standard on quality as provided by the NPNSN  Learner classroom ratio  Proportion of NSN with inclusive facilities - male and female toilet, provision for PWD, etc.



ОВЈ	ECTIVES	OUTCOME INDICATORS
3.	To enhance an effective and adequate regulation and coordination of non-	Proportion of NSN fully providing information required for annual school census report
	state schools in order to ensure minimum uniform standard in	% of NSN fully approved or Graded by Government
	education service provision in the country	% of NSN scoring above 75% in school self-assessment by categories of schools
		Existence of functional website for registration and approval of schools
4.	To provide comprehensive, credible and robust data and information	Existence and functionality (updating and online access) of a national database of NSN
	management system that incorporates relevant data of non-state schools	% of NSN registered by appropriate government authority
		Proportion of NSN participating in annual school census data collection



ОВЈ	IECTIVES	OUTCOME INDICATORS
5.	To create enabling environment for the growth and improvement of non -state schools	Proportion of NSN benefiting from government training  Number of NSN supported/provided access to funding sources
6.	To ensure safety and security of non- state schools by ensuring the implementation of the National Policy on Safety, Security and Violence-Free Schools	Proportion of NSN with safe school policy and desk officer  Proportion of NSN with parameter fence and security guard



### 15.3. ANNEX 3: THE RESULTS FRAMEWORK TEMPLATE

	OUTPUT / OUTCOME	INDICATOR	BASELINE	TARGETS					DATA LOGISTICS						
OBJECTIVES	INDICATOR	DEFINITION	(2023)	2024	2025	2026	2027	2028	Data Source	Collection Method	Frequency	Responsibility	Remarks		
1. To foster a non- state education system that creates an enabling environment for an inclusive equitable access to non-state education for all children of school age.	ECCDE enrolment rate	Total number of learners that registered in school per session	4,327,627	4,370,903	4,458,321	4,52,070	4,775,753	5,014,541	FME Nigeria Education Digest-2023	ASC	Annually	FME NEMIS			
	Primary School enrolment rate		7,775,094	7,852,844	8,009,901	8,250,198	8,580,206	9,009,217	FME Nigeria Education Digest-2023	ASC	Annually	FME NEMIS			
	JSS enrolment rate		2,368,432	2,392,116	2,439,958	2,513,157	2,613,683	2,744,367	FME Nigeria Education Digest-2023	ASC	Annually	FME NEMIS			
	SSS enrolment rate		1,864,956	1,883,605	1,921,277	1,978,916	2,058,072	2,160,976	FME Nigeria Education Digest-2023	ASC	Annually	FME NEMIS			
	Proportion of NSN with provision for PWD - PWD enrolment	Number of NSN enrolling PWD out of the total number of NSN calculated in percentage	328,402 (SMTBESP, 2023)	328,402	348,522	358,402	368,402	378,000	FME Nigeria Education Digest-2023	ASC	Annually	FME NEMIS			



		INDICATOR	BASELINE	TARGETS					DATA LOGISTICS						
	OUTCOME INDICATOR	DEFINITION	(2023)	2024	2025	2026	2027	2028		Collection Method	Frequency	Responsibility	Remarks		
2. To improve the quality and relevance of NSN in order to meet the socio-economic	ECCDE	Number of qualified teachers compared to total enrolment	16.74	16.9	17.2	17.8	18.5	19.4	FME Nigeria Education Digest	ASC	Annually	FME NEMIS			
needs of the nation.	Learner qualified teacher ratio Primary		18.45	18.6	19.0	19.6	20.4	21.4	FME Nigeria Education Digest- 2023	ASC	Annually	FME NEMIS			
	Learner qualified teacher ratio JSS		10.35	10.5	10.7	11.0	11.4	12.0	FME Nigeria Education Digest 2023	ASC	Annually	FME NEMIS			
	Learner qualified teacher ratio SSS		6.58	6.6	6.8	7.0	7.3	7.6	FME Nigeria Education Digest- 2023	ASC	Annually	FME NEMIS			
	School academic performance in external examinations - NECO and WAEC	Number of students with five credits including English and Maths out of the total number of registered learners expressed in %	(2022) WAEC = (2022)- NECO 339,030	345,000	350,000	355,000	360,000	365,000	FME Nigeria Education Digest- 2022	ASC	Annually	FME NEMIS			



ou				TARGETS					DATA LOGISTICS				
				2024	2025	2026	2027			Collection Method	Frequency	Responsibility	Remarks
NS mi sta qu pr	SN meeting ininimum aandard on uality as rovided by ne NPNSN	schools using the school assessment	8.18% (PLANE 2024 Kano, Kaduna and Jigawa School Self Evaluation)	15%	22%	27%	33%	40%	WSE Report 2024	FEQAS Report	Annually	FEQAS	



Federal Secretariat Phase III, FCT, Abuja. Nigeria Email: info@education.gov.ng

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