


**FEDERAL REPUBLIC OF NIGERIA**

**FEDERAL MINISTRY OF EDUCATION**

**FEDERAL SECRETARIAT COMPLEX, PHASE 3, SHEHU SHAGARI WAY**
**PMB 146, GARKI, ABUJA.**
**WEBSITE: www.education.gov.ng**

# HANDBOOK

**2019**

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## FOREWORD

This handbook on the Federal Ministry of Education is meant to equip staff with the relevant knowledge on the operational modalities of the Federal Ministry of Education, the Civil Service and the Public Service in general.

We see education as a way of transmitting culture, attitudes, skills and knowledge to an individual for his personal survival and for the continuity of his society.
Therefore, the Federal Ministry of Education has the greatest role to play for the survival of the Nigerian society since education serves as the bedrock of all other professions that serve the various arms of government in Nigeria.

The benefits of this Handbook are unquantifiable as it contains not x-rays the nitty-gritty of the education sector but also adumbrates the salient issues operative in the public service.
This handbook should be a daily guide for all educators and educationists who provide the relevant navigation in the education sector. It should also serve as a resource material for researchers and other people who wish to see the education sector and our country, Nigeria move forward for the benefit of her citizens and future generations.

I, therefore, recommend this handbook to all staff of the Federal Ministry of Education and all other public servants since the education sector cannot operate absolutely without the other sectors in the Nigerian polity.

**Arc. Sonny S.T. Echono**

Permanent Secretary,
Federal Ministry of Education

## PREFACE

Education is the most effective force that drives the development of any nation. One of its primary roles is to build and sustain individual and societal development. It enhances knowledge-based decisions, renews and improves the economic, social, political, technological and cultural development of any nation. The human capital required to meet the challenges of the present and future can only be developed through qualitative, efficient, effective and functional education. Therefore, the kind of education that can provide competitive advantage in the present global knowledge economy where knowledge and ideas are central to development must be of good quality.

It is for the above reasons that the Federal Ministry of Education with its well-structured Departments, Parastatals, Agencies and institutions were established to ensure that the Nigerian citizenry acquire qualitative and functional education for self-reliance and global competitiveness.

This Handbook gives a clear and vivid understanding of the vision, mission, mandates, structure and function of the Ministry, its Department, Parastatals, Agencies and the Ministerial Strategic Plan (MSP). Also contained in this Handbook is the Code of Ethics and Conducts expected from every staff of the Federal Ministry of Education. A good comprehension of the contents of this Handbook will equip staff to be knowledgeable and empower them for greater tasks as civil servants.

**C.O. Ogbede (Mrs.)**
Director, Department of Educational Planning, Research and Development
Federal Ministry of Education

## ACKNOWLEDGEMENTS

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The Directors heading all the Departments and Units of Federal Ministry of Education are deeply appreciated for their valuable contributions.

The Department of Educational Planning, Research and Development (EPR&D) headed by Mrs. C.O. Ogbede is equally grateful to all the Parastatals and Agencies under the Federal Ministry of Education for their various contributions.

We are grateful to the following retired Directors, Deputy Directors and Assistant Director, Mrs. Irene Mbanefo, Mrs. Ngozi Nduka, Mrs. Grace Ekong, Ms. Adanta Uduku, Mrs. Rhoda Onyinmadu and Mrs. Catherine Oparaji. Our gratitude also goes to Mrs. Julie Uzor, Mrs. Claris Ujam, Dr. Sylvester Nwaorgu, Mrs. Aisha Garba, James Solomon and other individuals who participated at the various stages of developing, critiquing and editing of this document.

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**Mrs. I.A. Rayme-Nwokah**

Director (EPR&D)[2]

Federal Ministry of Education

## ACRONYMS

**A**

| | | |
|---|---|---|
| ACTU | - | Anti-Corruption and Transparency Unit |
| ADB | - | African Development Bank |
| AGF | - | Accountant-General of the Federation |
| APD | _ | Appointments, Promotions and Discipline |
| AGOL | -- | Association of Government Libraries |

**B**

| | | |
|---|---|---|
| BACAA | - -- | Bilateral Agreements, Commonwealth and Africa |
| BEA | - | Bilateral Education Agreement |
| BECE | - | Basic Education Certificate Examination |
| BPP | - | Bureau of Public Procurement |
| BPSR | - | Bureau of Public Service Reforms |
| BSE | - | Basic and Secondary Education |

**C**

| | | |
|---|---|---|
| CEM | - | Center for Measurement |
| CEO | - | Chief Executive Officer |
| CDC | - | Council Disciplinary Committee |
| CESAC | - | Comparative Education Study and Adaptation Centre |
| C&G | - | City and Guild |
| CIP | - | Council Investigating Panel |
| COL | - | Commonwealth of Learning |
| CPN | - | Computer Professionals Registration Council of Nigeria |

**E**

| | | |
|---|---|---|
| E/A | - | Evaluation and Accreditation |
| ECCDE | - | Early Childhood Care Development Education |
| ECCP | - | Early Childhood Care and Primary |

| | | |
|---|---|---|
| EID | - | Education Information and Documentation |
| EMIS | - | Education Management Information System |
| EPR&D | - | Educational Planning Research and Development |
| ESS | - | Educational Support Services |
| EQA | - | Education Quality Assurance |
| **F** | | |
| FA | - | Finance and Accounts |
| FEQAS | - | Federal Education Quality Assurance Service |
| FEC | - | Federal Executive Council |
| FCSC | - | Federal Civil Service Commission |
| FCT | - | Federal Capital Territory |
| FGCs | | Federal Government Colleges |
| FIS | | Federal Inspectorate Service |
| FME | - | Federal Ministry of Education |
| FR | - | Financial Regulation |
| FSB | - | Federal Scholarship Board |
| **G** | | |
| GL | - | Grade Level |
| GS | - | General Services |
| **H** | | |
| HME | - | Honourable Minister of Education |
| HMSE | - | Honourable Minister of State for Education |
| HOCSF | - | Head of Civil Service of the Federation |
| HRM | - | Human Resource Management |
| HIV/AID Immune Deficiency | - | Human Immune Deficiency Virus/Acquired |
| **I** | | |
| IA | - | Internal Audit |

| | | |
|---|---|---|
| ICT | - | Information and Communication Technology |
| IDB | - | Islamic Development bank |
| IEI's | - | Innovation Enterprise Institutions |
| IFLA | | International Federation of Library Association and Institution |
| IS | - | Institution Support |
| ISESCO | - | Islamic Educational Scientific and Cultural Organization |

**J**

| | | |
|---|---|---|
| JAMB | - | Joint Admissions and Matriculation Board |
| JCCE | - | Joint Consultative Committee on Education |
| JICA | - | Japan International Cooperation Agency |
| JSCE | - | Junior Secondary Certificate Examination |

**L**

| | | |
|---|---|---|
| LFN | - | Laws of the Federation of Nigeria |
| LIS | - | Library Services |
| LGEAs | - | Local Government Education Authorities |
| LRCN | - | Librarians' Registration Council of Nigeria |
| LS | - | Legal Service |

**M**

| | | |
|---|---|---|
| MDA | - | Ministries, Departments and Agencies |
| MOU | - | Memorandum of Understanding |
| MRA | - | Monitoring Regulatory Agencies |
| MTB | - | Ministerial Tenders Board |
| MTSS | - | Medium Term Sector Strategy |

**N**

| | | |
|---|---|---|
| NABTEB | - | National Board for Technical Education |
| NALV | - | Nigeria Arabic Language Village |
| NBAIS | - | National Board for Arabic and Islamic Studies |

| | | |
|---|---|---|
| NBTE | - | National Board for Technical Education |
| NCE | - | National Council on Education |
| NCCE | - | National Commission for Colleges of Education |
| NCNE | - | National Commission for Nomadic Education |
| NECO | - | National Examination Council |
| NEMIS | | Nigeria Education Management Information System |
| NERC | - | Nigeria Educational Research Council |
| NERDC Council | - | Nigeria Educational Research and Development |
| NEP | - | Nomadic Education Programme |
| NFLV | - | Nigeria French Language Village |
| NGO | - | Non- Governmental Organization |
| NIEPA Administration | - | National Institute for Educational Planning and |
| NINLAN | - | National Institute for Nigerian Languages |
| NLA | - | Nigerian Library Association |
| NMC | - | National Mathematical Centre |
| NMEC | | National Commission for Mass Literacy, Adult and Non-Formal Education |
| NPE | - | National Policy on Education |
| NSE | - | Nigerian society of Engineers |
| NTI | - | National Teachers Institute |
| NUC | - | National Universities Commission |
| NYSC | - | National Youth Service Corps |

**O**

| | | |
|---|---|---|
| OAGF | - | Office of the Accountant General of the Federation |
| OHCSF | | Office of the Head of Civil Service of the Federation |

**P**

| | | |
|---|---|---|
| PABX | - | Private Automated Branch Exchange |
| PPM&R | - | Planning Policy, Management and Research |
| PRESSID and Development | - | Presidential Special Scholarship for Innovation |
| PRS | - | Planning Research and Statistics |
| PROC | - | Procurement |
| P&PR | - | Press and Public Relations |
| PPC | - | Procurement Planning Committee |
| RCSI Improvement | - | Reform Co-ordination and Service |

**R**

| | | |
|---|---|---|
| RSA | - | Royal Society of Arts |

**S**

| | | |
|---|---|---|
| SDGs | - | Sustainable Development Goals |
| SDI | - | Selective Dissemination of Information |
| SEPIP | - | State Education Programme Investment Project |
| SERVICOM | - | Service Compact with all Nigerians |
| SMASE Education in Nigeria | - | Strengthening Mathematics and Science |
| SMEDAN Agency | - | Small and Medium Enterprise Development |
| SSCE | - | Senior Secondary Certificate Examination |

**T**

| | | |
|---|---|---|
| TE | - | Tertiary Education |
| TETFUND | - | Tertiary Education Trust Fund |
| TRCN | - | Teachers Registration Council of Nigeria |
| TSE | - | Technology and Science Education |
| TTTP | - | Technical Teachers Training Programme |

| | | |
|---|---|---|
| TVE | - | Technical and Vocational Education |
| TVET | - | Technical and Vocational Education and Training |
| **U** | | |
| UBE | - | Universal Basic Education |
| UBEC | - | Universal Basic Education Commission |
| UNDP | - | United Nations Development Programme |
| UNESCO | United Nations Educational, Scientific and Cultural Organization | |
| UNIDO | - | United Nations Industrial Development |
| UNICEF | - | United Nations Children's Fund |
| **W** | | |
| WAEC | - | West African Examination Council |

## CHAPTER ONE

### Introduction

The Federal Ministry of Education has the overall responsibility of formulating national policies and guidelines for the standardization of education at all levels in Nigeria. This is enshrined in various statutory instruments, principally, the Constitution of the Federal Republic of Nigeria, 1999 (as amended).

The Federal Ministry of Education is in charge of the activities of the sector in Nigeria. It comprises: 14 departments, 3 units, 21 parastatals, states and zonal Quality Assurance Offices, State Federal Scholarship Board, Tertiary Institutions (Universities, Polytechnics, Monotechnics and Colleges of Education) as well as the Federal Government Colleges (FGCs).

At the helm of affairs of the Ministry, is the Honourable Minister of Education and the Honourable Minister of State for Education. While the Permanent Secretary is the Accounting Officer of the Ministry, the Directors are responsible for the day-to-day running of the activities of their departments and servicing units.

In accordance with the approved Mandate of Ministries, Departments and Agencies (MDAs) by the Federal Executive Council (FEC), the Vision, Mission and Mandate of the Federal Ministry of Education are as detailed below:

### Vision

To become an economy model, delivering sound education for the public good.

### Mission

To use education as a tool for fostering development of all Nigerian citizens to their full potential in the promotion of a strong, democratic, egalitarian, prosperous, indivisible and indissoluble sovereign nation under God.

### Mandate/Functions

- Formulate and co-ordinate a National Policy on Education;
- Collect and collate data for purposes of educational planning and financing;
- Prescribe and maintain a uniform standard of education throughout the country;
- Control and monitor the quality of education in the country;
- Harmonize the educational policies and procedures of all the States of the Federation through the instrumentality of the National Council on Education (NCE);
- Effect co-operation in educational matters on an international scale; and
- Develop curricula and syllabuses at the national level.

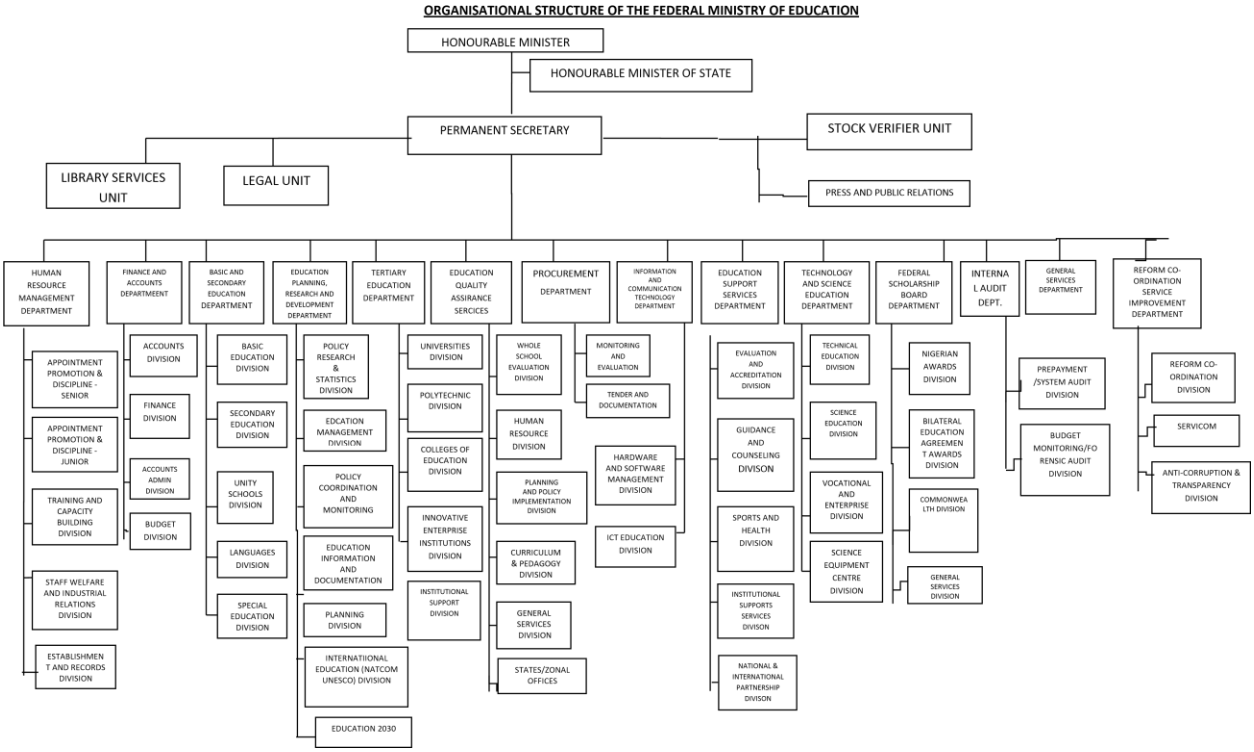
## Objectives

- Provide accessible and affordable quality learning opportunities that prepare students with the knowledge and skills needed for success in an interconnected world;
- Increase access to educational opportunities for the uneducated mass who have missed out on formal education;
- Development of better qualified and employable individuals by running programmes that provide students with tools for entering the workplace;
- Expansion of learning and the acquisition of skills beyond the current institutions of learning;
- Ensuring demonstrated capacity for innovation and technology in the institutions for facilitating learning;
- Establishment of a clear relationship between learning and the capacity for higher learning capabilities and wealth creation; and
- Ensuring the ability of students to replicate experiences and lessons generated from case studies during the programme.

## Policy Direction

To transform the Education Sector by developing individuals into morally and academically sound, effective and skilled citizens that are globally relevant; providing equal and unfettered opportunities for all citizens of the nation at all levels of education using the formal and non-formal school systems.

# Organogram of the Federal Ministry of Education



## CHAPTER TWO

## STRUCTURE OF THE FEDERAL MINISTRY OF EDUCATION

The Federal Ministry of Education traditionally has two Ministers, fourteen (14) Departments and four (4) Servicing Units as well as 21 Parastatals / Agencies.

The Ministry's current structure is as follows:

**(i) Honourable Minister of Education**
The Chief Executive of the Ministry in charge of policy formulation and direction.

**(ii) Honourable Minister of State for Education**
Works hand-in-hand with the Honourable Minister in policy formulation and direction.

**(iii) Permanent Secretary**
The Accounting Officer and responsible for the day-to-day overall administration of the Ministry.

**(iv) Directors**
Responsible for policy initiation, implementation and the day-to-day administration of their respective Departments.

## ROLES AND RESPONSIBILITIES

### The Honourable Minister of Education (HME)

- Provides overall political leadership to the Ministry in line with government objectives towards the attainment of its goals;
- Provides guidance in the formulation and implementation of policies necessary for the realization of the mandates of the Ministry;
- Directs the planning for the development and growth of the country's education sector; and
- Oversees the following programmes and activities of the Ministry:
    - Formulation of National Policies on Education
    - Setting of basic minimum standards for education at the tertiary level,
    - Supervision of Tertiary Institutions and the educational system;
    - Establishment of new Federal Universities and rationalization/re-alignment of existing ones;

- Handles issues of morality and corruption in educational institutions, such as examination ethics, sexual harassment, falsification of credentials, etc;
- Tertiary Education matters
- Cooperation and collaboration in educational matters with International Agencies, particularly UNESCO, Commonwealth Secretariat, Education Department and the Science Council.
- Students' Aid, Merit Award, and Scholarship
- Collection and storage of information on Educational matters.
- International Educational Matters
- Accreditation of certificates
- Setting and maintenance of standards
- Harmonization of Education laws

- Oversees 13 out the 21 Parastatals of the Ministry:
  - National Universities Commission (NUC)
  - Joint Admissions and Matriculation Board (JAMB)
  - National Library of Nigeria (NLN)
  - Tertiary Education Trust Fund (TETFund)
  - National Board for Technical Education (NBTE)
  - National Commission for Colleges of Education (NCCE)
  - Nigeria - French Language Village (NFLV)
  - Nigeria - Arabic Language Village (NALV)
  - National Mathematical Centre (NMC)
  - National Institute for Educational Planning and Administration (NIEPA)
  - National Institute for Nigerian Languages (NINLAN)
  - Computer Professionals' Registration Council of Nigeria (CPN)
  - Librarians' Registration Council of Nigeria (LRCN).

- Supervises Reforms in the Education Sector;
- Ratifies the decision of the Ministerial Tenders Board and Procurement Planning Committees to ensure full compliance with statutory procurement laws and regulations;
- Initiates and presents the Ministry's memoranda at the Federal Executive Council.

**The Honourable Minister of State for Education (HMSE)**

- Acts for the Honourable Minister in his or her absence with full powers, including initialling and presentation of Council Memoranda at the Federal Executive Council;
- Assists the Honourable Minister in the formulation and implementation of policies within his scheduled areas in a manner that supports the realization of the mandates of the Ministry;
- Oversees the following programmes and activities of the Ministry:

- Development of standard curricula and syllabi for all primary and secondary schools in the country
- Public Private Partnership in Education;
- Mass Literacy, Adult and Special Education;
- Unity Secondary Schools matters;
- Examination matters.

- Oversees 8 Parastatals of the Ministry:

  - Universal Basic Education Commission (UBEC)
  - National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC)
  - National Commission for Nomadic Education (NCNE)
  - Nigerian Educational Research and Development Council (NERDC)
  - National Teachers' Institute (NTI)
  - National Examinations Council (NECO)
  - Teachers' Registration Council of Nigeria (TRCN)
  - National Business and Technical Examinations Board (NABTEB)

**Permanent Secretary**

- Responsible for the day-to-day overall administration of the Ministry.
- He is the accounting officer of the Ministry and is responsible for the human, material and financial resources which are critical inputs in the management of the Ministry.
- Chairs the Procurement Planning Committee and the Ministerial Tenders Board as stipulated in the Public Procurement Act 2007.
- Chief Adviser to the Honourable Ministers on policy formulation, implementation and monitoring.
- Chairs the Senior Staff Committee on Appointments, Promotion and Discipline of the Ministry.
- Responsible for the coordination of the Ministry's policies, programmes and projects including Council affairs and parastatals/agencies.
- Ensures that proper budgetary and accounting systems are established and maintained to enhance internal control, accountability and transparency.
- Prepares the annual budget on the directives of the Honourable Ministers.
- Ensures that essential management control tools are put in place to minimize waste and fraud as well as rendering monthly and other financial accounting returns and transcripts to the Accountant-General of the Federation (AGF) as required by the Financial Regulations (FR).
- Ensures the safety and proper maintenance of all government assets under his care.
- Ensures personal appearance before the Public Accounts Committee to answer audit queries of the Ministry.
- Ensures proper assessment, fees, rates and charges are made where necessary.

- Ensures that internal guidelines, rules, regulations, procedures are adequately provided for the security and effective checks on the assessment, collection and accounting for revenues.
- Performs any other duties assigned to him by the Minister.

## DEPARTMENTS AND UNITS IN THE FEDERAL MINISTRY OF EDUCATION

### Seven (7) Operational / Professional Departments

- Educational Planning, Research and Development (EPR&D)
- Basic and Secondary Education (BSE)
- Tertiary Education (TE)
- Federal Education Quality Assurance Service (FEQAS)
- Technology and Science Education (TSE)
- Educational Support Services (ESS)
- Federal Scholarship Board (FSB)

### Seven (7) Service Departments

- Human Resources Management(HRM)
- Information & Communications Technology (ICT)
- Finance and Accounts (FA)
- Internal Audit (IA)
- Procurement (PROC)
- Reform Co-ordination and Service Improvement (RCSI)
- General Services (GS)

### Four (4) Service Units

- Legal Services (LS)
- Press and Public Relations (P&PR)
- Library Services (Lib.Serv.)
- Stock Verification (SV)

## EDUCATIONAL PLANNING, RESEARCH AND DEVELOPMENT (EPR&D) DEPARTMENT

### Introduction

The Educational, Planning, Research and Development (EPR&D) Department evolved from the Planning, Research and Statistics (PRS) Department as it was known in many Ministries, Departments and Agencies. During the reforms in the education sector it was changed to Planning Policy, Management & Research (PPM&R). When the need arose for a professional Education Officer to head the Department it was approved and changed to Educational Planning Research and Development (EPR&D) by the Office of the Head of Service of the Federation.

The Department is responsible for the co-ordination and development of education policies, strategic and Medium Term Sector and Action Plans; Research and Documentation; and leveraging on International Partnerships e.g. United Nations Educational Scientific and Cultural Organization (UNESCO) and Islamic Educational, Scientific and Cultural Organization (ISESCO), for efficient and effective education service delivery.

### Vision

To sustain a reliable Education Management Information System for evidence-based policy decision making, planning and management through the harnessing of partnerships to facilitate quality education delivery at all levels for comparative advantages globally.

### Mission

To coordinate and develop education policies, Strategic and Medium Term Sector and Action Plans, research and documentation and harnessing National and International Partnerships for efficient and effective education service delivery.

### Mandates & Functions

- Develops, updates and maintains a computerized database including institutional and teachers' database for all levels and types of educational institutions;
- Conducts a survey of all types for different indicators and publishes reports thereof;
- Evaluates curriculum performance, ensures and continually updates the curriculum at school levels;
- Plans and co-ordinates the three (3) statutory meetings of the JCCE Reference committees, JCCE Plenary and the National Council on Education (NCE);
- Anchors the Support – A – Public – School Programme initiative;
- Collects and consolidates information and statistics, responds to questionnaires and queries from other agencies;

- Compiles lists of educational institutions, publishes brochures, monographs, etc on educational systems;
- Undertakes research for the formulation of educational policies and programmes;
- Organises meetings, workshops and seminars on issues related to educational problems;
- Develops strategic and medium term sector and action plans for the FME and its agencies including the Federal Unity Colleges;
- Partners with other organizations working in the fields of education planning, management and research;
- Co-ordinates the activities of the JCCE and NCE at the national level and serves as the Secretariat;
- Secretariat of the Nigerian National Commission for the United Nations Educational Scientific and Cultural Organisation (NATCOM-UNESCO);
- Plans and organises Assessment of Learning Achievement for primary and secondary schools nationwide;
- Addresses the falling standard of Education in Nigeria by mobilizing the citizenry to read.
- Coordinates and Read Campaign activities Nationwide.
- Secretariat of the National Action Committee on Read Campaign.
- Collates, documents, Publishes and disseminates education information to the public and other stakeholders through the following publications: *Education Today, FME Newsletter, Calendar of Coming Events, Unity Spotlight and FME Handbook;*
- Co-ordinates the preparation of the 10-Year Federal Education Plan, the Medium Term Sector Strategy (MTSS) and other education sector-related plans in collaboration with relevant Departments, Parastatals, public, private and international organizations;
- Undertakes school data collection, collation, analysis and verification;
- Publishes education statistical data and indicators;
- Undertakes education policy development in collaboration with other departments, parastatals and development partners;
- Coordinates the Annual Ministerial Merit Award and the President's Teachers' and Schools' Excellence Award.

***Structure***

The Department is structured into 7 Divisions, 16 Branches and 1 outstation in Paris, France for effective operations as follows:

| S/N | DIVISION | BRANCHES |
|---|---|---|
| 1. | Education Policy Co-ordination and Monitoring | • Joint Consultative Committee on Education (JCCE)<br>• National Council on Education (NCE)<br>• Monitoring and Evaluation of National Policy on Education |

| | | |
|---|---|---|
| 2. | Educational Planning | • Strategic Planning and MTSS<br>• Planning, Monitoring & Evaluation and Management Audit |
| 3. | Policy, Research and Statistics | • Research<br>• Statistics and NEMIS<br>• Policy Development |
| 4. | Educational Management | • Curriculum Monitoring and Monitoring of Learning Achievement<br>• Programme Co-ordination – SDGs<br>• Monitoring Regulatory Agencies (MRA) |
| 5. | Education Information and Documentation (EID) | • Informatics<br>• READ Campaign |
| 6. | International Education | • NATCOM-UNESCO<br>• Natural Sciences<br>• Social & Human Science Sector<br>• Culture Sector<br>• Communication& Information<br>• Islamic Educational, Scientific and Cultural Organization (ISESCO) |
| 7. | Education 2030 | • Education Access<br>• Education Quality<br>• Education System Strengthening |
| 8. | Outstation Post | • The Office of the Permanent Delegation of Nigeria to UNESCO, Paris, France is headed by a Director. |

## BASIC AND SECONDARY EDUCATION DEPARTMENT

This Department has the mandate of overseeing the activities of Basic and Post-Basic Education.

### Vision

To provide universal and equal access to quality basic and secondary education to ensure self-reliance, preparedness for further education, good citizenship and effective participation in democratic governance.

### Mission

To provide the enabling structures and build capacity for efficient and effective implementation, monitoring and evaluation of the National Policy on Education at the Basic and Secondary sub-sectors.

**Mandates/ Functions**

- Initiates and formulates policies for basic and secondary education.
- Sets standards and provides operational guidelines for the establishment of schools.
- Ensures teacher quality.
- Monitors curriculum delivery in basic and secondary schools.
- Oversees the management of the 104 Federal Government Colleges (FGCs).
- Formulates, plans, implements and co-ordinates policies, programmes and activities for Early Childhood Care Development and Education (ECCDE).
- Addresses the *Almajiri* Syndrome in collaboration with UBEC.
- Monitors/supervises the conduct of the National Common Entrance Examinations in collaboration with NECO.
- Collaborates with the states and FCT to ensure uniformity and standardization in the conduct of Basic Education Certificate Examinations (BECE) nationwide.
- Monitors BECE nationwide in collaboration with State Education Resource Centres.
- Works with states, NGOs and International Development Partners on issues concerning Gender Education (girls/women/boys).
- Provides functional literacy and continuing education for adult and youths who never had the advantage of formal education or who did not complete their primary education.
- Promotes multilingual education - foreign and Nigerian languages.
- Co-ordinates the Nigerian - French Language Project.
- Formulates, co-ordinates, supervises and implements all policies and programmes targeted at the education of children with special needs including the physically challenged, visually/hearing impaired, albinos, gifted and children with autism and Down syndrome, etc.

- Exercises oversight functions on FME Parastatals including UBEC, NMEC, NCNE, and examination bodies such as WAEC, NABTEB, NECO and the proposed National Board for Arabic and Islamic Studies (NBAIS) which is currently under the supervision of the department.
- Maintains and runs a language clinic for the teaching and learning of Nigerian languages (Hausa, Yoruba and Igbo).

**Structure**

The Department has five (5) Divisions through which it carries out its mandates. These are:

| S/N | DIVISIONS | BRANCHES |
|---|---|---|
| 1. | Basic Education | • Early Childhood Care and Primary (ECC/P)<br>• Junior Secondary Education (JSE) |
| 2. | Secondary Education | • State and Private Secondary Schools<br>• Documentation and School Records |
| 3. | Federal Government Colleges | • South-South Zone<br>• South-West Zone<br>• South-East Zone<br>• North-Central Zone<br>• North-West Zone<br>• North-East Zone |
| 4. | Special Education | • Adult and Non-Formal Education<br>• Gender Education<br>• Special Needs Education and Services |
| 5. | Language Project | • Nigerian Languages<br>• Foreign Languages |

There are also two (2) projects under the supervision of the Department:

- State Education Programme Investment Project (SEPIP)
- Global Partnership for Education, Nigerian Partnership for Education Project (NIPEP).

**TERTIARY EDUCATION DEPARTMENT**

## INTRODUCTION

The Department of Higher Education was created in November 2000, from the then Department of Formal Education with the initial mandate to take charge of University Education. In March 2003, all aspects of Higher Education were moved to the new Department. The name was changed to "Tertiary Education" in December 2006 as a result of the Reform initiatives, during President Olusegun Obasanjo's regime.

### Vision

To advance Nigeria's economic growth and global competitiveness through the provision of accessible, relevant, high quality education in our Tertiary Education institutions.

### Mission

To constantly attract, develop and graduate competent, knowledgeable and talented individuals from our Tertiary Education institutions.

### Mandates & Functions

- Co-ordinates and supervises the design, implementation and monitoring of policies on Tertiary Education in the country.
- Co-ordinates the establishment of new Federal Tertiary Education institutions and taking over existing State Tertiary institutions in collaboration with relevant Agencies.
- Supervises Parastatals in the Tertiary Education sector.
- Performs the Visitor's role in the Federal Tertiary Institutions as provided by the law and as directed by the Honourable Minister of Education.
- Responsible for the organization of visitation to Federal Tertiary Institutions and processing of reports thereof.
- Responsible for monitoring of the level of implementation of the White Paper (views of Government) on Visitation Panels' Reports.
- Responsible for the placement and supervision of Ministry's Representatives on the Governing Councils of Federal Tertiary Institutions and Boards of FME Parastatals.
- Handles members of staff and Students' Union matters in the Tertiary Education subsector.
- Co-ordinates the design and maintenance of Tertiary Education sector data and information base.
- Co-ordinates the promotion of Science, Technology and Mathematics Education (STME) as a theme concerning Tertiary Education.

***Structure***

The Department of Tertiary Education has 5 Divisions and 10 Branches as listed below:

| S/N | Divisions | Branches |
|---|---|---|
| 1. | Universities | • Conventional, Federal, States & Private Universities.<br>• Specialized and Inter-University Centers – Federal, States & Private |
| 2. | Polytechnics | • Federal Polytechnics<br>• State and Private Polytechnics. |
| 3. | Colleges of Education | • Conventional Colleges<br>• Specialized Colleges |
| 4. | Innovation Enterprise Institution (IEIs) | • IEIs Establishment & Licensing<br>• IEIs Monitoring & Advocacy<br>• Monotechnics |
| 5. | Institutional Support (IS) | • Staff Support & Instructional Materials<br>• Student Affairs & Youth Development |

**PARASTATALS UNDER THE SUPERVISION OF THE DEPARTMENT:**

The Department supervises the following Parastatals:

a) National Universities Commission (NUC)

b) National Board for Technical Education (NBTE)

c) National Commission for Colleges of Education (NCCE)

d) Joint Admissions and Matriculation Board (JAMB)

e) Teachers Registration Council of Nigeria (TRCN)

f) Tertiary Education Trust Fund (TETFund)

g) National Teachers' Institute, Kaduna (NTI)

**Inter-University Centres:**

- National Mathematical Centre (NMC) Kwali, Abuja
- Nigerian - French Language Village (NFLV), Badagry
- Nigerian - Arabic Language Village, Nigeria (NALV), Ngala,Maiduguri, Borno State
- National Institute for Nigerian Languages (NINLAN), Aba, Abia State.

## FEDERAL EDUCATION QUALITY ASSURANCE SERVICE (FEQAS)

**Introduction**:
The present Federal Education Quality Assurance Service (FEQAS) Department evolved from the Federal Inspectorate Service (FIS). The creation of twelve states in 1967 raised a great concern about the possible emergence of divergent education standards and practices in the country.
Consequently, the FIS was established in 1973 in recognition of the need for the Federal Ministry of Education to provide leadership in the formulation of national education policies for the purposes of Planning, Quality Assurance and Maintenance of uniform standards nationwide. The FIS existed as a semi-autonomous body until 1988 due to the civil service re-organisation ACT No 43, FIS lost its autonomy.

### Vision

To have a dynamic Quality Assurance Service that ensures effective and efficient education delivery below the tertiary level.

### Mission

To set agreed national education standards that ensure optimal attainment in all institutions below the tertiary level, through a Quality Assurance process that guarantees efficient and effective curriculum delivery and good educational management for improved learner achievement in a globally competitive environment.

## NATIONAL QUALITY ASSURANCE GOALS

- To Develop and improve effective internal and external mechanisms to enhance learners' achievements to satisfy the needs of stakeholders.
- Be Accountable to the public and meet global challenges.

**Mandates & Functions**

- Co-ordinates the development of a functional national Education Quality Assurance (EQA) system and framework in collaboration with States, FCT and other stakeholders.
- Sets, maintains and improves standards in all aspects of the school system below the tertiary level.
- Ensures minimum standards and quality control of instructional activities in schools through regular evaluation and continuous supervision working with the States to organise Whole School Evaluation of public and private schools over an agreed cycle.
- Works with States to accredit schools for external examinations.
- Supports capacity development of States and FCT including mentoring of evaluators to carry out EQA functions effectively.
- Works with States to produce and disseminate national EQA documents and advocacy materials to the government, schools, quality assurance evaluators and the wider public.
- Collates and analyses EQA annual report of States and the FCT to identify nationwide trends and patterns in the quality of education.
- Produces and disseminates widely an Annual National State of Education Report with inputs from States and the FCT.
- Works with the States to train, accredit and maintain a data base of qualified education quality assurance evaluators in Nigeria.
- Establishes, in collaboration with other stakeholders, a national code of conduct and practice of EQA in Nigeria and ensures compliance.
- Advises all tiers of government and private school proprietors to use the outcome of evaluation to inform policy, planning, training and interventions to facilitate school improvement.

***Structure***

The FEQAS Department consists of five Divisions which perform distinct roles in order to ensure quality education delivery below the tertiary level.

| S/N | DIVISIONS | BRANCHES |
|---|---|---|
| 1. | Whole School Evaluation | • Basic and Secondary Education<br>• Non - Formal and Adult Education<br>• Nomadic Education |
| 2. | Curriculum and Pedagogy | • Non-Formal Education<br>• Vocational and Technical Education<br>• Basic and Secondary Education<br>• Special Education |
| 3. | Planning and Policy Implementation | • Planning<br>• Systematic Evaluation<br>• EMIS |
| 4. | Human Resources | • Re-orientation and code of conduct<br>• Retooling and Accreditation |
| 5. | General Services | • Administration<br>• Finance |

## TECHNOLOGY AND SCIENCE EDUCATION (TSE)

### Introduction

The Technology and Science Education (TSE) Department covers all matters of Technology and Science Education below the tertiary level.
The activities of the Department are centred on initiation and formulation of policies for Technology and Science Education through the following:

- Setting standards and the provision of operational guidelines for the establishment of schools, ensuring teacher quality, providing school support services as well as monitoring curriculum delivery.
- Monitoring and Evaluation of the implementation of the National Policy on Education.
- Regulation of the management of the 21 Federal Science and Technical Colleges;

### Vision:

To provide universal and equal access to quality Technology and Science Education to ensure self-reliance, preparedness for further education, good citizenship and effective participation in democratic governance.

**Mission:**

Provision of enabling structures, building capacity for efficient and effective implementation, monitoring and evaluation of the National Policy on Education in Technology and Science education below the Tertiary Education sub-sector.

**Mandates/Functions:**

- National Policy Formulation, Policy Implementation and Supervision of Technology and Science Education below the tertiary level.
- Supervises Federal Science and Technical Colleges.
- Controls relevant parastatals in Technology and Science Education below the tertiary level.
- Develops and controls Technology and Science Education programmes in the Federal Government Colleges and Federal Science and Technical Colleges in collaboration with the relevant examination bodies (NABTEB, WAEC and NECO).
- Specifies and keeps under review the national minimum guide curricula for all types of vocational and science education programmes below the tertiary level in collaboration with relevant parastatals.
- Collaborates with relevant Federal Ministries and Parastatals (SMEDAN, NABTEB, NBTE, Science Equipment Manufacturing Centre etc) professional bodies (NSE, MAN) and other relevant stakeholders in the training and re-training of technicians, craftsmen, artisans, and their certification for public and private sector employment.
- Sources intervention funds and technical assistance from local and international organizations for the development of Science, Technical, Vocational Education and Training.
- Ensures effective global linkages for Science, Technology and Mathematics Education.
- Develops and maintains National Vocational Qualifications System (NVQS) in collaboration with relevant parastatals and agencies or stakeholders.
- Develops instructional materials and facilities for Technology and Science Education in the Federal Science and Technical Colleges in collaboration with the relevant stakeholders.
- Provides leadership and advisory services for Technology and Science Education development nationwide.

- Establishes and maintains international relations in technology and science education.
- Prepares and publishes National reports, Information handbooks, statistical data, etc, on technology and science education below the tertiary level.
- Liaises/collaborates with relevant NGOs and international organizations on matters of Technology and Science Education.

| S/N | DIVISIONS | BRANCHES |
|---|---|---|
| 1. | Technical Education | • Technical and Vocational Education<br>• Multi-Lateral Cooperation (FME/ADB, UNESCO-TVET, JICA, FME/IDB<br>• Public and Private Partnership<br>• Innovation Development and Effectiveness in the Acquisition of Skills (IDEAS) |
| 2. | Science Education | • Popularization of Technology and Science<br>• School Science<br>• Nigeria-UNESCO Project<br>• Strengthening Mathematics and Science Education in Nigeria (SMASE) -Nigeria Project |
| 3. | Vocational Education | • Pre-Vocational Education<br>• Basic Entrepreneurship Skills Training<br>• Vocational Enterprise Institutions<br>• Public and Private Vocational Centers |
| 4. | Science Equipment Centre | • Science Education<br>• Research and Consultancy Services<br>• Technical Education |
| 5. | Technical Assistant | • Technical Teachers Training Programme (TTTP) |

## AGENCIES UNDER THE DEPARTMENT

- National Board for Technical Education (NBTE).
- National Mathematical Centre (NMC).
- National Business and Technical Examinations Board (NABTEB).

## EDUCATIONAL SUPPORT SERVICES (ESS)

### Introduction:

The Educational Support Services (ESS) Department is one of the seven professional Departments of the Ministry created in 1988 in line with the recommendations of the Dotun Phillips Reform to give support services to all Departmental responsibilities. It was suspended, during the 2006 reform of the Federal Government but was restored by the Office of the Head of the Civil Service of the Federation (OHCSF) in 2013 in view of the vacuum its absence created in the area of education support services.

### Vision

To raise the standard of education in Nigeria to compete favourably with what is obtained from other countries rated high in Education by ensuring that every area of education that requires support and improvement within the purview of the Department is vigorously pursued, given the available resources.

### Mission

The Department is focused on safeguarding the quality of education in the country by providing professional support services to secondary and tertiary institutions in liaison with State Ministries of Education to ensure maintenance of uniform standards of education throughout the country. This, it does in collaboration with national and international partners so as to learn best practices and promote inter-African and international cooperation in education.

### Mandates & Functions

- Co-ordinates the Exam Ethics and Campus Safety activities for the FME as it affects all levels of Education in Nigeria.
- Prepares and administers psychological tests in secondary schools nationwide.
- Organises Refresher courses for Art and Music Teachers throughout the Federation.

- Produces teachers' support materials like short notes on Art, Music and Craft.
- Organises competitions among schools and Art Teachers in Art, Music and Literary Art.
- Represents the Ministry in various bodies like West African Examinations Council Aptitude Test Development boards, Career Boards of Tertiary Institutions, Industrial Training Fund and Federal and State Ministries of Employment, Labour and Productivity.
- Acquires and surveys sites for project schools or other institutions in consultation with the Procurement Department.
- Co-ordinates International Art competitions.
- Collects background information and prepares briefs on the educational systems of foreign countries and foreign professional bodies.
- Handles educational matters arising from bilateral relations.
- Develops counselling materials to enhance the competence of Counsellors.
- Liaises with the universities, Federal and State Scholarship Boards on the training of Guidance Counsellors;
- Organises workshops and seminars for counsellors to improve their performance and publishes the Guidance and Counselling Journal, *Reading in Guidance and Counselling*.
- Organises Schools Sports Competitions in liaison with the National Sports Commission.
- Formulates policies on National School Health, HIV/AIDS.
- Partners with the Centre for Educational Measurement on the Continuous Assessment scheme.
- Designs programmes in the field of Careers, Vocational Test Development and Information Services.
- Collaborates with relevant stakeholders and ensures the provision of affordable housing units for Nigerian teachers.
- Organises Experts'/Assessors' workshops to examine and appraise documents on various courses of study/qualifications of foreign countries, compares them with similar courses offered in Nigerian institutions of higher learning and suggests possible Nigerian equivalents.
- Sets standard policy guidelines/criteria for the qualitative assessment of foreign educational certificates with a view to determining their Nigerian equivalents.
- Maintains up-to-date registers of recognized foreign qualifications;
- Evaluates foreign educational qualifications and certificates at the request of employers for the purpose of determining their Nigerian equivalents.
- Advises Nigerians wishing to study abroad on the education status of foreign institutions.
- Co-ordinates World Teachers' Day celebration.
- Evaluation and accreditation of local and foreign qualifications outside the purview of the regulatory agencies in the tertiary education sector.
- Monitors project implementation to ensure that all works, goods and services provided meet the required standards.
- Provision of advisory and appellant services to States and Private Institutions.

- Handling educational matters arising from National and International Partnerships including Bilateral relations.
- Co-ordinating matters relating to education in African States.
- Implementing cultural agreements existing between Nigeria and other countries based on bilateral relations.
- Implementing projects founded on technical co-operation agreements.
- Dealing with educational matters emanating from Commonwealth agencies like the Commonwealth of Learning (COL).
- Participating in international and inter-ministerial meetings on education conferences of the Commonwealth and the meetings of joint commissions and regional organizations on education matters.
- Co-ordinates and liaises with multilateral agencies of the United Nations like UNICEF, UNDP and UNIDO on all educational matters. It carries out other *adhoc* and cross departmental duties on the girl child, child's right, education analysis and 'monitoring of learning achievement in schools' which emanates from its collaboration with the relevant agencies.

***Structure***

| S/N | DIVISIONS | BRANCHES |
|---|---|---|
| 1. | National and International Partnerships | • Bilateral Agreements, Commonwealth and African Affairs (BACAA)<br>• Multilateral Cooperation |
| 2. | Evaluation and Accreditation | • Evaluation and Accreditation (E/A)<br>• Centre for Educational Measurement (CEM) |
| 3. | School Support | • Teacher Support and Development<br>• Instructional Materials and Publications<br>• Art and Cultural Education |
| 4. | Guidance and Counselling | • Careers<br>• Guidance and Counselling |
| 5. | Sports and Health Education | • HIV/AIDS<br>• Sports and Health |
| 6. | - | • Exam Ethics and Campus Safety |

**FEDERAL SCHOLARSHIP BOARD (FSB)**

## Introduction

The Federal Scholarship Board (FSB) is a Department of the Federal Ministry of Education headed by a Director, as the Secretary of the Board. It has no Governing Board as the nomenclature implies.

## Mandates & Functions

- Policy formulation – preparation of periodic master plans for a balanced and efficient utilization of foreign and local scholarships, and fellowship awards to deserving Nigerian undergraduate and postgraduate students. This may sometimes involve consultation with State governments, the Ministry of Foreign Affairs, other relevant agencies and bodies.

- Implementation of the Federal Government policy and programmes of foreign and local scholarship awards to deserving Nigerian scholars.

- Implementation of the Federal Government commitments to Bilateral Education Agreement (BEA) and Multi-Lateral (Commonwealth) Agreements on Scholarship and Fellowship awards to Nigeria.

- Implementation of Presidential Special Scholarship for Innovation and Development (PRESSID) and NYSC Ex-Corps members' scholarship.

- Collection, collation, analysis, publishing and dissemination of data and other information on student matters, scholarship and fellowship awards in relation to Nigeria.

- Supervises and monitors the activities of Federal Government scholars in tertiary institutions locally and overseas.

- Advises and co-ordinates States' scholarship policies and programmes through Annual Co-ordinating Committee Meetings of Secretaries of Federal and State Scholarship Boards

## *Structure*

**The FSB operates with four divisions as follows:**

- Bilateral Education Agreement (BEA);
- Nigerian Awards;
- Commonwealth Scholarship & Fellowship Plan; and
- General Duties

## HUMAN RESOURCES MANAGEMENT (HRM) DEPARTMENT

### Introduction

The Human Resources Department is one of the common service Departments in the Ministry. It has the primary mandate of managing the Ministry's human resources. It is, therefore, charged with the responsibility of ensuring continuous availability of professional, skilled, productive and well-motivated staff, and the provision of necessary tools and a conducive working environment to facilitate the delivery of the overall mandate of the Ministry. The Department also interfaces with the Ministry's Departments and major regulatory bodies in the Service such as the Federal Civil Service Commission (FCSC); Office of the Head of Civil Service of the Federation (OHCSF); Office of the Accountant-General of the Federation (OAGF) etc on matters that affect staff.

### Vision

To guarantee the attainment of the overall goal of the Ministry in particular, and that of the Federal Government in general, within the laid-down government policies through the provision of quality human and material resources, and regular manpower development for effective performance.

### Mission

To provide proactive support and machinery for the smooth operation of all the Departments through highly- motivated and vibrant staff, and to ensure that a sustainable quality workforce is put in place at all times achieve the overall educational objectives of the government.

### Mandates & Functions

- Appointment of Staff (GL01 – 06);
- Appointment and deployment of Principals of Federal Government Colleges (FGCs)

- Deployment of staff;
- Transfers;
- Promotions;
- Discipline and Appeals;
- Staff Welfare Matters;
- Staff Training and Development;
- Establishment matters;
- Pensions and Gratuity Administration;
- Manpower Budget;
- Records and Registries;
- Co-ordinates the activities of staff Unions;
- Insurance matters.

***Structure***

| S/N | DIVISIONS | BRANCHES |
|---|---|---|
| 1. | Appointments, Promotions & Discipline (APD) Senior | • Appointments<br>• Promotion &<br>• Discipline |
| 2. | Appointments, Promotions & Discipline (APD) Junior | • Appointment<br>• Promotion<br>• Discipline |
| 3. | Establishment & Records | • Records<br>• Registry |
| 4. | Staff Welfare & Industrial Relations (SW&IR) | • Staff Welfare<br>• Pension<br>• Labour |
| 5. | Training & Capacity Building | -- |

**INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)**

## Introduction

The Information and Communications Technology (ICT) Department was established to drive the delivery of innovative technology solutions and support services towards ensuring that all Departments within the Federal Ministry of Education (FME) are able to leverage modern ICT resources, to optimize their respective functions. The Department also serves as an ICT co-ordination resource for the education sector at large; ensuring the development of uniform standards and skills acquisition.

## Vision

To become the hub for the stimulation of the development of IT education and deployment of ICT in teaching, learning and educational administration towards the production of the requisite human capital for sustainable national development and global competitiveness.

## Mission

Improving educational outcomes using the best breed of technologies to deliver education-related materials and solutions for the enhancement of knowledge and performance of learners, educational administration and access to education and information.

## Mandates & Functions:

- Gives policy direction on the development and deployment of ICT in education.
- Develops strategic plans, guidelines and strategies for the implementation of ICT in education.
- Sets minimum standards on ICT in education and monitors compliance.
- Co-ordinates the development and deployment of ICT in education.
- Stimulates interest in ICT among staff and build capacity in ICT for staff members and students.
- Reviews, enhances and manages partnerships for ICT in Education.
  - Develops and co-ordinates e-learning plans, process and strategies including the development of content.
  - Develops training guides and information manuals for use by all levels of staff and stakeholders.

- Sets frameworks and standards for the development of software applications for the Ministry and educational institutions.
- Enforces standards and procedures pertaining to the administration and management of software systems throughout the Departments and educational institutions.
- Focuses on the development, implementation and maintenance of software applications that respond to the common needs of the different government sectors.
- Supports the development and maintenance of software solutions to the other Divisions of the Department.
- Undertakes the planning, co-ordination, monitoring and evaluation (complete project (management) of software development projects being undertaken by third parties (out-sourced projects).
- Provides consultancy services pertaining to the provision of software solution.
- Prescribes the specifications and plan for ICT infrastructure for the education sector.
- Establishes and enforces standards and procedures pertaining to ICT infrastructure within the Department.
- Implements and maintains hardware and software infrastructure systems of the Department/Ministry/ government.
- Undertakes the planning, verification, monitoring and evaluation (complete project management) of infrastructure projects being undertaken by third parties for the Department.
- Provides infrastructure related support to other divisions of the Department.
- Participates in the training of staff of Federal Unity Colleges (FUCs) in the use of infrastructure systems and the upgrading of technicians at all levels.
- Provides technical support at events organized by the Ministry when required.
- Works in collaboration with the Nigeria Education Management Information System (NEMIS) in the development and deployment of NEMIS portal.
- Works in collaboration with the Federal Scholarship Board (FSB) on the development and deployment of online scholarship registration (Bilateral Education Award (BEA) and Nigerian Awards.
- Performs routine maintenance, troubleshoots and repairs of computer systems and Internet network for all Departments and Units at the FME headquarters.

***Structure***

| S/N | DIVISIONS | BRANCHES |
|---|---|---|

| | | |
|---|---|---|
| 1. | ICT Education | • e-learning and Staff Development<br>• ICT Policy and Standards |
| 2. | Hardware and Software Management | • Hardware Management<br>• Software Management |

## FINANCE AND ACCOUNTS (FA) DEPARTMENT

### Introduction

The Finance and Accounts Department of the Ministry is saddled with the responsibility of budget preparation for the education sector as well as maintaining the financial accounts of the Ministry. It also receives and responds to all audit queries issued to the Ministry by the Office of the Auditor-General of the Federation, Office of the Accountant General of the Federation and the Public Accounts Committee of the National Assembly.

Similarly, the Department co-ordinates the submissions of budget preparation of all the departments, agencies and institutions under the Ministry to the Budget Office of the Federation. It further assists in the preparation of documents for budget defence with the four Committees of the National Assembly on Education. It has been the duty of the Department to prepare documents for the oversight visits of the National Assembly on budget performance on an annual basis.

### Vision

To maintain high ethical and professional competence as the custodian of Public Funds by ensuring probity, transparency, integrity and accountability in the Ministry's search for quality education for the nation.

### Mission

To manage and control the ministry's financial resources in accordance with the laid-down rules and regulations, rendering both management and statutory accounting returns and installing a result – oriented and fraud – proof accounting system with constant focus on effective service delivery.

### Mandates & Functions

- Ensures compliance with Financial Regulations and the Accounting Code by all staff under its control and supervision.
- Ensures adequate supervision of the disbursement of funds and proper accounting for revenue.
- Acts as Chief Financial Adviser to the Accounting Officer and the Honourable Minister of Education.

- Ensures that effective and prudent fund management controls are put in place to safeguard wastage and prevent fraud.
- Ensures effective internal revenue generation.
- Attends to all Audit queries and Public Accounts Committee.
- Ensures that adequate and secure banking arrangements for the Ministry's funds are provided.
- Articulates the financial needs of the Unity Schools, Departments, Units, Institutions and Parastatals of the Ministry into the Budget format through the appropriate call circulars (Budget Proposals) and defending the Ministry's recommended Budget at the National Assembly.
- Maintains appropriate records of receipts and payment activities of the Ministry.
- Renders financial, advisory services and deploys appropriate strategies to aid budget implementation.
- Renders all mandatory returns of Finances – Expenditure and Revenue to appropriate agencies of government.
- Prepares cash-flow statements for capital and recurrent expenditure releases.
- Monitors revenue collection and capital projects in the Federal Government Colleges (FGCs) and Parastatals.

***Structure***

| **Divisions** | **Branches** |
|---|---|
| Finance | - |
| Accounts | - |
| Budget | - |

## INTERNAL AUDIT (IA) DEPARTMENT

### Introduction

The Internal Audit is a managerial instrument which functions by measuring and evaluating the effectiveness of the internal control system of an organization. The Internal Audit is a service provider department which reports to:

- The Ministry's Accounting Officer.
- The Accountant-General of the Federation and forwards copies of its monthly, quarterly, half-yearly and yearly reports to the Auditor-General of the Federation.
- The Unit was upgraded to a full departmental status in March 2014 by virtue of Treasury Circular A3 & B3.

### Vision:

To create a functional and effective Internal Audit Unit through well - motivated staff that would enhance the economic, efficient and effective utilization of resources and emphasize value for money audit, strengthen the internal control system to detect, prevent errors, fraud and minimize waste as much as possible.

**Mission**:

To constantly upgrade the workforce that would be relevant in the evolving policies of the Federal government through achieving Internal Audit set goals.

**Mandates & Functions**

- Checks compliance with laws, instructions and directives.
- Checks the adequacy of Financial and Accounting Systems.
- Checks the level of achievement of set objectives.
- Reports monthly, quarterly and yearly to the Ministry's Accounting Officer, OAGF and AUGF.
- Checks the total operations of government for economy, efficiency and effectiveness.

- Undertakes comprehensive pre-auditing of all payments and receipts vouchers.
- Appraises progressively the soundness, adequacy and application of the internal control systems.
- Ascertains the extent to which the system of internal control ensures compliance with the Financial Rules, Regulations and extant Treasury Circulars, policies and procedures.
- Ascertains that the system of internal control promotes the efficient and effective use of resources at Headquarters and the 104 Federal Unity Schools.
- Ascertains that the system of internal control operates to ensure that the assets are properly controlled and safeguarded from losses arising from fraud, irregularity or corruption.
- Ascertains that there are adequate controls to ensure reliability of accounting and other information as a basis for producing accounts and for financial, statistical and other returns.
- Ascertains that there is an adequate internal control system to ensure the integrity and reliability of financial and other information provided to the Permanent Secretary, the Accounting Officer.
- Confirms compliance with laws, regulations and Government Guidelines guiding expenditure of public funds.
- Identifies all aspects of control systems on which it intends to rely and develop a review cycle especially as it affects the functions of the principal officers in the FGCs and zonal offices.
- Evaluates those systems, identifies inappropriate and inadequate controls and recommend improvement in procedures and practices based on best practice.

- Recommends and advises on value-for-money and efficient improvement as evident from reviews performed.
- Ensures transparency, probity and accountability in the government expenditure process by liaising with the management.
- Prepares periodic reports on monthly, quarterly, half-yearly and yearly reports and any other report required from time to time.

***Structure***

| **Divisions** | **Branches** |
|---|---|
| Pre-payment /System Audit | - |
| Budget Monitoring/ Forensic Audit | - |

**PROCUREMENT DEPARTMENT**

**Introduction**

The Department of Procurement is saddled with the responsibilities of carrying out the following activities, in line with Public Procurement Act 2007 (PPA 2007).

**Mandates & Functions**

- Prepares and collates Procurement Plans from various Departments and presents such to the Procurement Planning Committee (PPC) and Bureau of Public Procurement (BPP).
- Defends the Procurement Plan submitted to Bureau of Public Procurement before implementation.
- Organizes procurement for works, goods and consultancy services as contained in the approved budget of the Ministry.
- Prepares bidding and tender documents in conjunction with user Departments and other Agencies.
- Secretariat of the Procurement Planning Committee and Ministerial Tenders Board (MTB).
- Processes and implements constituency projects.

- Serves as the Evaluation Committee.
- Advertises all procurements for works, goods and consultancy services.
- Monitors and evaluates compliance and projects.
- Processes requests for 'No Objection' from the Bureau of Public Procurement and liaises with the BPP on matters of procurement.
- Responds to inquiries, queries, petitions and complaints on matters relating to procurement.
- Supervises compliance with the due processes of Parastatals of the Ministry.
- Carries out Procurement Audit in Federal Unity Colleges

***Structure***

| **Division** | **Branches** |
|---|---|
| | Tenders And Documentation And Ministerial Tenders Board |
| | Monitoring, Evaluation And Certification |

## REFORM CO-ORDINATION AND SERVICE IMPROVEMENT DEPARTMENT

The Department of Reform Coordination and Service Improvement (RC&SI) was established by Circular No OHCSF/CME/243/17 of 11th March 2014. This was informed by the need to mainstream Government Public Service Reform Programmes and sustain the implementation of Reform initiatives by bringing all such programmes under one umbrella to facilitate their effective management.

### Vision

To be a catalyst of change by promoting best practices and a corruption-free ministry in the cause of providing service delivery in the Education sector.

### Mission

Facilitating effective service delivery and eradicating all forms of corrupt practices through Charter formulation, supervising its implementation and periodic reviews as well as embarking on sensitization programmes to create awareness among staff, students, customers and stakeholders.

**Mandates & Functions**

- Manages the Department and serves as a focal point for driving all changes, reforms, innovations and improvement efforts within the ministry in line with the overall framework set by BPSR, OHCSF and other central agencies of government.
- Co-ordinates, drives, monitors, and report on the implementation of the Reform Agenda for the Ministry.
- Identifies lapses in work processes systems and service gaps with the Bureau of Public Service Reforms (BPSR), Office of the Head of Service and develops interventions to eliminate such gaps.
- Manages the Ministry's Service Delivery infrastructure and enhances the Ministry's capacity to provide effective customer - focused services through the promotion of the aims, principles, initiatives and tenets of SERVICOM while at the same time ensuring the enthronement of transparency, accountability, integrity and probity in the system.

***Structure***

| **Divisions** | **Branches** |
|---|---|
| Ministerial SERVICOM | |
| Reform Coordination | |
| Anti-Corruption and Transparency Unit (ACTU) | |

**GENERAL SERVICES DEPARTMENT**

**Introduction**

The General Services Department is a service department created in 2014 by the Office of the Head of the Civil Service of the Federation with the following functions:

- Utility Services
- Stores Management
- Facility Management
- Maintenance Services (Electrical and Building)
- Transport Administration

- Office Allocation; and
- Security

**Vision**

To provide a healthy and safe work environment, reliable vehicles for employees by delivering high quality and cost effective support services and maintenance culture.

**Mission**

To provide leadership and best practices in managing facilities, supplies, security and resource conservation, maintenance and other support services.

***Structure***

| **Divisions** | **Branches** |
|---|---|
| Maintenance | • Maintenance Services<br>• Facility Management<br>• Plant and Equipment<br>• Office Allocation |
| General Services | • Transport Administration<br>• Utility services (telephones, PABX, electricity bills etc)<br>• Stores management<br>• Security |

**LEGAL SERVICES UNIT (LS)**

**Introduction:**

The Legal Unit of the Ministry is an extension of the chambers of the Attorney-General of the Federation and Minister of Justice who is the Chief Law Officer of the Federation. The Legal Unit is dedicated to law reform drive and initiatives geared towards improving the educational laws in Nigeria.

**Vision:**

To be a dynamic and vibrant Legal Unit, manned by efficient and dedicated lawyers guaranteeing quality legal services to achieve the set goals in the Education sector.

**Mission:**

Commitment to the delivery of quality legal services and ensuring that the Ministry follows the due process of law in the discharge of its functions in order to achieve a robust and viable Education sector.

## Mandates & Functions

- Renders legal advice/opinions on all matters referred to the Unit from the Ministry and its parastatals.
- Prepares and reviews laws relating to the Education sector for the purposes of amendment.
- Prepares and vets legal instruments (i.e. Deeds of Guarantees, Power of Attorney, Education Law Instruments, Searches, Investigations and Perfection of Title Deeds and liaison with regulatory authorities on legal issues concerning the Ministry).
- Participates in negotiations, prepares and vets Contract Agreements/Memorandum of Understanding (MOU) and other legal documents.
- Represents the Ministry at local and international meetings, seminars and workshops with legal connotation.
- Liaises with the Federal Ministry of Justice on behalf of the Ministry and its parastatals on legal issues.
- Liaises with the National Assembly on pending Bills affecting the Education Sector.
- Handles legal action in courts and before Arbitral Tribunals on behalf of the Ministry and its parastatals.

## LIBRARY SERVICES UNIT

### Introduction

The Federal Ministry of Education Headquarters Library Services Unit is charged with the provision of information for education, research, planning and recreation for effective and efficient service delivery. Indeed, the library provides access to all kinds of materials which contain credible and substantial information required for good governance, national growth and development especially on education matters.

It is a valuable component of education growth and development, as it enhances teacher's proficiency, supports students towards improved learning outcomes, promotes independent learning ability, scales up the development of employable skills and broadening of students' horizons. The provision of a standard library is a game changer in the Nigerian education sector.

### Vision

To make the Federal Ministry of Education library an information resource centre capable of acquiring, storing, organizing and providing prompt and relevant information to assist in achieving the Ministry's goals.

**Mission**

Promptly bringing information seekers and users to relevant resource materials in whatever format (digital and/or analogue) using relevant Information and Communications Technology (ICT) tools.

**Mandates & Functions**

- Selects, evaluates, acquires and organises books, journals, government publications and library materials, based on an approved library policy and classification scheme.
- Provides library services (digital and or analogue).
- Catalogues and classifies library books and materials.
- Provides reference information services.
- Selective Dissemination of Information (SDI) in line with the vision and mission of the parent Ministry.
- Publishes the library education handbook.
- Regular capacity building of library personnel.
- Promotes readers' awareness and library promotion campaign.
- Manages indexes and abstracts and periodicals.
- Compiles bibliographies and reading lists.
- Supervises constant maintenance of library stocks.
- Co-ordinates administrative and professional activities of library services with professional bodies and library associations (IFLA, LRCN, NLA, AGOL).
- Gives professional advice on library matters to the authorities of the Ministry.

***Structure***

| **Division** | **Branches** |
|---|---|
| Planning and Training | |
| Monitoring and Quality Assurance | |

## PARASTATALS/ AGENCIES UNDER THE FEDERAL MINISTRY OF EDUCATION

### Regulatory Agencies:

- National Universities Commission (NUC)
- National Board for Technical Education (NBTE)
- National Commission for Colleges of Education (NCCE)
- Teachers Registration Council of Nigeria (TRCN)
- Librarians Registration Council of Nigeria (LRCN)
- Computer Professionals' Registration Council of Nigeria (CPN)

### Examination Bodies:

- Joint Admissions and Matriculation Board (JAMB)
- National Business and Technical Examinations Board (NABTEB)
- National Examinations Council (NECO)
- National Teachers' Institute (NTI)

### Funding Agencies:

- Universal Basic Education Commission (UBEC)
- Tertiary Education Trust Fund (TETFund)

### Service Agencies:

- National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC)

- National Commission for Nomadic Education (NCNE)
- Nigerian Educational Research and Development Council (NERDC)
- National Institute for Educational Planning and Administration (NIEPA)
- National Mathematical Centre (NMC)
- National Library of Nigeria (NLN)
- National Institute for Nigerian Languages (NINLAN)
- Nigerian-French Language Village (NFLV), Badagry
- Nigerian-Arabic Language Village (NALV) Ngala, Borno

## National Universities Commission (NUC)

**Location: Abuja**
**Chief Executive: Executive Secretary**

### Introduction

The National Universities Commission is a regulatory and quality assurance agency for University education in Nigeria. The Commission was established in 1962 as a unit in the Cabinet Office of the then Prime Minister and it became a statutory body in 1974.

### Vision

To be a dynamic regulatory agency acting as a catalyst for positive change and innovation for the delivery of quality university education in Nigeria.

### Mission

To ensure the orderly development of a well-co-ordinated and productive university system that will guarantee quality and relevant education for national development and global competitiveness.

### Mandates & Functions

- Advises the President and State governors, through the Minister, on the creation of new universities and other degree-awarding institutions in Nigeria.
- Prepares, after consultation with the State governments, the universities, the National Manpower Board and such other bodies as it considers appropriate,

periodic master plans for the balanced and co-ordinated development of all universities in Nigeria.

- Lays down Minimum Academic Standards in the Federal Republic of Nigeria and accredits their degrees and other academic awards.
- Ensures that quality is maintained within the academic programmes of the Nigerian university system.
- Makes such other investigations relating to higher education as the Commission may consider necessary in the national interest.
- Inquires into, and advises the Federal Government on the financial needs, both recurrent and capital, of the university education in Nigeria and, in particular, to investigate and study the financial needs of university research and to ensure that adequate provision is made for this in the universities.
- Takes into account, in advising the Federal and State Governments on university finances, such grants as may be made to the universities by the Federal and State Governments, private proprietors and by persons and institutions in and outside Nigeria.
- Undertakes periodic reviews of the terms and conditions of service of personnel engaged in the universities and makes recommendations thereon to the Federal Government where appropriate.
- Recommends to the Visitor of a university that a visitation be made to such a university as and when it considers it necessary.
- Acts as the agency for channeling all external aids to the universities in Nigeria.
- Receives block grants from the Federal Government and allocates them to Federal Universities in accordance with such formulae as may be laid down by the National Council of Ministers.

## National Board for Technical Education (NBTE)

**Location: Kaduna**
**Chief Executive: Director-General**

### Introduction

The Federal Government established the National Board for Technical Education (NBTE) by Act 9 of January 1977. In August, 1985 and January 1993 respectively, the Federal Government enacted Act 16 (Education (National Minimum Standards and

Establishment of Institutions) Act) and Act 9 (Education (National Minimum Standards and Establishment of Institutions) (Amendment) Act). With these Acts, the functions of the Board were extended to include accreditation of academic programmes in all Technical and Vocational Education (TVE) institutions. Act No.9 of 1st January 1993 further empowered the Board to recommend the establishment of private Polytechnics and Monotechnics in Nigeria.

**Vision**

To be a world-class regulatory body for the promotion of Technical and Vocational Education and Training (TVET) in Nigeria.

**Mission**

To promote the production of skilled technical and professional manpower for the development and sustenance of the national economy.

**Mandates & Functions**

- Advises the Federal Government on, and co-ordinating all aspects of technical and vocational education outside the universities.
- Determines, after consultation with such other bodies, the skilled manpower needs of the country in the industrial, commercial and other relevant fields.
- Prepares periodic master-plans for the balanced and co-ordinated development of polytechnics, and such plans shall include the general programmes to be pursued by polytechnics in order to maximize the use of available facilities and avoid unnecessary duplication and recommendations for the establishment and location of new polytechnics.
- Enquires and advises the Federal Government on the financial needs, both recurrent and capital, of polytechnics and other technical institutions.
- Receives block grants from the Federal Government and allocates them to polytechnics in accordance with such formulae as may be laid down by the Federal Executive Council.
- Acts as the agency for channeling all external aids to polytechnics in Nigeria.
- Advises, and takes steps to harmonise entry requirements and the duration of courses at technical institutions.
- Establishes and maintains minimum standards in polytechnics and other technical institutions in the Federation.
- Accredits academic programmes in all technical and vocational education (TVE) institutions for the purpose of award of national certificates and diplomas and other similar awards.

## National Commission for Colleges of Education (NCCE)

**Location: Abuja**
**Chief Executive: Executive Secretary**

### Introduction

The National Commission for Colleges of Education was established by Decree (now Act) 13 of 17th January, 1989 (Amended Act 12 of 1993) as a completion of a tripod of excellence in the supervision of higher education in the country.

### Vision

To Make the Colleges of Education Centres of Excellence in teaching, learning and research to facilitate the production of top-class teachers, highly motivated and fully prepared for teaching at the basic education level.

### Mission

Production of well-motivated teachers of world-class quality with high personal and professional discipline, integrity and competence for expanding the basic education sector.

### Mandates & Functions

- Co-ordinates all aspects of non-degree teacher education in Nigeria.
- Makes recommendations on the National Policy on Education necessary for the full development of teacher education and training of teachers.
- Harmonizes entry requirements and duration of courses in the Colleges of Education in Nigeria.
- Lays down Minimum Standards for all programmes of teacher education and accredits their certificates.

- Acts as the agency for channeling all external aids to Colleges of Education in Nigeria.
- Advises the Federal Government through the Minister and co-ordinates all aspects of teacher education falling outside the universities and polytechnics.
- Approves guidelines setting out the criteria for the accreditation of all Colleges of Education in Nigeria.
- Collates analyses and publishes any published information relating to teacher education in Nigeria.

## Teachers Registration Council of Nigeria (TRCN)

**Location: Abuja**
**Chief Executive: Registrar/ CEO**

### Introduction

The Teachers' Registration Council of Nigeria (TRCN) was established by Act 31 of 1993 (Now TRCN Cap T3 of 2004) to control and to regulate the teaching profession at all levels and sectors of the country's educational system in order to match teacher quality, discipline, professionalism, reward and dignity with international standards.

### Vision

An effectively regulated teaching profession in Nigeria founded upon a robust teacher education and practice where teacher quality, discipline, professionalism, reward and dignity match international standards.

### Mission

To assure excellence and professionalism among teachers at all levels of the nation's education system, using effective registration, licensing, accreditation, monitoring and supervision of teacher education programmes, promoting continuing professional development and maintenance of discipline as paradigms for the overall renaissance of the teaching profession in Nigeria.

### Mandates & Functions

- Determines who is a teacher.

- Determines what standards of knowledge and skills are to be attained by persons seeking to become registered as teachers and raising those standards from time to time as circumstances may permit.
- Secures the establishment and maintenance of a register of teachers and the publication from time to time of the lists of those persons
- Regulates and controls the teaching profession in all aspects and ramifications
- Classifies from time to time members of the teaching profession according to their levels of training and qualifications

## Librarians Registration Council of Nigeria (LRCN)

**Location: Abuja**
**Chief Executive: Registrar/ CEO**

### Introduction

The Librarians Registration Council of Nigeria (LRCN) was established under Act 12 of 1995 (CAP L 13 2004) as a parastatal of the Federal Ministry of Education charged with the responsibility of regulating the Library and Information Science sector in Nigeria.

### Vision

A world-class regulatory body that provides a platform for the delivery of quality library and information services in Nigeria.

### Mission

To pursue the attainment of professional excellence by determining who are librarians; set standards of knowledge and skills required for registration and practice; guidelines for accreditation and minimum standards for libraries, and the maintenance of professional discipline among librarians.

### Mandates & Functions

- Determines who librarians are.
- Accredits Library and Information Science schools.
- Develops standards and guidelines for all types of libraries.
- Determines what standards of knowledge and skills to be attained by persons seeking to become registered as librarians and reviewing those standards from time to time as circumstances may require.
- Builds the capacity of librarians.

- Establishes and maintains a register of persons entitled to practise the profession and publishes from time to time the list of such persons.
- Registers all qualified librarians.
- Sets and maintains standards for all categories of libraries.
- Maintains discipline within the Library & Information Service (LIS) profession.
- Accredits library school programmes.

## Computer Professionals Registration Council of Nigeria (CPN)

**Location: Lagos**
**Chief Executive: Registrar**

### Introduction

Computer Professionals Registration Council of Nigeria was established by Decree No. 49 of 1993, promulgated on 10th June, and gazetted on 9th August, of the same year. The Council is charged with the control and supervision of the computing profession in the country.

### Vision

An apex regulatory body in the education and practice of IT in Nigeria; enhancing industry standards to strategically position IT for significant contributions to national development.

### Mission

To promote professionalism and quality computer education so that it becomes a critical success factor in national development.

### Mandates & Functions

- Determines what standards of knowledge and skills to be attained by persons seeking to become members of the computing profession and improving those standards from time to time.

- Secures, in accordance with the provision of the Decree, a register of persons to practise the computing profession, and the publication from time to time, of the list of these persons.
- Organises of computing practice in the country.
- Controls computing practice of computing in the country.
- Supervises of the practice of computing in the country.
- Screens individuals seeking to be registered as computer professionals.
- Regulates corporate bodies seeking to be registered to engage in the sale or use of computing facilities and/or the provision of professional services in computing in the country.
- Ensures high computing professional ethics and professionalism - standards, discipline etc.
- Determines academic standards in computing - Computer Science, Computer Engineering, Information Science, etc.
- Accredits institutions, courses and programmes and the evaluation of certificates in computing.
- Conducts professional examinations in computing by liaising with associations/bodies external to the Council.
- Publishes activities of the Council.
- Publishes the register of Computer Professionals and other computing professional works such as journals, books, magazines, newsletters, etc.
- Ensures quality control and assurance on value-adding of IT education through various interventions such as setting minimum IT education standards and regular reviews at all levels of IT education.
- Enforces through the Council's Investigating Panel [CIP] and Council Disciplinary Committee [CDC] (the professional tribunal) Committee of ethical professional conduct using the published Code of Ethics and Professional Conduct.

**Joint Admissions and Matriculation Board (JAMB)**

**Location: Abuja**
**Chief Executive: Registrar/CEO**

**Introduction**

The Joint Admissions and Matriculation Board (JAMB) was established in 1977 by the Federal Government based on the recommendations in the report of the Angulu Committee on Central Admissions.

The enabling Law establishing the Board was promulgated in February 1978 as (Act) No. 2 of 1978. This was amended and replaced with Decree (Act) 33 of 1989.

The primary objectives of the Joint Admissions and Matriculation Board are to ensure uniform standards for the conduct of Matriculation Examinations and the placement (admissions) of suitably qualified candidates into the nation's universities, Monotechnics, Polytechnics, Colleges of Education and Innovation Enterprise Institutions in collaboration with tertiary institutions.

**Vision**

A first class examining body with a reputation for maintaining high standards, employing cutting-edge methods, international best practices and state of the art tools in the business of Testing.

**Mission**

To ensure uniform standards in conduct of matriculation examination and the placement of suitably qualified candidates into the nation's tertiary institutions.

**Mandates & Functions**

Ensures uniform standards for the conduct of Matriculation Examinations and the placement (admissions) of suitably qualified candidates into the nation's universities, Monotechnics, Polytechnics, Colleges of Education and Innovation Enterprise Institutions in collaboration with tertiary institutions.

**National Business and Technical Examinations Board (NABTEB)**
**Location: Benin City**
**Chief Executive: Registrar**

**Introduction**

The National Business and Technical Examinations Board (NABTEB) was established by Act 70 of Parliament in 1993 to domesticate the assessment and certification of craft level Technical and Vocational Education which were previously undertaken by foreign examination bodies, namely: City and Guilds (C&G) and Royal Society of Arts (RSA) of London; the Commercial and Technical Division of the West African Examinations Council (WAEC); and other non-specialized examination bodies in Nigeria.

**Vision**

A globally-recognized assessment and certification body preparing candidates for the world of work and academic/professional excellence.

**Mission**
To become a globally-acknowledged assessment body for craftsmen and technicians.

**Mandates & Functions**

- Issues results and certificates and gives awards in examinations conducted by it.
- Monitors, collects and keeps records of continuous assessment in Technical Colleges and allied institutions towards the award of certificates in National Business and Technical Examinations.
- Conducts researches, publishes statistics and other information in order to develop appropriate examination tests and syllabi in Technical and Business Studies.
- Conducts Craft Level Examinations in Business and Technical examinations.
- Conducts National Common Entrance Examination into Federal and State Science and Technical Colleges and allied institutions.
- Issues results, certificates and give awards.
- Conducts other specified examination on behalf of, or in collaboration with other Examination Bodies or Agencies.

**National Examinations Council (NECO)**

**Location: Minna**
**Chief Executive: Registrar/CEO**

**Introduction**
The establishment of the National Examination Council (NECO) in April 1999, is a culmination of the reaction of the Federal Government to wide spread escalating agitation for a national examination outfit that would be responsive to the Nigerian needs and demands as well as cope with the annually increasing number of secondary school candidates taking the Senior School Certificate Examinations (SSCE) nationwide.

The enabling Decree 33 of 1999 establishing the National Examination Council (NECO) became an Act of Parliament cited as the "National Examinations Council' (NECO) (establishment) Act 2002.

**Vision**
To become a major player in the global assessment industry.

**Mission**
To deliver examinations whose results are trusted worldwide for their credibility.

**Mandates & Functions**

- Controls and conducts National Common Entrance Examination (NCEE) for admission into Federal Unity Colleges and other allied institutions.
- Controls and conducts the internal and external Senior School Certificate Examinations (SSCE) in Nigeria without prejudice to the extant powers and functions of the West African Examinations Council (WAEC).
- Controls and conducts the Junior School Certificate Examination (JSCE) now called Basic Education Certificate Examination (BECE) for Federal Government Colleges and other allied institutions.
- Conducts researches leading to national improvement in testing and examination procedures at Junior and Senior Secondary School levels.

**National Teachers' Institute**

**Location: Kaduna**
**Chief Executive: Director General**

**Introduction**
The National Teachers' Institute is a single mode distance education institution dedicated to teacher training. It was established in 1976 by the Federal Government primarily because of the pressing needs in the country for trained and qualified teaching staff at all levels of the educational system.
Acts No. 7 of 10th April 1978 establishing the institute charged it among other duties with the responsibility of: providing courses of instruction leading to the development, upgrading and certification of teachers as specified in the relevant syllabus using distance education techniques.

**Vision**
Enhancing the professional skills of serving teachers for high quality education delivery at primary and secondary education levels with a view to uplifting the standard of the education system of the country,

**Mission**
To upgrade/update teachers' knowledge and skills in curriculum implementation while instilling in them the virtues of dedication, loyalty, commitment, discipline and resourcefulness.

## Mandates & Functions

- Provides courses of instruction leading to the development, upgrading and certification of teachers, as specified in the Act establishing it.
- Conducts Post-Graduate Courses and examinations in education for graduate teachers.
- Carries out researches in conjunction with other bodies on any matter relevant to educational development of the country.
- Formulates policies and initiates programmes at all levels of education designed to improve, by way of research, the quality and content of education in Nigeria;
- Assesses from time to time the training programmes offered by the institutions controlled by, or associated with the Institute, with a view to ascertaining the professional competence of those institutions.
- Offers such assistance either alone or in co-operation with Educational Bodies as may be requested by the institutions controlled by, or associated with the Institute.
- Fosters and enhances international co-operation in the education of teachers.

## Universal Basic Education Commission (UBEC)

**Location: Abuja**
**Chief Executive: Executive Secretary**

## Introduction

## The Universal Basic Education (UBE) Programme

The Federal Government of Nigeria launched the free Universal and compulsory Basic Education (UBE) programme in 1999. This move was made in line with the constitutional provision which states that "Government shall strive to eradicate illiteracy" by, among others, "providing free, compulsory and universal primary education." It was also done to fulfill the national philosophy and goals of education which underlie the country's aspiration to social, economic and political development.

The UBE programme can, therefore, be seen as a demonstration of the country's commitment to protocols and conventions on education to which Nigeria is a signatory. These include the Rights of the Child Convention (1989) and the World Declaration on Education for All and Framework for Action to Meet Basic Learning Needs (1990).

## Vision

Ensuring that all children, regardless of ethnicity, religion, class, or gender**,** have access to quality basic education.

## Mission

To operate as an intervention, co-ordinating and monitoring agency to progressively improve the capacity of states, Local Government Agencies and Communities in the provision of unfettered access to high quality basic education in Nigeria.

## Mandates & Functions

- Channels intervention funds towards providing and upgrading infrastructure in schools, enhancing teacher capacity, procurement of instructional materials and promoting the education of children with special needs.
- Formulates the policy guidelines for the successful operation of the universal basic education programme in the Federation.
- Receives block grants from the Federal Government and allocates such to the States and Local Governments and other relevant agencies implementing the Universal Basic Education in accordance with an approved formula as may be laid down by the Board of the Commission and approved by the Federal Executive Council, provided the Commission shall not disburse such grants until it is satisfied that the earlier disbursements have been applied in accordance with the provisions of this Act.
- Enquires into, and advises the Federal Government on the funding and orderly development of basic education in Nigeria.
- Collates and prepares, after consultation with the States and Local Governments, and other relevant stakeholders, periodic master plans for a balanced and co-ordinated development of basic education in Nigeria including areas of possible intervention in the provision of adequate basic education facilities.
- Carries out in concert with the States and Local Governments at regular intervals, a personnel audit of teaching and non-teaching staff of all basic education institutions in Nigeria.
- Monitors Federal inputs into the implementation of basic education.
- Relates with State Governments through their respective State Universal Basic Education Boards (SUBEBs) and the Local Government Education Authorities (LGEAs) established by the Law passed by the State House of Assembly.

## TERTIARY EDUCATION TRUST FUND (TETFund)

**Location: Abuja**

**Chief Executive: Executive Secretary**

**Introduction**

The Tertiary Education Trust Fund (TETFund) was originally established as Education Trust Fund (ETF) by the act No 7 of 1993 as amended by Act No 40 of 1998(now repealed and replaced with Tertiary Education Trust Fund Act 2011). It is an intervention agency set up to provide supplementary support to all level of public tertiary institutions with the main objective of using funding alongside project management for the rehabilitation, restoration and consolidation of Tertiary Education in Nigeria.

The main source of income available to the Fund is the two percent (2%) education tax paid from the accessible profit of companies registered in Nigeria. The Federal Inland Revenue Services (FIRS) collects the tax on behalf of the Fund. The funds are disbursed for the general improvement of education in federal and state tertiary educational institutions.

**Vision**

A world-class interventionist agency in Nigeria's Tertiary Education.

**Mission**

To provide focused and transformative intervention in public tertiary Institutions in Nigeria through funding and effective project management.

**Mandates & Functions**

Exists as a corporate entity and operates as a valuable intervention agency of the Federal Government with a mandate to apply the funds realized from the education tax towards the provision and maintenance of:

- Essential physical infrastructure for effective teaching and learning.
- Instructional materials and equipment.
- Research and publication.
- Academic staff training and development.

- Any other need which, in the opinion of the Board of Trustees is critical and essential for the improvement of quality and maintenance of standards in the higher educational institutions.

**National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC)**

**Location: Abuja**
**Chief Executive: Executive Secretary**
**Introduction**

**Mandates & Functions**

- Formulates policies on non-formal education.
- Works in co-operation with states, Local Governments, Non-Governmental Organisations in the implementation of Non-Formal Education Policies.
- Monitors the activities in the sector.
- Enhances the success of Literacy, Adult and Non-Formal Education in Nigeria.
- Trains state officers on the delivery of Adult Literacy Programmes.

**National Commission for Nomadic Education (NCNE)**

**Location: Kaduna**
**Chief Executive: Executive Secretary**

**Introduction**

The NCNE was established by Decree 41 of 1989 (now Cap LFN 1990) to provide education to the nomadic pastoralists and migrant fisher-folks whose population exceeds 9.4 million people and of recent migrant farmers whose population is yet to be determined.

The nomadic education programme was aimed at providing functional and relevant education that will facilitate the integration of nomads into national life and equipping them to make favourable contributions to the nation's socio-economic development.

**Vision**

A prime mover that works in concert with all the Universal Basic Education (UBE) stakeholders for the actualization of qualitative education for the nomadic populations in the country.

**Mission**

To integrate the nomads into national life by providing them with relevant and functional basic education and improve their livelihood skills, levels of income and productivity as well as equipping them to complete favorably in the nation's socio-economic and political affairs.

**Mandates & Functions**

- Formulates policies and issues guidelines in all matters relating to nomadic education in Nigeria;
- Provides funds for:
    a. The research and personnel development for the improvement of nomadic education in Nigeria.
    b. The development of programmes on nomadic education.
    c. Provision of equipments, instructional materials, construction of classrooms and other facilities relating to nomadic education.
- Establishes, manages and maintains primary schools in the settlements and grazing reserves carved out for nomads, including mobile and boat schools;
- Determines the standards of skills to be attained in nomadic schools;
- Arranges for effective monitoring and evaluation of activities of agencies concerned with nomadic education;
- Receives block grants and funds from the Federal Government or any agency authorized on their behalf and allocates same to nomadic schools based on the formular approved by the Federal Executive Council;
- Acts as an agency for channeling all external aids to nomadic schools;
- Assures quality and ensures standards through effective Monitoring and Evaluation;
- Ensures effective inspection of nomadic education activities through the sections in the Federal and State Ministries of Education performing duties relating to nomadic education;
- Collates, analyses and publishes information relating to nomadic education in Nigeria; and

- Liaises and co-operates with other relevant ministries and agencies.

## Nigerian Educational Research and Development Council (NERDC)

**Location: Abuja**
**Chief Executive: Executive Secretary**

### Introduction

The Nigerian Educational Research and Development Council (NERDC) was established in 1988 by an enabling Decree No 53 (now Act No 53) which merged four educational research and development bodies into one organization. The bodies that were merged were the:

- Nigerian Educational Research Council (NERC);
- Comparative Education Study and Adaptations Centre (CESAC);
- Nigerian Book Development Council; and
- Nigerian Language Centre.

### Vision

Building and sustaining a culture of strategic educational research and development to inform the formulation and effective implementation of policies in education as well as in other sectors of the economy.

### Mission

To create an enabling environment in which educational research and developmental activities will thrive and in the process, encourage collaboration with international development partners and foster public private partnerships in a bid to render educational research and development efforts that are sustainable and needs-driven.

### Mandates & Functions

- Encourages, promotes and coordinates educational research programmes carried out in Nigeria.

- Identifies educational problems in Nigeria in which research is needed, and establishes the order of priority thereof.
- Encourages researches in educational problems and for that purpose, undertake, commissions, incorporates and finance such research projects as the Council deems fit.
- Periodically compiles and publishes a list of research projects.
- Compiles, publishes and sponsors the publication of the results of educational researches particularly in relation to Nigerian educational problems and the popularization of such results where their recognition is, in the Council's opinion, of national importance.
- Assesses, surveys or investigates educational matters considered necessary, either independently or in co-operation with individuals, organisations and agencies.
- Identifies language problems for the purpose of carrying out researches into such problems and finding solutions thereto.
- Establishes and maintains a research library into which new educational books and other related publications may be deposited.
- Promotes the development of curricula at all levels of the educational system.
- Develops new techniques and approaches to curriculum development.
- Produces syllabuses and instructional materials.
- Carries out studies in Comparative Curriculum.
- Develops and encourages the development of curricula materials for the various languages taught in schools.
- Formulates and implements a national policy on book development.
- Undertakes and promotes book development and local authorship; ensuring the provision of adequate infrastructural facilities for book manufacture.
- Encourages the expansion of the local printing and publishing industry in order to facilitate book production.
- Encourages and promotes a reading culture through continuous research into the needs of Nigerian readers.
- Develops an effective book distribution sector so as to ensure nationwide circulation.
- Encourages the establishment of, and strengthening of professional associations of the book industry in Nigeria.
- Serves as a centre for the exchange of information on books and all related issues.
- Advises and implements all policies relating to languages.
- Promotes and develops Nigerian languages.
- Carries out language extension services (including teacher training and linguistic courses).

- Develops and encourages the development of core books in Nigerian languages in co-operation with any other institution or organization concerned with book development.
- Provides adequate translation facilities necessary for book development in Nigeria.
- Co-ordinates language development projects throughout Nigeria and prepares an overall design for language research needs internally and through grants and subsidies to institutions, qualified agencies and organizations.
- Sponsors national and international educational conferences as may be relevant to the functions of the Council under the Act establishing it.
- Maintains relationships with corresponding educational research and development bodies in Nigeria and in other countries.
- Sets up pilot curriculum projects in educational institutions.
- Organises teacher educational programmes for new techniques in curriculum delivery.
- Carries out other activities likely to assist in the performance of the functions imposed on the Council under Act No. 53.

**National Institute for Educational Planning and Administration (NIEPA)**

**Location: Ondo**
**Chief Executive: Director-General**

**Introduction**
The National Institute for Educational Planning and Administration (NIEPA), Nigeria, was conceived by the Federal Ministry of Education, in collaboration with UNESCO/IIEP Paris, as a Sub-Regional Staff Colleges.

The institute was therefore, established to provide the unique service of empowering education sector operators through the provision of specialized and relevant skills in the Planning, administration and the management of education in Nigeria and the West African Sub-Region.

**Vision**
Empowering the education sector planners and managers with the appropriate skills and techniques for effective and efficient operation.

**Mission**
To develop a critical mass of education sector planners and managers for the effective and efficient planning and management of the education system through capacity building: continuous training, research and information dissemination.

**Mandates & Functions**

- Engages in capacity building, continuous training, consulting and action-research in educational planning and administration and information dissemination.
- Provides resource centre services for educators, planners, managers and administrators in the field of education as enunciated by the National Policy of Education.

**National Mathematical Centre (NMC)**

**Location: Abuja**
**Chief Executive: Director-General**

**Introduction**

The National Mathematical Centre (NMC) was established by Decree No. 40 of 1989 now Act, CAP N58, 2004, to train and develop high level personnel in Mathematical Sciences, create a Resource Centre to serve national and international communities (and provide for other ancillary services) as a focal point for advanced research and training in mathematical sciences and applications. The Centre is an Inter-University Centre of mathematical sciences. As an inter-University Centre, the NMC occupies a special place in the Nigerian Education system. Its unique role of inter-relating with all universities and other tertiary institutions buttresses the fact that it is distinctly different from other research institutions and Monotechnics.

**Mandates & Functions**

- Trains and develops high level personnel in mathematical sciences, including Mathematics, Statistics, Computer Science, and Theoretical Physics for Nigerian and African students.
- Creates a resource centre to serve national and international communities as a focal point for advanced research and training in mathematical sciences and applications.

- Enhances collaboration among mathematical scientists, especially between young Nigerian scientists and other advanced and experienced scientists from within and outside Nigeria.
- Identifies and encourages young talents, stimulate enthusiasm among young Nigerian students and attracts distinguished mathematical scientists, from all over the world, to enable it to tackle national set goals in the development of mathematical sciences.

**National Library of Nigeria (NLN)**

**Location: Abuja**
**Chief Executive: Director-General**

**Introduction**

The National Library of Nigeria is a parastatal under the supervision of the Federal Ministry of Education (FME) established in 1964 by the National Library Act No.56 and amended by the Decree No.29 of 1970.

**Vision**

Building an informed and enlightened citizenry through the provision of information resources that are readily available and easily accessible.

**Mission**

To acquire, process, organise, disseminate as well as provide links to information resources to Nigerians, and non-Nigerians alike, for their educational pursuits, research and informed decision-making.

**Mandates & Functions**

- Assembles, maintains and extends a collection of books, periodicals, pamphlets, newspapers, maps, musical scores, films and recordings, and other materials as the Board considers appropriate for a library of the highest standing.
- Establishes and maintains a branch of the National Library in each state.
- Makes the facilities of the National Library available to members of the public and others on proper terms, which may include provision for:

- The imposition of a scale of fees, subject to the approval of the Commissioner, for services rendered to the public;
- Safe-guarding the property of the Board; and
- Specifying the categories of persons who may be admitted to the premises under the control of the Board.

- Makes such arrangements as the Board considers appropriate with respect to:
  - Exchange matters included in the collection of the aforesaid;
  - Prepares and publishes catalogues, indexes and similar aids;
  - Provides assistance to other persons in the organization of libraries; and
  - Directs the manner of using facilities under the control of libraries.
- Makes recommendations and give advice on library development or organization to any department or agency of government of the Federation or a State or to any local government authority.
- Responsible for the development of the National Bibliography of Nigeria (NBN) and National Bibliographical Services, either in a National Bibliographical Centre or elsewhere.
- Collects Legal Deposits from publishers in the country.

**National Institute for Nigerian Languages (NINLAN)**

**Location: Aba**
**Chief Executive: Director-General**

**Introduction**

The National Institute for Nigerian Languages was set up by Decree 117 of December 1993, now Act Cap N50, Laws of the Federation of Nigeria (LFN) 2004, as the apex institution for research, teaching, documentation and co-ordination of studies in Nigerian languages from primary to tertiary levels. It is an inter-university centre under the ambit of the National Universities Commission (NUC), with oversight functions by the National Commission for Colleges of Education (NCCE) and National Board for Technical Education (NBTE), whenever the Institute runs their programmes. To this end, NINLAN is mandated to produce Degree, National Diploma and Certificate level experts in various aspects of Nigerian languages.

**Vision**

Becoming the Centre of Excellence for education, teacher training and research for all Nigerian languages.

**Mission**

To make Nigeria a model multilingual country, with most indigenous Nigerian languages fully developed as vehicles for literacy development, education and advanced communication functions; making it the apex world-class centre for teaching, learning and research in Nigerian languages.

**Mandates & Functions**

- Promotes the study and use of Nigerian languages
- Explores all relevant and available avenues, potentials and resources to make the Institute:
  - an active teaching and learning center for the study of Nigerian languages;
  - a resource centre for specialized professional services to the public and private sectors of the Nigerian economy; and
  - a Nigerian centre for researches in Nigerian languages.
- Champions the preservation and development of all Nigerian languages as national resources and to mine them for gem concepts for national development and industrialization.
- Assists the Federal Government in the attainment of an illiteracy-free status for Nigeria through mass literacy education in languages spoken across states, local government areas and large communities and through the Graduate Conversion Programme.
- Catalyzes the development of leisure reading and course materials in audio-visual and book formats in various Nigerian languages.
- Helps push Nigerian languages into the Information and Communications Technology age, with strong Internet presence and activity, as a means of preserving and popularizing them.
- Establishes an archive for Nigerian languages and cultural materials recorded from field trips.
- Engenders science and technology education in Nigerian languages through collaborative work on translation and terminology development with cultural associations and relevant government agencies.

**Nigerian-French Language Village (NFLV)**

**Location: Badagry, Lagos**
**Chief Executive: Director-General**

## Mandate/Functions

- To provide the mandatory French Language Immersion Programme for French students in Nigerian Universities and Colleges of Education.
- To sensitize all Nigerians on the usefulness the French language.

## Nigerian-Arabic Language Village (NALV)

**Location: Ngala, Maiduguri**
**Chief Executive: Director-General**

## Introduction

The Nigerian Arabic Language village is an inter-University Centre which has been in operation since its establishment in 1992.

## Mandates & Functions

- Production of conditions of service to guide the administration and affairs of the Centre.
- To provide immersion programmes which were designed to replace the one year abroad programme for 300 level B.A Arabic students from Nigerian Universities.
- To provide compulsory Summer Arabic Language Acculturation (culture modification through adaptation to the Arabic culture) to all the students of colleges of education across the country.
- To serve as a focal point for teaching of Arabic to all Nigerians, National Assembly members and the organized private sector.
- To encourage research into the problems of learning Arabic language in Nigeria through:
- Development/ publication of materials including books and journals for the benefit of tertiary students; and
- Translation to and from the Arabic language with reference to other languages especially English and other Nigerian Languages.
- To serve as the coordinating centre for the implementation of every policy of the Federal Government as it relates to the promotion of the Arabic language.

## Chapter 3

## EDUCATION FOR CHANGE: A MINISTERIAL STRATEGIC PLAN (2018-2022)

### Introduction

The Plan, which is a conglomeration of Federal and States' Education Plans seeks to reposition education to play a central and definitive role in the *Change* Agenda of President Muhammadu Buhari by addressing the following challenges in the education sector:

- Low access to basic education (an estimated 10.1 million out-of-school children)
- Depreciating quality of education over the years
- Poor teacher education training and unattractive reward systems
- Proliferation of unregulated non-state schools
- Absence of reliable and valid data to support effective planning
- Non - functional curriculum especially at the tertiary level
- Declared a state of emergency in the education sector

The *Education for Change: A Ministerial Strategic Plan (2018-2022)* is anchored on 10 pillars as follows:

- Out-of-School Children
- Youth and Adult Literacy
- Science, Technology, Engineering and Mathematics (STEM) and Technical and Vocational Education and Training (TVET)
- Basic and Secondary Education
- Teacher Education, Capacity - Building and Professional Development
- Curriculum and Policy Matters
- Tertiary Education
- Education Data and Planning

- Information and Communications Technology (ICT)
- Library Services

**The result areas**

**1. Access**

**Outcome Statement**: Enhanced capacity of Nigeria's formal and non-formal education systems that provide qualitative access to 100 percent out-of-school and school-age children, boys and girls in basic education; 70percent of eligible youths to TVET and tertiary education and 75 percent of adults to non-formal education and lifelong learning opportunities.

Presented under this result area are:

- Out-of-School Children
- Youth and Adult literacy; and
- Science, Technology, Engineering, and Mathematics (STEM) &Technical, Vocational Education and Training (TVET).

**2. Quality**

**Outcome Statement**: Strengthened human capacity for child-centered interactive teaching and learning quality assurance at all levels of educational development in Nigeria, enhanced innovativeness, functionality, relevance, market-driven knowledge and skills acquisition and transitioning into formal and non-formal education.

Presented under this result area are:

- Basic Education;
- Teacher Education, Capacity Building and Profession Development
- Curriculum and Policy matters;
- Tertiary Education

**3. Systems Strengthening**

**Outcome Statement:** improved evidence-based decision making that will assist transparency, governance, accountability and innovation in education delivery.

Presented under this results area are:

- Educational data planning

- Information Communication Technology (ICT) in education; and
- Library Services in education

## Chapter 4

## GENERAL INFORMATION

### Code of Ethics and Conduct in the Civil Service

Traditionally, our Civil Service used to attract the very best of talents and enjoyed high recognition and respect, indeed envy, from the other groups in the society. All these, however, started plummeting a couple of decades ago. All the same, the leadership of the Service has taken steps to reverse the trend, burnish its image and make it more relevant to national aspirations. It is, however, clear that a lot still needs to be done to get the civil service to the promised land.

### Code of Ethics

In order to continue to move the Civil Service in the right direction, the requisite Code of Ethics should be embraced by all civil servants. Ethics mean a sound culture, based on ethical values and principles. A civil servant should ensure compliance with the principles of law and the implementation of judicial decisions. He should perform his duties properly and efficiently and display professional discipline, dignity, integrity, equity, impartiality, fairness, public-spiritedness and courtesy in the discharge of his functions, notably in his relationship with his seniors, colleagues and juniors, as well as with the public. He should ensure at all times that public property under his responsibility is managed in the most appropriate and efficient manner. His conduct shall be deemed to be appropriate only when he behaves in a manner that enhances public confidence and boosts the image of the Service. In addition, the following Code of Ethics demand his attention and adherence:

### (i) Political Neutrality and Duty of Confidentiality

A civil servant should not use his post, functions or responsibilities for political or partisan purposes, which may be detrimental to the interests of the civil service. He should respect the confidentiality of official information to which he is privy by virtue of his professional activities, even after leaving office, except where the law, the legitimate authority or the interest of justice requires otherwise. He should not, on the basis of his political affiliation or ideological beliefs, seek to influence or change the policies, decisions or actions that the administration has decided to define, adopt or implement.

**(ii) Integrity and Moral Rectitude**

A civil servant should refrain from any activity that is inconsistent with ethics and morality such as misappropriation of public funds, favouritism, nepotism, discrimination, influence-peddling or administrative indiscretion. He should not solicit, accept, demand or receive, directly or indirectly, any payment, gift or other advantages in kind, in return for performing or refraining from performing functions or obligations. It shall be reprehensible for a civil servant to offer gifts or other advantages that might influence in his favour or in favour of his family members and friends, the judgment or decisions of another person. A civil servant shall, under no circumstances, mis-use public property or prevail upon his juniors to perform activities other than those falling within the scope of his functions or mandates.

**(iii) Conflict of Interest**

A civil servant should not take up functions or positions, engage in transactions or have any financial, commercial or material interests that might be incompatible with his functions, responsibilities or duties. Without prejudice to the incompatible activities already laid down in the laws or regulations, he should, to the extent required by his official position, declare any financial and commercial interests he might have or any profit-making activities he may be engaged in, either directly or through family members, if such interests or activities are likely to give rise to conflicts of interests. In the event of any potential or actual conflict of interest between his professional status and private interest, a civil servant shall terminate activities likely to give rise to such a conflict.

**(iv) Professionalism**

Professionalism resides in how skillfully and how well a civil servant performs his functions and duties. Professionalism manifests itself in his behaviour at work and in his constant effort to improve, reinforce and update his knowledge, refine the skills that are necessary for carrying out his tasks and enhancing his output and productivity.

1. Secrecy
2. Discipline

The civil servant must well-disciplined. Rules and regulations should adhered the interests of the Service which must be paramount. Senior officers should prescribe codes of conduct which they themselves can and should comply with. Those who wish to lead other people should always remember that effective leadership involves exemplary character, hardwork and integrity. Good conduct is one of the criteria for promotion: Therefore, civil servants should be familiar with Government Regulations. They must learn to obey lawful orders and constituted authorities.

**(3) Loyalty**

Civil Servants should be loyal to the Government which has given them the opportunity to serve it. No Officer or employee should assume that he has the right to a salary or wage without giving adequate service in return. Government has no obligation to retain inefficient or disloyal elements in the Service.

**(4) Honesty**

Civil servants should be honest in carrying out their duties and dealings with the public. They should realize that they are paid salaries for the duties which they perform. This means that they should be conscientious on duty and demand or receive nothing in cash or kind from anyone.

**(5) Courage**

Courage is one of the greatest assets of every civil servant. The exhibition of this quality takes many forms. It may be shown in working hard in a very busy post, for there is really no reason to fear hard work. Civil Servants should acquire the courage of working hard. They should not hesitate to take over an extensive schedule of duties. Another type of courage involves doing what is morally right even though one does not stand to gain personally from such an action.

**(6) Courtesy**

It costs nothing to be polite to colleagues and the public. Polite instructions are usually more easily obeyed. Members of the public always cherish courtesy and consideration from civil servants. Courtesy in the office and to the public makes it easy to get on with other people. A heavy schedule of duties or any other circumstance cannot justify bad temper by civil servants.

**(7) Co - operation**

The staff in all sections of the Ministry should co-operate as a team in order to realize the overall purpose of the ministry. The staff of a Ministry should work together to attain the goals of the Ministry. The eleven members of a good football team co-operate whenever they are on the field for a match. One or two members who believe that they are as good as the rest of the team put together may cause the defeat of the whole team.

**(8) Tact**

Tact means skillfulness in handling a difficult situation without offending to the people involved. That is very necessary in the Service. Skill in dealing with people by creating

an impression of willingness to be of assistance enhances the efficiency of the office and gives the public satisfaction.

**(9) Industry**

Industry means useful hard work. Staff should endeavour to work hard to earn their pays and promotions. To work hard with good results, the following principles are useful:

a. Knowing the scope of one's work;

b. Being familiar with the various parts of one's schedule of duties;

c. Deciding the appropriate order or sequence of the various stages of the task;

d. Before starting an assignment, it is necessary to have a rough idea of when to finish; and

e. Ensuring a clear writing style.

**(10) Avoidance of Delay**

A hard-working staff should not delay action on files or projects. However, some schedules of duties are extremely busy. There are either so many people to interview and/or so many files to deal with. Time should be devoted to official work. When ill, a medical Doctor should be consulted. In case of sickness, the office should be informed within 24hours. The medical procedures in the PSR should be adhered to. Delay can be avoided in the following ways:

a. All assignments should be submitted on time.

b. No hoarding of files.

c. Avoiding being bogged down by a difficult matter at the expense of many simpler ones. In this connection, there is a psychological advantage in disposing of several simple cases before taking on tougher ones;

d. Coming early to the work place and devoting time to work until the closing time.

e. No malingering in the work-place; and

f. Doing some overtimes occasionally in order to update one's work.

## (11) Tidiness

Civil Servants should keep their offices tidy not only because visiting members of the public served by them are thereby more favourably impressed but also because an orderly office often gives an idea of the state of mind of the staff. It usually enhances efficiency if files and equipment are placed so that they are easily located when necessary. Workers should also ensure that they are properly dressed in their work places. It is useful to remember that how people dress tells keen observers a great deal of the general character and taste of such people.

## (12) Helpfulness

It is now a common belief that people do not assist those unknown to them. This allegation is borne out by the fact that many young people now seem to believe that they can only get jobs from public offices if they channel their applications through their personal friends, relatives or townsmen. This unfortunate tendency should be discouraged by all civil servants. There are many opportunities of helping one's colleagues and juniors in the office at no personal costs. A junior officer can be advised to further his studies instead of being allowed to waste his official time gossiping. Similarly, Supervisors should find the time to listen to their juniors who have personal or domestic problems. Those who complain that some of their requests have been turned down should be told why it was impossible to meet with their demands. If documents come to an officer in error from members of staff or the public, they should be re-routed appropriately.

## (13) Kindness

Being kind does not imply that one should give to people what they are not entitled to. Kindness involves respecting the privileges and rights of officers, employees and members of the public, irrespective of the fact that those concerned are unknown. A Civil Servant is a public servant. He should, therefore, serve impartially. Kindness also involves having a humane approach in dealing with people in difficulty. This applies to staff as well as members of the public. A staff in difficulty needs help and anyone in a position to do so should assist him to the best of his ability without, breaching the regulations or perverting the course of justice. The same consideration should be shown to the public.

## (14) Efficiency

Our level of efficiency can be improved upon. Training-consciousness will help in this regard. No grade or group of officers should consider itself so good as to dispense with further training. As a matter of policy, advantage should be taken of induction, refresher and training courses. In the national interest, training institutions in the

Federal Service should be open to Civil Servants in the States. As a matter of policy, staff may attend training courses in the States. It would be extremely rewarding if the training of some Federal and State personnel could be held jointly to promote a community of experience for such trainees. The younger elements in the Services are very important. Their most promising members will later be among the top Civil Servants. It is, therefore, suggested that the minds of the future leaders in our Services should be exposed to good education and discipline. The Services should not only be disciplined; they should also be efficient.

## APPROVED CONDUCTS FOR PUBLIC SERVANTS

### (1) Attitude to Public Funds

The following points are strongly emphasized in terms of cost consciousness:

a. No wastage of public funds. Frugality should be maintained.

b. Collectors of Government Revenue should be conscientious in their duties. They should not grant any rebates as a favour to anyone.

c. Justification of every expenditure and ensuring that economy is always maintained, e.g. discourage wasting public funds on ill-advised purchases near the end of the financial year.

d. discouraging financial abuses by making suitable reports through the right channels.

e. Made-in-Nigeria goods should be preferred to their imported counterparts. Patronage of local goods encourages the growth of local industries and employment.

### (2) National Consciousness

The ideals held by people influence their actions. Therefore, civil servants should aim at inspiring, broad-minded ideals without being unrealistic. One Nigeria is by far better and always superior to any town or clan or ethnic group in the Federation. Therefore, the interest of any group should not be pursued at the expense of what is best for Nigeria. Attempts by some people or ethnic groups to appropriate public offices and resources to themselves or members of their group always tend to weaken and change the bonds of national unity. Sometimes, civil unrest may arise from indifference to or disguised encouragement of nepotism, favouritism and their associated vices.

### (3) A Good Image of the Service

The Government of the Federation is the largest employer of labour. The Civil Service, therefore, has a leading role to play in the socio-economic affairs of the country. Nigerian civil servants have proved their mettle in successfully grappling with the problems arising from the rapid, social and economic development of the country. A deterioration of standards should not be tolerated. In achieving this goal on which a

good image of the Civil Service depends, Nigerians, particularly those at the top, should continue to provide honest and courageous leadership.

### (4) Social Problems and Social Justice

Civil Servants have the responsibility of helping to formulate and implement Government Policies. These policies concern the maintenance of law and order, promoting a healthy and well-educated citizenry, efficient systems of transportation, reliable means of communication, opportunities for trade and industry, efficient development of national resources, etc. The amenities provided by the Government should be equitably distributed among the people without reference to political parties, ethnic and religious groups. As civil servants are paid from the various taxes collected from the people, they should help to ensure that:

(a) Equal opportunities for employment are provided for all job-seekers.

(b) Under no circumstances should bribes and gifts be taken from applicants for jobs. Interviews for employment should always be conducted by a duly constituted panel. It should never be left in the hands of a single person. Proper records should be kept of the interview for future reference.

(c) Nepotism or any other form of preferential treatment should be avoided.

(d) In the services themselves, privileges should be granted only to those who are qualified for them.

(e) Civil Servants should never dispense private or personal favours with public funds and property.

(f) Justice and fair play should be extended to all concerned.

(g) Public business is always discharged in accordance with extant laws, rules and regulations of Government and with expedition.

(h) Discriminatory practices to individuals and groups are discouraged.

(i) All irregularities reported should be investigated and corrective actions promptly taken.

### (5) Flexibility and Decision Making

Much of the work of the schedule officers involves taking decisions or supplying information to aid decision making. In doing this, Civil Servants should ensure that, as much as possible, they follow the under-listed steps as a means of enhancing objectivity and good judgment: -

(a) Thorough mastery of problems;

(b) Knowing the facts about the problems under consideration;

(c) Analysis of the facts collected;

(d) Examining whether available precedents fit into the problems under consideration;

(e) Determining the conclusions in the light of the facts and other consideration; and

(f) Giving an idea of probable effects of the conclusions, if implemented.

## APPOINTMENTS

Appointments to the Federal Civil Service are done on the authority of the Federal Civil Service Commission. The Federal Civil Service makes appointments to all posts as the need arises. However, it delegates the power to appoint Grade level 01-06 to the Federal Ministries.

Types of Appointment

There are several types of appointment in the Public Service. They are:

- Trainee or pupil appointment
- On probation in a pensionable post
- On non-pensionable contract.
- Temporary appointment
- Acting appointment
- Special appointment

Trainee /Pupil Appointment

This is the appointment granted to officers who are required to acquire additional professional experiences before they can be regarded as fully qualified for appointment to a specific post. They are expected to be on tutelage/training post for 2 years before they can be appointed to the full grade on probation and will not be eligible for confirmation in the service until they have met the conditions for confirmation, i.e. must have served two years, earned a good report and passed prescribed examinations where applicable.

Appointment on Probation to a Pensionable Post

All officers on first appointments to the pensionable post other than trainee will be on probation for two years. An officer confirmed on a lower pensionable post will not be regarded as being on probation in a higher post to which he has been promoted or transferred. An officer is required to pass the prescribed examination appropriate to his appointment.

Temporary Appointment

The recruitment of persons into temporary positions by MDAs has been abolished. The federal civil services Commission shall not accept any request for regularization of such appointments. The Regularization of appointment is effected by the Commission to integrate officers in defunct government agencies into the mainstream Civil Service.

Acting Appointment

Acting appointment is usually approved by the Federal Civil Service Commission when a particular post requires to be filled at a time when no officer of corresponding rank is available for posting. Acting appointments are not intended as a means of testing the suitability of officers for promotion, they are normally made in order to fill posts that are temporarily vacant and their duration should be limited.

Acting appointment is subject to vacancy and shall be approved by the Commission and on the recommendation of the Senior Staff Committee. The officer must have spent one year on salary grade level 7-13 and two years on the substantive grades of 14-16. The Appointment will be gazetted by the Commission but it will, on no account, be backdated to a period in excess of six months of the date of receipt of the recommendation by the Commission.

Special Appointment

This relates to:

a. National Youth Service Corps Presidential Merit Awards whose employment by the Commission is automatic regardless of vacancy constraints.
b. Where there are vacancies, the presidential order which grants disabled persons special concession in appointments to posts in the public service must be respected.

Contract Appointment

Contract appointment is a temporary appointment (which does not provide for payment of pension) to a post of a level whose appointment is made by the Federal Civil Service Commission for a specific period. The appointment must be recorded in formal documents and agreement. The terms and conditions are specified in the contract agreement. Any question of interpretation of a contract affecting his/her conditions of service should be referred to the Head of Service.

Eligibility for Appointment

Persons seeking appointments to permanent and pensionable positions in the Federal Civil Service are to fulfill the following conditions:

- Must be a Nigerian as defined in the 1999 constitution of the Federal Republic of Nigeria.

- Must not be less than 18 years and not more than 50 years of age.
- Should possess the "minimum qualifications" specified for the job applied for. the qualifications for jobs in the Civil Service as prescribed in the schemes of service for each cadre. (the minimum qualifications are being reviewed upwards);
- Should be certified by an authorized Health Care Provider as being sound in health and medically fit for government service.
- Should present a testimonial of good conduct from previous school/college or last employer.
- State employments previously engaged in; why he resigned and if he is obliged to remain in any employment.
- State whether or not he is free from financial embarrassment.
- Should possess the NYSC Discharge or Exemption certificate where applicable.
- Appointment of officers into the service must have been authorized by the OHCSF and supervisory Boards in the case of parastatals.

## **Promotion**

This is a strategy for motivating and ensuring improved performance from one grade level to a higher grade level in the civil service. It is not a right but a privilege which must be earned by meeting the set criteria.

Maturity for Promotion

The maturity period for promotion for the following officers is as follows

i. Officers on GL 03 – 06 - 2 years
ii. Officers on GL 07-14 - 3 years
iii. Officers on GL 15-16 - 4 years

Effective Date for Promotion

The effective date of promotion is 1st January following the promotion exercise or as determined by the Federal Civil Service Commission.

Conditions/ Criteria for promotion

i. There must be vacancy on the post being sought.
ii. The candidate must have reached the stipulated maturity date: GL 03 - 06 (2 years); GL 07-14 (3 years); GL 15-16 (4 years).
iii. The candidate must score an average of 60% and above in the promotion interview.

iv. His name must appear on the seniority list of his cadre.
v. He must not have any pending disciplinary case.
vi. He must have passed stipulated examinations as specified in the scheme of service regarding his career where applicable (e.g. COREN)
vii. APER scores of relevant years must be submitted.
viii. He must be confirmed on the job.

## DISCIPLINE

It shall be the duty of every officer to acquaint himself/herself with the disciplinary rules and any other regulations in force.

**Discipline is divided as follows:**

(i) General inefficiency
(ii) Misconduct
(iii) Serious Misconduct

## GENERAL INEFFICIENCY

General inefficiency consists of a series of omissions or incompetence the cumulative effect of which shows that the officer is not capable of discharging efficiently the duties of the office he holds.

## MISCONDUCT

Misconduct is defined as a specific act of wrong-doing or an improper behaviour which is inimical to the image of the service and which can be investigated and proved. It can also lead to termination and retirement. It includes:

(a) Scandalous conducts such as-
  i. Immoral behaviour
  ii. Unruly behaviour
  iii. Drunkenness
  iv. Foul language
  v. Assault
  vi. Battery
(b) Refusal to proceed on transfer or to accept posting
(c) Habitual lateness to work
(d) Deliberate delay in treating official documents
(e) Failure to keep records
(f) Unauthorized removal of official items
(g) Dishonesty

(h) Negligence
(i) Membership of cults
(j) Sleeping on duty
(k) Improper dressing while on duty
(l) Hawking merchandise within the office premises.
(m) Refusal to take /carry out lawful instructions from superior officers
(n) Malingering
(o) Insubordination
(p) Discourteous behaviour to the public

**SERIOUS MISCONDUCT**

Serious Misconduct is a specific act of very serious wrongdoing and improper behaviour which is inimical to the image of the service and which can be investigated and if proven, may lead to dismissal.

**SERIOUS ACTS OF MISCONDUCT**

(a) Falsification of records
(b) Suppression of records
(c) Withholding of files
(d) Conviction on a criminal charge (Other than a minor traffic or Sanitary offence or the like)
(e) Absence from duty without leave
(f) False claims against Government Officials
(g) Engaging in partisan political activities
(h) Bankruptcy /serious financial embarrassment
(i) Unauthorized disclosure of official information
(j) Bribery
(k) Corruption
(l) Embezzlement
(m) Misappropriation
(n) Violation of Oath of Secrecy
(o) Action Prejudicial to the Security of the State
(p) Advance Fee Fraud (Criminal code 419)
(q) Holding more than one full-time paid job
(r) Nepotism or any other form of preferential treatment
(s) Divided Loyalty
(t) Sabotage
(u) Willful damage to public property
(v) Sexual harassment; and

(w) Any other act unbecoming of a public officer.

**LEAVE**

"Leave" is the authorized absence of an officer from duty for a specific period.

**TYPES OF LEAVE**

The types of leave in the Federal Public Service are as follows:

(a) Annual Leave;

(b) Proportionate Leave (Pro-rata Leave);

(c) Deferred Leave;

(d) Casual Leave;

(e) Sick Leave;

(f) Maternity Leave;

(g) Examination Leave;

(h) Sabbatical Leave;

(i) Study Leave with Pay;

(j) Study Leave without Pay;

(k) Leave on Compassionate Grounds;

(l) Pre-retirement Leave;

(m) Leave of Absence;

(n) Leave on Grounds of Urgent Private Affairs;

(0) Leave for Cultural and Sporting Activities;

(p) Leave to take part in Trade Union Activities;

**RUDIMENTS OF OFFICIAL WRITING WITHIN THE FME**

Rudiments can be defined as the principles, basics, fundamentals, elements and essentials of a subject. Official writing within FME include the following:

## 1. MINUTES/INTERNAL MEMO

Minutes/Internal memo could be defined as communication in writing, usually in files, between two or more officials on a matter, or directive on what action may be taken in a given circumstance.

## 2. BRIEFS

Brief is a summary of a subject prepared for a superior officer or authority, e.g.

- For Senior Staff Committee on Appointment, Promotion or Discipline
- For the use of a Departmental Head at a meeting
- For the members of the Commission e.g. FCSC
- For a Minister to introduce a memorandum to the Federal Executive Council
- For a Head of Department on assumption of duty in a new office.

## 3. CIRCULARS

Circulars are used to convey important information or directive from one Ministry or Department of the service to other Ministries and Departments or government agencies. Internal Circulars are also used within the Ministry or Department, e.g Establishment Circulars, Treasury Circulars, Internal Circulars

## 4. DRAFT

A proposed reply, circular or other document put by an officer to a higher authority or superior officer for vetting and further necessary action or directive. A draft may be amended by filling in the gaps in the efforts of the subordinate officer by including new or additional facts by a senior officer.

## 5. LETTER WRITING

Letters to other Ministries are always addressed to the Honourable Minister or Permanent Secretary and at times, marked for the attention of lower officials. In the case of Parastatals or government-owned companies/agencies, letters are addressed to the Chairman/Chief Executive Officer, Director-General, etc. It is customary for officers writing or conveying information to write "I am directed" by the Honourable Minister, the Permanent Secretary or any other authorized officers in the Ministry or Department. This means approval has been given in writing, in a file to carry out the action, NOT VERBAL DIRECTIVE OR INSTRUCTION. Such letters are signed by the lower official for the superior officer who gave the directive.

## 6. REPORT WRITING

This usually contains a detailed coverage of an event or matter with background information or history of the matter, appraisal or analysis of the issues involved, observations and findings and recommendations or suggestions for consideration and approval by the authorities.

## 7. MINUTES OF MEETINGS

Usually, a schedule/desk officer or any senior officer may be required to be the secretary of a meeting of a committee and is expected to produce the minutes of such a meeting. The minutes must indicate the subject matters discussed and the decisions reached on them.

## 8. ENDORSEMENTS

Letters which are written or received and they contain information which should be conveyed to other government offices. It saves time and labour to have them copied and forwarded by merely endorsing the copies. All endorsements should bear the reference number of the files containing the original letters and include reasons why copies of the letters were endorsed e.g. "For your action with reference to paragraph 3 of the above". In some cases, endorsements are conveyed only for the information of the relevant departments, offices or officers.

## 9. HAND-OVER NOTES

This is prepared by an outgoing officer handing over to an incoming officer taking over a schedule of duties in an office.

## 10. SPEECH WRITING

It is important for public/civil servants to know how to prepare official speeches to be presented to the public by their Honourable Ministers, Permanent Secretary, Directors or the Chief Executive Officer. As senior public/civil servants, it is important to be familiar with the basic ingredients of a good speech. Usually, any speech written by an officer for presentation at a public function should be prepared as a draft which should be passed to the supervising superior officer for vetting and for subsequent forwarding to the Director, Permanent Secretary, Honourable Minister or Chief Executive Officer as the case may be. As in other forms of official communication in the Public Service, officers must have good communicative skills amongst other qualities/competences, to be able to write good speeches for the public.

## MANAGEMENT MEETINGS AND BRIEFINGS

The following meetings are held to provide for the evaluation the Ministry's programmes:

### Top Management

This is the of Meeting between the Honourable Ministers, Permanent Secretary, Directors and Heads of Units.

### Honourable Ministers/Permanent Secretary Meeting with FME Directors, Heads of Parastatals and Agencies

The meeting holds quarterly and provides an avenue for interaction with the Heads of Parastatals who are saddled with the responsibility of implementing some of the government policies on education.

### Management Meeting

This is the meeting of the Permanent Secretary with the Directors in-charge of the various Departments and Units. It holds frequently and it is a very useful platform for the management to rub minds and proffer solutions to problems which may affect the delivery of the Ministry's mandate.

## CONCLUSION

This handbook has been prepared to enable staff to familiarize and refresh themselves with the operational methods of the Federal Ministry of Education and the civil service in general. Furthermore, references can be made to the Public Service Rules (PSR) and the extant circulars that have been guiding the Public Service in Nigeria.