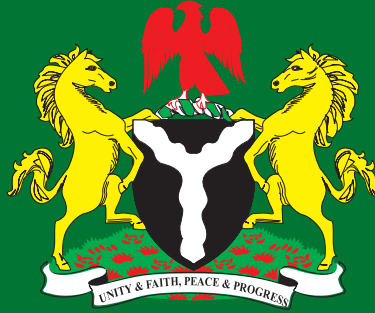


FEDERAL MINISTRY OF EDUCATION



National Guidelines for Accelerated Basic Education Programme (ABEP)



**NIGERIAN EDUCATIONAL RESEARCH AND
DEVELOPMENT COUNCIL (NERDC)**

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FOREWORD

Addressing the challenge of out of school children and youth (OOSCY) in Nigeria is one of the cardinal goals of the current administration. Thus, at inception, we committed ourselves to finding sustainable approaches to tackle this challenge and restore hope for the millions of children and youth who are out of school due to various reasons. The reduction and total eradication of the menace of OOSCY in Nigeria is a focal area under the Ministerial Strategic Plan on Education (2018-2022).

It was in this pursuit that in 2019, the Federal Ministry of Education through one of her key parastatals, the Nigerian Educational Research and Development Council (NERDC), developed the Accelerated Basic Education Programme (ABEP) as an alternative education programme for overage OOSCY. The Programme is tailored to meet the educational needs of this group based on their socio-economic and socio-psychological circumstances. ABEP and the Curriculum for its implementation were approved by the National Council on Education at its 64th Meeting held in Port Harcourt, Rivers State in November 2019.

Given the uniqueness of the programmes and the fact that it is a new educational innovation, there was the compelling need to articulate a set of guidelines that will support nationwide implementation and ensure quality programme delivery, hence the development of these National Guidelines for ABEP. The Guidelines provide detailed guidance for the operation and sustainability of ABEP in Nigeria. It specifically touches on critical issues of programme management, teacher training, monitoring and evaluation, funding, resource mobilisation and the allocation of roles and responsibilities of all stakeholders as well as a sustainability framework. The process for the development of the Guidelines involved critical stakeholders for impetus, ownership, and effective utilization.

I congratulate NERDC and her partners for successfully developing the Guidelines. I would like to use this medium to convey our profound gratitude to the European Union for providing, through the Plan International led Consortium under the Borno-EU Project, the bulk of the funds for the development of the Guidelines. I also acknowledge the support of the Canadian High Commission in Nigeria in the development of the Guidelines and the Inter-agency Network for Education in Emergencies (INEE) Accelerated Education Working Group (AEWG) who provided technical support. I further wish to thank all the stakeholders and education officials from across the States of Nigeria, Non-governmental Organisations and other practitioners who participated in the series of workshop that led to the development of the Guidelines.

It is therefore my pleasure to present the Guidelines to all Nigerians and our foreign partners for the education of OOSCY under the ABEP. I also urge all stakeholders to show commitment in the implementation of ABEP making due reference to the Guidelines. I am confident that the proper utilisation of these Guidelines for the delivery of ABEP will bring about our desired aim of providing quality basic education to all Nigerian children irrespective of the circumstances surrounding their existence.

MALAM ADAMU ADAMU

Honourable Minister of Education, FME, Abuja.
June 2022

PREFACE

Nigeria has been classified as one of the countries with the highest number of out of school children and youth (OOSCY). While many of these children and youth have never been to school, a large population of them have been to school but had their education disrupted. Poverty, marginalisation, conflicts and crisis have been identified as some of the major reasons why these learners are out of school. The insurgency in the north-east, that led to long term disruption of educational pursuits of children and youth, escalated an already bad situation. Getting these learners back to school has not only remained a major education agenda for Nigeria, but also a prime objective and focus of the Ministerial Strategy Plan (2018- 2022).

One of the major challenges in the effort to provide education for this category of children and youth is that most of them are either overage to start schooling from the foundation class (Primary 1) or continue schooling from where they stopped. Addressing the situation effectively required the articulation of an educational programme that will meet their specific circumstances. **Furthermore, the Education 2030 Framework for Action identified the need for certified education programming which affords flexible and alternative pathways including entry/re-entry points into the formal education system.**

Thus, in 2019 and in line with the Ministerial Strategy Plan (2018- 2022), the Nigerian Educational Research and Development Council (NERDC) developed the **Accelerated Basic Education Programme (ABEP)** and the Curriculum for its implementation. The core objective of the ABEP in Nigeria is to provide an alternative qualitative basic education programme for overage OOSCY and in the process, mainstream them into formal education or provide them with an alternative career path through enrolment into vocational training centres. The programme targets OOSCY between ages 10 and 18 who: (i) were in school but had their education interrupted and are overage to continue schooling from where they stopped, and (ii) have never been to school and are overage to start formal education from the foundation class (Primary 1).

The National Council on Education (NCE), at its 64th Meeting held in Port Harcourt, Rivers State from 3rd - 8th November 2019, considered and approved the ABEP for overage OOSCY in Nigeria. The Council also approved the Accelerated Basic Education Curricula (ABEC) for the implementation of the programme. However, stakeholders identified the need for the articulation of a comprehensive implementation guidelines to ensure seamless implementation across all the States in Nigeria and the Federal Capital Territory.

The development of this National Guidelines was therefore to provide all stakeholders and implementers clear framework for the effective implementation of ABEP. The Guidelines consists of 7 chapters that covers all issues of programme management, quality standards and assurance, certification, funding and sustainability. The effectiveness of ABEP and its curriculum, like every other policy and plans is dependent on its implementation status and accountability strategies. The ABEP Guidelines therefore describes in detail the roles and responsibilities of stakeholders, providing the needed regulation for effective implementation, success and sustainability of the programme.

The development of the Guidelines involved a series of workshops that engaged critical stakeholders in the education sector. The stakeholders that developed and validated the Guidelines, under the technical leadership of NERDC, included the Federal Ministry of

Education, Universal Basic Education Commission (UBEC), National Commission for Mass Literacy, Adult and Non-formal Education (NMEC), State Agencies for Mass Education, State Universal Basic Education Boards (SUBEBs), National and International non-governmental Organisations.

It is my delight to acknowledge the role played by Plan International led consortium under the European Union funded project: The EU Response, Early Recovery and Resilience in Borno State : Education Component. I wish to also commend the Canadian High Commission for also financially supporting the development of the Guidelines and the Inter-agency Network for Education in Emergencies (INEE) Accelerated Education Working Group (AEWG)_who provided technical support.

My appreciation also goes to all stakeholders for their efforts, expertise and commitment to the successful development of the Guidelines. It is my deepest conviction that the use of the Guidelines will be of immense benefit to government agencies and partners implementing accelerated education programme for OOSCY in Nigeria.

PROF. ISMAIL JUNAIDU

Executive Secretary, NERDC

June 2022

RELEVANT TERMINOLOGIES AND ACRONYMS

TERMINOLOGIES:

- **AEWG Nigeria:** Accelerated Education Working Group Nigeria is a working group that is made up of education partners working on accelerated education in Nigeria. The AEWG Nigeria brings agencies together to share experience and expertise in accelerated education and provide opportunity for dialogue around a more harmonized standardized approach to avoid duplication.
- **Andragogy** is the method of teaching adults in theory and practice.
- **Centre based management committee:** The committee that is charged with the responsibility of management of ABEP learning centres at the community level.
- **Desk officer:** An officer that liaise and coordinate activities between the working group, management and other respective organization.
- **Learners' Record:** It is an open record of achievement on learners' performances accessible to students and parents, maintained and monitored by the teachers.
- **Mainstreaming:** Is a globally accepted strategy for integrating ABEP learners into the formal school system.
- **Multigrade** connotes the teaching of two or more grades of learners in the same classroom at the same time.
- **Pedagogy** is the method of teaching children in theory and practice.
- **Worksheet:** Is a paper given by a teacher to the students that lists tasks or questions on a specific area of learning that is recently introduced or learnt for the students to accomplish.

ACRONYMS

ABEC	Accelerated Basic Education Curriculum
ABEP	Accerated Basic Education Curriculum
AEWG	Accelerated Education Working Group
CBMC	Centre Based Management Committee
CEC	Community Education Coalition
CoC	Code of Conduct
CSACEFA	Civil Society Action Coalition on Education for All Education
EFA	Education for All
EMIS	Education Management Information System
EU	European Union
FCDO	Foreign & Commonwealth Development Office
FCT	Federal Capital Territory
FME	Federal Ministry of Education
LG	Local Government
LGA	Local Government Area
LGEA	Local Government Education Authority
NCNE	National Commission for Nomadic Education
NERDC	Nigerian Educational Research and Development Council
NMEC	National Commission for Mass Literacy, Adult and Non-formal
PPE	Personal Protective Equipment
SAME	State Agency for Mass Education
SBMC	School Based Management Committee
SMoE	State Ministry of Education
SUBEB	State Universal Basic Education Board
TRCN	Teachers' Registration Council of Nigeria
UBEC	Universal Basic Education Commission
UNHCR	United Nation High Commissioner for Refuges
UNICEF	United Nations Children Education Fund
USAID	United State Agency for International Development
WASH	Water, Sanitation and Hygiene

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Chapter One

Introduction to Accelerated Basic Education Programme (ABEP) in Nigeria

Access to quality basic education is globally accepted as the fundamental right of every child. This position is further strengthened by the provisions of the 1999 Constitution of the Federal Republic of Nigeria (as amended), National Policy on Education (2013 edition) and Universal Basic Education Act (2004). This underscores the need to provide equitable access to education for all Nigerians irrespective of gender, social status, religion, age, ethnicity and any other peculiar challenge, limitation, ideology or barrier. The Accelerated Basic Education Programme is therefore a unique and inclusive effort geared towards creating access to basic education to children and youth, including those with special needs who are overage and out-of-school.

The Accelerated Education Working Group (AEWG) defines Accelerated Education Programme as a flexible, age-appropriate programme, run in an accelerated timeframe, which aims to provide access to education for disadvantaged overage, out-of-school children and youth. This includes those who missed out on or had their education interrupted or frozen due to the combined weight of poverty, marginalisation, conflict and crisis. The goal of the Accelerated Basic Education Programme is to provide learners with equivalent, certified competencies for basic education using effective teaching and learning approaches that match their level of cognitive maturity.

1.1 Overview of ABEP

The manifestation of out-of-school children and youth is widespread across all the six geopolitical zones of Nigeria. These children and youth, in most instances, are either overage to continue schooling from where they stopped or to start schooling from the foundation class (Primary 1). According to UNESCO (2016), Nigeria shares about 6.1% of the global figure of the over 263 million out-of-school children and youth around the world. This is an awesome figure emerging from a single country and has multiple implications for the region. These children and youth are out-of-school for various reasons including poverty, marginalisation, conflict and crisis. The insurgency in the North-East Nigeria, and other agitations across the country, have obviously escalated the already bad situation, causing long term disruption of the educational pursuits of children and youth. Hence, addressing this situation required the articulation of an educational programme that will meet the peculiar circumstance of the children and youth in this category. An important group worth mentioning here are the children with special needs.

Whereas pockets of efforts have been made towards addressing the challenge before now, Nigeria lacked a strategically designed educational programme and curriculum standards, that take care of the peculiarities of this category of children and youth. Understandably, some non-governmental organisations have attempted to provide some interventions in this regard, but these have been done without a nationally established framework and curriculum standards. Meanwhile, the Ministerial Strategic Plan (2018- 2022) clearly identified eradication of the menace of out-of-school children as one of the 10 pillars of the programmes targeted at bringing about change in the Nigerian education sector.

The above scenario informed the need for the development of a national Accelerated Basic Education Programme (ABEP) and Curriculum, with the overarching objective of providing an educational opportunity suitable for the educational needs of overage out-of-school children and youth. The process would mainstream them into the formal school programme or provide them with alternative career paths through enrolment into vocational training centres, after completing basic education. The ABEP and the curriculum thus provide a blueprint for a national standard that can be used in all states of Nigeria, where there are such peculiarities.

1.2 Objectives of ABEP

The core objective of the Accelerated Basic Education Programme is to provide an alternative basic education programme for overage out-of-school children and youth, and in the process, either mainstream them into formal school programme or provide them alternative career path through enrolment into vocational training centres.

1.3 Target group

The Accelerated Basic Education Programme specifically targets out-of-school children and youth between ages 10 and 18 who were in school but had their education interrupted, and are overage to continue schooling from where they stopped; as well as those who have never been to school and are overage to start formal education from the foundation class (Primary 1).

1.4 Framework for the Accelerated Education Programme

The framework identifies the following:

- a. Age group:** The Programme is meant for children and youth, 10 – 18 years who fall under these two categories: (a) those who were in school but had their education interrupted and are overage to continue schooling from where they stopped; and (b) those who have never been to school and are overage to start formal education from the foundation class (Primary 1). This is to say that children below 10 years will not be admitted into the programme, since they are still within the age range for enrolment into formal basic education.
- b. Learning centres:** ABEP classes are to be run in the evenings and weekends where regular schools are used. In addition, alternative ABEP learning centres will be sited in safe locations within some communities including community leaders' houses, churches, mosques and other public centres. The most important thing is to cover the specified learning hours for each subject.
- c. Timetable:** The learning timetable is planned to be flexible as compared with the formal school programme.

Chapter Two

Accelerated Basic Education Programme (ABEP) Structure and Implementation Strategies

A very important segment in the implementation of the Accelerated Basic Education Programme (ABEP) is the understanding of the basic structure of the programme. This includes understanding the curriculum structure, the enrolment process and the learners' transitioning process. This chapter provides clear guidelines to policy makers, implementers and other stakeholders to ensure seamless implementation and monitoring of ABEP.

2.1 ABEP Structure

The Accelerated Basic Education Program (ABEP) is an accelerated, flexible and condensed learning programme. The structure of the programme is as tabulated below.

Level	Equivalent class level	Stage and Description	Target Group
Level 1	Primary 1 – 3	• Stage 1: for Primary 1 curriculum content • Stage 2: for Primary 2 curriculum contents • Stage 3: for Primary 3 curriculum contents	Those who have never been to school and are between age 10 and 18
Level 2	Primary 4 – 6	• Stage 1: for Primary 4 curriculum contents • Stage 2: for Primary 5 curriculum contents • Stage 3: for Primary 6 curriculum contents	Those who have been to school up to primary 2 or 3 but dropped out due to one reason or the other.
Level 3	JS 1 – 3	• Stage 1: for JS 1 curriculum contents • Stage 2: for JS 2 curriculum contents • Stage 3: for JS 3 curriculum contents	Those who have been to school up to primary 5 or 6 but dropped out owing to one reason or the other.

2.2 Curriculum Content and Structure

The ABE Curriculum (ABEC) for Nigeria is a condensed version of the 9-Year basic education curriculum. The ABEC is strategically designed to provide learners with equivalent enabling competencies obtainable in conventional schools. Five subjects are identified for the implementation of the ABE programme in Nigeria. These are: English studies, Mathematics, Basic Science and Technology, Nigerian History and Values and one (1) Nigerian Language, which is Hausa, Igbo or Yoruba, in the interim.

Subject	Remarks and Justification
English Studies	• Necessary for building strong background for effective learning in all subjects and for progression • Focus will be on the acquisition of reading, writing, listening and speaking skills
Mathematics	• Builds a foundation for further studies • Enhance learners' computational skills which are fundamental for daily living
Nigerian History and Values	• Expose learners to Nigerian history • Equip them with values for active citizenship
Basic Science and Technology	• Prepare learners to live and cope effectively in a world animated by science and technology • Prepare learners for further studies and life adventures
One Nigerian Language	• Focus is to enhance reading, writing, listening and speaking skills of learners in Nigerian languages.

In line with the ABEP pathways and structure (see the attached pathways) the ABEC is structured into three (3) levels, representing Primary 1-3; Primary 4 – 6 and JSS 1 – 3 class levels of Basic Education in Nigeria. Curriculum contents are then specified in Stages (1 – 3) where the stages represent the terms in a year, as obtained in conventional schools. The ABEC structure is hereby illustrated below:

- Level 1 (Stage 1 - 3) covers the curriculum contents of Primary 1 – 3 classes
- Level 2 (Stages 1 -3) covers the curriculum contents of Primary 4 – 6 classes
- Level 3 (Stages 1 – 3) covers the curriculum contents of JS 1 – 3 classes.

2.3 Teaching and Learning Activities

Teaching and learning processes in ABEP learning centres shall be participatory, learner-centred, ability and age-appropriate, gender-responsive, conflict-sensitive, and inclusive.

To this end:

- a. Preparation and planning for teaching and learning shall involve the selection and preparation of teaching and learning materials, that are appropriate to the particular context and needs of learners.
- b. The language of the immediate environment shall be used for instruction (where and when necessary).
- c. Regular monitoring and mentoring of teachers shall be instituted, with in-built mechanisms and processes for high teaching motivation and teachers' support system (e.g. peer-to-peer supervision, teacher learning circles, networking and collaborations on lesson plan development, etc.) for the specific purpose of assessing, evaluating and validating teaching and learning activities, as well as learning outcomes in ABEP learning centres.

2.4 Programme Flexibility and Timetable

Typically, ABEP learners are overage out-of-school children and youth, who never went to school or were unable to complete basic education. Some of these learners are likely to be engaged in some forms of economic activities to earn money and support their families. Thus, flexibility in the timing of lessons and location is necessary in order to meet the specific and often diverse needs of these learners.

Flexible time tabling can mean having different learning hours like starting late in the morning or running classes in the evening. It can also mean the absence of lessons on market days, festive periods, during planting and harvest seasons, or adjusting the duration and frequency of lessons.

On the other hand, flexibility of location connotes that:

- i. ABEP lessons may be held in formal school buildings after school hours; community halls, private residence, churches, mosques or any other convenient and conducive venue.
- ii. both teachers and learners agree on the days and time that ABEP lessons would be held in a week. However, the recommended number of contact hours for the programme must be observed.

Below is further information regarding the contact hours and number of days for lessons:

- Lessons are held 5 days per week during the morning or afternoon shift.
- Each lesson is 60 minutes long. This is to allow learners to engage in some social emotional learning activities during lessons.
- The structure of the curriculum and teaching periods makes provision for review and catch-up lessons.
- For each subject there is a mandatory number of hours and lessons that must be covered.

Instructional hours per level for a 5-day week

Level	# hours per day	# lesson per week	# hours per week	# Lessons per level	# hours per level
1	4 hr	19	19	510	510
2	4 hr	19	19	510	510
3	4 hr	19	19	510	510

The above number of hours is to ensure effective coverage of curriculum contents for each subject at each level. Note that the days of the week (i.e. Monday, Tuesday, etc.) are not specified. This is for flexibility purposes. ABEP teachers, learners and community are to decide on the days of the week lessons are to be held.

2.5 Enrolment process and procedure

- a. There shall be a massive sensitization and mobilization campaign at the community level.
- b. Learners must be between 10 and 18 years and resident within the Community
- c. No learner within the age range shall be denied entry into the programme
- d. Enrolment shall take place within the learning centres
- e. Enrolment of the learner shall be based on the learner's profile and criterion evaluation procedure to determine the level a prospective learner would be placed
- f. Learners entering level 1 should not be subjected to any placement test
- g. Learners entering level 2 and 3 should be subjected to a placement test to determine the appropriate level to be admitted into. Learners are not expected to wear uniforms or any customized dresses.
- h. The Centre managers shall participate in the enrolment process and procedures
- i. Learners are not expected to meet any paper requirement or qualification such as previous school testimonial, previous school result sheet or card and birth certificate.

2.6 Learner Transition and Mainstreaming

The transition and mainstreaming of the ABEP learners are clearly illustrated in the ABEP Pathway in Appendix I. **Note also that:**

- a. Learners transition from one level to another shall be based on age as described in the pathways.
- b. Learners who are below the required age should be referred to the formal school programme.
- c. Learner shall complete a level before transitioning to either formal school or the next ABEP level.

- d.** No learner shall be disqualified or withdrawn from the centre except for grievous offences.
- e.** Learners who do not meet the required minimum academic performance of a particular level to move to the next stage or level, shall undergo remedial learning sessions to bring them up to capacity.
- f.** All Community Education Committee (CEC), the Centre Head Teachers, the Centre Based Management Committee (CBMC) shall be involved in the mainstreaming process.
- g.** Meetings shall be held ahead of time with: the Headteachers of Conventional Schools where the ABEP learners are to be mainstreamed or transitioned into; Management of ABEP Centres; Community Education Committee (CEC); the Centre Head teachers; the Centre Based Management Committee (CBMC); School Based Management Committee (SBMC) and all other relevant Education Stakeholders.
- h.** Learners shall be mainstreamed into conventional schools that are located near their residences.
- i.** Where possible, uniforms and relevant learning materials shall be provided for each of the mainstreamed learners, especially the vulnerable among them (i.e. start-up kits).
- j.** All ABEP learners shall be issued certificates as evidence of completion of the programme.
- k.** The certificate shall be recognised by formal schools as a condition for mainstreaming at the appropriate class level, and shall not be subjected to any further placement examinations.
- l.** ABEP learners shall not be charged any fees for the issuance of completion certificates.

Chapter Three

Learning Centres and Infrastructure

This chapter is focused on ensuring that ABEP learning centres comply with basic standards in their establishment and management. Each learning centre is expected to meet some requirements.

3.1. General requirements

Community/Centre mapping shall be the first step to be taken to ascertain the availability of learning spaces, identify and determine the safety, physical proximity of facilities to potential learners.

- a.** The learning centres shall be secure, well ventilated, with adequate and well- spaced seating arrangement.
- b.** The learning centres shall have adequate and separate Water Sanitation and Hygiene (WASH) facilities for male and female learners, staff and for people with special needs.
- c.** The Centre Managers are to participate in the establishment of the Learning Centres.
- d.** Proposed learning centres shall be inspected and approved by the Community Education Committee (CEC), the Centre Based Management Committee (CBMC), and School Based Management Committee (SBMC).
- e.** Learning centres shall not be located more than two (2) kilometres (km) away from the residence of the learners.

3.2. Basic infrastructures in learning centres - All learning centre shall have:

- a.** sufficient space per learner, usually guided by standards set by the Ministry of Education.
- b.** sufficient space for a maximum of 40 learners per classroom, to promote interaction between the teacher and learners; and between learners.
- c.** adequate and separate toilet facilities for boys and girls and for staff.
- d.** Hand wash facilities shall be provided at strategic places within the centre.
- e.** adequate space and provisions for learners with special needs.
- f.** In times of epidemics and pandemics, Personal Protective Equipment (PPE) such as face shields and face masks, water, soap, hand sanitizers, etc. shall be provided for learners and teachers.

Furthermore,

- i.** Alternative places can be used as ABEP learning centres such as Community Town Halls or Community Leaders' Houses
- ii.** Government owned schools may be used as ABEP learning centres after normal school hours, during weekends and holidays.
- iii.** Where private facilities are to be used, strict safeguarding protocols should be observed.
- iv.** There shall be availability of sitting materials such as wooden furniture, mats, benches, etc.
- v.** Teaching and learning materials such as textbooks, exercise books, chalk boards, curriculum and the teachers' guide, pencils, biros, chalk, etc, shall be provided at the ABEP learning centres as specified in section 5.4b.
- vi.** Record books such as diaries, enrolment register, class attendance register, etc shall be made available in each learning centre.
- vii.** Effort shall be made to ensure each learning centre has constant electricity, internet connectivity, water supplies and media aids.

3.3 Management of Learning Centres

- a.** The day-to-day management of ABEP Learning Centres shall be the responsibility of the Headteachers, teachers and the support staff.
- b.** The monitoring team shall comprise FME, UBEC, NMEC, NERDC, NCNE, SUBEB, SAME, LGEA Officers, SMoE, Community Education Committee (CEC), Centre Based Management Committee (CBMC) and Mentor Teachers.
- c.** The management team is to work in synergy with the monitoring team to ensure the smooth running of the Learning Centres.
- d.** All relevant stakeholders including Headteachers, centre coordinators and teachers shall be given continuous training and capacity building on effective management of the centres, to ensure adherence to best practices.

Chapter Four

Quality Standards

The success of ABEP, like any other educational programme, depends on several input and output components. These components include access, equity, teacher quality, quality of curriculum, conducive teaching and learning environment, sustainability and governance. This chapter prescribes the standards and quality requirements for the successful implementation of ABEP in Nigeria.

4.1 Teacher Quality

The teacher is the most important determinant of quality in the ABEP. The teacher's knowledge of subject matter, commitment and competence in the use of teaching methods that permit active learner participation in lessons, go a long way to determine the quality of learning by ABEP learners. Some important teacher quality issues that require careful considerations for the successful implementation of ABEP in Nigeria are highlighted as follows:

a. Teacher Qualification:

- i. The Nigerian Certificate in Education (NCE) shall be the minimum qualification for teaching in ABEP Learning Centres.
- ii. Candidates with single honour degrees (Bachelors of Arts (BA), Bachelors of Science (B.Sc.), Master degree (M.A. or M.Sc.), Ordinary National Diploma (OND) or Higher National Diploma (HND) in relevant teaching subjects, can also be recruited trained and mentored to teach in ABEP learning centres.
- iii. In addition to the qualifications stated in [a (i) - (iii)] above, the candidates **shall**:
 - a. not be less than 20 years of age;
 - b. be fluent in the language of the host community (L1);
 - c. be sourced from the host community or neighbouring communities, preferably teachers who are acquainted with the culture of the communities where the centre is situated;

b. Recruitment:

The recruitment of teachers shall:

- i. be on fulltime basis for unemployed professionally qualified candidates, and part-time basis for professionally qualified candidates already working a fulltime job elsewhere;
- ii. ensure equal opportunity for everybody without any form of discrimination on the basis of disability, gender, state of origin or religion.
- iii. give priority to qualified teachers who are not employed.
- iv. be carried out by:
 - the State government for government owned ABEP learning centres;
 - Centre Managers/proprietor for privately owned learning centres; and
 - Development partners; CSOs, and NGOs running ABEP in camp schools/ learning centres.
- v. The selection and recruitment of ABEP teachers shall follow a transparent process.

NOTE

- i. Teachers on full-time employment with government shall be employed as part-time teachers in ABEP Centres and be paid for the number of hours worked.
- ii. States, the FCT, Civil Society Organizations (CSOs), NGOs, INGOs, etc. shall take these requirements into consideration while recruiting teachers for ABEP Learning Centres.

c. Remuneration:

In order to motivate and retain quality teachers in ABEP learning Centres:

- i. The remuneration for fulltime ABEP teachers with NCE/PGDE certificates shall be equivalent to what their counterparts in conventional schools in the States and FCT earn.
- ii. ABEP volunteers/part-time teachers shall be paid per hour to a maximum remuneration of 40% of what their counterparts in conventional schools in the States and FCT earn.
- iii. ABEP teachers' remuneration shall be regularly paid at the end of every month.
- iv. ABEP teachers' salaries shall be paid monthly in full.
- v. Teachers that violate the ABEP Code of Conduct shall either have their salaries stopped or completely be disengaged from the service, after due investigation by a disciplinary committee.

d. Training and Capacity Building of ABEP Teachers

The Accelerated Basic Education Curriculum (ABEC) is designed specifically for overage out-of-school children and youth affected by insurgency and conflicts, amongst others. In order to ensure quality classroom delivery of ABEC contents:

- i. All ABEP teachers shall be provided with regular, in-service professional development, including training on Accelerated Learning pedagogy and subject matter knowledge.
- ii. All newly recruited ABEP teachers shall be trained before assuming duty.
- iii. Every ABEP teacher shall undergo a minimum of one (1) capacity building training per year.
- iv. ABEP Capacity Building trainings shall emphasise the retooling of ABEP teachers (irrespective of specialisation) in:
 - a. ABEC structure, philosophy, contents and assessment procedures;
 - b. scoping and sequencing of the ABEC to suit all categories of ABEP learners;
 - c. fundamentals of accelerated learning which includes learner-centred, rights-based and group-based methodologies;
 - d. various teacher-learner interaction strategies and pedagogy in the classroom

- (e.g. the one-on-one approach for critical learner category such as special needs learners);
 - e. the use of psychosocial support methodology to effectively engage learners in the teaching and learning process;
 - f. child protection basics and the ABEP teacher Code of Conduct (CoC) for the safety and protection of ABEP learners;
 - g. the integration of Information and Communication Technology (ICT) into the teaching and learning process, and the use of digital tools and resources for teaching;
 - h. use of language of the immediate environment for classroom instruction; and
 - i. the conduct of action research into the peculiar needs of ABEP learners in the classroom.
- v.** In order to ensure the successful implementation of (a-i) above:
- Master trainers shall be engaged and trained on the ABEC contents, philosophy, accelerated learning strategies and assessment procedure.
 - The master trainers shall in turn train ABEP teachers in the learning centres.
- vi.** The AEWG-Nigeria shall work in collaboration with government agencies and teacher training institutions to:
- develop relevant support materials and Teachers Guides in relevant subject areas to assist teachers in the implementation of ABEC.
 - provide certified professional development courses and training for ABEP teachers,
 - introduce gender sensitivity, child protection practices, psychosocial support, learner-centred, activity-based teaching and inclusive classroom strategies into ABEP teacher training packages.

e. Teacher Code of Conduct

A healthy, secure, protective and inspiring learning environment, conducive for both girls and boys, is also important for attracting, retention and completion of schooling by overaged out-of-school children and youth. However, the provision of secure, inclusive and productive learning environment connotes respect, courtesy, fairness and honesty in the treatment of everyone (particularly teachers and learners) involved in ABEP.

In order to ensure that ABEP learning centers are safe, inclusive and productive:

- i.** Every teacher deployed to an ABE Learning Centre in Nigeria shall sign a Code of Conduct (CoC) in the presence of the Centre Manager (see Appendix II).
- ii.** A signed copy of the CoC shall be kept in the teachers file in SUBEBs or SAME (for government owned ABE Learning Centres).
- iii.** In the case of teachers recruited for learning centres owned by NGOs, INGOs or private individuals, the signed CoC shall be kept by the proprietors of such learning centres.

Note: The ABEP teachers' Code of Conduct (CoC) establishes a set of expectations and standards for teachers in ABEP learning centres. It highlights the core responsibilities, expected behaviour of staff in ABEP learning centres; as well as penalties for misconduct. Thus, ABEP CoC serves as a regulatory mechanism that promotes effective day to day administration of ABEP learning centres within the context of safe, inclusive and productive learning environment that reflects the principles and core values of ABEP.

4.2 Programme Monitoring and Regulation

Monitoring and regulation of ABEP is essential for quality assurance and improvement purposes. The intent is to bring to light those relevant activities that need to be carried out by the different implementing bodies, in order to ensure that the programme achieves its intended objectives and meets the set requirements.

Thus, ABEP monitoring and regulation shall provide government and implementing bodies evidence-based information on:

- a. its effectiveness in meeting the demands for access, quality education and skills for out-of-school children and youth and other marginalised groups, compared to other ways of providing education to the same target groups;
- b. those elements in the design and implementation of the ABEP that can be affordably improved, including, enrollment and support of learners, curriculum, teaching and learning materials, infrastructure, teacher recruitment, selection, training and support, management and communications, community engagement; as well as
- c. how well the theory of change and ABEP logical framework and programme design reflect realistic working assumptions for success.

However, the successful monitoring and regulation of ABEP in the 36 States and FCT, require careful considerations of important quality assurance issues such as the:

- i. **Establishment of an Accelerated Education Working Group-Nigeria (AEWG-N)**
- at the Federal, State and FCT levels of governance for the realisation of (a) to (c) above (see Chapter 5 for more information on the AEWG-N).
- ii. **Quality and focus of Monitoring Instruments** - The monitoring instrument to be used at the National, Zonal, State, LGA and FCT shall serve as a checklist for determining the following:
 - learner's enrolment, participation, retention, completion and transition;
 - effectiveness of curriculum delivery;
 - quality of teacher-learner, learner-learner interactions in the classrooms;
 - teachers' attendance in class;
 - number of teachers recruited and regularity of payment;
 - teachers' participation in continuous professional development;

- quality of center management that ensures inclusive, safe and learning-ready environment.

iii. Monitoring frequency – which shall involve:

- daily monitoring by the Centre Manager to ensure quality teaching and learning process;
- monthly monitoring by CBMCs and AEWG-N in Local Government to a maximum of 3 monitoring visits per Stage/Term, using an approved CBMC monitoring plans;
- 2 monitoring visits per Stage/Term by AEWG-N in States and FCT to a maximum of 6 monitoring visits per year; as well as
- monitoring by the AEWG-N at the national level to a maximum of 3 monitoring visits in a year.

Chapter Five

ABEP Management and Sustainability Framework

The sustainability of ABEP in Nigeria rests much on the management structure put in place. Given the structure of the Nigerian Education System, the management and sustainability framework presented in this Chapter takes cognizance of all stakeholders in the education system. It clearly states the roles and responsibilities of the various stakeholders operating in the Nigerian education ecosystem.

5.1 The AEWG Nigeria (AEWG-N)

The AEWG-N shall be responsible for the monitoring and regulation of ABEP at the Federal, State, LGA, Ward and community levels. The AEWG-N shall be charged with the specific responsibility of:

- a. developing plans and tools for the monitoring, evaluation and regulation of ABEP and the Learning Centres;
- b. carrying out quality assurance duties involving on-site supervision, mentoring, coaching and spot checks of ABEP learning centres;
- c. providing regular feedback and evidence of ABEP effectiveness in meeting established goals and objectives, including consultations with learners, frontline educators, community stakeholders and relevant government agencies; and
- d. aligning ABEP M&E data collection processes with requirements of the existing Education Management Information System (EMIS), which support efforts to achieve Education for All (EFA) and the Sustainable Development Goals (SDGs).

5.2 Composition of AEWG at the Federal, State, and Local Government Levels

- a. At the **Federal Level**, the Accelerated Education Working Group-Nigeria (Federal) otherwise known as AEWG-N shall comprise FME, Ministry of Women Affairs and Social Development, Min. of Humanitarian Affairs and Disaster Management and Social Development, NERDC, UBEC, NMEC, TRCN, NCNE, donors' designate namely: USAID, FCDO, EU, UNICEF, UNHCR, and Plan International; a representative from SCI, FHI-360, IRC, Street Child, ActionAid, CSACEFA, FlexiSAF Foundation, NOGALSS, other relevant National NGOs and Private Sector designates.
- b. State level Accelerated Education Working Group-Nigeria, also known as the AEWG-N(State) shall comprise SMOE, SUBEB, SAME, Ministry of Women Affairs and Social Development, relevant NGOs working at the state level and other ABEP implementing partners in the private sector.
- c. At the Local **Government level**, the Accelerated Education Working Group-Nigeria (**AEWG-N**) shall be known as AEWG-N(LGA) with the following implementing partners: Local Government Education Authorities (LGEA), SAME Education Unit and relevant NGOs.

5.3 Roles and Responsibilities of the Working Groups

a. The AEWG-N (Federal)

The role of AEWG-N is essentially that of providing policy guidelines, as well as technical and resource support for the full implementation of ABEP across the nation. The specific roles of AEWG-N (Federal) shall be:

- i. **Policy formulation:** This implies designing policy and strategy that conform with global and national education goals. Education Policy formulation in Nigeria, is the responsibility of the Federal Ministry of Education (FME). This role is often exercised in partnership with the State Ministries of Education (SMoEs).
- ii. **Policy dissemination on education:** the AEWG at the National level shall take a lead in disseminating the policy on ABEP in Nigeria.
- iii. Holding **quarterly meetings** of the AEWG-N.
- iv. **Coordination** at the National level, by serving as the platform to provide technical support for the review of relevant policy documents, guidelines, tools, etc. for effective implementation of ABEP. To this end, the AEWG-N(Federal) shall appoint Desk Officer(s) designated for ABEP at FME and key federal agencies. These Desk Officer(s), in addition to their regular administrative duties, shall be assigned the specific role of ensuring that AEWG-N meetings and all other AEWG-N activities are properly coordinated.

b. AEWG-N (State)

The AEWG-N(state) shall:

- i. Coordinate and share strategy, experiences, and best practices related to the effective implementation of ABEP.
- ii. Monitor and supervise ABEP implementation. AEWG-N (State) shall take the lead of monitoring and supervising ABEP activities in their respective states.
- iii. Support and mobilize resources for ABEP implementation and sustainability
- iv. Establish processes for resource mobilisation for smooth implementation of ABEP.
- v. Coordinate the mainstreaming of learners into formal schools as well as provide direction and leadership for the mainstreaming process.
- vi. Build the capacity of ABEP teachers through continuous training and re-training.
- vii. Collaborate with teacher education institutions and relevant Federal agencies for the planning and delivery of both master trainer workshops and the stepdown capacity building activities.
- viii. Appoint Desk Officer(s) designate for ABEP programme in their respective States. These Desk Officer(s) shall perform essential ABEP administrative duties, in addition to coordinating AEWG-N (State) overall activities and meetings.
- ix. Coordinate AEWG-N (State) quarterly meetings;

- x. coordinating all-inclusive joint monitoring visits to promote learning among implementing actors.

c. AEWG-N (LGA) - shall be charged with the specific roles of:

- i. monitoring and evaluating the implementation of the ABEP in accordance with the ABEP guidelines;
- ii. reporting progress of implementation to AEWG-N(State);
- iii. providing a safe and conducive environment for learning.
- iv. ensuring full compliance with minimum standard for establishment of learning centres including safety and WASH requirements;
- v. leading the process of recruiting qualified teachers, including the deployment of such teachers to ABEP Learning Centres; and
- vi. ensuring proper coordination of all local level AEWG activities and meetings.

5.4 Roles and Responsibilities of Key (Lead) ABEP Stakeholders

a. Federal Ministry of Education (FME) has the following responsibilities:

- i. Responsible for the overall coordination, leadership and management of the ABEP programme at the Federal level.
- ii. ii. Effect cooperation of all relevant stakeholders in ABEP
- iii. iii. Collect and collate data for purposes of ABEP planning and financing

b. NERDC shall be responsible for the development, review, adoption of the ABEP curriculum, materials, teachers' guides and any supplementary materials.

c. UBEC and **NMEC** roles and responsibilities include:

- Ownership of the Programme at the National level
- Ensuring fiscal, supervisory, monitoring and evaluation systems are in place.
- Policy implementation, framework, guidelines among others
- Provide support and resources for the implementation of ABEP at all levels.

d. SMoE, SUBEB and **SAME** are responsible for:

- i. the actual implementation and ownership of the ABEP at the state level by ensuring strict adherence to the national guidelines on the programme
- ii. putting in place essential fiscal, supervisory, monitoring and evaluation systems;
- iii. coordinating partnerships and collaboration with other relevant agencies and NGOs;

- iv.** training of ABEP teachers;
- v.** enrolment, retention, completion, certification and mainstreaming of learners'; and
- vi.** monitoring and supervision of ABEP Learning Centres.

e. The responsibilities of the **LGs** shall include:

- i.** Ownership of the Programme at the Local Government level;
- ii.** Ensure that the Community Education Committee (CEC) members are representatives of the community and are well trained and equipped to support ABEP implementation and management.
- iii.** Coordinate, mobilize and implement the ABEP
- iv.** Recruiting and training of ABEP teachers
- v.** Provision of a safe and conducive learning environment.
- vi.** Creating systems for learners' record keeping and documentation with data to monitor progress on learners' enrolment, attendance, dropout, retention, completion, and learning, disaggregated by gender and age group.
- vii.** Set up systems to track ABEP learners who have completed the programme to ensure their transition and integration to formal education, vocational training and/or employment.
- viii.** Ensure prompt payment of monthly salaries and allowances .
- ix.** Monitoring and supervision of ABEP at the LGA level

f. Centre-Based Management Committee (Community) shall:

- i.** i. Oversee the day-to-day operation of the ABEP Learning Centres.
- ii.** ii. In accordance with ABEP guidelines, support and ensure the enrollment, regular attendance, retention and mainstreaming of learners into formal schools.
- iii.** iii. Ensure ownership of the ABEP programme and mobilize support at the community level for the success of the programme.
- iv.** iv. Mobilize resources for centre development.

g. Other implementing Agencies shall:

- i.** get approval for implementation of ABEP by relevant authorities
- ii.** mobilize resources for effective implementation
- iii.** implement the ABEP according to the National Guidelines.
- iv.** work in harmony with key stakeholders

5.5 ABEP Sustainability Framework

In order to ensure sustainability of the ABEP initiative, it is important to meaningfully involve key stakeholders at the levels of project start-up, implementation, monitoring and evaluation.

To this end, ABEP implementation and interventions shall ensure:

a. continuous commitment towards maintaining ABEP as a viable education delivery model by the Federal, State, FCT and Local Governments. To actualise this, effort shall be made to domesticate the initiative as one of the viable means to provide access to education for disadvantaged, over-age, out-of-school children and youth.

- i.** domesticate the initiative as one of the viable means to provide access to education for disadvantaged, over-age out-of-school children and youth.
- ii.** align the ABEP with the existing education system, and relevance of the curriculum materials to learning needs and priorities of out of school children (OOSC) and communities.
- iii.** foster partnership with the private sector for increased resource mobilization for wider reach and scale up.
- iv.** project the ABEP to potential funding agencies for long-term support of the programme.
- v.** Ensure the commitment of State funding mechanisms and advocate for inclusion of ABEP in the state's annual education sector operational budget
- vi.** share and implement capacity building mechanisms with States and Local Government officials.
- vii.** strengthen the Education Management Information System (EMIS), to capture ABEP data.
- viii.** make use of existing public schools and other community structures as ABEP centres.

b. community level engagement and empowerment by:

- i.** establishing Centre-Based Management Committees (Centre head, Parent and community leaders), to support management and maintenance of learning centres
- ii.** promoting community resource mobilization and community ownership of ABEP centres to support operational costs
- iii.** sharing and implementing capacity building mechanisms with Centre-Based Management Committees and ABEP teachers for effective teaching and the management of learning centres.

- c. increase demand for ABEP at the family level** through community awareness programmes that highlight the importance of education for boys and girls.
- d. delivery of long-term benefits of ABEP to children** through the:
 - i.** provision of quality education to out-of-school-children and youth through ABEP
 - ii.** provision of learning materials to learners enrolled at ABEP centres
 - iii.** promotion of health and hygiene practices at ABEP centres; and
 - iv.** provision of psycho-social support to ABEP learners.

Chapter Six

Assessment and Certification

Assessment is a fundamental component of the teaching and learning process of the Accelerated Basic Education Programme (ABEP). The purpose of assessment in ABEP is to gather information about the learner's performance and progress in the teaching and learning process. It functions as an essential feedback mechanism. In addition, the assessment provides the information required for placement at the point of enrolment, mainstreaming of the learners into formal schools and certification at the end of Level 3. The guidelines for assessment in the ABEP learning centres are provided under the following subsections.

6.1 Assessment Guidelines

a. Assessment Strategy

- i. Assessment in the ABEP shall be based on Continuous Assessment (CA).
- ii. The continuous assessment shall be frequent through the use of periodic class tests, homework, classwork and class attendance.
- iii. Teachers are to give learners feedback after every continuous assessment process.
- iv. Learners shall be required to take examinations at the end of each stage.
- v. The end of stage examination shall be conducted after learners have covered the curriculum contents of a stage in a Level.
- vi. At the end of a level, the learner's cumulative assessment report shall be compiled to give the end of level assessment record of the learner.
- vii. The weighting for the continuous assessment score shall be 70% while the examination score shall be 30%.
- viii. After completing Level 3, learners shall undertake the Basic Education Certificate Examination (BECE) at approved ABEP centres in the state.

b. Learners' Assessment Record:

- i. There shall be a learner assessment record that contains the learners' progress record for the entire programme.
- ii. The learner assessment record shall contain information about the learner's performance in each of the subjects.
- iii. Learners' overall performance shall be rated as Progressing (P) or Not Progressing (NP). A learner is rated P when she/he scores 40% and above and NP when the score is below 40%.

c. Certification and employability:

- i. Learners who complete Level 3 and pass the BECE shall be awarded the **Basic Education Certificate (BEC)**
- ii. The BEC shall qualify learners to be mainstreamed into senior secondary 1 (SS1) or proceed to vocational training centres.
- iii. ABEP graduates shall be eligible for employment in any relevant government agency or private sector, as applicable.

Chapter Seven

Funding and Partnerships

Funding and partnership are two vital factors that must be in place to ensure the sustainability of the Accelerated Basic Education Programme (ABEP). The guidelines for the funding, partnership and sustainability of ABEP in Nigeria are provided in this chapter.

7.1 Funding

Sustainable implementation of the ABEP would require funding provisions by governments and other stakeholders. Consequently, the funding of ABEP shall be the collective responsibility of all critical stakeholders.

Funding of ABEP in Nigeria shall be through:

- a.** Annual budgetary provisions of education expenditure (Federal, States, FCT and Local Governments).
- b.** The inclusion of funding support for ABEP in the budgetary provisions of:
 - i.** relevant federal government ministries and agencies (like Federal Ministry of Education, Federal Ministry of Women Affairs and Youth Development, Ministry of Humanitarian Affairs, Disaster Management and Social Development, UBEC, NMEC, NCNE, NERDC) as special programmes.
 - ii.** relevant state ministries and agencies (like State Ministries of Education, State Ministries of Women Affairs and Youth Development, SUBEB, SAME) as special programme.
 - iii.** Local Government Areas
 - iv.** organised private sectors within the states, community and locality as part of their corporate social responsibility (Banks, telecommunication companies, Insurance companies, NNPC, Multinational companies etc); and
 - v.** other relevant stakeholders
- c.** Prioritisation of the implementation of ABEP in the design of projects by NGOs (National and international) and Civil Society Organisations (CSOs).
- d.** Voluntary contributions from faith and community based organisations.
- e.** Donor Agencies funded projects targeting the implementation of ABEP in states and communities with high number of overage out-of-school children and youth.
- f.** Corporate Social Responsibility (CSR) funds of multinational companies operating in Nigeria; and
- g.** Constituency Projects funds of Political Office holders.

7.2 Partnership Framework

- a.** Successful and sustainable implementation of ABEP also requires the formation of strong partnerships between governments and development partners.
- b.** Partnerships could be in form of technical or financial support, or both.

- c.** Technical partnership shall cover all areas related to system strengthening through teachers' capacity development programme, material development, curriculum review and general management for efficiency in the implementation of ABEP.
- d.** Financial partnership shall include construction of learning centres, provision of teaching and learning materials, provision of basic amenities at the learning centre, to include separate WASH facilities for male and female learners, staff, and for people with special needs etc.

7.3 Level of partnership - shall include:

- a.** Partnership between governments at different levels and development partners.
- b.** Partnership between communities and development partners under recognised government structures and procedures.
- c.** All partnerships shall be within the ambit of relevant laws of Nigeria either at the federal, states or local government levels.
- d.** All Partnerships shall function within a well-articulated Memorandum of Understanding (MoU) and Action Plan.

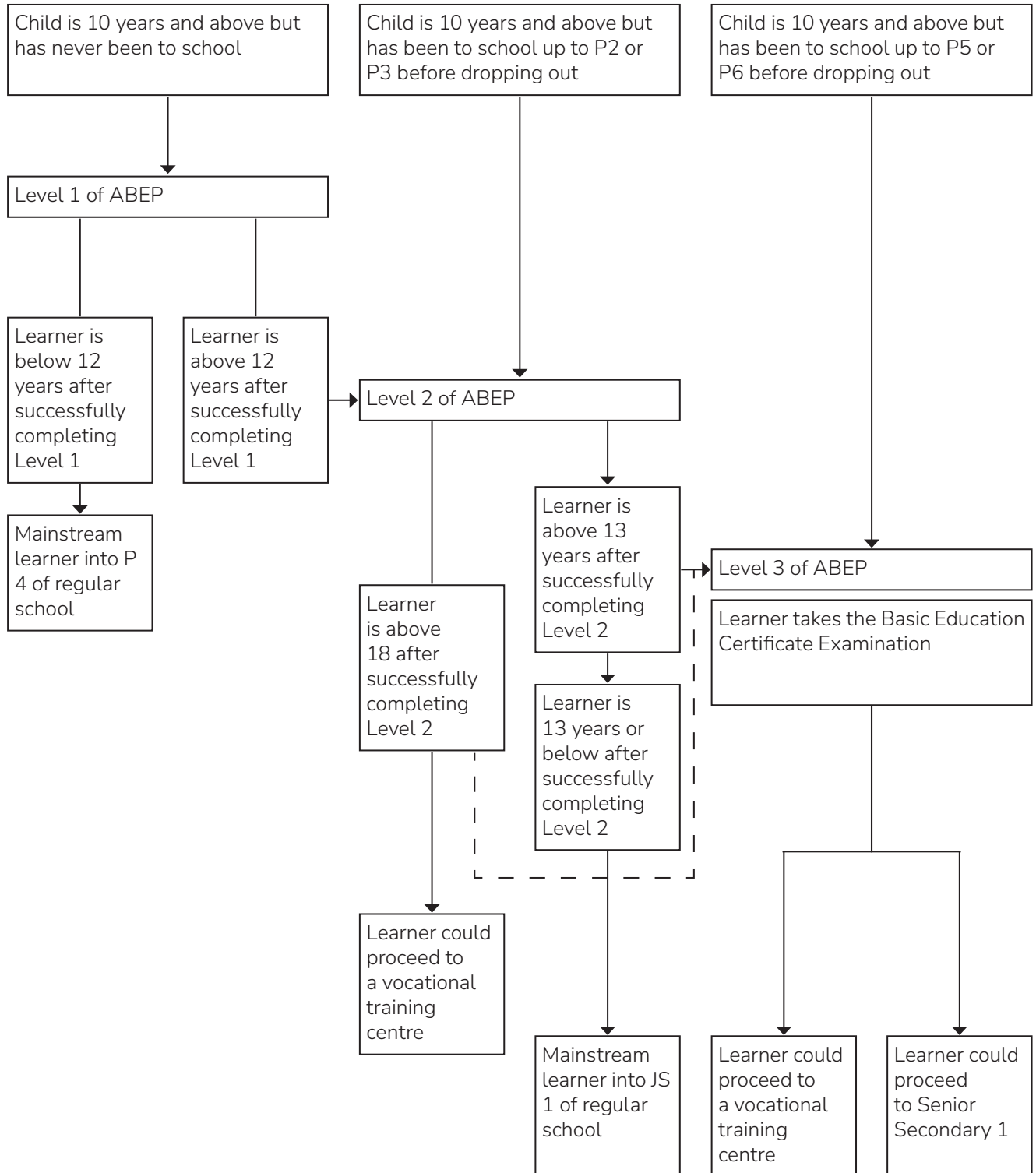
7.4 Utilisation of Funds

Funds made available for the implementation of ABEP shall be used for the following:

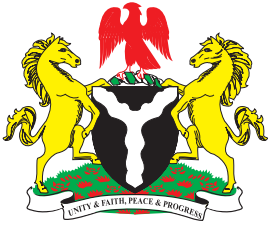
- a.** payment of ABEP teachers' salaries and allowances as established under teachers' remuneration in chapter 4
- b.** provision of teaching and learning resources
- c.** training of all ABEP teachers on regular and in-service professional development, including training on Accelerated learning pedagogy and subject matter knowledge
- d.** training of newly recruited ABEP teachers
- e.** capacity building of ABEP teachers once a year
- f.** advocacy, mobilization and sensitization of policy makers, Federal, States, FCT, Local Government Areas Executives, NGOs, INGOs, FBOs, CBOs and CSOs in favour of ABEP
- g.** programme monitoring and regulation
- h.** management and action research activities
- i.** construction and maintenance of ABEP offices, facilities and equipment

APPENDIX I

The Accelerated Basic Education Programme (ABEP) Core Pathways



APPENDIX II



Nigeria's Teachers' Code of Conduct for Accelerated Basic Education Programme (ABEP)

Introduction

This Code of Conduct (CoC) is designed to serve as a guide for teachers in executing their duties towards the protection and safety of learners in ABEP learning centres. It highlights the teacher's responsibilities and attitude towards ABEP learners and the acceptable teacher-learner, teacher-community and teacher-teacher relationships as follows:

I. Towards learners:

The teacher shall:

- ensure a safe and secured learning environment for learners at all times
- respect all learners and allow them freedom to express their ideas, thoughts and opinions during lessons
- accord all learners equitable treatment irrespective of their learning capabilities, ethnicity, religion, economic status, beliefs, gender, age, or disability
- serve as role model to learners by showing high degree of decency in the general performance of their duties
- ensure all round development of learners, through a good mix of curricular activities
- be tolerant, compassionate, understanding, patient and non-temperamental
- not use abusive, inflammatory and indecent language on learners
- not under any circumstance administer corporal punishment
- ensure that learners behave in a civil and disciplined manner at all times
- avoid all forms of improper relationship with learners
- avoid all forms of extortion of learners.

II. Towards parents and the community

The teacher shall:

- communicate with parents/guardians on any problem or condition that may affect their children/wards when necessary
- provide information to parents/guardians on a regular basis on the progress of their children/wards
- show courtesy and respect to parents/guardians and offer maximum support in dealing with issues concerning their children/wards
- encourage parents/guardians to actively participate in parent/teachers association (PTA) meetings and general educational programmes of the centre.
- resist accepting gifts from parents/guardians
- respect the norms and values of the community
- maintain cordial working relationships with the community and engage members on issues of mutual interest on a regular basis.

III. Towards Colleagues:

The teacher shall:

- maintain mutual respect among colleagues and assist them attain professional goals
- co-operate with one another to achieve professional goals
- render assistance to one another to attain professional goals
- be willing to seek assistance from colleagues and engage in teamwork when necessary
- relate equally with their colleagues irrespective of religion, culture, race, gender, political inclination, etc.
- resolve their differences internally or refer to relevant authority for redress within the school conflict resolution mechanisms.

IV. Towards employers:

The teacher shall:

- not involve themselves in activities that could jeopardize their professional competence
- perform only task that are within their professional competence
- ensure they render their services in accordance with the terms of contract or law
- respect and abide by the tenets of this code of conduct.

V. Towards the profession:

The teacher shall:

- ensure absolute confidentiality of learner's information
- show self-respect, conduct themselves in exemplary manner and be willing to acquire and apply new knowledge and pedagogy
- appear properly clothed with modest make-ups
- exhibit charisma, foresight, justice, empathy, honesty and consistency in their services
- inspire their subordinate and show commitment to the demands of their duty
- acknowledge the contributions of colleagues where necessary
- not do anything that would bring about disrepute to the profession.

Note: Violation of any of the provisions in this document shall attract appropriate penalty(ies).

Signature of commitment

Teacher's name, signature, telephone number and date:

.....

Centre Manager's, name, signature, telephone number and date:

.....

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