

Website: [www.ubeconline.com](http://www.ubeconline.com); Email: [ubecnigeria@yahoo.com](mailto:ubecnigeria@yahoo.com)

## **MINIMUM STANDARDS FOR BASIC EDUCATION IN NIGERIA**

**EDUCATION FOR ALL IS THE RESPONSIBILITY OF ALL**

# **Minimum Standards for Basic Education in Nigeria**

Please direct all communication with respect to this document to:  
The Executive Secretary,  
Universal Basic Education Commission,  
UBEC Building,  
7 Gwani Street, Wuse Zone 4,  
PMB 5086,  
Abuja.

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## FOREWORD

Section 9, sub-section (c) of **The Compulsory, Free, Universal Basic Education and Other Related Matters Act, 2004**, otherwise known as the UBE Act of 2004 provided that the UBE Commission is to “*prescribe the minimum standards for basic education throughout Nigeria in line with the National Policy on Education and the directive of the National Council on Education and ensure the effective monitoring of the standards*”. To carry out this function effectively is an onerous task which the Commission has started with the production of this document.

A standard is an established norm or requirement that all systems work towards achieving. Standards are of three types, namely **resource standards**, **process standards** and **performance standards**. These three are operational in the implementation of the UBE Programme in Nigeria.

In Nigeria, numerous standards have been in existence both inter-state and intra-state. There also existed schools with varied levels of facilities and teaching standards. The standard for most schools, however, is dismal, and does not lend itself to fostering the overall growth and development of children, and giving them the skills required to survive with dignity in this ever changing global society. Minimum standards are very important in Nigeria, especially now that the establishment of basic education institutions is seen as lucrative and has become an “all-comers’ affair”.

This document, captioned ‘*Minimum Standards for Basic Education in Nigeria*’, is a prescription of minimum standards in basic education in Nigeria in the areas of **resources**, **processes** and **performance**.

I wish to recommend this document to educational administrators (such as Quality Assurance Officers, Monitoring Officers, Supervisors, Inspectors, etc), current and potential proprietors of schools at the basic education level, both in the private and public sectors, and all stakeholders. I urge all to read through and fully acquaint themselves with the content and ensure compliance.

In my opinion, compliance with the prescribed minimum standards would result in producing an environment that is child-friendly and conducive to teaching and learning and produce better learning outcomes.

I wish to commend the Quality Assurance Department for this giant stride. We will keep up-dating the document as the need arises.

**Dr Ahmed Modibbo Mohammed**  
**Executive Secretary, UBEC**

## **Acknowledgement**

The compilation of this document involved the contributions of numerous individuals, bodies, Departments and Units in UBEC. These included the Governing Board and Management of the Commission. In this regard, the contributions of the Executive Secretary, Dr Ahmed Modibbo Mohammed in the development of this document are hereby acknowledged.

While acknowledging the general contributions of the entire Management Team, those of the immediate-past Director of the Department of Quality Assurance, Dr Chimaroke O. Ubani, are specially recognized for initiating this important document for use in the implementation of the Universal Basic Education (UBE) Programme.

The useful contributions of other Departments and Units of the Commission (like Departments of Finance and Accounts, Social Mobilization Department; Planning, Research and Statistics; and Academic Services; and the Procurement; Federal Teachers' Scheme; and Physical Planning Units) in the development of this document are also acknowledged.

It is worthy of note that the Management of the Commission considered this document suitable for publication and use in the basic education sub-sector, and recommended same to the Governing Board. In turn, the Board approved its publication for use in basic education delivery in Nigeria. In this regard, the Department of Quality Assurance is grateful to the Management and Governing Board for this gesture.

**Dr C. C. Agomoh**  
**Deputy Director, Quality Assurance, UBEC**

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# MINIMUM STANDARDS FOR BASIC EDUCATION IN NIGERIA

## 1.0 INTRODUCTION

**Quality Assurance** is the management of goods, services and activities from the input stage, through processes, to the output stage of production. It aims at preventing quality problems and ensuring that only conforming products reach the customer. Indicators of quality in the basic education context include quality teachers and learners, quality content of curriculum, quality instruction, child-friendly learning environment (physical and aesthetical) and quality outcomes (including academic achievement). These and other important issues are well enumerated in the *Guidelines for Quality Assurance in the UBE Programme Implementation* already presented to the UBEC Management in which the central roles of effective application of these minimum standards and benchmarks have been underscored.

Nevertheless, the issue of quality basic education is important for attaining the goals of EFA and education-related MDGs. The EFA Goal 6 states thus: *Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.* Thus, the quality dimension has become imperative in the provision of basic education, hence, the prominence that has been given to this issue in the Commission. For example, the Yankari Retreat of 2008 listed some of the quality issues affecting basic education as:

- 1.1 Inadequate budgetary provision for routine monitoring and evaluation, supervision and inspection;
- 2.1 Low presence of Inspectors/Supervisors in the State Ministries of Education/SUBEBS.
- 3.1 Late release of fund for quality assurance activities;
- 4.1 Inadequate report to principals and feedback to and from end- users;
- 5.1 Non-prescription of sanctions for non-compliance to guidelines;
- 6.1 Lack of research into quality assurance issues;

- 7.1 Low achievement;
- 8.1 Inadequate partnership with relevant stakeholders in monitoring and supervision of UBE programmes/activities as well as low empowerment of communities for participation in quality assurance in the schools located in their areas; and
- 9.1 Politicization of appointment of Executive Chairmen/Education Secretaries.

Added to these are the concomitant issues of dearth of quality infrastructure, including furniture, equipment and facilities; and the fact that some of the existing ones fall below the expected minimum standard specifications in terms of quality and quantity that will make the desired impact in efficient basic education service delivery.

Quality assurance in the UBE Programme, which includes monitoring, evaluation, supervision and inspection, is guided by set minimum standards. The institutional frame work and initiatives established at various levels to ensure quality UBE include the Universal Basic Education Commission (UBEC), State Universal Basic Education Boards (SUBEBs), Local Government Education Authorities (LGEAs), School-Based Management Committees (SBMCs), School/Community (e.g. Community Accountability and Transparency Initiative, CATI), etc. If each level performs or discharges its mandate accordingly, based on the set minimum standards, the level of performance and quality will surely be as high as expected. Greater attention needs to be focused on SBMCs and the Communities because of their inherent potentials for ensuring quality domestication and sustenance via effective quality assurance monitoring processes and implementation at the school level.

## **2.0 WHAT CONSTITUTE EDUCATION STANDARDS AND WHO SETS THEM?**

Education standards cover all aspects of the education enterprise, such as inputs, processes and output/outcome. From the perspective of the learners, who are the target beneficiary at the school level, it is the definition of the concepts, knowledge and skills that learners are to acquire. Emphasis on education standards has been more on what learners should know, as prescribed in the curriculum. But the most

embracing and functional standards should emphasize what learners should be able to do as prescribed in the curriculum, which leads to the development of normative indices of performance in the various school subjects covered at the different levels. This latter aspect is already being handled by the Commission as efforts are being made to determine these indices in English Language, Mathematics and Life Skills in Primary four (4) to six (6) and JSS 1 with effect from the 2009/2010 National Assessment of Learning Achievements in Basic Education (NALABE) which is on-going.

The Federal Government attempts to set minimum standards for the basic education sub-sector in the same way as states, parents, professional bodies, communities, all categories of participants (even the learners themselves), also set standards towards the attainment of the anticipated levels in basic education service delivery and performance. While some of these standards are perceived, those that are written are captured in this presentation.

Besides, some of the initiatives earlier taken to either develop or collate existing minimum standards in basic education have now been harmonized into a document. Thus, some existing comprehensive operational guidelines have also been transfused into some minimum standards for basic education presented in this document. By applying these, it is believed that basic education will function more effectively and efficiently since quality issues cannot be objectively handled without minimum standards that will serve as benchmarks for gauging improvement or otherwise in their attainment over set time and targets. Henceforth, monitoring, maintaining, reviewing, up-dating and up-grading these minimum standards for attaining quality basic education delivery in Nigeria is a *sine-qua-non* for achieving the EFA goals and MDGs by 2015. Similarly, it helps in meeting the immediate basic education provisions of the *Roadmap for the Nigeria Education Sector* by 2011 which is also integrally geared towards meeting some of the provisions of the **Seven-Point Agenda** and the **Vision 20:2020**.

### **3.0 THE JOURNEY SO FAR IN INSTITUTING MINIMUM STANDARDS FOR BASIC EDUCATION**

Various standards exist in all aspects of UBE implementation but many of them are snippets in extant or current policies, statutes and circulars. Some aspects of minimum standards appear to exist only as norms or conventions developed out of



informed and or regulated professional practices. Yet, others appear inchoate or appear not to exist at all.

Documents containing minimum standards, including the attempt made in UBEC are listed here. This is without prejudice to other existing standards which may not have been captured currently. This document produced by UBEC seems to be the most comprehensive and absolute even though it can never be said to be exhaustive. Nevertheless, the contents will be adequate for the purpose of quantitative basic education service delivery in the 36 states and the FCT. Furthermore, the efforts in articulating minimum standards for infrastructural development, as presented here, have boosted those aspects derived from the Federal Ministry of Education to make the documented minimum standards for basic education even more than adequate for the UBE Programme implementation purposes than hitherto.

#### 4.0 MINIMUM STANDARDS IN BASIC EDUCATION

S/N	AREA	SUB-UNIT	STANDARD (SPECIFICATION)	REFERENCE	REMARKS
<b>General</b>					
1	<b>Entry age</b>	ECCE	Nursery 1 = 3 years of age	NPE (2004)	Collated
		Primary	6 years of age	NPE (2004)	Collated
		JSS 1	12 years of age on completion of primary education	NPE (2004)	Collated
2	<b>Teacher-pupil/ student ratio</b>	ECCE	1:25	NPE (2004)	Collated
		Primary	1:35	NPE (2004)	Collated
		JSS	1:40	NPE (2004)	Collated
3.	<b>Curriculum</b>	Primary	9 compulsory subjects	NPE (2004)	Collated
		JSS	Minimum of 10 compulsory subjects	NPE (2004)	Collated
4	<b>Certification</b>	JSS	Based on CA and State/Federal Examinations.	NPE (2004)	Collated
5	<b>Quality Assurance</b>	UBEC/SUBEB/LGEA/ School	Quality Assurance Manuals with minimum standard specifications at each level •• Application of Whole School Evaluation instruments and processes.	FIS (FME) Document	Guidelines being harmonized for UBE
6	<b>Monitoring/ supervision cycles</b>	UBEC Routine Monitoring and Follow-ups.	<ul style="list-style-type: none"> <li>• Three- to Four-Year Routine Monitoring Cycle for a school</li> <li>• Follow-up Monitoring (one month/annual cycle) for school/LGEA/SUBEB</li> <li>• Two-year cycle for LGEA</li> <li>• Thrice a year for SUBEB</li> <li>• Classroom observation of teaching and learning is compulsory at each termly visit.</li> </ul>	<b>Guidelines of Quality Assurance for Basic Education in Nigeria.</b>	Proposed. At least 16 primary schools and 5 JSS are visited termly.
	<b>Supervisors</b>	SUBEB	SUBEB - Twice a term		Proposed
		LGEA	LGEA - Thrice a term		Proposed
		School	School - Continuous		Proposed
		Community	Community - Continuous		Proposed

S/N	AREA	SUB-UNIT	STANDARD (SPECIFICATION)	REFERENCE	REMARKS
	<b>UBEC Specialized Monitoring</b>	Project Monitoring	<p>Project cycle monitoring with resource recovery from each project at the end of each project cycle in the event of less than 100 % completion.</p> <ul style="list-style-type: none"> <li>• Matching Grant - based on 70 % completion or 3 months on release of grant and final monitoring at 100 % completion.</li> <li>• Self-help at mid-term and final levels of project completion. Lifespan of each project cycle is 6 months.</li> </ul>		Current practice encourages default.
		Financial Monitoring	<ul style="list-style-type: none"> <li>• Quarterly, with detailed financial and account utilization profile.</li> <li>• Report submitted to FEC for further directives to states.</li> </ul>		
		Good Performance Monitoring	<ul style="list-style-type: none"> <li>• Overall implementation of UBE Programme in the States.</li> <li>• Levels of completed projects and deliverables.</li> <li>• Additional Inputs of States beyond Intervention Funds application.</li> <li>• Other initiatives geared towards achieving EFA and MDGs in the State.</li> <li>• Annual Performance Awards at National and Zonal Levels for best three performers or overall best.</li> </ul>	Internal and Independent Evaluators are used to assess the level of performance.	Awards so far done for 2005, 2006, 2007 and 2008 while preparing for 2009 assessment, etc.

S/N	AREA	SUB-UNIT	STANDARD (SPECIFICATION)	REFERENCE	REMARKS
7	<b>Assessment of Learning Achievements</b>	UBEC	Three-year cycle based on assessment of pupils'/students' performance in core subjects and life skills using cognitive and non-cognitive tests.	<b>Guidelines for Quality Assurance in Basic Education</b>	Limited in scope: Scope and sample based on available resources.
		SMOE/SUBEB/LGEA	Annually		Not in practice
		School	<ul style="list-style-type: none"> <li>Use of Unified National Continuous Assessment Package in all forms of testing needs.</li> </ul>	<b>Guidelines for Quality Assurance in Basic Education</b>	Yet to be in appreciable level of practice though some materials have been made available to states and the FCT for distribution to schools.
		School	<ul style="list-style-type: none"> <li>Determination of normative indices in core subjects for monitoring of levels of pupils'/students' performance.</li> </ul>	<b>Guidelines for Quality Assurance in Basic Education</b>	In progress- starting with 2010/2011 NALABE.
8	<b>Pupils'/ students' transition</b>	Primary	<ul style="list-style-type: none"> <li>Transition within the curriculum and from class to class is based on competency-based C.A.</li> <li>Transition from primary six to JSS is based on C.A.</li> </ul>	UBE Act 2004 and Implementation Guidelines.	Inchoate (i.e. still evolving)
9	<b>Pupils'/ students' transfers</b>	Primary/JSS	Transfer certificate with Continuous Assessment records		Presently not in effective use and with a lot of abuses by school heads.

S/N	AREA	SUB-UNIT	STANDARD (SPECIFICATION)	REFERENCE	REMARKS
10	Stakeholders' dialogue on minimum standards	UBEC	Bi-annual	UBE Act 2004 and Implementation Guidelines.	Not yet institutionalized, but desirable.
		SMoE/SUBEB/LGEA/Schools	Annual	UBE Act 2004 and Implementation Guidelines.	Not yet institutionalized, but desirable.
11	Teacher	Entry	<ul style="list-style-type: none"> <li>• Minimum entry NCE qualification.</li> <li>• Mandatory registration with TRCN and professional training.</li> </ul>	National Policy on Education (2004) and TRCN Act	Collated
		Professional development	<ul style="list-style-type: none"> <li>• Attend at least one capacity training course in every two years.</li> <li>• Mandatory participation in cluster schools' professional meetings.</li> <li>• Compulsory mentoring for new entrants.</li> </ul>	UBE Implementation Guidelines	Highly desirable.
			<ul style="list-style-type: none"> <li>• Annual national/state/LGEA/School teacher Awards.</li> <li>• Attend at least one sponsored professional Annual Conference.</li> </ul>	UBE Implementation Guidelines	As incentive package
12	Instructional Materials		<ul style="list-style-type: none"> <li>• Should conform to National Curriculum.</li> <li>• Be of good quality and gender-sensitive.</li> <li>• Have at least 85% content of the national curriculum for a particular level.</li> <li>• Should have fulfilled FME/SMoE/UBEC's evaluation criteria</li> </ul>	UBE Implementation Guidelines	Consolidated. Yet to be domesticated in SUBEBs

S/N	AREA	SUB-UNIT	STANDARD (SPECIFICATION)	REFERENCE	REMARKS
13	JSS	Disarticulation of JSS from SSS	<ul style="list-style-type: none"> <li>Complete disarticulation of JSS for effective administration and application of UBE Intervention Funds.</li> </ul>	National Policy on Education (2004)/ UBE Implementation Guidelines	Done in some states while others are resisting it.
			<ul style="list-style-type: none"> <li>Ensure compliance by applying Intervention Funds to completely disarticulated schools</li> </ul>	To be included in UBE Implementation Guidelines.	Serves as a mandatory incentive.
14	Guidance and Counselling	SUBEB	Guidance and Counselling Unit		
		LGEA	Guidance and Counselling Unit		
		School	Trained Guidance Counsellor		
15	Qur'anic Integration	Integrated Qur'anic Schools Project	<ul style="list-style-type: none"> <li>Providing all Basic Education core and elective subjects with a view to enabling the <i>Almajirai</i> acquire total Literacy, Numeracy and Life Skills</li> </ul>	National Policy on Education (2004)	Project
		Islamiyya Basic Education Project	<ul style="list-style-type: none"> <li>Provision of infrastructure and instructional materials</li> </ul>	Report of the conducted survey	Project
		Model Integrated Schools Project	<ul style="list-style-type: none"> <li>Establishment of model Qur'anic schools.</li> <li>Survey on implementation of Madrasah form of education.</li> </ul>	Guidelines on implementation by Board/Committee	Project
16	Advocacy	High Level: Federal Executive Council (National Assembly) Middle Level/Low level: Others	<ul style="list-style-type: none"> <li>Federal Executive Council, State Governors and State Executive Council mobilization.</li> <li>Sensitization of parents, community and traditional rulers.</li> </ul>	Advocacy Manual Advocacy booklet	Visit to states is on-going and to continue as the need arises.
17	Girl-Child Education	National, State and LGEAs	<ul style="list-style-type: none"> <li>Accelerated Girl-Child and other disadvantaged groups initiative (AGCI) Document.</li> </ul>	National Policy Guidelines	Project

S/N	AREA	SUB-UNIT	STANDARD (SPECIFICATION)	REFERENCE	REMARKS
18	<b>Private Providers</b>	NGOs (Local and International)	Collaboration with other service providers	National Policy Guidelines	Project
19	<b>Community Empowerment</b>	Self-Help Projects	<ul style="list-style-type: none"> <li>• Listing</li> <li>• Training of PIC members</li> <li>• Support funds are matched in cash and/or kind by beneficiaries.</li> <li>• Disbursement</li> <li>• Monitoring (mid-term and final stages)</li> <li>• Reporting</li> <li>• Documentation</li> <li>• Project span is 6 months within an annual cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Help Project Implementation Manual</li> <li>• Building and maintenance manual</li> </ul>	Support fund is now N1 million with N100,000.00 Counterpart fund in cash or kind. Model is yet to be bought into by SUBEBs.
20	<b>Production/ Media Relations</b>	Production/Media Relations Communicating UBE Programme.	<ul style="list-style-type: none"> <li>○○ Development of communication messages</li> <li>○○ Procurement/production</li> <li>○○ Broadcasting</li> <li>○○ “<b>You and UBE</b>” a balanced view of the UBE Implementation in the country reflecting both performing and non-performing states.</li> </ul>	<ul style="list-style-type: none"> <li>○○ Roles and responsibilities of UBE stakeholders</li> <li>○○ Concept note on collaborations</li> <li>○○ Concept note on UBE communications</li> </ul>	Current airings of the programme to be regularly carried out after reviews.
21	<b>HIV/AIDS</b>	Printing/Production. Awareness creation and advocacy in schools.	<ul style="list-style-type: none"> <li>• Training of Trainers/Training.</li> <li>• Forming HIV/AIDS Clubs.</li> <li>• Peer group tutoring and mentoring on Life Support/Care.</li> </ul>	HIV Documents available	Interventions from other Stakeholders/ Supports essential.
22	<b>Publication</b>	<ul style="list-style-type: none"> <li>• <i>Annual Report</i></li> <li>• <i>UBE Forum</i></li> <li>• <i>UBE Digest</i></li> </ul>	Basic Education – related articles written by authors	<ul style="list-style-type: none"> <li>• UBE Act, 2004</li> </ul>	

S/N	AREA	SUB-UNIT	STANDARD (SPECIFICATION)	REFERENCE	REMARKS
23	<b>Research</b>	Action Research on Basic Education	Studies on identified UBE-related Research Problems	<ul style="list-style-type: none"> <li>• UBE Act, 2004</li> <li>• FRN (2004)</li> </ul>	
24	<b>Strategic Planning</b>	<ul style="list-style-type: none"> <li>◦ Capital Budget</li> <li>◦ Action Plan</li> <li>◦ UBEC Budget</li> </ul>	<ul style="list-style-type: none"> <li>• UBEC should have a strategic plan of action</li> <li>• Each SUBEB and LGEA should have strategic plan of action derived from State Education Sector Plans.</li> <li>• All projects should be executed in compliance with approved Action Plans</li> <li>• Due Process should be entrenched in every project implementation</li> <li>• Commission should have approved budget for the execution of its activities.</li> <li>• Short-term plans for targeted areas to fast-track the achievement of EFA and education-related MDGs.</li> </ul>	<ul style="list-style-type: none"> <li>• UBE Act, 2004 and Implementation Guidelines.</li> <li>• Public Procurement Act document.</li> <li>• <b>FME Roadmap for the Nigerian Education Sector.</b></li> </ul>	Set targets are to be strictly pursued.
25	<b>Statistics/ Education Management Information System (EMIS)</b>	<ul style="list-style-type: none"> <li>• Data Collection</li> <li>• Processing/Analysis</li> <li>• Dissemination of data</li> <li>• EMIS Development at SUBEBs</li> </ul>	<ul style="list-style-type: none"> <li>• Standardized Data collection Instrument.</li> <li>• Enumerators - Professionals (Statisticians, Planners, etc)</li> <li>• Use of NEMIS software and ICT (On-line dissemination)</li> <li>• Establishment of EMIS at all SUBEBs.</li> <li>• Provision of functional EMIS equipment</li> <li>• Capacity building of EMIS staff</li> <li>• States taking ownership of Data</li> <li>• Good Record – keeping in schools</li> <li>• Use of ICT at School, LGEA, SUBEB and UBEC levels.</li> <li>• Building of six (6) Geo-Political zone ICT Model Centres nationwide.</li> </ul>	<ul style="list-style-type: none"> <li>• Statistical Manual</li> <li>• UBE Act, 2004</li> <li>• FRN (2004)</li> <li>• NEMIS Policy 2009</li> <li>• NEMIS Policy 2009</li> <li>• UBEC EMIS 2009</li> </ul>	



S/N	AREA	SUB-UNIT	STANDARD (SPECIFICATION)	REFERENCE	REMARKS
26	<b>Procurement of Goods</b>	Electronic Printing Materials, facilities/equipment, etc.	<ul style="list-style-type: none"> <li>• Request by user</li> <li>•• Approval</li> <li>•• Advertisement</li> <li>•• Pre-qualification</li> <li>•• Technical and financial bids opening and evaluation.</li> <li>•• Obtaining approval from BPP.</li> <li>•• Award of contracts and post- contract activities.</li> <li>•• Payment Schedule strictly followed.</li> </ul>	2007 Public Procurement Act. Guidelines for Goods, Works and Services	Appreciation of Due Process is enshrined, transparency, accountability and efficiency in procurement of works, goods and services while overcoming inherent misapplications and abuses.
	<b>Procurement of Works</b>	Construction	<ul style="list-style-type: none"> <li>• Receipt of bids.</li> <li>•• Evaluation of bids.</li> <li>•• Contract Award</li> <li>•• Monitoring of contract and post-contract reports.</li> </ul>	2007 Public Procurement Act. Guidelines for Goods, Works and Services	
	<b>Procurement of Services</b>	Consultancy Services	<ul style="list-style-type: none"> <li>• Receipt of bids</li> <li>•• Evaluation of bids</li> <li>•• Contract Award</li> <li>•• Monitoring of contract and post- contract reports</li> </ul>	2007 Public Procurement Act. Guidelines for Goods, Works and Services	
27	<b>Classroom</b>	Area	7m x 8m = 56 sq m	Minimum Standard	
28	<b>Toilet</b>	Area	1.2m <sup>2</sup>	See Section 5.0	
29	<b>Window (Classroom)</b>	Material	Metal/Aluminium	See Section 5.0	
30	<b>Doors (Classroom)</b>	Material	Metal/Aluminium	See Section 5.0	
31	<b>Doors (Toilets)</b>	Material	Metal/Aluminium	See Section 5.0	
32	<b>Windows (Toilets)</b>	Area	Metal/Aluminium	See Section 5.0	

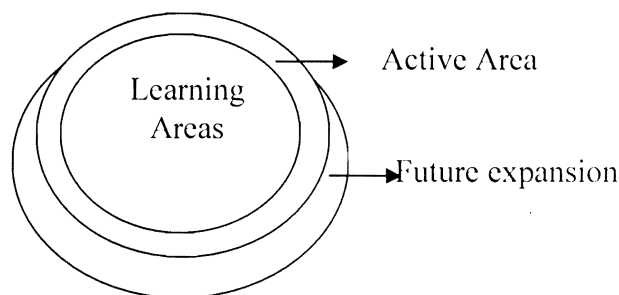
S/N	AREA	SUB-UNIT	STANDARD (SPECIFICATION)	REFERENCE	REMARKS
33a	Library	Area	120 m <sup>2</sup>		
33b	Library Facilities	<b>LOCATION AND PHYSICAL LIBRARY SPACE:</b> <ul style="list-style-type: none"> <li>• Population of users.</li> <li>• Shelf space.</li> <li>• Readers' seat.</li> <li>• Work place.</li> <li>• Meeting room/seminar room.</li> <li>• Display area.</li> <li>• Newspaper racks.</li> <li>• Photocopiers, computers, internet services, air conditioner, generating sets, etc.</li> <li>• Toilet facilities.</li> </ul> <b>MATERIAL COLLECTION DEVELOPMENT</b> <ul style="list-style-type: none"> <li>• Toys.</li> <li>• Books: fiction, non-fiction.</li> <li>• Fiction: story books/novels.</li> <li>• Non-fiction: non-story books.</li> <li>• Equipment: audio tapes, video tapes, CDs, computers, photocopiers.</li> <li>• <b>ECCDE</b> <ul style="list-style-type: none"> <li>• Toys.</li> <li>• Picture books/early readers.</li> <li>• Puzzles and games.</li> </ul> </li> <li>• <b>PRIMARY SCHOOLS/JUNIOR SECONDARY SCHOOLS</b> <ul style="list-style-type: none"> <li>• Fiction.</li> <li>• Non-fiction.</li> <li>• Newspapers/magazines.</li> <li>• Reference.</li> <li>• Journals.</li> <li>• Tape recorder.</li> <li>• Television.</li> <li>• Projector.</li> <li>• Head phones.</li> <li>• View screen.</li> <li>• Video player/recorder.</li> </ul> </li> </ul>		Minimum Guidelines for Establishment of Libraries, UBEC	

S/N	AREA	SUB-UNIT	STANDARD (SPECIFICATION)	REFERENCE	REMARKS
52	Book of Accounts	SUBEB  School/Community  School/NGOs	a.1 Conditional Grant (Matching Grant) <ul style="list-style-type: none"> <li>◦ Cash Book</li> <li>◦ Vote Book</li> <li>◦ Contractors' Ledger</li> </ul> b.1 Non-Conditional Grant (Special Education and Education Imbalance) <ul style="list-style-type: none"> <li>◦ Cash Book</li> </ul> c.1 Educational Imbalance (Self-Help) <ul style="list-style-type: none"> <li>◦ Cash Book</li> </ul> d.1 Special Education <ul style="list-style-type: none"> <li>◦ Cash book</li> </ul>	Government Financial Regulations. UBEC Guidelines.	
53	Monitoring	SUBEB	<ul style="list-style-type: none"> <li>◦ Quarterly Financial Monitoring</li> <li>◦ Specialized Monitoring.</li> <li>◦ Project Monitoring.</li> <li>◦ Good Performance monitoring and evaluation.</li> <li>◦ Self-Help Funds Monitoring.</li> </ul>	UBE Act 2004. UBE Implementation Guidelines.	
54	Federal Teachers' Scheme	Eligibility	<ul style="list-style-type: none"> <li>• Participant must be a Nigerian.</li> <li>•• Hold the Nigeria Certificate in Education (NCE) obtained not earlier than 2002.</li> <li>•• Have under-gone NCE Course on full-time basis.</li> </ul>	Guidelines on FTS	Guidelines
		Conditionality	<ul style="list-style-type: none"> <li>• Will not take other gainful employment during the period of service.</li> <li>•• Will be ready to serve in any part of the country for a period of 2 years (24 months).</li> </ul>	Guidelines on FTS	Challenges, including truancy, faking of certificates and statement of results, are being tackled.
			<ul style="list-style-type: none"> <li>•• Have under-gone NCE Course on full-time basis.</li> </ul>		
		Remuneration	<ul style="list-style-type: none"> <li>•• A monthly allowance of N10,000.00 is paid each participant using MDG Funds.</li> <li>•• States to support participants with housing/transportation allowance or cash in lieu.</li> </ul>		e-payment arrangement challenges are being tackled.

		Employability	<ul style="list-style-type: none"> <li>•• Prospects for permanent and pensionable employment by serving or home state on completion of service.</li> </ul>		States are encouraged to offer permanent employment to participants on completion of service
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## 5.0 INFRASTRUCTURAL DEVELOPMENT IN BASIC EDUCATION

### 1.0 School Concept:



#### 1.1 Definition

The primary and junior secondary schools cater for children aged 6 to 15 years, or thereabout. Thus, it is a place for LEARNING AND PLAYING. The spaces provided should be of appropriate physical scale, allowing good interactions and devoid of any psychological inhibitions.

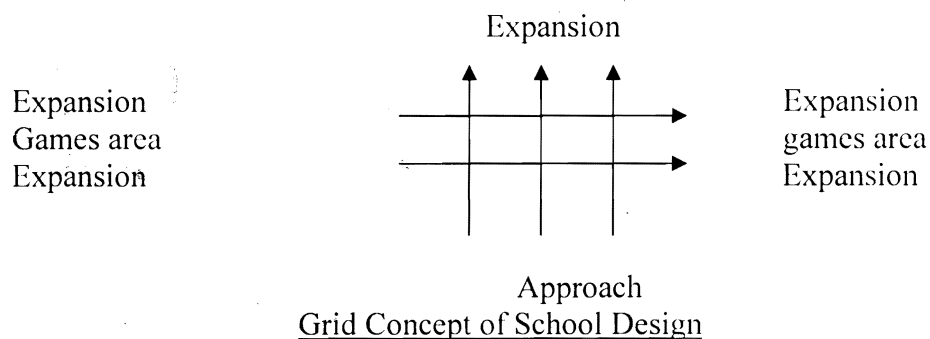
Furthermore, learning spaces should be clearly separated from play grounds to allow the two key functions (LEARNING and PLAYING) to take place simultaneously.

#### 1.2 Design Concept

Specifically, learning spaces should be around central area or a courtyard, well landscaped and secured. While the central area only serves general purposes such as general assembly, the courtyards serve various functions – as space for outdoor learning, inactive play and also climatic adjustments. The immediate area after the learning spaces and the courtyard should cater for future expansions while the adjacent areas then serve as active play areas in that order.

#### 1.3 Grid Concept

This allows for well landscaped outdoor learning spaces. It also allows for easy fencing of a smaller area and expansion by simple linear addition of classrooms.



## **2.0 New School Location**

### **2.1 Distance between two schools**

Schools are to be located in such a way that the average number of pupils does not walk more than two kilometres (2 km) to get to the nearest school, provided that:

a) 1 there are pupils within the radius of 2 km to fill a two-stream school, i.e. 12 learning groups of 40 pupils each for semi-urban schools and at least a total of 60 pupils for small rural schools.

b) 1 the pupils, so available, are not enrolled in another school within the radius of 2 km.

c) 1 the land for development is readily available and suitable for development as a double-stream school or small school with adequate playgrounds.

### **2.2 Location in Relation to Surroundings**

2.2.11 In rural areas, especially, schools should not be located immediately next to market squares or religious centers to avoid the spillover effects of such facilities during school hours unless there is absolutely no other alternative.

2.2.21 In urban and semi-urban areas, schools should be located in accordance with the relevant metropolitan master plans without prejudice to any provision of this **Minimum Standards**.

## **3.0 School Classification**

### **3.1 School Types**

Public Primary Schools can be classified into three types, viz:-

a) **Rural schools** – or **small schools** – With less than 200 pupils enrolled in the schools but a minimum of 60 pupils. Most of these schools are in the rural areas where land is readily available for educational purposes but may lack pipe-borne water, etc.

b) **Semi-Urban Schools:** - With not more than 1000 pupils enrolled and usually in big villages/small towns where land is not a critical problem and water supply and electricity probably exist.

c). **Urban Schools:** With more than 1000 pupils enrolled, located in large towns and have both pipe-borne water supply and electricity but suffering a number of economic constraints as far as land is concerned.

## **4.0 School Expansion Methods**

Whereas, a small (rural) school engages only in horizontal expansion, an Urban school may have to expand vertically due to the different socio-economic factors.

The Semi-Urban School can combine the two methods of expansion depending on the dictates of individual circumstances.

## 5.0 School Sizes

### 5.1 Minimum and Maximum Sizes

For economic reasons, the minimum desirable size of a school in a given location is two streams (i.e. twelve learning groups of 40 pupils each), unless otherwise necessitated by poor enrolment. However, single-stream schools (within 2 km of another school) should be generally avoided.

**N.B.** About 40 % of schools in Nigeria have an enrolment of less than 200 pupils.

- 5.2 For management purposes, the maximum desirable size of semi-urban schools should be four streams and that of an urban school, six streams. That is, having a total enrolment of 960 and 1440 pupils, respectively.

### 5.3 Functional Requirements of Schools of various sizes

No. of Streams	1	2	3	4	5	6
Maximum enrolment	240	480	720	960	1200	1440
Classrooms (Actual requirement)	6	12	18	24	30	36
Classrooms (based on "Home allocation") (Number could be less where some classrooms are merged into single streams)	6	12	18	24	30	36
Laboratory	-	1	1	1	1	2
Workshops	-	1	1	1	1	2
Library	-	-	1	1	1	2
Toilets (Note: Separate for male and female)	6	12	18	24	30	36
Headmaster's/Principal's Office	1	1	1	1	1	1
Asst. Head Master's/Vice-Principal's Office	-	-	1	1	1	1
General Office	-	-	-	1	1	1
Staff Room	1	1	1	1	1	1
Store	1	1	1	1	1	1
First-Aid Room/Sick Bay	1	1	1	1	1	1

ADAPTED FROM "PREFERRED CAPABILITIES/SIZES" SOURCE: U.P.E STANDARD GUIDELINES, F.M.E. LAGOS (1975)

## **6.0 Site Planning**

### **6.1 Layout**

The school layout should provide for gradual development up to the preferred sizes shown as in section 5.2

### **6.2 Zoning**

The zoning of spaces in every new school should be in such a way that the noisy zone is separated from the quiet zone. The Administrative and learning spaces will be in the quiet zone while the play areas, parking spaces, etc, will fall under the noisy zone. In addition the administrative block should have a clear view of the larger part of the school.

## **7.0 Orientation**

The orientation of classroom blocks should be based on the relevant climatic design recommendations.

### **7.1 Landscaping**

Landscaping of the school environment is to be pursued vigorously. The surface drainage is to be included in the maintenance works to be carried out while the planting of trees and shrubs, etc, are the responsibility of Headmaster/P.T.A, but based on the layouts.

### **7.2 Playgrounds**

Playfields should have suitable physical characteristics such as level surfaces, good drainage, short grass, etc. In addition, football pitches should be oriented N-S (that is, North-South).

### **7.3 Gardening**

There should be some provision for gardening in each school, no matter how small.

## **8.0 SPACE NORMS**

### **8.1 Classrooms:** In semi-urban and urban schools only,

The official maximum number of pupils/classroom	=	40
Mandatory area/pupil including circulation	=	$1.4\text{m}^2 \times 40 = 56.0\text{m}^2$
Therefore, size of laboratory	=	$3.5\text{m}^2 \times 40\text{m}^2 = 140.0\text{m}^2$

### **8.2 Library**

Allow  $3.0\text{m}^2$ /reader to cater for bookshelves and circulation. It is desirable that a whole class of 40 pupils is able to move into the library for some specific periods. Therefore, Size of library =  $3.0\text{m} \times 40\text{m} = 120.00\text{m}^2$

### **8.3 General Workshop**

Allow  $3.5\text{m}^2$  per pupil to include provision for circulation, working surfaces and demonstrations. Each workshop in use must be able to take 40 pupils at a time.



Therefore, Size of workshop =  $40 \times 3.5\text{m}^2 = 140.0\text{m}^2$

#### **8.4 Small School**

The number of pupils in a learning group is varied but small. Each learning area must, therefore, be flexible with a total provision of  $1.2\text{ m}^2/\text{pupil}$ . The learning spaces can change in size by the use of moveable partitions, which should also be laid for the convenience of one teacher to about two or three learning groups.

Several small schools are also 2-teacher schools.

#### **8.5 Toilets**

##### **8.5.1 Urban School Toilets**

- Allow  $0.12\text{m}^2/\text{pupil}$  in an urban school where water system is feasible.
- Separate boys from girls in toilet provision i.e. by entrances and/or by locations.
- Provide wash-hand basins in equal number to WCs and at a height of 700mm from finished floor level.
- In selecting WC type, the situation in the homes of the majority of pupils should be the determining factor. Select squatting type or “sit-on” types.
- Urinals should be provided for boys in addition to WCs at a ratio of 1:40.
- Select appropriate dimensions for septic tanks and soak-aways.
- All septic tanks must be accessible to the cess pool truck.

##### **8.5.2 Water Fountains**

- Drinking water fountain should be separated from toilets. They should be built near the administrative buildings at the ratio of 1:50 pupils.
- All local health requirements for drinking water, such as boiling/filtering, should be the responsibility of the Headmasters, Principals and PTAs.

##### **8.5.3 Rural Schools** (where pipe-borne water supply does **not** exist).

- Provide two ventilated improved pit (V.I.P.) latrines for every 40 pupils assuming an equal number of boys and girls.
- Toilet locations must be in a well-drained area and sufficiently private.
- The direction of the prevailing winds is to be considered in the location of pit-latrines while they should also be at least 20–30m away from the nearest learning area.
- The possibility of extension in the same location must also be considered.

**N.B** In all urban or rural schools, teachers may wish to maintain separate toilets. This is to be on the basis of 1 to 25 persons.

##### **8.5.4 Drinking Water in Rural Schools**

A deep well (or BORE-HOLE) should be provided for each school in need. This should be accompanied by a simple and appropriate pump (e.g. diesel pump) and an overhead tank of good capacity (say 1,000 litres).

It may be desirable to allow the teachers living around the school to use this same source of water supply and oversee its maintenance.

All local health requirements such as boiling and filtering of drinking water shall be the responsibility of the school administration/P.T.A.

## 8.6 Administrative Spaces (Semi-Urban Schools)

8.6.1 The administrative block should normally include the following functional spaces:

- Offices for Headmaster/Assistant Headmaster, Principal/Vice-Principal, Teachers, a staff room, a store and a first-aid room
- The areas should be provided in accordance with section 8.6.2.

8.6.2 The administrative areas should be a maximum of 15 % of the entire built area of the school, classrooms and toilets having taken 70% while covered circulation has 15%.

The minimum spaces should be:

Headmaster's Office	-	24.0m <sup>2</sup>
Assistant Headmaster's Office	-	18.0m <sup>2</sup>
General Store	-	24.0m <sup>2</sup>
Staff Room	-	4.0m <sup>2</sup> /staff
First-Aid Room	-	18.0m <sup>2</sup>
<b>Total</b>	=	<b>84.0m<sup>2</sup></b>

(EXCLUDING CIRCULATION AND STAFF ROOM/TOILETS)

8.6.3 In the same school, an area not exceeding 24.0m<sup>2</sup> should be allowed for 50% use as office and 50% use as store. That is, two cubicles not exceeding 12.0m<sup>2</sup> each should be provided for the two functions.

## 9.0 Architectural Design

9.1 All designs must satisfy the climatic design recommendations and cost norms.

9.2 All proposals should be prototypes **except** where special conditions clearly dictate otherwise, e.g. soil type in Gombe, Enugu, Abia and Rivers States; climate/geography in Mambilla Plateau (Taraba State), etc.

9.3 Simple construction technology devoid of heavy plant is to be used in view of the involvement of local contractors. However, in areas with special problems which local building techniques cannot resolve, prefabrication should be considered especially if the number of schools involved justifies such efforts. This is to ensure a higher degree of quality control and the use of advanced foundations such as RAFTS or SHORT PILES.

### 9.4 Specifications

- Foundations – reinforced concrete strip foundation
- Framing/superstructure – 225mm load-bearing walls
- Doors – 28 mm gauge metal doors
- Windows – 28 mm gauge metal windows
- Ceilings – hardboard
- Roof slope – Minimum is 30°
- Roof materials – 0.55 Long span Aluminum Roofing Sheets
- Roof trusses – well-seasoned wood

- Flooring – 1:3 screed
- Concrete mix – 1:2:4, 1:3:6
- Painting – use recommended paints

## **10.0 Costing**

**10.1** Proposals are to be based on the standard space/pupil and the recommended cost/price.

**10.2** UBEC is to review the cost during the 1st quarter of each year. These standards are to be based on the market survey of each state and the FCT during the previous quarter of the year.

**10.3** All works must be preceded by a detailed Bill of Quantities, a copy of which is to be forwarded to UBEC Headquarters and its nearest Zonal/State Office.

## **11.0 Services**

### **11.1 Electricity**

- Since artificial lighting is minimally used, as the school hours are during daytime, the lighting should be limited to approximately 100 watts/56m<sup>2</sup> for all rooms **except** the library and covered walkways which should have the standard artificial lighting.
- At least, two 15A sockets should be provided in every learning space to cater for present and future electronic visual-aids, etc.
- Ventilation should be purely by natural means and not ceiling fans, etc. The openings must be at least 1/3 of the floor area approximately.

### **11.2 Water supply**

- While urban schools are to be linked with the metropolitan water mains, rural schools are to depend on individual deep wells. Both should, however, have overhead reserve tanks of appropriate sizes.

### **11.3 Waste Disposal**

Each school is to have a designed waste collection and disposal point. In addition, an incinerator is to be constructed for each school based on the availability of funds.

## **12.0 Technical Norms**

### **12.1 Decision Module**

- The basic module of 10.0cm, as used internationally, is to be adhered to for possible changes in the building industry in the country.
- All constructions are to abide by present and future building/planning requirements/regulations in the states and the FCT.

### **12.2 Structural Design**

The design/construction of structural elements should be in accordance with the procedures and practices in the following British Standard Codes of Practice:

- ESCP 98: 1964 Preservative Treatments for constructional timber
- ESCP 100: 1972 The structural use of concrete
- ESCP 114: 1972 – 3 The Structural Use of Timber
- ESCP 121: Part 1: 1973 Brick and Block Masonry

### 12.3 Protection from Insects

All timber elements and backfill soil in foundations must be treated against termite attack by appropriate chemicals such as **Solignum** or **Dieldrex 20** etc. This is important because we live in the tropics where termite infestation causes a lot of damage to buildings.

### 12.4 Fire Protection

The main guide against fire outbreaks is BSCP IV of 1948 and any other Nigerian Standard that supersedes this. These should be adhered to strictly. In addition, the following should be observed:

- The structural compartmentalization of buildings is generally recommended. This should affect all elements in the structure, i.e. roofs, walls and floors.
- The bush immediately behind school buildings must be kept at a minimum of 15.0 metres away from the nearest building to avoid the hazards of bush burning.

## 13.0 Construction

### 13.1 Tendering Procedure

- 13.1.1 Proposals for implementation should be submitted to UBEC for vetting/approval. Therefore, working drawings, bills of quantities/conditions of contract, all based on UBEC's standard space and construction norms as contained in this **Guidelines**, should be submitted, including drawings, for vetting.
- 13.1.2 The recommended method of delivery is the contract method (**not direct labour**), and specifically, the Competitive Tendering method. This allows for some bargaining and transparency since **due process** must be seen to have been followed.
- 13.1.3 Contractors should then be issued with the contract documents for quotations on a specific date while a definite date/time/place is set aside to open the tenders. This should be handled by the Tenders' Committee, which must include an Architect or a Quantity Surveyor, among others.
- 13.1.4 Once the tenders are opened, the Tenders' Committee makes its selection and then issues a letter of Award to each contractor stating the accepted tender figure, location of project, completion period and any other special condition that may be advantageous to the qualitative execution of the project.

### 13.2 Supervision

- The day-to-day supervision of construction sites is to be the sole responsibility of the technical staff of the clients. These staff should

be mainly Architects, Quantity Surveyors, Civil or Building Engineers with full Qualifications or Technical Officers in the same fields with qualifications **not** less than the HND or its equivalent.

- Each Supervisor is to be attached to a maximum of 12 sites, no matter how close.

### **13.3 Valuation of Payments**

Once the contracts are signed, sites taken over and work commenced, the Quantity Surveyor issues payment certificates, and payments should be made to the contractor in accordance with standard contract procedures. That is, through valuation from the Supervisor in-charge of the project or stage payments as may be specified in the contract documents.

### **13.4 Monitoring**

Monitoring will be handled by UBEC Staff or Consultants appointed by UBEC for this purpose, who will have similar legal powers with the Project Supervisor as far as the contractor is concerned. This should be reflected in the conditions of the contract by each SUBEB.

### **13.5 Completion Period:** Projects should not exceed 12 weeks and are to be packaged on quarterly basis.

### **13.6 Maintenance**

- Routine Maintenance such as the repairs of doors and windows, furniture and repainting of walls, etc, should **not** normally be more frequent than every 4 – 5 years.
- The landscaping and drainage of each school is crucial to its maintenance. The client's technical staff should make proposals for individual schools and execute same by direct labour in conjunction with the Headmasters/Principals. To enhance this, the scaled layout drawings of each school will have to be produced, not only for this purpose, but for the sake of documentation and planning.

## **14 Furniture**

### **14.1 Materials**

- Wood – mahogany; Omo; Iroko; Mansonia; Pine; Obeche, etc.
- Wood/Metal
- Plastic

### **14.2 Joints: avoid cut and nail**

- Tennon
- Dovetail

## 6.0 FME GUIDELINES ON MINIMUM STANDARDS IN SCHOOLS NATIONWIDE

Based on the Federal Government of Nigeria Decree 16 of 1985 on minimum standards for primary and secondary schools nationwide, the FME officials and some parastatals in September 2002 came up with 14 guidelines as given below

S/N	ITEM DESCRIPTION	MANDATORY	IDEAL	OPTIMAL	REMARKS
1	<b>MAXIMUM NUMBER OF PUPILS PER CLASS</b>				
	(i). Pre-primary	20	10	20	The ideal should be achieved within the next 10 years.
	(ii) Primary	40	30	35	The ideal should be achieved within the next 10 years.
	(iii) Secondary	45	40	35	The ideal should be achieved within the next 10 years.
2	<b>PUPIL – TEACHER RATIO</b>				
	(i) Pre-primary	20:1	10:1	20:1	
	(ii) Primary	40:1	40:1	35:1	
	(iii) Secondary	35	30	25	
3	<b>MAXIMUM NUMBER OF WEEKS PER YEAR FOR ALL LEVELS</b>	39	42	45	The ideal should be achieved within the next 5 years.
4(a)	<b>TEACHING QUALIFICATION</b>				
	(i) Pre-primary	NCE	Degree in Education	Degree in Education	National Council on Education decision to be implemented.
	(ii) Primary	NCE	Degree in Education	Degree in Education	National Council on Education decision to be implemented.
	(iii) Secondary	Degree in Education	M.Ed	M.Ed	National Council on Education decision to be implemented.

S/N	ITEM DESCRIPTION	MANDATORY	IDEAL	OPTIMAL	REMARKS
4(b)	<b>QUALIFICATION FOR PRINCIPALS/HEAD TEACHERS</b> (i) Pre-primary	NCE + 5 years' Teaching Experience	NCE Graduate + 10 years' Teaching Experience	Gone through Programme in ECCDE	The ideal should be achieved within the next 5 years.
	(ii) Primary	NCE + 5 years' Teaching Experience	10 years' Teaching Experience	10 years' Teaching Experience	The ideal should be achieved within the next 5 years.
	(iii) Secondary	B.Sc. (Ed), B.A. (Ed), B. Ed. PGDE + 10 years' Teaching Experience	10 years' Teaching experience	10 years' Teaching experience	The ideal should be achieved within the next 10 years.
5	<b>RECORDS</b> (i) Certificate of Registration	-	-	-	To be implemented from the inception of the school.
	(ii) Site Plan	-	-	-	To be implemented from the inception of the school.
	(iii) Admission Progress and withdrawal register	-	-	-	To be implemented from the inception of the school.
	(v) Punishment Book, Reward/Commendation book for outstanding performance	-	-	-	To be implemented from the inception of the school.
	(vi) Log Book	-	-	-	To be implemented from the inception of the school.
	(vii) Diaries	-	-	-	To be implemented from the inception of the school.

S/N	ITEM DESCRIPTION	MANDATORY	IDEAL	OPTIMAL	REMARKS
	(viii). Inspection report file	-	-	-	To be implemented from the inception of the school.
	(ix) National curriculum, examination syllabus, <b>National Policy on Education</b> Document	-	-	-	To be implemented from the inception of the school.
	(x) Accounts records showing every item of income and expenditure	-	-	-	To be implemented from the inception of the school
	(xi) Stores and Inventory Records	-	-	-	To be implemented from the inception of the school
	(xii) School Prospectus	-	-	-	To be implemented from the inception of the school
	(xiii) Staff Records	-	-	-	To be implemented from the inception of the school
	(xiv) Student Records	-	-	-	To be implemented from the inception of the school
	(xv) Staff Movement	-	-	-	To be implemented from the inception of the school
	(xvi) Visitors' Book	-	-	-	To be implemented from the inception of the school
6	<b>ACCOMMODATION</b> (i). Pre-primary: 2 Classrooms (144 m <sup>2</sup> ) and 48m <sup>2</sup> for blackboard and Teacher's Table, 2/3 of the wall for lighting and ventilation	-	-	-	Requirement to be fulfilled from the inception of the school.



S/N	ITEM DESCRIPTION	MANDATORY	IDEAL	OPTIMAL	REMARKS
	(ii). 2.4m <sup>2</sup> internal space. 0.8m <sup>2</sup> of floor space per pupil	-	-	-	Requirement to be fulfilled from the inception of the school.
	(iii). Primary and Secondary schools: 144m <sup>2</sup> internal space	-	-	-	Mandatory requirement to be fulfilled from inception.
	(iv) 1/3 for blackboard and Teacher's table. 2/3 for class space for pupils	-	-	-	Mandatory requirement to be fulfilled from inception.
	(v). Primary: Desk space is 0.45m X 0.37m; Sitting space – Not less than 0.23m <sup>2</sup> per pupil	-	-	-	Mandatory requirement to be fulfilled from inception.
	(vi). Secondary: Desk space – 0.6m X 0.45m; internal space not less than 2.43m <sup>2</sup> ; floor space is 0.8m <sup>2</sup>	-	-	-	Mandatory requirement to be fulfilled from inception.
	(vii). Maximum number of Pupils: Pre-primary: Primary: Secondary:	-	720 1,200 -	- 1,500 -	Requirement to be fulfilled from the inception of the school.
	(viii). Minimum dormitory Requirement: (a). Ceiling (12m <sup>2</sup> ) and 3.5m above floor level (b). Fire-fighting equipment	-	- -	- -	Requirement to be fulfilled from the inception of the school.

S/N	ITEM DESCRIPTION	MANDATORY	IDEAL	OPTIMAL	REMARKS
7	<b>AMENITIES</b> (i). Certified Potable Water Supply: (a) Pre-Primary: (b) Primary: (c) Secondary:	- - -	- - -	- - -	Mandatory requirement to be fulfilled from inception.
	(ii). Self-Sufficiency in water supply on the compound: (a) Pre-primary: (b) Primary: (c) Secondary:	- - -	- - -	- - -	Mandatory requirement to be fulfilled from inception.
	(iii). Equipped Clinic and Sick-bay staffed with a qualified resident nurse for boarding schools	-	-	-	Mandatory requirement to be fulfilled from inception.
	(iv). First-Aid Box and a trained First-Aid Teacher for day schools (a) 2Pre-primary: (b) 2Primary: (c) Secondary:	- - -	- - -	- - -	Mandatory requirement to be fulfilled from inception.
	(v). <b>Toilets:</b> 1:40 pupils either water closet or ventilated improved pit (VIP) type in convenient locations on the premises. (a) Pre-primary (b) Primary (c) Secondary	- VIP VIP VIP	Water closet Water closet Water closet		Mandatory requirement to be fulfilled from inception.

	Separate toilets for boys and girls, also for male and female teachers				
	(vi). <b>Playground</b> (a). To engage ¼ of students' population, indoor game facilities must be provided in boarding schools (b). Playground within walking distance for day schools must be provided				Mandatory requirement to be fulfilled from inception.
	(vii). <b>Electricity supply</b> (generating set) for machines and for minimum comfort of staff and students especially in secondary schools.				Mandatory requirement to be fulfilled from inception.
	(viii). <b>Transport</b> – School bus for use of staff and students for official use especially in boarding schools: (a) 2Pre-primary (b) 2Primary (c) 2Secondary				Mandatory requirement to be fulfilled from inception.
8	<b>LABORATORIES</b> (i). Science corner in every classroom (a). Pre-primary (b). Primary				Mandatory requirement to be fulfilled from inception.

S/N	ITEM DESCRIPTION	MANDATORY	IDEAL	OPTIMAL	REMARKS
	(ii) All-Purpose Science laboratory: (a). Pre-primary (b). Primary				Mandatory requirement to be fulfilled from inception.
	(iii). JSS: Every school must have a separate well-equipped standard laboratory/ workshop for Integrated Science, Agricultural Science, Introductory Technology, Home Economics, etc.				Mandatory requirement to be fulfilled from inception.
	(iv). Fire-lighting equipment must be installed in all laboratories				Mandatory requirement to be fulfilled from inception.
	(v). <b>Workshops:</b> All schools offering Introductory Technology, technical subjects, Home Economics or Art must have well-equipped standard workshops to ensure students have access to the tools to attain minimum skills level				Mandatory requirement to be fulfilled from inception.
	(vi). <b>Library</b> – well stocked reading corner (a). Pre-Primary (b) Primary				Mandatory requirement to be fulfilled from inception.

	(c) Secondary				
	(vii). A 2-classroom-sized library for a 500-pupil school (a) Pre-primary (b) Primary (c) 2 Secondary				Mandatory requirement to be fulfilled from inception.
	(viii) Secondary – A well stocked library supervised by a teacher-librarian and library attendant with a basic book collection stipulated as follows:				Mandatory requirement to be fulfilled from inception.
	STUDENT ENROLMENT Up - 500 501 - 1000 1001 - 1500	No. of Titles 1500 3000 5000			Mandatory requirement to be fulfilled from inception.
	<b>ADMINISTRATIVE BLOCK</b> (a). Primary – Primary schools should have at least a well designed and easily accessible head teacher's office, reception room and a book store				Mandatory requirement to be fulfilled from inception
	(b). Secondary – the Administrative block should comprise well designed and easily accessible offices for the Principal, Vice-Principal.				Mandatory requirement to be fulfilled from inception.

	Bursar and Common Staff Room big enough to seat all staff at staff meetings.				
	(c). Offices for heads of departments/heads of subjects, supplementary staff may be located within the classroom blocks. The Principal's office and adjoining reception room, in particular, must be well-ventilated, burglary-proofed and well-furnished and attractive enough to host the Governor or Commissioners for Education.				Mandatory requirement to be fulfilled from inception.
	(d). <b>ASSEMBLY/ EXAMINATION HALL</b> Primary and Secondary: All schools must have a hall big enough to seat twice the total enrolment of students. This may be in form of multi-purpose assembly hall or a group of adjoining classrooms with moveable partitions and a raised platform at one end.				Mandatory requirement to be fulfilled from inception.

S/N	ITEM DESCRIPTION	MANDATORY	IDEAL	OPTIMAL	REMARKS
9	<b>KITCHEN AND DINING HALL</b> All boarding schools must have a well-furnished dining hall big enough to seat all students simultaneously at meals. A well-equipped kitchen should be located adjoining the dining hall.				Mandatory requirement from the inception of the school.
10	Fire-fighting equipment and potable water must be provided within the premises of the kitchen and dining hall building(s).				Mandatory requirement from the inception of the school.
11	<b>SPECIAL BUILDING</b> Burglary-proofed and secure central store. students' common room or welfare centre for meetings and for receiving visitors. is required.				Mandatory requirement from the inception of the school.

S/N	ITEM DESCRIPTION	MANDATORY	IDEAL	OPTIMAL	REMARKS
12	<b>STAFF QUARTERS</b> On-site, living accommodation for the Principal, Vice-Principal, Boarding House Master, 1:80 students, Matron, staff nurse, head cook, catering supervisor, one half of the number of cooks, electrician, plumber, security men. must be provided.				Mandatory requirement from the inception of the school.
13	<b>FENCING</b> Perimeter fence in block work, hedge, shrubs, wire-chain, etc, should demarcate every school compound to discourage encroachment. i). Pre-primary ii). Primary iii) Secondary				Mandatory requirement from the inception of the school.
14	<b>PHYSICAL STRUCTURE</b> a). Adequate Agriculture Farm lands for crops and animal rearing for rural schools				The ideal should be achieved within 10 years.



S/N	ITEM DESCRIPTION	MANDATORY	IDEAL	OPTIMAL	REMARKS
	b). Urban schools should have a plot of land for practical demonstration and for a few farm animals i). Pre-primary ii). Primary iii). Secondary				The ideal should be achieved within 10 years.
15	<b>PUBLICATION</b> Every school must be given a copy of this <b>Guidelines.</b>				Mandatory requirement to be fulfilled from inception.

**Note:** These minimum standards are to be applied in conjunction with the UBEC Minimum Standards.

## 7.0 UNIVERSAL BASIC EDUCATION COMMISSION

### MINIMUM STANDARDS SPECIFICATIONS FOR BUILDINGS

S/N	ELEMENT	UBEC MINIMUM STANDARD	REMARKS
1	<b>ROOF TYPE</b>	Shape shall be symmetrical, hip roof.	
2	<b>ROOF COVERING</b>	0.55 mm gauge Long span Aluminum Roofing sheet (oven baked)/0.35 mm gauge AluZinc roofing sheet or 28mm gauge Galvanized Iron.	
3	<b>ROOF MEMBERS</b>	Well-seasoned, well-treated timber members while steel members are to be used for buildings with long span roofing sheets.	
4	<b>CEILING</b>	Hard board ceiling (Brazil) and Asbestos ceiling for termite-infested areas.	
5	<b>i. Columns</b> <b>ii. Beams</b> <b>iii. Lintels</b>	Reinforced concrete (14 days running) Concrete mix of 1:2:4 Reinforcement of high yield 12mm for main reinforcement, high yield 8mm for links Size = 225 x 225 for columns	
6	<b>LOAD BEARING WALLS</b>	Block size = 230 x 230 x 450 mm	
7	<b>FLOORS</b>	25 mm terrazzo floor finishing 150 mm reinforced (BRC mesh) concrete slab Hardcore of 300 mm depth Compacted earth-filled to make up level foundation	
8	<b>DOORS AND WINDOWS</b>	Steel doors and windows framed with black hollow pipe and 18 gauge panel sheet (a) Tropical steel door size 1200 x 2100 mm high including lockset complete (b) Tropical steel window size 1200 x 1200 mm high complete	
9	<b>FOUNDATION</b>	Pad footing, strip foundation and reinforced strip foundation or raft foundation.	

<b>10</b>	<b>RENDERING/ PLASTERING</b>	Thickness shall be 12 mm in a mix ratio of 1:6.	
<b>11</b>	<b>PAINTING</b>	Two under-coat and one final coat application of good quality emulsion paint and skirting of 1.50 m high gloss paint application for both internal and external wall surfaces.	
<b>12</b>	<b>TOILETS</b>	Well-constructed VIP Toilets for areas without adequate water supply or functional water system (Squatting type) Toilets.	
<b>13</b>	<b>EXTERNAL WORKS</b>	1.2 Shoulders (in concrete or block work) round the building. 2.2 Storm water drainage, interlocking paving stone, kerbs, Edger's, erosion control measures and horticultural works.	
<b>14</b>	<b>WATER SUPPLY</b>	Deep wells, hand pump wells, existing public water system and motorized bore hole.	

## **8.0 CONCLUSION**

The availability of minimum standards in all facets of UBE implementation will, no doubt, enhance the processes as well as meet the on-going attempts for quality inputs, effective management of resources and deriving quality products and outcomes. The UBE Act 2004 has placed on the Commission the leadership role for this responsibility. It is, therefore, exigent for the Commission to continue in the process of not only collecting and collating existing, but setting, monitoring and maintaining new minimum standards in all aspects of UBE programme provisions and implementation in order to have the appropriate tools needed for effecting quality assurance as well as in achieving high quality of products in the system.

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**Some of these references will help to deepen the understanding and application of the minimum standards derived from them.**

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