



Federal Ministry of Education

The National Education Quality Assurance Policy

Federal Education Quality Assurance Service

November 2014

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Abbreviations

1. BECE	-	Basic Education Certificate Examination
2. CPD	-	Continuous Professional Development
3. DEQAS	-	Director Education Quality Assurance Service
4. EE	-	External Evaluation
5. EQA	-	Education Quality Assurance
6. EQAEs	-	Education Quality Assurance Evaluators
7. EQAM	-	Education Quality Assurance Mentor
8. EQAR	-	Education Quality Assurance Reader
9. FEQAS	-	Federal Education Quality Assurance Service
10. FIS	-	Federal Inspectorate Service
11. FME	-	Federal Ministry of Education
12. ICT	-	Information Communication Technology
13. LGA	-	Local Government Area
14. NCE	-	National Council on Education
15. NEQAP	-	National Education Quality Assurance Policy
16. NPE	-	National Policy on Education
17. ORASS	-	Operation Reach All Secondary Schools
18. QA	-	Quality Assurance
19. SBMC	-	School Based Management Committee
20. SDP	-	School Development Plan
21. SMOEs	-	State Ministries of Education
22. SSCE	-	Senior Secondary Certificate Examination
23. SS-e	-	Schools Self-evaluation
24. SUBEBs	-	State Universal Basic Education Boards
25. TRCN	-	Teachers Registration Council of Nigeria
26. UBEC	-	Universal Basic Education Commission
27. UN	-	United Nations
28. UNICEF	-	United Nation International Children Education Fund

- 29. WAEC - West African Examinations Council
- 30. WSE - Whole School Evaluation

FOREWORD

Nigeria is making concerted efforts to achieve its objective of becoming one of the top 20 economies of the world by the year 2020. Endowed with rich natural resources and a growing vibrant population of over one hundred and eighty (180) million people, the nation has good potential to achieve this. A critical enabling factor would be a functional national education system, to ensure adequacy in production of quality manpower to drive the process. This draws urgent attention to the need to establish an effective education quality assurance system and practices to nurture better performing schools for improved teaching and enhanced learning outcomes for pupils across the nation. This is the rationale for the initiative to develop a national policy on education quality assurance.

This document - National Education Quality Assurance Policy (NEQAP) - articulates a well-defined national quality assurance system below the tertiary level and expected standard of practice in Nigeria. The provisions of the policy boldly address the shortcomings and challenges that have for long impeded effective monitoring and evaluation of teaching/learning process and feedback mechanisms for enhancing the quality of education provision. The policy provisions specify a national co-ordination mechanism and delineate responsibilities of relevant federal and state MDAs, LGEAs and schools for cohesion, synergy, efficiency and effectiveness in education quality assurance.

By this policy, the national co-ordination of education quality assurance below the tertiary level is anchored on an autonomous Federal Education Quality Assurance body to be established by legislation in line with international best practice. Consequently, the reactivation and speedy conclusion of the stalled initiative and process of establishing this autonomous body is now an imperative and cardinal urgent responsibility of the Federal Government. In the meantime, the Federal Education Quality Assurance Service (formerly Federal Inspectorate Service) of the Federal Ministry of Education will continue to perform the roles of the autonomous body articulated in the policy pending its establishment.

The meticulous, inclusive, participatory approach to developing this policy up to its endorsement and approval at the 2014 Joint Consultative Committee on Education (JCCE) and the 60th National Council on Education ensured that all major stakeholders and all perspectives were duly considered and taken into full account. It is therefore certain that there would be total stakeholders' ownership to guarantee a successful implementation. This will no doubt initiate the much desired functional national education quality assurance system below the tertiary level with sustainable funding, common high standards of practice and deliverables across the 36 states and FCT. The fulfillment of our nation's desire to have all school-age children in school, learning to the best of their ability and achieving high learning outcomes depends to a large extent on how well the provisions of this policy are complied with.

I commend the Federal Education Quality Assurance Service for diligently leading the development of this National Education Quality Assurance policy. I urge all Nigerian education stakeholders, including governments at all levels, communities, the civil society and our development partners to commit to fully comply with the provisions of the policy and commit themselves to its successful implementation.



Ibrahim Shekarau, CON, Sardaunan Kano
Honourable Minister for Education
November 2014

ACKNOWLEDGEMENT

As expressed in the 1999 constitution of the Federal Republic of Nigeria “*access to quality education is the right of every Nigerian child*”. The attainment of universal access to quality education is not only a human rights issue, it is also a prerequisite for the achievement of Nigeria’s commitment to international and national development goals and objectives - Education for All (EFA), Millennium Development Goals (MDGs) and being among the Top 20 leading economies in the world. The National Policy on Education Quality Assurance is a response to the challenges of achieving universal access to quality education at the level below tertiary for all school-age children in Nigeria.

So much work and diligence was put into developing and having this policy successfully reviewed at the JCCE and approved at the National Council on Education (NCE). We are happy to acknowledge the inspiring leadership of the Honourable Minister for Education, Malam Ibrahim Shekarau and Honourable Minister of State, for Education, Professor (Mrs.) Viola Adaku Onwuliri under whose tenure resources and strong leadership were provided for the execution of this initiative. The Permanent Secretary, Dr. Macjohn Nwaobiala deserves commendation for his devotion and valuable support that ensured the quality of the policy and its successful completion. We also thank all parastatals of the Federal Ministry of Education particularly the Universal Basic Education Commission (UBEC) for their contributions.

We thank all our development partners who contributed to the development of the policy document and its eventual approval at National Council on Education (NCE) meeting, held at Abeokuta in 2014. We specifically acknowledge the generous support provided by DFID-Education Sector Support Programme in Nigeria (ESSPIN).

Finally, we commend all officers of the Federal Education Quality Assurance Service for their hard work and resolve that brought this much-needed National Policy on Education Quality Assurance. We will continue to look up to your continued commitment and diligence as the nation moves forward with implementation of the policy for functional quality education service provision below the tertiary level.



Mrs. F.Y Ahmed

Director, Education Quality Assurance Service
Federal Ministry of Education, Abuja.

Chapter one

Background and Context

1.1 Introduction

The development of a nation depends on the quality of education provided for its citizens. For this purpose, the Federal Ministry of Education (FME), in its 4 Year Strategic Plan for the Development of the education sector, has set up a veritable framework which will ensure that our national education system is placed on a pedestal of responsiveness, functionality and global competitiveness.

The creation of twelve states in Nigeria in 1967 raised a great concern about a possible emergence of twelve divergent education standards and practices in the country. Consequently, Federal Inspectorate Service (FIS) was created in 1973 for the maintenance and raising of education standards in schools through classroom supervision and improvement of instructions.

Between 1973 and 1988, FIS was relatively autonomous and the period witnessed its functions being well funded. However, with the 1988 Civil Service Reforms, FIS was made a department in FME. This situation was followed by dwindling budgetary allocations and delayed releases of funds, which led to the crippling of Inspectorate activities and consequently, the degeneration of the quality of the nation's education system.

Inspection practices in Nigeria have for long, remained those inherited from "Her Majesty's Inspectors," though these practices have changed in the United Kingdom as they are no longer considered essential to effective quality education delivery. Decades of neglect of the Inspectorate, in Nigeria, owing to lack of appropriate policy, outdated inspection laws, quantity-focused instrument and non appropriation of budgetary allocation have culminated in the inability of the federal and state inspectorate services to perform their statutory functions effectively. This has led to poor quality education delivery in many schools.

Public dissatisfaction with the products of education coupled with lack of data for planning led FME through its department of FIS, to carry out Operation Reach All Secondary Schools (ORASS) in 2006. ORASS was a nationwide baseline survey on the performance of secondary schools in Nigeria. 14,942 secondary schools nationwide were inspected. The report revealed that poor performing schools were directly linked to ineffective and inadequate inspection and supervision of schools.

To arrest the situation, the minister of education recommended the adoption of Quality Assurance (QA) approach to inspection in Nigeria to the 54th session of the National Council on Education (NCE) in Katsina, 2007. The session approved QA approach and the restructuring and strengthening of federal and state inspectorates and local government supervisory offices for enhanced and

sustainable quality assurance in education nationwide. In response, FIS adopted the QA approach to inspection.

The strategic aim of Education Quality Assurance (EQA) is to prescribe standards and to ensure that inputs, processes and outputs of the system meet these standards. Also, FME recognized that quality and standards must be derived from a coherent policy framework, which provides clear directives and guidelines as well as principles, assumptions, structures, roles and responsibilities.

EQA is the process of collecting, collating, analyzing and utilizing education information in order to ensure that the pre-determined national standards are achieved optimally.

1.2 Situation Analysis

Today, the traditional practice of “school inspection” is unsuitable to the Nigerian situation because it is ineffective and inefficient in measuring outcomes for learners. Some of the unfavourable professional and public opinions against the prevailing inspectorate service include the following, it:

- i. emphasizes compliance to rules and regulations;
- ii. is not collaborative and lacks synergy nationwide;
- iii. does not inspire quality consciousness in the school operation and delivery;
- iv. is only diagnostic rather than remedial in nature;
- v. is inadequate to cover the number of schools in the country without incurring unaffordable costs. As at 2013, Nigeria has 92,648 Primary schools with an enrolment of 26,172,188;
- vi. lacks the force of independence and the law to apply appropriate sanctions for erring school proprietors or operators, whether public or private;
- vii. is limited in its operation by being tied to the working machinery of the FME.

Furthermore, the issues of institutional arrangements for traditional inspectors have been so confused with a large number of different bodies at federal, state and local government levels whose remits include inspection or supervision of schools. The efforts of these various bodies have been uncoordinated resulting in some schools being over inspected and others either under – inspected or completely ignored. Funding constraints have always limited the number of schools that could be visited, but poor management of the available funds has been a greater challenge.

To complicate the uncertainty over institutional arrangement, there have been recurrent problems of low capacity of inspectors and supervisors, because of absence of training and retraining of inspectors. Inspectorates were also regarded as dumping grounds for unwanted staff, leading to low morale and poor work output. Furthermore, inspection reports were poorly recorded and

kept. Therefore, information and data on which improvement could be based could not be readily assessed.

Consequently, in the 2006 Operation Reach All Secondary Schools (ORASS), about 11,000 Inspectors visited 14,942 secondary schools to collect data using just developed FIS/UNICEF Whole School Instrument. The result produced awful pictures of decadence in school situation, particularly in the rural areas. What was seen did not justify government's huge investment in education:

- i. Investment in schools has not created an enabling learning environment.
- ii. Outputs seemed to lack requisite knowledge and competencies for global competitiveness.
- iii. Inspectorate services nationwide were ineffective, the federal government failed to exercise its constitutional authority and leadership to make inspectorate services efficient and effective.

For some years, West African Examination Council (WAEC) results for most states, produced less than 30% of the candidates with credits in five subjects including English language and Mathematics. For instance, in 2008, 23% of the candidates passed; in 2009, 21% passed and in 2010, only 20% passed.

1.3 Rationale

It is obvious, particularly from the general public opinion, that the incidences of infrastructural decay, declining standards, cultism, examination malpractice, delivery system, maladministration and the facts arising from **ORASS**, that the state of education in Nigeria is poor. The facts from ORASS, which have been communicated to all states, should urge all governments to take immediate remedial measures.

If Nigeria must attain its **"Vision 20:2020 Goals"**, Education Quality Assurance function must be repositioned in the National Education System to meet our economic and social expectations. Past efforts at revamping the FIS apparently failed principally because they were not based on the principles of independent existence. Another factor is the lack of collaboration among federal, state inspectorates and local government services to reduce operational cost and create synergies through a National Education Quality Assurance framework.

1.4 Education Policy and Legislative Context

1.4.1 The Federal Constitution

The 1999 Constitution of the Federal Republic of Nigeria Section 18(1) states that:

- i. Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels.
- ii. Government shall promote science and technology.

- iii. Government shall strive to eradicate illiteracy, and to this end government shall as when practicable provide:
 - free, compulsory and universal primary education;
 - free secondary education;
 - free university education; and
 - free adult literacy Programme.

1.4.2 Child Rights Act of (2003)

In 2003, Nigeria domesticated the United Nations (UN) Convention on the Rights of the Child. Every child has a right to free, **quality**, and compulsory basic education

1.4.3 The National Policy on Education ((NPE) 2004)

Paragraphs 108 to 119 gave the federal government the responsibility to prescribe the minimum standards of education at all levels. The responsibility for monitoring and maintenance of minimum standards is given to the Inspectorates at federal, states and local government authorities (Paragraphs 115 and 116).

Paragraph 117 recommends autonomous inspectorate services supervised by the Minister of Education/Commissioner for Education as may be appropriate.

1.4.4 4 Year strategic plan for the education sector

The 4 Year strategic plan for the development of the education sector, 2011 – 2015 signifies the readiness of the FME to boldly tackle the challenges hampering the Nigeria education system from playing its key national development role. It seeks not only to represent the education component of the Transformation Agenda, but also clearly articulate in the next four years, activities targeted towards addressing specific challenges.

One of the important focal areas is the Standard and Quality Assurance and this needs to be vigorously tackled in order to effectively provide solutions to basic challenges in the Nigeria Education Sector.

1.4.5 Shift in Terminology

The shift in terminology from “Inspection”, to EQA and from “Inspectors” to “Education Quality Assurance Evaluators (EQAEs)” is important. The quality assurance process is dynamic, extensive and quite distinct from mere inspection. This paradigm shift aptly highlights emerging areas of focus, from checking schools compliance to rules and regulation to evaluating impact of education on learners. EQA instills a strong awareness of quality, improvement, integrity, accountability and transparency on its practitioners. Whole School Evaluation (WSE) includes school self-evaluation (SS-e) and External Evaluation (EE) both focusing on outcomes for learners and consistent improvement in schools.

1.4.6 Responsibility of the Honourable Minister

Education Act 16 of 1985 states the responsibility of the Honourable Minister as that of establishment and maintenance of minimum standards in pre-primary, primary and secondary school and similar institutions in the federation. The Act clearly states that the Honourable Minister of Education shall carry out this responsibility through the (FIS).

1.5 QA Policy Process

The Policy has been developed using a participatory approach. This document therefore is the product of a series of dialogues, consultations, workshops, a comparative study of a variety of international education quality assurance models, technical assistance and the input of three (3) states' Education Sector Project (Kaduna, Kwara and Kano), which have been involved in a pilot quality assurance project.

1.6 Scope of Application

The policy will be applicable to all tiers of government and private education institutions below tertiary in Nigeria.

The policy recommends that the application of strategies outlined in this document should conform to acceptable quality standards.

Chapter two

Major Elements of the Policy

2.1 Aim

The overall aim of the policy is to set uniform quality standards to be used for both external and internal evaluations in quality assurance at federal, states and local government levels in institutions below tertiary level.

2.2 Specific Objectives

The specific objectives of the policy are to:

- i. promote awareness of the need to quality-assure education delivery at basic and post basic institutions nation-wide;
- ii. share an understanding of the quality standards;
- iii. develop strategies to support quality assurance practices;
- iv. work in partnership with stakeholders at all levels; and
- v. set up a mechanism for a cohort of qualified and accredited quality assurance evaluators.

2.3 Concept of Education Quality Assurance (EQA)

The federal government maintains its legislative responsibility, as provided for in the 2004 NPE, to set minimum standards and maintain quality of education at all levels. These responsibilities constitute the main thrust for education quality assurance by the federal government in collaboration with the states and their local governments as well as the private sector providers.

The new strategic aim of EQA is to set and maintain quality standards and to ensure that the inputs, processes and outputs of the education system meet the set standards. Consequently, the scope of education quality assurance is more than that of school inspection. Education quality assurance involves in various ways, the processes of monitoring, assessing, evaluating and quality controlling (remediation, counseling, supervision, provision and maintenance of resources, etc.). It also involves accreditation of the education system and communication of judgments obtained to all concerned in order to ensure quality with integrity, public accountability, and consistent improvement. The chief features of an effective quality assurance system are:

- i. effective quality management system;
- ii. periodic audit of the operation of the system; and
- iii. periodic review of the NEQAP below tertiary.

For this purpose, WSE comprising of internal quality assurance process with external validation shall be adopted in Nigeria.

EQA is therefore a holistic process based on the principles of total quality management, which in essence is to inculcate and implement quality consciousness into the system. It ensures that evaluation processes and practice are carried out according to set standards. The findings are evidenced based and thus are valid, reliable, consistent and inform national and state planning, training and policy development. For this purpose, WSE comprising of internal quality assurance process with external validation shall be adopted in Nigeria

2.4 Guiding Principles of Education Quality Assurance

The following guiding principles apply to all education quality assurance activities. They are intended to ensure that:

- i. the findings of quality assurance evaluation both internal and external contribute to improvement of education;
- ii. the process of quality assurance promotes inclusion of all learners;
- iii. quality assurance is carried out openly with those being evaluated;
- iv. all quality assurance evaluation use the same quality standards and the quality indicators which must be made known to all stakeholders;
- v. the findings of quality assurance evaluation are valid, reliable and consistent;
- vi. the outcomes of evaluation shall inform national and state policy, planning and training.

2.5 Types of Quality Assurance evaluation

2.5.1 Whole School Evaluation (WSE) Strategy

Whole school evaluation is the cornerstone of the quality assurance strategy. It is one of the emergent frameworks for education quality assurance globally. The process is a more interactive procedure, which includes both SS-e and EE. Schools, represented by school head teachers/principals, school management teams, teachers, Parent Teachers' Association (PTAs), School Based Management Committees (SBMC), school governing bodies, local communities as well as individual parents contribute information using national self-evaluation form (SEF) or tools for determining how well a school is doing.

2.5.1.1 School self-evaluation (SS-e) process

There is wide recognition of the importance of school self-evaluation as a continuous process that is complemented from time to time by external evaluation. SS-e is a vital contribution towards the school's own ability to provide quality education for the learners in their care. It helps a school focus on where improvements in their provision need to be made. SS-e also

makes an important contribution to external evaluation. It provides the school and the lead evaluator with a means of ensuring that EE covers matters of potential significance to the school. The self-evaluation and external evaluation shall use the same criteria as the basis for their processes

2.5.1.2 External Evaluation (EE) process

The aspiration is to carry out external evaluation of schools on a three-year cycle. Every school (formal and non-formal education centre) should have the experience of external evaluation at least once in three years. All school Quality Assurance evaluation shall be carried out using the Quality Assurance Instrument for Basic and Secondary Education in Nigeria.

It is to be considered that the share of responsibilities prescribed in the current NPE for the three tiers of government should be maintained. The federal government therefore, through its national body should exercise full scope of quality assurance functions over its own secondary/vocational schools but exercise supervisory /oversight and validating quality assurance functions over the states and local government authorities in respect to their quality assurance functions in public and private pre-primary/primary and secondary schools, and vocation centres, respectively.

The States through their quality assurance agencies should exercise supervisory/oversight quality assurance functions in respect of public and private pre-primary/primary/secondary schools within their jurisdiction. In effect school education quality assurance services nationwide would be based on collaborative and partnership relationships among the three tiers of Government and all stakeholders.

After the external evaluation, the evaluators shall give oral feedback to teachers observed and briefing to the senior leaders in the school to explain the evaluation findings and what the school needs to do to improve. An opportunity is provided for the school to understand why judgments have been made. The school evaluated will quality assure the EE process by filling the EE form. In addition a written report shall give a clear and convincing account of the findings of the external evaluation. The wider community and other stakeholders shall be informed of evaluation findings through the publication of school and national reports.

External evaluation shall take account of and contribute to the processes schools have for monitoring their own performance and evaluating the effectiveness of their work in raising achievement.

2.5.2 Special Evaluation

This process assesses any aspect of a school's provision to either get a state or national view of a topic or an issue. Special evaluation can also be used to collect a view on specific subjects. It is carried out as the need arises.

2.5.3 Accreditation Evaluation

It is conducted primarily to approve subjects for external examination such as Senior Secondary Certificate Examination (SSCE) or Basic Education Certificate Examination (BECE). It is conducted at the request of the head teacher / principal when new subjects have been taught in the school up to the senior secondary level or when a school is registering candidates for external examinations for the first time. Based on reports arising from visits, approval is either given in full, provisionally or denied.

2.6 Areas for Evaluation

The Self-evaluation (internal evaluation) and external evaluation shall use the same criteria as the basis for their processes.

- i. Achievement and standards
- ii. Learners' Personal skills and participation
- iii. The quality of Teaching and learning
- iv. The quality of Curriculum and Other Activities
- v. The quality of Care, Guidance and Support
- vi. The quality of Learning environment
- vii. The effectiveness of Leadership and management

2.7 Grade of Performance

The performance of a school is graded based on the following judgements:

Grade	Descriptors	Description of each aspect of the report.
1	Outstanding	Quality is very effective, efficient and inclusive.
2	Good	Quality is effective in many respects but there is room for improvement.
3	Fair	Quality is adequate. Steps have been taken to improve but they have not always been effective.
4	Poor	Quality is below that expected and little improvement has been made .
5	Very poor	Quality is very poor and steps have not been taken to improve it.

2.8 Recommendations for schools graded *fair, poor, very poor*

- i. Put in place follow-through QA process
- ii. Put in place School Improvement Team

2.9 Code of conduct

As part of the Quality Assurance process, all evaluators must uphold the highest professional standards and act in accordance with the code of conduct as follows:

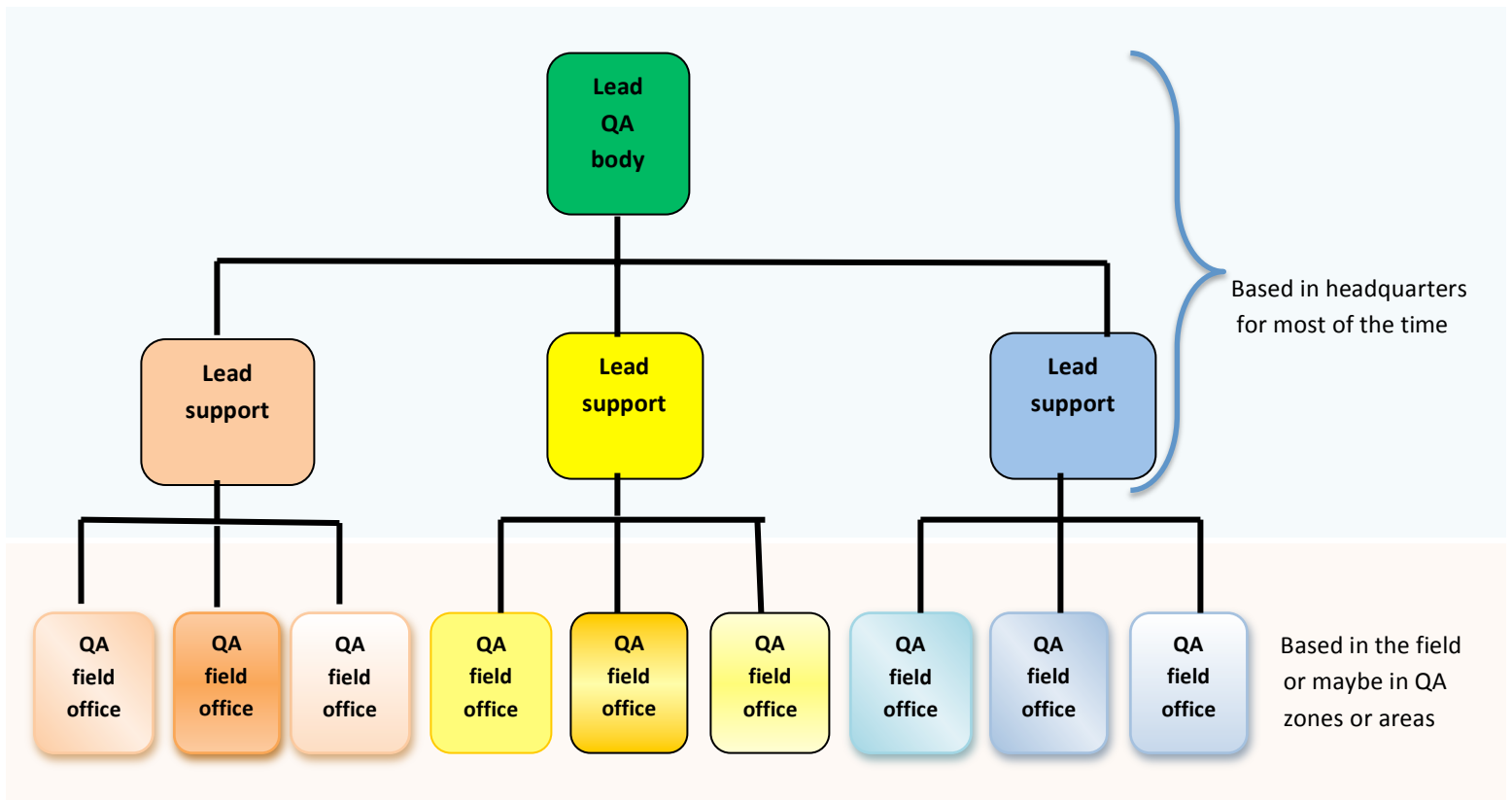
- i. Be punctual and time conscious;
- ii. Be appropriately dressed;
- iii. Have a good knowledge of relevant educational quality standards.
- iv. Evaluate objectively;
- v. Be impartial and have no connection with the school which would undermine their objectivity;
- vi. Carry out their work with integrity, treating all those they meet with courtesy and sincerity;
- vii. Report honestly, ensuring that judgements are evidence based, fair and reliable;
- viii. Maintain purposeful and productive dialogue with those being evaluated and communicate judgements clearly and frankly;
- ix. Do all they can to minimize stress on those involved in the evaluation exercise and act with their best interests and well-being as priorities;
- x. Be good team players;
- xi. Respect the confidentiality of information particularly about individuals and their work;
- xii. Be tolerant, patient and resourceful all times;
- xiii. Be keen observers and good listeners;
- xiv. Instill confidence, minimize disruption and ensure cooperation of staff and learners.

Chapter three

The structure of an Education Quality Assurance body

3.1 Structure of a QA body - Some principles (although individual structures will be determined by state's needs).

The structure should be as simple as possible to manage the functions of quality assurance, in line with principles of QA as stated in the Handbook.



This is a professional organization therefore all would be QA evaluators. The lead of the body would be both a skilled QAE and an excellent leader and manager. The lead support evaluators are those identified through training, evaluation practice and mentoring as being the best of the group. They would have the responsibility for different aspects of the work of the agency but may also have oversight of one of the field offices as well, (a warp and weft approach).

Aspects of QA work might include:

- i. Scheduling of QAE, selection of schools, QA teams, cycle for readers, mentors and time for Continuous Professional Development (CPD), etc.
- ii. Budgeting;
- iii. Organization of accreditation, mentoring programme, CPD, training for readers and mentors;
- iv. Managing evidence bases, Information Communication Technology (ICT) and data input.

A minimum number of staff to be at headquarters with all leaders visiting QA field offices regularly to:

- i. keep the centre in touch with the field; and
- ii. moderate practice across the states ensuring harmonization.

3.2 The size of QA bodies

The size will depend both on the resources of the state, the number of schools to be QA evaluated, the size of QA teams preferred, the length of QA evaluations and the cycle to be adopted.

QA evaluators should not be made to do other duties, outside QA duties such as carrying out data collection. This would be a waste of a valuable, professional and trained resource and would either extend QA cycles or necessitate much larger bodies.

Chapter four

Responsibilities at Various institutional levels

4.1 Federal

Shall:

- i. Work with the states to schedule all Quality Assurance (QA) external evaluations of public and private schools over an agreed cycle.
- ii. Support states in coordinating, structuring and deploying teams of QA evaluators to carry out external evaluations.
- iii. Support the states in mentoring and monitoring a sample of QA evaluations each year to quality-assure the work of quality assurance evaluators.
- iv. Coordinate with the states on the number of state evaluations that will involve National QA agents each year.
- v. Support states in co-coordinating logistics issues such as transportation and accommodation for quality assurance evaluators, where such is needed.
- vi. Work with states to formulate, maintain and disseminate all necessary agreed national QA evaluation documentation to schools, quality assurance evaluators and the wider public.
- vii. Collate all QA evaluation data from states at a national level to identify nation-wide trends and patterns in the quality of education and disseminate this information to schools and the wider public, by producing an annual report on the state of education in the country.
- viii. Provide or commission agreed national training for quality assurance evaluators and work with states to accredit and maintain a database of all trained quality assurance evaluators.
- ix. Work with states to establish a programme that provides support and challenge visits to aid SS-e process and improvement following QA evaluations.
- x. Oversight of all QA activities in institutions below tertiary nationwide.

4.2 Universal Basic Education Commission

Shall:

- i. jointly carry out annual school evaluation with Federal Education Quality Assurance Service (FEQAS);
- ii. be a member of the National Education QA Accreditation Board;
- iii. enable and support SUBEBs to cooperate in states on QA processes and training through state QA teams;
- iv. jointly carry out annual school evaluation with FEQAS;
- v. Use the findings of QA reports produced by the states and national annual QA reports to inform policy, planning, training and budgeting;

- vi. work with federal and states on the number of state evaluations that will involve national QA agents each year;
- vii. oversight of SUBEB QA activities in public primary schools nationwide.

4.3 States

Shall work with the National body for QA to:

- i. schedule all QA external evaluations of public and private schools over an agreed cycle;
- ii. coordinate, structure and deploy teams of QA evaluators to carry out external evaluations;
- iii. quality-assure the work of QA evaluators by monitoring a sample of QA evaluations each year;
- iv. coordinate the number of state evaluations that will involve other QA accredited bodies each year;
- v. coordinate logistical issues such as transportation and accommodation for quality assurance evaluators where such is needed;
- vi. formulate, maintain and disseminate all necessary QA evaluation related documentation to schools, quality assurance evaluators and the wider public;
- vii. collate all QA evaluation data, use this to identify state wide trends and patterns in the quality of education and disseminate this information to schools and the wider public, by producing an annual report on the state of education in the state and the country;
- viii. provide or commission training for QA evaluators and maintain a database of all trained quality assurance evaluators; and
- ix. establish a programme that provides support to aid SS-e process and improvement following QA evaluations.

4.4 Local Government Areas

Shall:

- i. collaborate with SMOEs and other bodies involved in quality assurance;
- ii. Support QA training, within state-wide need;
- iii. carry out QA evaluations within the agreed cycle;
- iv. provide accredited QA evaluators to make mixed teams for external evaluation;
- v. Arrange the logistics for carrying out QA evaluations;
- vi. monitor QA evaluations; Quality Assurance Readers' (QAR) reports before sending to SMOEs for final QAR report; and
- vii. support schools to address challenges raised in external and internal evaluation reports.

4.5 Schools

Shall:

- i. carryout SS-e regularly;
- ii. fill the SEF once a year;
- iii. use SEF and EE report to draw up School Development Plan (SDP);
- iv. assess the impact of implementation of SDP on learners' achievement for further improvement;
- v. cooperate with the team of external evaluators;
- vi. identify an officer of the school to liaise with the team of external evaluators during school visit;
- vii. grant full access to school records;
- viii. inform parents and other stakeholders about the impending external evaluation;
- ix. fill the school EE survey form for external evaluators.

Chapter five

Professionalization Strategy

5.1 Accreditation

To be eligible to become an accredited external evaluator and to carryout external evaluations, individuals must pass successfully through a process of selection, training, assessment, and probation before being finally accredited.

To assure even quality the FEQAS shall provide guidelines and accredit quality assurance processes and evaluators.

5.2 Selection

Qualifications required of education quality assurance evaluators:

- i. Possess a minimum of Bachelor Degree in Education or its equivalent, a minimum of Bachelor degree plus a professional certificate or its equivalent;
- ii. Be registered with the Teachers Registration Council of Nigeria

Experience required:

- i. Have at least 12 years of teaching experience;
- ii. and have achieved Salary Grade Level 13 or equivalent.

5.3 Training

- i. Intensive theoretical training.
- ii. Probation/“on-the-job” practice after passing the theoretical training shall be for a minimum of six school visits and production of good quality assurance reports.

5.4 Assessment

Ensure that only the best are used as quality assurance evaluators after achieving success in oral, written tests, and final examination on an external evaluation.

5.5 Competences

- i. Planning an EE;
- ii. Managing an EE;
- iii. Professional knowledge and judgments on quality and standards;
- iv. Ability to collect, collate and analyze valid evidence-based data as well as identifying the main issues to make evaluative judgment affecting quality in the schools ;
- v. Report writing skills;
- vi. Speech skills.

5.6 Accreditation

Accreditation, certification and registration will be the responsibility of national quality assurance body but pending its establishment, its functions and responsibilities will be discharged by FEQAS. with a certificate of proficiency given after success at the practicum and successful completion of probation period to be reviewed every five years.

Chapter six

Monitoring and Evaluation

6.1 Introduction

To guarantee quality assurance there needs to be a cycle of monitoring and evaluation activity. This must involve a systematic programme of external quality assurance evaluation as well as rigorous appraisal for the quality of the work of those carrying out the work.

- i. A quality assurance process involves checking the quality of every external quality assurance activity including reporting.
- ii. Information and data from individual surveys and external quality assurance evaluations are analyzed at national, state and local government levels as appropriate.
- iii. The analysis of external quality assurance evidence to inform national education policy and to determine the following year's quality assurance programme.
- iv. To ensure equitable standards of work in quality assurance, the FEQAS shall monitor, evaluate and coordinate all aspects of quality assurance practices in education at the basic and post basic levels.
- v. The FEQAS shall advise the minister on all aspects of quality assurance in education at these levels.
- vi. The FEQAS shall regulate all quality assurance practices in Nigeria.

6.2 Shadow Evaluation

The responsibility of the FEQAS shall be to ensure effective linkage with UBEC in the states and the local government levels through:

- i. visiting of external evaluators and checking that agreed procedures and practices including using only accredited evaluators are being adhered to;
- ii. ensuring that judgments are being made accurately about the quality standards;
- iii. ensuring that these judgments are being effectively shared with the schools and centres to promote improvement;
- iv. ensuring that the agreed instruments are being used;
- v. ensuring continuous capacity building and professional development of evaluators through fieldwork and other appropriate activities.

- vi. Convening annual coordination meeting with quality assurance evaluators from UBEC, all SMOEs, bodies and organizations.

6.3 Education Quality Assurance Mentoring (EQAM)

An experienced quality assurance evaluator shall carry out Education Quality Assurance Mentoring (EQAM) visits on samples of schools during external evaluation.

This visit will:

- i. provide on-site guidance and coaching to QAEs and so improve their practice;
- ii. help QAEs fulfill their roles well ;
- iii. ensure that evaluation are correct;
- iv. provide guidance to inform the focus for general training;
- v. enable the management of QAEs performance to be fair and training to be based accurately on needs.

An external evaluation may be chosen for EQAM visit if:

- i. it is the lead QAE's first evaluation;
- ii. there is concern about the school;
- iii. there is a concern about the work of QAEs.

The EQAM shall review the recorded evidence being gathered, and fill structured form in the quality assurance instrument accordingly.

6.4 Education Quality Assurance Readers (EQARs)

Critical mass of EQARs who are skilled in writing school evaluation reports should ratify all external school evaluation reports.

Chapter seven

Improvement strategies

7.1 Continuous Professional Development (CPD)

There shall be regular conduct of training and re-training for national education quality assurance evaluators and state QAEs.

This training will cover:

- i. collecting, collating, analyzing, utilising information/ data and recording evidence form on the Whole School System;
- ii. quality -assuring reports;
- iii. quality –assuring the process;
- iv. writing annual and other reports; and
- v. reporting to the Minister, National Assembly and other bodies

The FEQAS shall provide training if there are national initiatives or new policies to be evaluated in schools.

The FEQAS in collaboration with UBEC and state education quality assurance bodies should provide training through train the trainers or publishing distant learning materials.

CPD is mandatory. An external evaluator who fails to improve professionally would lose his/her accreditation to work as a QA evaluator.

Chapter eight

Definition of Terms

Accreditation of External Evaluators – is the culmination of a process of selection, training, assessment, probation and certification of education evaluators.

Code of conduct – prescribes what is acceptable in the professional manner and performance of the evaluator. In other words, the behavioural pattern expected during the discharge of the duties of the evaluator is what is referred to as the Code of Conduct.

External Evaluations –is used to describe new style of external evaluations carried out by accredited external evaluators that focus on quality. These evaluations are part of a new cycle of quality assurance in schools that include school self-evaluation. They usually look at the whole school using the quality assurance evaluation schedule. However, there may be occasions where subjects or themes such as ‘the effectiveness of girls or boys’ transit from primary to junior secondary’ are also evaluated using the schedule. These evaluations replace most traditional inspections.

External evaluators – is used to describe the external evaluators who are trained and accredited to carry out new style of external evaluations by their focus on quality. In the past they would be referred to as inspectors.

Whole School Evaluation – the term is used to describe the process of judging quality across a whole school and it involves the school in school self-evaluation and regular external evaluation.

Internal Evaluations or School Self-evaluation - Self-evaluation is a continuous process that is complemented by validation from time to time by external evaluation. Self-evaluation requires those within the school to be using the quality assurance evaluation schedule to judge the quality of what they are doing themselves. Self-evaluation provides the school with vital information about what is working well and what needs improvement.

Learners –is used throughout this document to describe children of all ages, below tertiary level, receiving education in formal and non-formal settings.

Quality Assurance –Systems and procedures designed to ensure that activities are being carried out according to set standards and to monitor, evaluate and improve performance. Quality Assurance provides the evidence needed to establish confidence among all concerned, that quality-related activities are being performed effectively. In schools quality assurance activity focuses on whether learners are achieving as much as they can and whether everything the school provided has the best possible impact on learning.

Quality Standards – nationally agreed standards, which are the goals to which all should aspire for all learners, teachers, staff and those who lead and manage schools. They should not be seen as being the ceiling for a school's ambition. Schools should aim to go beyond and above each standard.

School – the term school is used to denote all government and private schools, as well as formal and non formal education centres in which learners below tertiary level are educated.

School Based Management Committee – the structure representing all the stakeholders of the community who are willing and able to improve the management of the school to ensure improved teaching and learning of learners.

School Development Plan – a conceived method of achieving the agreed set of specific short and long term goals by Stakeholders for a school based on its vision, mission and quality of education it provides.

Contact details

Federal Education Quality Assurance Service
Federal Ministry of Education
Federal Secretariat
Phase III, Abuja

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