



Federal Ministry of Education

**The National Education
Quality Assurance Policy
and Implementation
Guidelines**

REVISED EDITION



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ACRONYMS

BECE	-	Basic Education Certificate Examination
CPD	-	Continuous Professional Development
DFID	-	Directorate for International Development
EE	-	External Evaluation
EQA	-	Education Quality Assurance
EQAEs	-	Education Quality Assurance Evaluators
EQAMs	-	Education Quality Assurance Mentors
EQARs	-	Education Quality Assurance Readers
ES	-	Evaluation Schedule
FCT	-	Federal Capital Territory
FEQAS	-	Federal Education Quality Assurance Service
FIS	-	Federal Inspectorate Service
FME	-	Federal Ministry of Education
ICT	-	Information and Communications Technology
IDPs	-	International Development Partners
LGA	-	Local Government Authority
LGEA	-	Local Government Education Authority
NABTEB	-	National Business and Technical Examinations Board
NBAIS	-	National Board for Arabic and Islamic Studies
NCE	-	National Council on Education
NECO	-	National Examinations Council

NEMIS	-	National Education Management Information System
NEQAH	-	National Education Quality Assurance Handbook
NEQAP	-	National Education Quality Assurance Policy
NERDC	-	Nigerian Educational Research and Development Council
NGO	-	Non-Governmental Organisation
NPE	-	National Policy on Education
NSSEC	-	National Senior Secondary Education Commission
ORASS	-	Operation Reach All Secondary Schools
SBMC	-	School-Based Management Committee
SDP	-	School Development Plan
SEQAS	-	State Education Quality Assurance Service
SMoE	-	State Ministry of Education
SSCE	-	Senior Secondary Certificate Examination
SS-e	-	School Self-evaluation
SSSEB	-	State Senior Secondary Education Board
SSIT	-	School Support Improvement Team
SSOs	-	School Support Officers
SUBEB	-	State Universal Basic Education Board
TRCN	-	Teachers Registration Council of Nigeria
UBEB	-	Universal Basic Education Board

UBEC	-	Universal Basic Education Commission
UN	-	United Nations
UNCRPD	-	United Nations Convention on the Rights of Persons with Disabilities
UNESCO	-	United Nations Educational Scientific and Cultural Organisation
UNICEF	-	United Nations Children's Fund
WAEC	-	West African Examinations Council
WASSCE	-	West African Senior Secondary Certificate Examinations
WSE	-	Whole School Evaluation

FOREWORD

I am elated to introduce the revised edition of the National Education Quality Assurance Policy, a milestone in the relentless pursuit of excellence and quality in our educational system, which aligns with Quality Assurance in the National Policy on Education.

It is my privilege to present this visionary policy framework meant to re-institutionalise education quality assurance principles, processes and practices that will reshape the future of basic and secondary levels in the education sector.

The National Education Quality Assurance Policy is not just a document, it is a testament of our resolve to continually improve the quality of education in the country in line with the Education for Renewed Hope agenda. It sets forth a comprehensive framework that addresses various facets of education quality assurance viz a viz: monitoring, supervision, assessment, evaluation of schools and capacity development of school leaders and teachers to improve their professional skills and competencies.

The policy framework will guide relevant Education Quality Assurance stakeholders towards the implementation and realisation of the vision for an educational system that is world-class, equitable, inclusive, accessible, responsive, qualitative and functional in meeting national and global needs.

As we embark on the process of overhauling the education sector, let us remember that our most precious resource is our children. The decisions we make today in shaping their learning experiences will ripple through generations to come. It is therefore incumbent on us to ensure that every Nigerian child, regardless of his or her background, circumstances, gender and religion has access to high quality education.

Together we can create a future where every child's potential is nurtured and celebrated, where excellence and quality are the standards and where our nation's educational landscape stands as a shining beacon to the world.

I call upon everyone involved in the implementation of this revised policy to work assiduously and hand-in-hand to bring about the desired transformation in the two levels of the education sector. I express my profound gratitude to all the stakeholders who have contributed to the development of this revised edition of the National Education Quality Assurance Policy – Educators, policymakers, administrators, development partners and non-governmental organisations alike, your insights, dedication and unwavering commitment to the cause of education in Nigeria have been invaluable.

Let us move forward with determination and purpose in our renewed hope for the education sector, for the future of our nation depends on the quality of education we provide today.

Together, we can and will achieve excellence in the basic and secondary levels of the education sector.



Professor Tahir Mamman, OON, SAN.
Honourable Minister of Education,
Federal Republic of Nigeria.

ACKNOWLEDGEMENTS

I write to formally acknowledge the approval of the revised edition of the National Education Quality Assurance Policy (NEQAP). I sincerely express the Federal Education Quality Assurance Service Department's gratitude to all those involved in the diligent efforts of re-shaping this vital policy.

This significant milestone marks a critical step towards enhancing the quality of education in the country. I am immensely proud of the collaborative work that has helped us this far. The revision and approval of this policy would not have been possible without the dedication and expertise of our team as well as the invaluable contributions of all the relevant stakeholders and experts in the field of Education Quality Assurance.

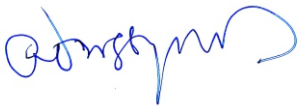
I would like to extend my profound gratitude to the Honourable Minister of Education, Professor Tahir Mamman, OON, SAN; the Honourable Minister of State for Education, Rt. Hon. (Dr) Tanko Yusuf Sununu; the immediate past Permanent Secretary, Federal Ministry of Education, Mr David Adejo Andrew, OON, ffna; the 82nd Joint Consultative Committee on Education plenary session and the 67th session of the National Council on Education. Your commitment to excellence and quality in education is highly commendable.

I would like to acknowledge the unwavering support of various government agencies, policymakers, educational institutions and the broader international community for championing the cause of quality education in Nigeria. Your support and commitment to enhancing educational standards is laudable and this policy reflects our collective determination to provide the best learning experiences for learners. Your collaboration has been essential for the successful revision of this policy.

Special thanks to the team of Partnership for Learning for All in Nigeria (PLANE) for the editing and production of NEQAP and the implementation guidelines, your support is highly appreciated.

Lastly, I wish to express my profound gratitude to the new Permanent Secretary, Federal Ministry of Education, Barr. (Mrs) Esther Didi Walson-Jack, OON, mni for her support since she assumed duty and to everyone involved in this important and memorable endeavour. The review of NEQAP will go a long way in improving the work processes and practices of Education Quality Assurance activities in Nigeria.

I look forward to our collective efforts to ensure the successful implementation of the revised policy.

A handwritten signature in blue ink, appearing to read 'Adegboye', with a stylized flourish at the end.

Sincerely,

Adegboye, Adekunle Adebola

Director

Federal Education Quality Assurance Service Department

CHAPTER ONE

1.0 BACKGROUND AND CONTEXT

1.1 Introduction

The development of a nation depends on the quality of education provided for her citizens. For this purpose, the Federal Ministry of Education (FME) has a reliable framework which ensures that the national education system is accorded the importance it deserves. The framework also ensures that the education system is responsive, inclusive, functional, effective, qualitative and globally competitive for social, economic and technological development.

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

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 release of funds, which led to the crippling of the Inspectorate Service's activities, and consequently, the degeneration of the nation's education system. Inspection practices in Nigeria have long remained those inherited from "Her Majesty's Inspectors." These practices have changed in the United Kingdom, as they are no longer considered essential for delivering quality education effectively. Decades of neglect of the inspectorate services in Nigeria due to outdated inspection laws, a lack of appropriate policy, quantity-focused instruments and inadequate budgetary allocations have culminated in the federal and state inspectorate services being unable to perform their statutory

functions effectively. This has led to poor education service delivery in Nigerian schools.

Public dissatisfaction with the products of education coupled with a

lack of data for planning led FME (through the 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. A total of 14,942 secondary schools nationwide were inspected. The report revealed that poor performance in schools was directly linked to ineffective and inadequate inspection and supervision.

To arrest the situation, the then Honourable Minister of Education recommended the adoption of the Education Quality Assurance (EQA) approach to inspection in Nigeria at the fifty-fourth session of the National Council on Education (NCE) in Katsina State (2007). The session approved the EQA approach and the restructuring and strengthening of federal and state inspectorates as well as local government supervisory offices for enhanced and sustainable quality assurance in education nationwide. In compliance, FIS adopted the EQA 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 recognised that quality and standards must be derived from a coherent policy framework, which provides clear directives and guidelines as well as principles, strategies, structures, roles and responsibilities.

EQA has been used since then as a process of collecting, collating, analysing and utilising education information to ensure that the predetermined national standards are achieved optimally.

1.2 Situation Analysis

Today, the traditional practice of school inspection is unsuitable for the Nigerian situation because it is ineffective and inefficient in measuring outcomes for learners. Some of the unfavourable professional and public opinions against the old Inspectorate Service include the following:

- i. It only enforces compliance to rules and regulations.
- ii. It lacks collaboration/synergy nationwide.
- iii. It does not inspire quality consciousness in school operations and service delivery.
- iv. It is only diagnostic rather than remedial in nature.
- v. It lacks the force of independence and the law to apply appropriate sanctions against erring school proprietors or operators, whether public or private.
- vi. It has a limited scope of operation.

Furthermore, the issue of institutional arrangements for traditional inspectors have been confused, with many 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 inspected, but poor management of the available funds has been a greater challenge.

Complicating the uncertainty over the institutional arrangement is the recurrent problem of poorly trained and ill-equipped inspectors and supervisors. Inspectorate services nationwide were regarded as dumping grounds for incompetent staff, leading to low morale and poor work output. Furthermore, inspection reports were poorly recorded and rarely implemented. Therefore, information and data on which improvement could be based were not readily accessible.

Consequently, in the 2006 Operation Reach All Secondary Schools (ORASS), about 11,000 inspectors visited 14,942 secondary schools to collect data using the just developed FIS/UNICEF Whole School Instrument. The results painted awful pictures of decadence in school situations, particularly in rural areas. What was observed and documented did not justify the government's

huge investment in education:

- i. Investment in schools had not created an enabling learning environment.
- i. Outputs seemed to lack the requisite knowledge and competencies for global competitiveness.
- ii. Inspectorate services nationwide were ineffective.

1.3 Rationale

Public opinion and the data arising from ORASS made it obvious that the state of education in Nigeria below the tertiary level was poor. This was evidenced by the incidences of infrastructural decay, declining standards, cultism, examination malpractice, poor curriculum delivery and maladministration. The data from ORASS, which was communicated to all states, urged all governments to take immediate remedial measures.

If Nigeria must attain Vision 2030, Education Quality Assurance functions must be repositioned in the national education system to meet economic and social expectations. Past efforts at revamping FIS failed principally because they were not based on the principles of independent existence. Another factor contributing to failure is the lack of collaboration between federal/state inspectorates and local government EQA services to reduce operational costs and create synergies through a National Education Quality Assurance framework.

1.4 United Nations Sustainable Development Goals (Goal 4)

SDG Goal 4 “ensures inclusive and equitable quality

education and promotes lifelong learning opportunities for all.” Statistics reveal that the world is falling behind in achieving quality education; 84 million children and youths will be out of school by 2030. Likewise, 300 million learners will lack basic numeracy/literacy skills and only one in six countries will achieve universal secondary school completion.

1.5 Legislative Context and Education Policies

1.5.1 Nigerian 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
 - a. Government shall strive to eradicate illiteracy, and to this end Government shall, when practicable, provide
 - b. free, compulsory and universal primary education;
 - c. free secondary education;
 - d. free university education; and
 - e. free adult literacy programme.

1.5.2 Responsibility of the Honourable Minister of Education

Education Act (1985 No. 16) states that the responsibility of the Honourable Minister of Education is to establish and maintain minimum standards in pre--primary, primary and secondary schools and similar institutions in the federation. The Act implies that the Minister shall carry out this responsibility through the Federal Inspectorate Service (now FEQAS) and other relevant government agencies.

1.5.3 Child Rights Act, 2003

In 2003, Nigeria domesticated the United Nations (UN) Convention on the Rights of the Child. Every child has the right to free, compulsory and universal basic education, and it shall be the duty of the government of Nigeria to provide such education.

1.5.4 Education (National Minimum Standards and Establishment of Institutions) Act, 1985

Part II: Administration — Powers of Inspection

- (1) It shall be the duty of the appropriate authority to keep himself or itself informed of the nature of:
 - a. the instruction given at approved institutions to persons attending courses of training; and
 - b. the examinations as a result of which approved qualifications are attained and appropriate certificates are awarded for the purposes of performing that duty. The appropriate authority may appoint inspectors to visit institutions or to oversee such examinations.
- (2) It shall be the duty of an inspector appointed under this section to report to the appropriate authority
 - a. the sufficiency or otherwise of the instruction given to persons attending courses of training at the institutions inspected by him;
 - b. the sufficiency or otherwise of the examinations overseen by him; and
 - c. any other matter relating to the institutions or examinations on which the appropriate authority may either generally, or in particular cases, request their inspector to report, but no inspector shall interfere with the giving of any instruction or the holding of any examination.
- (3) An Inspector appointed under this section shall have power to require the authorities of any institution or any employee

thereof to produce any books, register or documents relating to any institution which he has been authorised to inspect; and to inspect any such books, register or document that would enable him to discharge his duties efficiently and to remove any such books, register or document which he inspects as evidence of contravention of any provision of this act or of any subsidiary legislation made thereunder;

- a. to require the authorities of any institution or any employee thereof to provide any information which in the opinion of the inspector would assist in the inspection and ascertainment of compliance with the standards prescribed by or pursuant to this act;
- b. to enter the premises of any institution upon which he has reason to suspect that a contravention of this Act or any other subsidiary legislation made thereunder has been, or is being made; and
- c. to do all such other things as may be necessary or expedient for the purpose of any inspection authorised to be carried out by him under this section.

1.5.5 Examination Malpractices Act, 1999 No. 33

An Act to create offences relating to examination malpractices and to prescribe penalties for such offences.

Offences: Cheating at examination; stealing etc. of question papers; personation; disorderliness at examination; disturbances during

examination; misconduct at examination; obstruction of supervisor; forgery of result slip; breach of duty; conspiracy and aiding.

1.5.6 The National Policy on Education 2013

The policy framework for education delivery in Nigeria, National Policy on Education 2013, gave the Federal Government the responsibility to prescribe the minimum standards of education at all levels. The responsibility for

Government shall establish efficient and effective quality assurance agencies at federal, state/FCT and local government levels for monitoring and maintaining set standards at all levels of education below the tertiary. Quality assurance agencies in both state ministries of education/FCT education secretariat and local government education authorities in collaboration with the Federal Quality Assurance Agency shall be responsible for the organisation of supervision and inspection of all educational institutions under their jurisdiction. Quality assurance agencies shall operate as autonomous bodies supervised by the minister of education/commissioner for education as maybe appropriate.

The Goals of the Education Quality Assurance agencies shall be to:

- i. set, maintain and improve standards in all aspects of the school system;
- ii. ensure minimum standards and quality assurance of instructional activities in schools through regular inspection and continuous supervision;
- iii. disseminate, on a regular basis, information on problems and difficulties of teachers and institutions and offer practical solutions to them; and
- iv. encourage dissemination of information on innovative and progressive educational principles and practices in the school system through publications, workshops, meetings, seminars, conferences, and so on.

The primary responsibility of quality assurance officers shall be to:

- i. undertake inspection visits;
- ii. disseminate information about instructional materials and tested effective teaching methods and good practices;
- iii. obtain information in respect of challenges experienced by teachers in schools and institutions as well as provide advisory solutions through appropriate authorities;
- iv. monitor, document and publish the overall quality of education in schools and proffer practical and positive advice; and
- v. organise meetings with and workshops for teachers, when necessary, with a view to improving their professional competence.

1.5.7 National Policy on Safety, Security and Violence-Free Schools, 2021

In line with the National Policy on Safety, Security and Violence-Free Schools, all Education Quality Assurance services/agencies are to:

- i. assess hazards that may threaten the safety and security of learners, teachers and properties in the school;
- ii. identify possible threats to the school, learners, staff and community;
- iii. identify and map out adequacy of means to mitigate risks and vulnerability;
- iv. identify hazards that can cause physical harm (e.g., potholes, leaking ceilings, water sources, toilet facilities);
- v. evaluate the incidences of violence or abuse among learners and staff;

- vi. evaluate the school's relationship and contact with security agencies in the community
- vii. evaluate the effectiveness or otherwise of the School Safety and Security Committee;
- viii. assess the measures put in place by the school management to ensure the safety of learners; and
- ix. advise the school management on what to do to ameliorate or remove the identified hazards.

1.5.8 National Policy on Inclusive Education in Nigeria, 2023

The fourth edition of the National Policy on Education (2004) and the associated Universal Basic Education Act (2004) call for inclusive, free education for people with special needs, training of special education teachers, **and regular census and monitoring of people with special needs for educational provision.**

Since 2017, inclusive education (IE) has been defined in Nigeria as "the process of addressing all barriers and providing access to quality education to meet the diverse needs of all learners in the same learning environment." This reflects the broad understanding of inclusive education expressed in the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and Sustainable Development Goal 4. Thus, the introduction of inclusive learning in the classroom is a necessity and not just a minor additional feature in the policies governing the management of schools in Nigeria.

Inclusive education is globally acknowledged as a means of addressing issues relating to equity, justice and quality education for all learners irrespective of disability, ethnicity, gender, giftedness or other attributes. UNESCO defines inclusive as a process of responding to the diverse needs of all learners.

Thus, educators need to recognise that children with disabilities have equal capacities to learn and perform optimally as their age mates who are without limitations. It is about changing classroom practice and empowering educators to be more responsive and flexible in meeting the needs of all learners.

To ensure inclusive learning, evaluators shall:

- i. assess the flexibility of educators in meeting the needs of all learners;
- ii. assess how favourable and safe the learning environment is for special needs learners;
- iii. evaluate special needs learners' presence, participation and achievement;
- iv. ensure that education institutions give opportunities to all learners irrespective of their situations;
- v. ensure that all learners are supported to attain their fullest potential;
- vi. advise government on the adaptation of curriculum to cater to all learners, regardless of ability and style of learning; and
- vii. assess facilities provided in the schools to aid learners with special needs.

1.6 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 a **dynamic**, extensive process and quite distinct from mere **inspection**, the paradigm shift aptly highlights emerging areas of focus, from checking school compliance to rules and regulations to evaluating the impact of education on learners. EQA instills a strong awareness of quality, improvement, integrity, accountability and transparency on its practitioners.

1.7 EQA Policy Process

The policy has been developed using a participatory approach. This document therefore is the product of a series of dialogues, consultations, workshops, and a comparative study of a variety of global Education Quality Assurance models.

1.8 Scope of Application

The policy shall be applicable to:

- i. all educational institutions: public, private, police, paramilitary, and military schools below tertiary in Nigeria;
- ii. all evaluators — federal, state and LGAs;
- iii. all educational administrators/managers in schools below tertiary; and
- iv. relevant stakeholders in EQA (agencies, examination bodies, NGOs, etc.).

CHAPTER TWO

2.0 ELEMENTS OF THE POLICY

2.1 Policy Statement

It shall be the responsibility of the Federal Ministry of Education through its department, Federal Education Quality Assurance Service, and other relevant government agencies at federal, state and local government levels to set, maintain and improve standards in all aspects of the school system below tertiary.

2.2 Aim

The overall aim of the policy is to set uniform quality standards through regular monitoring, supervision, capacity development, evaluation and assessment in order to improve the quality of education at federal, state and local government levels in all educational institutions below tertiary.

Specific Objectives

The specific objectives of the policy are to:

- i. promote awareness of the need to assure the quality of the education service being delivered at the basic and senior secondary educational institutions nationwide;
- ii. share an understanding of the quality standards;
- iii. develop strategies to support Education Quality Assurance processes and practices;
- iv. work in partnership with relevant stakeholders at all levels;
- v. develop the capacity of school leaders and teachers; and
- vi. set up a mechanism for bringing together a cohort of qualified and accredited quality education assurance evaluators.

Concept of Education Quality Assurance (EQA)

The Federal Government shall maintain its constitutional responsibility, as encapsulated in the 2013, National Policy on Education (NPE), to set minimum standards and maintain the 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 the local governments as well as with 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, supervising, capacity building, assessing, evaluating and quality controlling (remediation, counseling and efficient use of resources, etc.).

The main features of an effective and efficient Education Quality Assurance system are an effective and efficient quality assurance management system; periodic audits of the operation of the system; and periodic reviews of the National Education Quality Assurance Policy (NEQAP).

EQA is therefore a holistic process based on the principles of total quality management, which in essence means inculcating and implementing quality consciousness in the system. It ensures that EQA processes and practices are carried out according to set standards. The findings are evidence-based and thus are valid, reliable, consistent and inform national and state planning, training and policy development. For this purpose, whole school evaluation (WSE), comprising school self-evaluation (SS-e, internal quality assurance process) and external evaluation (external validation) shall be adopted in Nigeria.

Guiding Principles of Education Quality Assurance

The policy document outlines some guiding principles in which all EQA activities shall be anchored in all situations, to ensure that the core mandates of EQA departments and agencies are fulfilled.

The guiding principles are intended to ensure that:

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

CHAPTER THREE

3.0 INSTITUTIONAL FRAMEWORKS AND RESPONSIBILITIES

These are the government and non-government institutions responsible for implementing the National Education Quality Assurance Policy:

3.1 Federal Ministry of Education (FME)

The Federal Ministry of Education, through FEQAS, shall be the lead agency for regulating policies, processes and practices relating to EQA activities in Nigeria.

FME shall:

- i. coordinate the development of a functional EQA system and framework in collaboration with states, FCT and other relevant stakeholders;
- ii. provide professional support and guidance for the conduct of external evaluation in schools
- iii. work with states to schedule all EQA external evaluations of public/private schools and non-formal centres over an agreed cycle;
- iv. support the states in mentoring evaluators and monitoring a sample of EQA evaluations each year to ensure the quality of work done by EQA evaluators;
- v. organise workshops, seminars and conferences for school principals and head teachers on leadership skills and quality management of schools;
- vi. ensure the capacity development of subject teachers to improve their pedagogical skills and competencies;
- vii. monitor and supervise schools below tertiary for quality standards;

- vii. monitor public examinations conducted by WAEC, NBAIS, NECO and NABTEB;
- ix. develop the capacity of evaluators across the country;
- x. coordinate the activities of the National Education Quality Assurance Policy Committee;
- xi. produce and disseminate national EQA documents and advocacy materials to schools, EQAEs and the wider public;
- xii. collate all EQA evaluation data from states to identify nationwide trends and patterns in the quality of education and disseminate this information to schools and the wider public, by producing reports on the state of education in the country;
- xiii. work with states to accredit and maintain a database of all trained quality assurance evaluators; and
- xiv. oversee EQA activities in all educational institutions below tertiary nationwide.

FEQAS shall ensure effective collaboration with UBEC, NSSEC, TRCN, NERDC, WAEC, NECO, NABTEB, NBAIS and other relevant stakeholders, including states and local governments in all matters relating to EQA.

3.2 State Ministries of Education (SMoEs)

These are the government agencies responsible for implementing EQA policies, processes and practices at the state level in collaboration with FME.

SMoEs shall

- i. form a national Education Quality Assurance framework in collaboration with FME;
- ii. schedule all EQA external evaluations of public/private schools and non-formal centres over an agreed cycle;
- i. coordinate, structure and deploy teams of EQA evaluators to carry out external evaluations;
- ii. mentor evaluators and monitor a sample of EQA evaluations each year to ensure the quality of work done by EQA evaluators;
- v. formulate, maintain and disseminate all necessary, agreed national EQA evaluation documentation to schools, EQAEs and the wider public;
- vī. provide or commission an agreed national training for quality assurance evaluators as well as accredit and maintain a database of all trained EQAEs; and
- vii. establish a programme that supports schools; encourage visits to aid school self-evaluation process and improvement following EQA evaluations.

3.3 Local Government Areas (LGAs)

LGAs shall:

- i. collaborate with SMoEs and other bodies involved in Education Quality Assurance;
- ii. support EQA tooling (training) within the state-;
- iii. carry out EQA evaluations within the agreed implementation cycle;
- iv. provide accredited EQA evaluators to make mixed teams for external evaluation; and
- v. support schools to address challenges raised in external evaluation reports.

3.4 Educational Institutions below Tertiary

These include all public and private schools as well as non-formal centres in which learners below tertiary are educated.

Schools are centres for all EQA activities and shall:

- i. carry out school self-evaluations (SS-e) regularly;
- ii. be subjected to external evaluations (EE) every three years;
- iii. use SS-e and EE reports to draw up school development plans (SDP);
- iv. cooperate with the team of external evaluators;
- v. grant full access to school records;
- vi. inform parents and other stakeholders about the impending external evaluation;
- vii. fill out the school EE survey form for external evaluators;
- viii. implement the report of external evaluation; and
- ix. be sanctioned for non-compliance with education regulations and standards.

3.5 Intervention Agencies

These are agencies responsible for providing facilities, personnel training and for supporting school improvement.

They shall collaborate with FEQAS/SEQAS for harmonisation and implementation of national EQA instruments.

3.5.1 National Senior Secondary Education Commission(NSSEC)

NSSEC shall be a member of the NEQAP Committee and collaborate with FME to:

- i. conduct external evaluation of senior secondary schools across the country;
- ii. harmonise instruments for EQA activities; and
- iii. monitor learning achievement in senior secondary schools.

3.5.2 Universal Basic Education Commission (UBEC)

UBEC shall be a member of the NEQAP Committee and collaborate with FME to:

- i. set minimum standards for the establishment of public and private basic schools;
- ii. enable and support SUBEBs to cooperate with states on EQA processes and training;
- iii. use the findings of EQA reports produced by the states and national annual EQA reports to inform policy, planning and training;
- iv. oversee SUBEB EQA activities in public basic schools nationwide; and
- v. monitor learning achievement in basic schools.

3.6 Nigerian Educational Research and Development Council (NERDC)

NERDC shall be responsible for the development and review of the National Curriculum and Book Policy.

NERDC shall be a member of the NEQAP Committee and collaborate with FME to:

- i. develop, review and enrich curriculum at all levels;
 - ii. undertake and promote book development and local authorship for Education Quality Assurance;
-
- i. conduct educational research for public policy formulation and implementation;
 - ii. develop Nigerian languages and promote other languages to enhance education delivery for public use; and
 - iii. monitor learning resources (textbooks) in schools.

3.7 Teachers Registration Council of Nigeria (TRCN)

TRCN is an agency of government responsible for the regulation and control of the teaching profession at all levels of the Nigerian education system, both in the public and private sectors.

FEQAS shall collaborate with TRCN to organise workshops, conferences and seminars to enhance:

- i. the leadership skills of school leaders;
- ii. the pedagogical skills and competencies of classroom teachers at the basic and senior secondary school levels.

3.8 Examination Bodies (WAEC, NBAIS, NECO and NABTEB)

These are agencies responsible for certifying learners to transition to the tertiary level of education and skill acquisition.

Examination bodies shall collaborate with FME to:

- i. accredit schools as centres for public examinations;
- ii. accredit new subjects for the purpose of registering for public examinations; and
- iii. monitor the conduct of public examinations in schools below tertiary.

3.9 National Education Management Information System (NEMIS)

NEMIS is a system for collecting, storing, integrating, processing, maintaining and disseminating data and information to support decision-making, policy formulation and analysis at all levels of the education sector.

EQA bodies shall:

- i. provide data to NEMIS for policy formulation;
- ii. obtain data from NEMIS for planning purposes.

3.10 Non-Governmental Organisations (NGOs)

NGOs are voluntary groups or institutions with social missions. They operate independently from the government to provide financial and technical support to implement government education policies.

EQA bodies shall

- i. collaborate with relevant NGOs to implement and review EQA activities across the country;
- ii. solicit technical support when necessary.

3.11 International Development Partners (UKAid, USAID, UNICEF, World Bank, UNESCO, etc)

International development partners (IDPs) are international

donor agencies providing financial, technical support and interventions at all levels of education.

IDPs shall:

- i. provide interventions for EQA activities;
- ii. collaborate with FEQAS to review and produce the Education Quality Assurance instruments;
- iii. assist in the continuous professional development (CPD) of evaluators through training/retraining, fieldwork activities/workshops;
- iv. establish programmes that provide school support and improvement; and
- v. provide technical support for EQA activities in the country.

3.12 National Emergency Management Agency (NEMA)

NEMA shall collaborate with FME to

- i. develop instruments for monitoring and evaluating facilities available in schools for the security and safety of learners;
- ii. monitor schools' compliance with the guidelines on security and safety;
- iii. access reports of the evaluation of the security and safety of learners in schools below tertiary;
- iv. review the National Policy on Safety, Security and Violence-Free Schools in Nigeria every five years; and
- v. periodically issue guidelines and instructions relating to the safety and security of schools.

3.13 National EQA Policy Committee

The committee shall be a forum for promoting collaboration/synergy, setting national benchmarks and for peer review of EQA activities between national and state EQA bodies, and other relevant stakeholders in Nigeria.

CHAPTER FOUR

IMPLEMENTATION STRATEGIES

4.1 Monitoring, Supervision, Assessment, Evaluation and Capacity Development

To guarantee an effective and efficient Education Quality Assurance process, there needs to be a cycle of monitoring, supervision, assessment, evaluation and continuous professional development of school leaders, teachers and evaluators.

This shall involve:

- i. Education Quality Assurance processes — checking the quality of every EQA activity, including reporting;
- ii. analysis of information and data from individual surveys and external EQA evaluations at national, state and local government levels;
- iii. analysis of EQA processes and practices — FEQAS shall coordinate all aspects of EQA processes and practices at the basic and senior secondary school levels in Nigeria; and
- iv. FEQAS regulating all EQA policies, processes and practices in Nigeria and advising the Honourable Minister on all aspects of EQA practices as appropriate.

4.2 EQA Processes

4.2.1 Whole School Evaluation

Whole school evaluation is the cornerstone of the Education Quality Assurance process. It is one of the emergent frameworks for Education Quality Assurance globally. The process is a more interactive procedure than school inspection, and includes both school self-evaluation and external evaluation. It is comprehensive, as it focuses on teaching and learning and covers all areas of school life.

4.2.2 School Self-Evaluation (SS-e)

School self-evaluation (SS-e) refers to the process by which educational institutions assess their own performance, effectiveness and overall quality. The importance of school self-evaluation is widely recognised as a continuous process that is complemented from time to time by external evaluation. It helps the school to focus on where improvements in their provisions need to be made.

4.2.3 External Evaluation (EE)

The aspiration is to carry out external evaluation of schools every three years. Every school (formal or non-formal education centre) should undergo external evaluation at least once in three years. All school quality assurance evaluations shall be carried out using the National Education Quality Assurance Handbook for Basic and Secondary Education in Nigeria. The school being evaluated will quality assure the EE process by filling out the EE form. In addition, a written report shall give a clear and convincing account of the findings of the external evaluation.

4.2.4 Special Evaluation

This is a process of assessing any aspect of a school's provision, in order to get a state or national view of a topic or an issue. It can also be used to obtain a view on specific subjects. It is carried out as the need arises. Special evaluation can be used to address issues of examination malpractices, cultism, learners' unrest, infrastructural gaps, care and safety concerns and so on in schools.

4.2.5 Accreditation Evaluation

Accreditation evaluation is conducted primarily to approve subjects for public examination, such as the Senior Secondary Certificate Examination (SSCE) or Basic

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

4.2.6 Follow-through Evaluation

Follow-through evaluation is a unique process of following up on the educational achievements of learners.

It is a process used by evaluators to ascertain those recommendations made for improvement in the quality of teaching and learning have been implemented.

4.3 Areas for Evaluation

The school self-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 safety.
- vi. The quality of the learning environment.
- vii. The effectiveness of the leadership and management.

4.4 On-the-Spot Monitoring and Supervision of Schools

This is a regular and continuous monitoring and supervision of schools below tertiary. It is to ensure compliance to school regulatory standards and to bring about improvement in the management and administration of the schools for improved learning outcomes. It shall be the responsibility of an EQAE to monitor and supervise at least two schools a week and submit

4.5 Monitoring the Conduct of Public Examinations

The Federal Education Quality Assurance Service has the mandate to monitor, assess and report on the conduct of public examinations in schools below tertiary across the country as encapsulated in the Education Act (National Minimum Standards and Establishment of Institutions), 1985, Part II Section 15 (2b and 2c). It is expected that EQA bodies shall carry out this responsibility in their areas of jurisdiction to ensure compliance with examination standards and regulations.

4.6 Classroom Lesson Observations (CLOs)

This is a professional activity which involves observing, recording and focusing on specific matters. It is a systematic process of observing and evaluating a teacher's instructional practices in a classroom setting. It typically assesses teaching methods, learners' engagement and overall classroom management. CLOs are used for teachers' professional development, EQA, curriculum delivery, learner engagement, data-driven decisions, support for teachers with skill gaps, innovation and best practices and for creating a positive learning environment.

4.7 Assessment of Teacher Performance

This is a systematic and well-defined process of assessing the quality and performance of a teacher. This process involves reviewing the quality in relation to performance, as well as analysing same to give constructive and positive feedback for the professional growth of the teacher. Assessing teacher quality and skills also involves evaluating his/her teaching methods, classroom management, learners' engagement, content mastery and overall impact on learners' outcomes. A comprehensive teacher assessment will help to identify strengths and areas for further improvement, ultimately contributing to the enhancement of quality and performance.

4.8 Monitoring Learning Resources (Textbooks) in Schools

This involves regular assessment and evaluation of the quality, appropriateness, relevance and effectiveness of educational materials used for teaching and learning in schools.

It ensures that learners have access to appropriate and up-to-date resources to improve their learning experiences.

Continuous monitoring of learning resources in schools by EQAEs will help to identify issues in order to ensure quality and appropriateness.

4.9 Monitoring Safe Schools Policy Initiatives

Evaluators shall monitor the implementation of safety, security and violence-free guidelines in schools across the country and report the level of compliance accordingly.

4.10 Skilling of School Leaders and Teachers

Workshops, seminars and conferences shall be organised for school leaders to improve their leadership skills and for classroom teachers to enhance their pedagogical skills and competencies.

4.11 Grades and Descriptors of Performance

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

Grade	Descriptors	Description of each aspect of the report.
A - 1	Outstanding	School is very effective, efficient and inclusive. At least 90% of learners transit through BECE and WASSCE/NECO SSCE into higher levels of education consistently for 3 years
B - 2	Very Good	School is effective in many respects but there is room for improvement. 70% Transition
C - 3	Good	School is adequate and Steps have been taken to improve. 60% Transition
D - 4	Fair	School is below expectations and little improvement has been made. 40% Transition
E - 5	Poor	School is poor and steps have not been taken to improve it. Below 40%Transition.

The quality of education provided for learners in schools graded "fair and poor" is low, therefore, urgent remedial actions must be taken for improvement.

4.12 Recommendations for Schools Graded “Fair” and “Poor”

FEQAS/SEQAS shall put in place

- i. follow-through EQA mechanism;
- ii. school improvement team;
- iii. regular and continuous monitoring and supervision by EQAEs; and school support officers (SSOs).

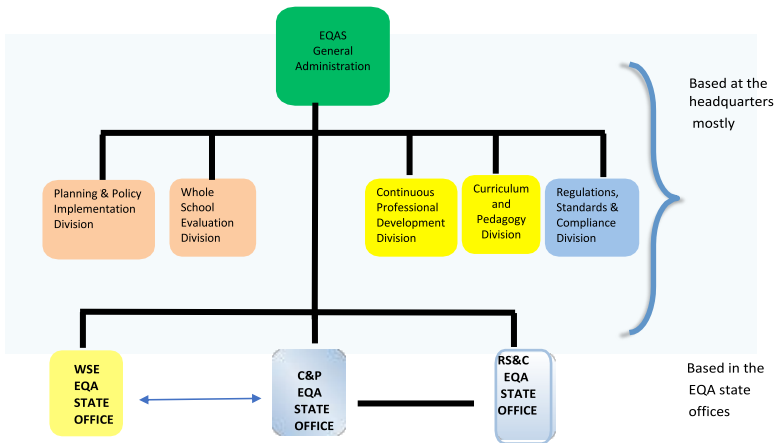
CHAPTER FIVE

THE STRUCTURE OF AN EDUCATION QUALITY ASSURANCE BODY

5.1 Structure of an EQA Body

This is a professional organisation, as such, all members will be EQA evaluators. The head of the agency/body must be both a skilled EQAE and an excellent leader and manager.

The structure of an EQA body should be as simple as possible to manage and be in line with the principles of EQA as stated in the handbook.



5.1 Size of EQA Teams or Evaluation Teams

The size will depend on the resources of the state, the size of schools to be evaluated, the size of EQA teams preferred and the cycle to be adopted.

An EQA evaluator should not be assigned other duties outside EQA duties. This would be a waste of a valuable, professional and trained resource and would either extend EQA cycles or necessitate much larger bodies.

CHAPTER SIX

PROFESSIONALISATION STRATEGIES

Education officers must pass successfully through a process of selection, training/tooling, assessment, and probation before being finally accredited to carry out external evaluation, monitoring, supervision and assessment. To ensure uniform quality, the national EQA body shall provide guidelines and accredit EQA processes.

6.1 Selection of EQAEs

Qualifications required of Education Quality Assurance Evaluators (EQAEs):

- i. Possess a minimum of a bachelor's degree in education or its equivalent plus a professional certificate or its equivalent.
- ii. Be registered with the Teachers Registration Council of Nigeria.
- iii. Be licensed with TRCN.
- iv. Be ICT literate.

Experience required:

Have at least 15 years of teaching experience.

Have attained salary grade 11 or equivalent.

6.2 Professional Development of EQAEs

- i. Intensive tooling/skilling (professional training)
- ii. Probation/on-the-job practice (after passing through intensive professional training) shall require a minimum of six school visits and production of good EQA reports.

6.3 Assessment of EQAEs

Assessment ensures that only experienced education officers are used as Education Quality Assurance evaluators after achieving success in oral/written tests, and in final

examination on EQA processes and practices.

6.4 Competencies of EQAEs

EQAEs must be able to:

- i. plan an EE;
- ii. manage an EE;

- iii. exhibit professional knowledge and judgements on quality and standards;
- iv. collect, collate and analyse valid evidence-based data;
- v. identify the key issues affecting quality in the schools to make evaluative judgements;
- vi. write EQA reports well; and
- vii. communicate well.

6.5 Accreditation of EQAEs

Accreditation, registration and certification will be the responsibility of the National Education 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 the probation period.

CHAPTER SEVEN

EDUCATION QUALITY ASSURANCE REPORTS

7.1 Evaluation Reports

An evaluation report shall be a collective decision reached on all the evaluation areas of a particular school/centre by a team of evaluators. It shall involve each evaluator writing on assigned area(s) of evaluation following the format provided in the National Education Quality Assurance Handbook for Basic and Secondary Education in Nigeria.

7.1.1 Importance of EQA reports

An EQA report

- i. provides feedback to stakeholders on the performance of the school;
- ii. helps the school identify its strengths and areas for further improvement;
- iii. serves as reference material for determining the level of progress/attainment of the school against nationally determined standards;
- iv. provides input for the school development plan; and
- v. serves as a resource material to external evaluators and other stakeholders for decision-making.

7.1.2 Procedure for Writing EQA Reports

- I. The lead evaluator discusses in plenary the content of each evaluation area before members begin evaluation activities
- ii. Each evaluator writes on the assigned area(s) based on evidence collected.
- iii. Each evaluator uses the pitched judgement in writing on his/her assigned area(s).
- iv. The reporting evaluator collates the report.

7.1.3 Writing Style for EQA Reports

- I. Language should be clear and concise: avoid long sentences.

- ii. Use the third person throughout.
- iii. Use the present tense.
- iv. Use absolute words when sure of facts.

7.1.4 Rules of EQA Reports

- i. Use appropriate language to suit your audience.
- ii. Keep it clear, smart and simple.
- iii. Keep your comments balanced.
- iv. The final report should follow the six Cs by being consistent, convincing, clear, concise, compliant and correct.

7.2 State of Education Report

This is a report on the present state of education in the country. It is a nationwide survey of education to capture the status of learners' enrolment, personnel, facilities and learning outcomes.

The report shall focus on particular issues identified as requiring serious attention in the education sector, with emphasis on the quality of the sector. EQA research shall analyse facts and present the implications that the facts hold for the system. The state of education reports shall review the roles of all relevant stakeholders in education and assist the government in making informed decisions on how to improve the quality of education in schools below tertiary in Nigeria.

CHAPTER EIGHT

IMPROVEMENT STRATEGIES

8.1 **Continuous Professional Development(CPD)**

There shall be regular professional training and retraining for national and state EQAEs.

This strategy shall cover

- i. collecting, collating, analysing, using information/data and recording evidence on the entire school system;
- ii. quality assurance reports;
- iii. quality assurance processes;
- iv. writing annual and other reports; and

- v. reporting to the minister, the National Assembly and other relevant bodies.

The EQA national body shall provide professional development if there are national initiatives or new policies to be evaluated in schools.

CPD is mandatory. An evaluator who fails to improve professionally will lose his/her accreditation to work as an EQA evaluator.

8.2 **Code of Conduct**

As part of EQA processes, 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
 - i. Report honestly, ensuring that judgements are evidence-based, fair and reliable
 - ii. Maintain purposeful and productive dialogue with those being evaluated and communicate judgements clearly and frankly.
 - iii. Do all they can to minimise stress on those involved in the evaluation exercise and act with their best interests and well-being as priorities
 - iv. Be good team players.
 - v. Respect the confidentiality of information, particularly about individuals and their work.
 - vi. Be tolerant, patient and resourceful at all times.
 - vii. Be keen observers and good listeners.
 - viii. Instill confidence and avoid distractions.
 - ix. Minimise disruption of school activities.

8.2 Shadow Evaluation

This is a process whereby a mentor guides a mentee (new evaluator) to acquire useful skills to enable him/her to function effectively as an evaluator. It involves constant practice by the mentee under the supervision of a mentor.

8.3 Education Quality Assurance Mentoring (EQAM)

A skilled and experienced Education Quality Assurance

evaluator shall carry out Education Quality Assurance mentoring (EQAM) visits on samples of schools during external evaluation.

This visit shall:

- i. provide on-site guidance and mentoring to EQAEs and thus improve their practice;
- ii. help EQAEs fulfil their responsibilities appropriately;
- iii. ensure that evaluation reports fulfil the six Cs;
- iv. provide guidance for CPD; and
- v. review the recorded evidence being gathered and fill the structured form in the education quality assurance handbook.

External evaluation may be chosen for an EQAM visit if

- i. it is the lead EQAE's first evaluation;
- ii. there is concern about the school; or
- iii. there is concern about the work of EQAEs.

8.5 Education Quality Assurance Readers (EQARs)

EQARs are a critical group of trained Education Quality Assurance evaluators who are skilled in writing and proofreading school evaluation reports.

They are expected to

- i. conduct EQA readings on all external evaluation reports; and
- ii. ratify all external evaluation school reports before they are published.

8.6 School Support Improvement Team (SSIT) and School Support Officers (SSOs)

SSITs and SSOs support schools by:

- i. ensuring improvement in teachers' teaching skills through regular CPD;

- ii. intervening in areas required for improvement as stated in the school external evaluation reports, especially for school teachers and head teachers/principals/centre supervisors.

CHAPTER NINE

REGULATIONS, STANDARDS AND COMPLIANCE

9.1 Compliance

Compliance with educational standards refers to the adherence of an educational institution to established guidelines, benchmarks and regulations set by relevant authorities. These standards are designed to ensure quality, effectiveness and equity in the educational system. Education standards encompass various aspects of education, including curriculum implementation, teaching methods, assessment of practices, learner support services, teacher qualifications, infrastructure and educational policies.

Entities Responsible for Setting and Ensuring Education Standards

Government agencies: Government bodies, such as the Federal Ministry of Education, state ministries of education and local government education authorities are responsible for setting and ensuring compliance with education standards.

Accreditation bodies: Agencies (FEQAS, SEQAS etc.) tasked with accrediting educational institutions based on professional standards. These bodies assess the quality and effectiveness of programmes and ensure that they meet the required benchmarks.

Professional organisations: Professional organisations (e.g., TRCN) establish standards for professional practice, competence and ethical behaviour. These standards guide educators in professional development and in maintaining high professional standards.

International organisations: Global entities (UNESCO, UNICEF, UKAid, USAID etc.) often develop frameworks and guidelines for education systems worldwide. They promote international cooperation, foster best practices and encourage member countries to align educational systems

with global standards.

Examination bodies: These agencies (including WAEC, NECO, NABTEB and NBAIS) play a vital role in ensuring the quality and credibility of assessment in the education system. They contribute to the development of knowledgeable and skilful individuals, facilitate recognition of qualifications and help maintain the standards of education.

9.1 Offences

An offence shall be defined as a breach of education law, an illegal act, or non-compliance with standards and regulations by educational institutions in contravention of the Educational Act (National Minimum Standards and Establishment of Institutions), 1985.

The following offences shall attract sanctions.

Schools:

- i. Obstructing access to the premises of educational institutions below tertiary
- ii. Refusing access to school records and documents
- iii. Failure to keep updated statutory school records
- iv. Non-compliance with/non-implementation of recommendations in the reports of external evaluations.
- v. Non-compliance with minimum education standards and regulations
- vi. Non-compliance with the TRCN Act and regulations
- vii. Failure to implement the National Policy on Education
- viii. Poor performance of learners in three consecutive public examination

ix. Decline in performance of a school in three consecutive public examinations

Incidences of examination malpractice

Failure to report any incidence of child abuse (physical, emotional, sexual, etc.)

Any unfortunate death of a learner in a school facility

Non-registration/accreditation of an educational institution

Evaluators:

- i. Poor(substandard) reporting of EQA activities
- ii. Compromising on EQA activities

9.1 Sanctions

Sanctions are measures imposed on institutions, organisations or individuals as a form of punishment, restriction or deterrent. The purpose is to address violations of standards and regulations and non-compliance with educational laws and policies.

These sanctions can range from warnings and fines to revoking school accreditation, which can severely affect an institution's reputation and ability to operate. Sanctions will play a significant role in ensuring quality in schools. Sanctions will serve as a deterrent against substandard practices in schools.

By monitoring and sanctioning schools that consistently fail to meet quality standards, authorities can identify systemic weaknesses and implement reforms to address them for overall improvement in the educational system. Imposing consequences for poor performance or non-compliance with quality standards will motivate school managers to take their responsibilities seriously and strive for continuous improvement.

It shall be the responsibility of the Federal Ministry of Education and state ministries of education to establish regulations, standards and compliance divisions/sections/units which will be responsible for imposing sanctions on schools for non-compliance with regulatory education standards.

CHAPTER TEN
NATIONAL EDUCATION QUALITY ASSURANCE POLICY
COMMITTEE (NEQAPC)

10.1 Responsibilities of the National Education Quality Assurance Policy Committee (NEQAPC)

The National Education Quality Assurance Policy Committee (NEQAPC) shall be responsible for driving the implementation of policy matters related to EQA activities in the country with a view to improving the quality of education in schools below tertiary.

The committee shall:

- i. foster synergy between national and state EQA bodies and other relevant stakeholders;
- ii. peer review EQA processes and practices in Nigeria;
- iii. promote research and innovation;
- iv. recommend national education benchmarks;
- v. ensure compliance with National Minimum Standards in Education;
- vi. ensure best global practices in EQA;
- vii. issue advisories on education from time to time; and meet yearly.

10.2 Membership of the Committee.

- i. Director FEQAS
- ii. Directors SSE, BE and STE.
- iii. Six (6) FEQAS Coordinating Evaluators representing each geo-political zone
- iv. 36 Directors, SEQAS and FCT EQA
- v. Director EQA NSSEC
- vi. Director EQA UBEC
- vii. Director, NERDC Curriculum Development

- ix. Director, Examination Ethics & QA (WAEC, NECO, NABTEB and NBAIS)
- ix. Director, Teacher Professional Development, TRCN
- x. Representative of Nigeria Union of Teachers.
- xi. Two (2) Representative, NGOs
- xii. Representative, National Association of Proprietors and Proprietresses of Private Schools.

IMPLEMENTATION GUIDELINES

FOR

**THE NATIONAL EDUCATION QUALITY
ASSURANCE POLICY**

1.0 INTRODUCTION

1.1 Background

Education Quality Assurance involves systematic monitoring, supervising, evaluating, assessing, regulating and reporting of educational programmes and practices to ensure that acceptable standards are set, attained, maintained and improved upon. It is a dynamic process that provides the needed guidance and support to schools for improved learning outcomes.

The Federal Ministry of Education, through the Federal Education Quality Assurance Service (FEQAS) Department, is the national body charged with coordinating a functional national EQA system and framework in collaboration with the 36 states, FCT and other relevant stakeholders.

1.2 Purpose of the Policy

The purpose of the policy shall include (but not be limited to) the following:

- i. Ensuring appropriate monitoring and supervision of schools for improved learning outcomes.
- ii. Implementing EQA processes and practices.
- iii. Providing public accountability and transparency in school management.
- iv. Ensuring credibility and integrity of the educational system.
- v. Ensuring compliance with educational regulations and standards.
- vi. Ensuring constant review and improvement in EQA activities.

1.3 Scope of the Policy

The policy shall be applicable to all tiers of government (federal, state and LGA) and to all public, private, military and police educational institutions below tertiary in Nigeria.

2.0 INSTITUTIONAL FRAMEWORKS AND RESPONSIBILITIES

Several government and non-government agencies are responsible for implementing the National Education Quality Assurance Policy.

The agencies and their responsibilities are listed below:

FME (FEQAS) — The Federal Ministry of Education, FEQAS Department, shall be the lead government agency for regulating policies, processes and practices relating to EQA in Nigeria.

SMoEs (SEQAS) — These agencies are responsible for implementing EQA policies, processes and practices at the state level in collaboration with the national body.

UBEC/SUBEB and NSSEC/SSSEB — These education Commissions/Boards shall collaborate with FEQAS/SEQAS for the harmonisation and implementation of the national EQA policy and instruments.

Educational Institutions below tertiary (formal and non-formal)

— These include all public and private schools, as well as non-formal educational centres in which learners below tertiary are educated. These shall be the centres for all EQA activities.

Examination Bodies (WAEC, NECO, NBAIS and NABTEB)

— They shall be responsible for certifying learners to transition to the tertiary level of education. FEQAS/SEQAS shall monitor the conduct of their examinations to ensure compliance with examination standards and regulations.

NERDC — The Nigerian Educational Research and Development Council shall collaborate with FEQAS to ensure the enforcement of the National Book Policy in schools and shall undertake the periodic review and implementation of the national curriculum.

NERDC, along with FEQAS/SEQAS, shall monitor learning resources (textbooks) periodically in schools below tertiary across the country

TRCN — The Teachers Registration Council of Nigeria shall collaborate with FEQAS/SEQAS to organize workshops, seminars and conferences for school leaders and teachers.

NEMIS — Data obtained by evaluators shall be collated and forwarded to the National Education Management Information System for analysis, documentation and reporting.

National EQA Policy Committee — The committee shall ensure collaboration with all relevant stakeholders and provide peer- review mechanisms for education quality assurance activities in Nigeria.

Non-Governmental Organisations (NGOs) — FEQAS/SEQAS shall collaborate with all relevant NGOs to ensure the implementation of NEQAP.

International Development Partners (IDPs) — FME (FEQAS Department) shall engage IDPs for technical and financial support as the need arises in the discharge of its mandate.

3.0 IMPLEMENTATION STRATEGIES

The following shall be the implementation strategies for the National Education Quality Assurance Policy:

i. External Evaluation (EE)

External evaluation is a process of assessing and analysing the performance, effectiveness and quality of services

provided by educational institutions. It shall be carried out once every three years by accredited evaluators. Education Quality Assurance (EQA) evaluation shall be implemented using the National Education Quality Assurance Handbook for Basic and Secondary Education in Nigeria.

ü. School Self-evaluation (SS-e)

School self-evaluation is a continuous process to support school improvement. It shall be carried out by school leaders at least once every term to assess performance, effectiveness and overall quality. The School Self-evaluation form contained within the National EQA Handbook will be used to carry out the evaluation. SS-e shall be validated and enhanced by EE carried out by trained and accredited teams of EQA evaluators.

iii. Follow Through Evaluation

Follow-through evaluation is a unique process of following up on the educational achievements of learners to ascertain that recommendations made for improvement in the quality of teaching and learning are implemented within a session.

iv. Special Evaluation

This is a process of assessing any aspect of a school's provision to either get a state or national view on a topic or an issue. It can also be used to obtain a view on specific subjects. It is carried out as the need arises. Special evaluation can be used to address issues of examination malpractices, cultism, learners' unrest, infrastructural gaps, care and safety concerns and so on in schools.

v. Accreditation Evaluation

Accreditation evaluation is conducted primarily to approve subjects for external examinations. It shall be carried out at the request of the head of the school for recognition purposes. Based on reports arising from visits, approval

may be given in full, provisionally or denied.

vi. On-the-Spot Monitoring and Supervision of Schools

This refers to regular and continuous monitoring, supervision and assessment of schools below tertiary. It shall be carried out to ensure compliance with education regulatory standards and is intended to bring about improvement in the management and administration of the schools as well as to provide support for improved learning outcomes. EQA evaluators (EQAEs) are to monitor and supervise at least two schools a week and submit their reports accordingly.

vii. Conduct of Public Examinations in Schools below Tertiary

EQA evaluators shall monitor the conduct of school and public examinations (NBAIS-SSCE, BECE, WASSCE, NECO, SSCE, NABTEB etc.) yearly using the national instrument for monitoring the conduct of public examinations. This will ensure that schools and examination bodies comply with rules, standards and regulations regarding the conduct of public examinations.

viii. Classroom Lesson Observations Education Quality

Assurance evaluators (EQAEs) shall observe and assess the effectiveness and quality of teaching and learning in meeting the full range of learners' needs, using the national instrument for classroom lesson observation.

ix. Assessment of Teacher Quality and Performance

This is a systematic and well-defined process of assessing the quality and performance of teachers. It aims at providing constructive and positive feedback for the professional growth of teachers. It shall provide the needed support for teachers in improving their skills and competencies

x. Monitoring of Learning Resources (Textbooks) in Schools

Evaluators shall monitor the quality of learning resources in schools using approved instruments.

xi. Monitoring Safe Schools Policy Initiatives

EQAEs shall monitor the implementation of the Safe Schools Policy in schools across the country to determine the level of compliance and make appropriate recommendations.

xii. Skilling of School Leaders and Teachers

FEQAS/SEQAS shall organise workshops, seminars and conferences for school leaders and teachers to improve their performance.

4.0 EVALUATION SCHEDULE

The evaluation schedule (ES) consists of a set of nationally agreed indicators, criteria and aspects to be evaluated in every school (public and private) below tertiary to determine the effectiveness and the quality of the education received by learners. Evaluators shall use the schedule to assess the outcomes for learners, evaluate the quality of education provided and the effectiveness of the leadership and management in continually improving the school.

5.0 EVALUATORS' RESPONSIBILITIES

All EQA policies, processes and practices shall be implemented by well-trained/tooled and accredited EQAEs, focusing on quality of outcomes for learners. The process and practice shall require a productive and cordial relationship between the national and state Education Quality Assurance bodies.

6.0 IMPLEMENTATION TOOLS/INSTRUMENTS

The following tools/instruments shall be used to implement the National Education Quality Assurance Policy:

- i. National Education Quality Assurance Handbook for Basic and Secondary Education in Nigeria.
- ii. National Instrument for On-the-Spot Monitoring,

- Supervision and Assessment of Schools.
- iii. National Instrument for Monitoring the Conduct of Public Examinations.
 - iv. National Instrument for Classroom Lesson Observations.
 - v. National Instrument for Assessing Teacher Quality and Performance.
 - vi. National Instrument for Monitoring Learning Resources (Textbooks).
 - vii. National Tool for Monitoring Safe Schools Policy Initiatives
 - viii. Any other instrument that may be deemed necessary from time to time.

7.0 EDUCATION QUALITY ASSURANCE REPORTS

An EQA report comes out of the collective decision reached on all the evaluation aspects of a particular school/learning centre by a team of evaluators. It involves each evaluator writing on assigned aspect(s) following the format provided in the Education Quality Assurance Handbook. EQAEs must be skillful in report writing. Recommendations made in the reports are to be implemented by policy makers, schools and relevant stakeholders.

8.0 CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

CPD of evaluators, school managers and teachers shall be carried out on regular basis for effective and efficient service delivery. Training/tooling of evaluators is needed to build their capabilities and competencies. Evaluators shall be provided with tools and materials needed to carry out their duties.

9.0 FUNDING

EQA activities shall be funded by the three tiers of government (federal, state and LGAs) through annual budgetary provisions, support from intervention agencies (UBEC, NSSEC), NGOs and donor partners to enhance EQA activities.

10.0 REGULATIONS, STANDARDS AND COMPLIANCE

Evaluators shall ensure compliance to educational standards, established guidelines and regulations set by relevant

authorities. Non-compliance by educational institutions shall attract appropriate sanctions as prescribed in the Education (National Minimum Standards and Establishment of Institutions) Act, 1985.

11.0 REVIEW

The policy document shall be reviewed every five years to address emerging issues in EQA and the education sector. The approval of the policy shall necessitate a review of the Education (National Minimum Standards and Establishment of Institutions) Act, 1985 No. 16 Part II 15–18 to provide appropriate sanctions for non-compliance with educational standards and regulations

DEFINITION OF TERMS

Accreditation evaluation – Evaluation conducted in a school (up to the senior secondary level) when new subjects have been taught in the school or when a school is registering candidates for external examinations for the first time. Based on reports arising from visits, approval may be given in full, provisionally or denied.

Accreditation of external evaluators – Process of selecting, training/tooling, assessing, and certifying education officers to become Education Quality Assurance evaluators. Code of conduct – A set of rules, principles, values, expectations, and behaviours considered necessary to enhance the performance of evaluators.

Education Quality Assurance – The processes of monitoring, assessing, evaluating and reporting objectively, based on agreed quality standards, on all aspects of school life to ensure that acceptable quality standards are attained, maintained and improved upon continually.

Examination malpractice – A deliberate and improper action aimed at gaining an undue advantage before, during or after examination and which runs contrary to the rules and regulations for conducting any examination.

External evaluation – A new cycle of Education Quality Assurance in schools that focuses on quality; it is carried out by accredited external education evaluators.

External evaluators – Education Quality Assurance evaluators, trained, tooled and accredited to carry out new styles of evaluations in schools below tertiary. In the past they would have been referred to as inspectors.

Follow-through evaluation - Follow-through evaluation is a unique process of following up on the educational achievements of learners. It is a process of ascertaining how well recommendations made for further improvement have been implemented.

Learners – Children of all ages, receiving education in formal and non-formal settings below tertiary.

Quality standards – Nationally agreed standards are the goals to which all stakeholders in education should aspire. Schools should aim to perform above the standards.

School – All government and private institutions, 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.

School development plan – A conceived method of achieving an agreed set of specific short-, medium- and long-term goals by stakeholders of a school, based on its vision, mission and the quality of education it provides.

School self-evaluation (internal evaluation) – A continuous process that is complemented by validation from time to time by external evaluation.

Shadow evaluation – A process of constantly mentoring a new evaluator so that he/she may acquire useful skills to enable him/her to function effectively as an evaluator.

Special evaluation – This is a process of assessing any aspect of a school's provision to either get a state or national view on a topic or an issue. It can also be used to obtain a view on specific subjects. It is carried out as the need arises. Special evaluation can be used to address issues of examination malpractices, cultism, learners' unrest, infrastructural gaps, care and safety concerns and so on in schools.

Whole school evaluation – The process of judging quality across a whole school; it includes both school self-evaluation and regular external evaluation.

CONTACT DETAILS:

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