ARTICLE

AUTISM SPECTRUM DISORDER

BY MRS INJA H. I



WHAT IS AUTISM? Autism Spectrum Disorder (ASD) is a complex developmental disability that is marked by impairment in the social communication and interaction as well as restricted/repetitive behaviour, interest or activities. Although, the characteristics of ASD differs from person to person, common effects of the disorder include the following.

- Ø Trouble understanding social cues and conversational language styles.
- Ø An inflexible adherence to a nonfunctional routine or ritual.
- Ø Repetition of movements or words and phrases.
- Ø Hypea or hyporeactivity sensory inputs eg adverse response to specific sounds.
- Ø A persistent preoccupation with objects or narrowly focused topics of interest.

While most people possess some of these characteristics, it is the excessive presence of these characteristics that makes life challenging for individuals with ASD and therefore dictates the need for special supports. ASD is a neurological disorder, which means that individuals with the disorder often have difficulty controlling certain behaviours.

Furthermore, certain underlying psychological and medical bases of the disorder affect how students process information and behave in the classroom. It is important to note that these behaviours are neurologically based and do not represent willful disobedience or noncompliance.

There is a rise in the number of children on the Autism Spectrum Services for persons on the spectrum have expanded over the years. It is important that quality services and programmes to meet rigorous quality standards are made available to cater for persons on the spectrum throughout their life span. This will ensure positive outcomes for the individuals and their families. It is important to note that every child can learn, every child must learn, and every child will learn. Children on the autism spectrum have secret language stoppers that need to be addressed by each caregiver or teacher. These secret language stoppers are what parents and teachers mistakenly activate every day that is responsible for language delays in children with ASD

There are various ways children on the spectrum use to get attention, these are:

- Ø Crying, pointing at things, punching, melt down, head banging etc
- Ø Hitting, Slapping, Biting
- Ø Shouting
- Ø Using body as tools
- Ø Doing the things, they know not to do.

They are using these behaviours to communicate. All forms of behaviours are ways of communication, either positive or negative. When parents or caregivers/teacher tolerate these behaviours, they are encouraging these children to remain non-verbal.

Steps to deactivate secret language stoppers:

- Ø Check your thoughts.
- Ø Slow down.
- Ø Explain to your child using simple language to show that you do not understand what they are saying.
- Ø Assessment – be a detective.
- Ø Do not respond to the secret stoppers.
- Ø Give your child another way to communicate.

There are seven (7) steps to activate and accelerate speech in children with ASD. The seven steps are:

- Ø Do your assessment and make a plan.
- Ø It is floor time or table time.
- Ø Enrich your child's environment.
- Ø Teach imitations and play skills.
- Ø Respond fast to all skills.
- Ø Engage in activities that will improve your child's mouth muscle.

Never give up.

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FEDERAL MINISTRY OF EDUCATION

FEQAS NEWSLETTER

A PUBLICATION OF FEDERAL EDUCATION QUALITY ASSURANCE SERVICE DEPARTMENT

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KEYNOTE ADDRESS BY MR ANDREW DAVID ADEJO, OON, PERMANENT SECRETARY, FEDERAL MINISTRY OF EDUCATION DELIVERED AT THE NATIONAL SENSITIZATION WORKSHOP ON EXAMINATION MALPRACTICE IN NIGERIA ORGANIZED BY NATIONAL EXAMINATIONS COUNCIL, MINNA, NIGER STATE

Examinations, we would all agree, is unarguably, the primary method of assessing learners' skills and knowledge. These exams come in the form of primary school exams, secondary school exams, those conducted in higher learning institutions and those conducted for specific purposes e.g job placement and other competitive means of determining options from a wide variety of choices.

Some people hold the view that examinations are not a true test of knowledge, but they are yet to come up with a better means of knowing if someone has a good understanding of what S/he was taught or learned. This school of thought can only be correct when you limit examinations to formal modes without considering that informal methods also give equally good means of transmitting knowledge and need to be assessed as to the extent to which knowledge transferred is retained.

Thus, examinations still remain very important and that is why we need to ensure that they serve the purpose for which they are meant, that is, assessing the extent to which knowledge and skills are acquired, adapted and utilized. It is the importance of examinations that has informed malpractices because everyone wants to get a positive assessment, which simply means everyone wants to pass examinations.



MR ANDREW DAVID ADEJO, OON
PERMANENT SECRETARY,
FEDERAL MINISTRY OF EDUCATION

What is Examination Malpractice and why should it be a cause of worry?

Examination malpractice can be defined as one or all of the following:

(a) improper or illegal conduct by an examination candidate (examinee) with the intention of passing the examination,

(b) improper conduct by an examiner, examining body, parents, relations, friends, well-wishers etc to help a candidate pass an examination and

(c) deliberate alteration to procedures for an examination and/or change in examination process to favour a candidate or group of candidates.

In other words, **it is a deliberate and improper action aimed at gaining an undue advantage before, during and after examination and which runs contrary to the rules and regulations for conducting examinations.** With these definitions, it is thus clearer how the theme for this sensitization workshop will seek to address the major players involved in examination malpractice and that is everybody.

Like every ill in Nigeria today, examination malpractice is becoming a commonplace. Students indulge in it. Parents encourage it. Teachers and examination officials aid and abet it. Sadly enough, it could be premised on the perception that everyone in Nigeria cheats: "people in power, top civil servants, contractors, judges, soldiers, policemen, pastors, imams and even children!!!!". This then begs the question: "Who doesn't cheat?"

In discussing the issue of examination malpractice, I will examine the value of education to us as a country as all our actions are intricately linked to the value systems we presently have today.

Education is an invaluable tool for the socio-economic development of any nation especially if that nation seeks to produce responsible and respectful citizens. Education also prepares the youths to face future challenges and help the country meet her manpower requirements. Quite unfortunate and alarming is the fact that examination malpractice has eaten deep into the fabric of the education sector that many students find it difficult to prepare for

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examination but rather prefer waiting for "EXPO" and or SORT anyone in the examination chain (lecturer, supervisor, invigilator, monitor etc) either with cash or in kind.

Examination malpractice is fueled by the collapse of the societal value system and the prevalence of moral decadence resulting in over-emphasis on paper qualification, recruitment of unqualified and incompetent teachers, poor learning environment, poor study habits of students,inadequate coverage of the syllabus, connivances with and collaboration of agencies involved in the conduct of examination etc.

Examination malpractice is so prevalent in Nigeria that examination bodies like NECO, WAEC and JAMB had cancelled or withheld students' results years back and of course continue to do so. This monster that is growing with us must be tamed through the collective actions of all the stakeholders as it is inimical to the intellectual and economic growth of our nation.

Permit me to share with us some acts that constitute examination malpractice, they include:

- Leakages of examination papers,
- Inscription on bodies,
- Impersonation,
- Multiple registration/entry by candidates,
- Bringing in of foreign items into examination hall,
- Collusion among candidates,
- Spying (Giraffing),
- Collusion between candidates and officials (through bribery,blackmail, physical threat),
- Use of coded sign language,
- Assault and intimidation against officials,
- Mass cheating,
- Whispering of answers,
- Substitution of answer sheets during or after examination,
- Demand for new test results by parents,
- Bringing in textbooks,
- Passing of papers in the hall,
- Adjustment of marking schemes,
- Sale of "live" question papers ,
- "Expo",
- Sale of blank answer sheets,
- Misuse of digital technology,
- Patronizing Miracle centres.

To be continued on next edition

FEQAS DEPARTMENT AT A GLANCE

Federal Education Quality Assurance Service (FEQAS) Department is one of the professional Departments in the Federal Ministry of Education. It comprises the HQ, 36 State Offices and FCT.

The Department has a total of 1097 Members of Staff.

1. Directors	(GL 17)	- 96
2. Evaluators	(GL 13-16)	- 439
3. Educ. Officers	(GL 08-12)	- 187
4. Support Staff	(GL 04-07)	- 375

Editorial



The FEQAS Newsletter is produced by Federal Education Quality Assurance Service Department to replace the quarterly newsletter known as **Inspectorate News** which is now moribund. This edition is geared towards highlighting the activities and programmes of FEQAS as a Department.

The Newsletter will provide a platform for sharing professional ideas, experiences expertise, and proffering solutions to challenges of EQA. It will bring to light emerging issues on EQA and help to popularize information on FEQAS activities and programmes as well discuss issues relating to EQA policies, processes and practices. It will also serve as a link for all FEQAS officers nationwide.

It is our hope that all stakeholders in education will find this Newsletter useful. It is quite informative and educative, please go ahead and read.

I am delighted to acknowledge and appreciate all those who provided the articles published in this edition as well as the Director FEQAS for this laudable initiative.

Finally, I give Kudos to the editorial team for a job well done.

Adama S. James
Co-ordinating Editor

ARTICLE

EDUCATION QUALITY ASSURANCE WHAT IS ?

BY AHMADU I. O & CHIDINMA ONUOHA

Quality Assurance in education is a paradigm shift from the former practice of school inspection to a monitoring and evaluating process that provides a new operative mode of evaluation, it ensures that evaluation processes and practices are carried out according to set standards that bring about improvement in outcomes for learners. It is defined as a systematic assessment procedure to monitor performance against objectives and ensure achievement of quality, equity and equality. It is a process of monitoring, assessing, evaluating and reporting objectively based on agreed quality standards, all aspects of school life to ensure that acceptable quality standards are attained, maintained and improved upon continually. It is important for accountability as well as to support ongoing development of schools and improvement of teaching and learning activities. Thus, Quality Assurance is the sum total of the activities aimed at achieving that required standard expected in education.

Education Quality Assurance is the success with which an institution provides educational environment which enables learner to effectively achieve worthwhile learning goals including appropriate academic standards. It involves the systematic review of educational provisions, progress and process to maintain and improve the quality, equity and efficiency of education. It also involves a systematic monitoring, evaluating, regulating and reporting of educational programmes and practices to ensure that acceptable quality standards, which are the goals for which all learners, teachers, staff and all other stakeholders in education aspire to achieve, are attained and maintained. Quality standards focus on improving learning outcomes, therefore should not be seen as ceilings for schools as quality assurance is about **continuous improvement. These quality standards include Learners, achievement and participation, the quality of Teaching and Learning, Curriculum and other Activities, Care, Guidance and Safety, the quality Learning environment and Leadership and Management.**

Quality Assurance is a dynamic process that provides the needed guidance and support to schools for improved learning outcomes for learners. The process is open as the same quality standards and indicators are used for external and internal evaluations and are made known to all stakeholders. The findings inform national and state planning, training and policy developments.

Education Quality Assurance approaches include mechanisms that have different but complementary purposes. Ideally, they are part of a coherent, integrated system, supporting and reinforcing each other. This productive synergy ensures a clear focus on school development and improved learning outcomes.

Principles of Education Quality Assurance

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

- The findings of QA evaluation, both SS-e and EE contribute to school improvement;
- The process of QA promotes inclusion of all learners (inclusive education);
- Quality assurance is carried out openly with those being evaluated;
- All quality assurance evaluators use the same quality standards and the quality indicators which must be made known to all stakeholders;
- The findings of quality assurance evaluators are valid, reliable and consistent; and
- The outcomes of evaluation shall inform education policy, planning, training; and intervention for school improvement.

Ideals that Underpin Education Quality Assurance are

- Evaluation act in the interest of learners and, where relevant, their parents, to encourage high quality provision;
- It is impartial, evaluative and diagnostic, assessing quality and compliance, and providing a clear basis for improvement;
- The purpose and the procedures to be used are communicated clearly to those involved;
- Evaluation invites and takes account of SS-e by those being evaluated;
- Evaluation is carried out objectively by those who have sufficient and relevant professional experience, expertise and training;
- Judgments are based on systematic evaluation and criteria which reflect a common understanding about quality;
- Evaluation informs administration, policy makers and other education practitioners about the quality of education provision;
- It eliminates all risks to learners by taking proper account of assessment of safeguards on health, well-being, and the needs of learners, especially the vulnerable and those with special needs.

Strategies for Establishing Quality Assurance in Education

The strategies used for quality assurance in education include:

Monitoring: It refers to the process of collecting data at intervals about ongoing projects or programmes within the school system. The aim is to constantly assess the level of performance with a view to finding out how far a set objectives are being met (Ehindero, 2001).

Evaluation: This is a formal process carried out within a school setting. It is based on available data which are used to form conclusions. It could be formative or summative. The aim of evaluation, a quality assurance strategy, is to see how the system can be assisted to improve on the present level of performance (formative) (Ijaiya, 2001).

Supervision: Supervision might involve inspection, but it goes beyond inspection and includes attempt at bringing about improvement in the quality of instruction. It involves staff as essential part of the process. It is a way of advising, grinding, refreshing, encouraging and stimulating staff (Onocha, 2002).

Inspection: Usually involves an assessment of available facilities and resources in an institution with a view to establishing how far a particular institution has met prescribed standards, it is more of an assessment rather than an improvement induced exercise (West-Burham, 1994).

Quality Control: The issue of quality control cannot be over-emphasized. It is one of the strategies for establishing quality assurance in the education system at all levels. Ojedele (2007) views that; quality control should be of concerns to the country in its drive towards technological development. For this to be successfully carried out, there is need to examine the qualification of teachers, teachers by gender, the adequacy of the curriculum, availability of equipment in the required number as well as the proper use of the processes involved in the various skills to ensure that the finished products are of high standard.

1. Quality assurance is not just a process but a complete system to assure quality including control while Control focuses on fulfilling quality requirements, it is more of an inspection aspect of quality assurance
2. Quality Assurance is a proactive approach while Control is a reactive approach
3. Quality Assurance involves all the processes of managing quality while Control is used to verify quality.

ARTICLE

IMPROVING THE QUALITY OF EDUCATION IN SCHOOLS

By Adegboye Adebola

Quality education refers to a system of education that is effective, relevant and accessible to all learners regardless of their background or socio-economic status. It provides learners with the appropriate knowledge, skills, values and competencies they need to succeed in their personal and professional life. It is an education that meets learners needs and prepares them for future challenges. Quality education emphasizes not only the acquisition of academic knowledge but also the development of the critical thinking, problem-solving, communication and all other necessary skills needed to function and compete globally. It is designed to help learners develop a lifelong desire for learning, become responsible citizens and contribute positively to society. It also takes into account the unique needs and abilities of individual learners and strives to provide personalized learning experiences that meet their specific needs and interests.
Quality Education takes place in environments that are healthy, safe, protective, gender-sensitive with adequate resources and facilities.

Improving the quality of education in schools poses a serious challenge that requires a collaborative effort from all critical stakeholders: parents, administrators, teachers, learners, and policymakers. Each has a vital role in ensuring that quality teaching and learning takes place for improved learning outcomes. Certain strategies can help to improve the quality of education in schools. Such strategies include among other things.

Provision of a Rich Curriculum:
Quality education is provided only through a rich, relevant, comprehensive and innovative curriculum which is crucial for ensuring that **learners** receive a well-rounded education that prepares them for success in all aspects of life. A rich curriculum is one that offers a variety of subjects and learning experiences including not just mathematics and sciences but also the arts, humanities, social sciences, physical education and more. A rich curriculum develops well-rounded learners with a broad range of knowledge, skills and experiences who are better prepared for challenges in life. It fosters creativity, encourages critical thinking, supports social and emotional learning and prepares them for job prospect. This can be achieved in collaboration with experts, parents, teachers, community members etc to identify areas of needs and develop strategies for meeting those needs. The school curriculum must adapt and evolve over time to meet the challenging needs of learners and society as a whole.

Employment of High-Quality Teachers:
High-quality teachers are essential in providing a high-quality education, they have a significant impact on achievements. They engage and motivate students, provide effective instruction and help learners develop critical thinking, problem-solving and analytical skills. High-quality teachers serve as role models and create a positive learning environment. Opportunity should be provided for teachers for continuous professional training and development. This will help them to stay up-to-date with the latest methods, strategies and technology, that would help to improve teaching effectiveness and aid learning.

Setting Clear and Achievable Learning Goals:
Teachers should have a clear and distinct idea of what they expect their learners to achieve and have a way of measuring learners progress. Setting clear learning goals would help teachers and learners to be focused on what to accomplish. Teachers should define specific, measurable, attainable, relevant and time-bound (SMART) learning goals for their students. Setting high expectations for students and providing them with the necessary support and guidance they require will help them to achieve their full potentials.

Use of Effective Teaching Strategies:
These refer to the various methods and techniques that teachers use to engage learners in the learning process and help them acquire new knowledge and skills. These strategies help the learners to become engaged, participative and critical thinkers. Effective teaching strategies such as differentiated instruction, project-based learning and active learning can help students learn better. Active learning involves engaging learners in learning activities such as group work, problem-solving and hands-on-projects. This approach encourages learners to take ownership of their learning and to help them retain information better. Teachers should use a variety of these strategies to engage their learners and help them to learn at their own pace.

Creation of a Positive Learning Environment:
The learning environment is critical to teaching and learning as it has a significant impact on the educational experience and outcomes of learners. A positive, supportive and engaging environment can help learners achieve their full potential. A positive learning environment that is serene, conducive, safe, secure, violent-free, non-discriminatory, gender-friendly and well- supported with adequate facilities and equipment will enhance quality teaching and learning. Teachers should create a friendly, welcoming and inclusive classroom environment that promotes respect, kindness and empathy. Such a learning environment will encourage high academic attainment and learners' well-being.

- to be continued...

From The Desk Of the Director
FEDERAL EDUCATION QUALITY ASSURANCE SERVICE DEPARTMENT

It is with honour and privilege that I present to you the maiden edition of the Federal Education Quality Assurance Service (FEQAS) Department's Newsletter tagged "FEQAS Newsletter". The Newsletter will keep you informed about the activities and achievements of FEQAS Department and other issues that are related to Education Quality Assurance processes and practices.
As the Director in charge of all activities and programmes of the Department, I am proud and highly thrilled to have this opportunity to communicate with you directly and to share our common views and aspirations on issues of quality of education in schools below tertiary, now and in our subsequent editions.
As we embark on this journey of communicating with you, I would like to express my appreciation to the entire Management Team of the Federal Ministry of Education, for their continued support and interest in our mandates.To me, this is very important because everybody must be concerned about the quality of education in our schools. We are all critical stakeholders in this "project" called QUALITY EDUCATION IN NIGERIAN SCHOOLS BELOW TERTIARY. For us to achieve the mandates of FEQAS, I solicit your support and partnership and we look forward to getting feedback and suggestions as we continue to improve.
The FEQAS Management Team is looking forward to improving our processes and practices to ensure that we provide the highest quality of service in EQA.
Before I allow you to read this maiden edition, I want to leave you with this quote from Audrey Hepburn" A quality education has the power to transform societies in a single generation, provide children with the protection they need from the hazards of poverty, labour, exploitation and diseases, and giving them the right knowledge and confidence to reach their full potentials".

Finally, I would like to express my gratitude to our Editorial Team for their hard work and painstaking efforts in putting this piece together, I hope that you will find it informative, interesting and engaging as it gives you a better perspective and understanding of the activities of FEQAS Department.

Thank You and God bless.

Adegboye, A. Adebola
Director, Federal Education Quality Assurance Service Department

ACRONYMS IN EQA

BECE	Basic Education Certificate Education
CDP	Continuous Professional Development
CE	Coordinating Evaluator
CS&P	Curriculum Standards and Pedagogy
ECCD	Early Child Care and Development
EE	External Evaluation
ES	Evaluation Schedule
EQAS	Education Quality Assurance Service
FEQAS	Federal Education Quality Assurance Service
FME	Federal Ministry of Education
HR	Human Resource
JAMB	Joint Admissions and Matriculation Board
LEA	Local Education Authority
LRC	Learners' Representative Council
MLA	Monitoring Learning Achievements
NABTEB	National Business and Technical Education Board
NBTE	National Board for Technical Education
NCE	Nigerian Certificate in Education
NECO	National Examinations Council
NGOs	Non-Governmental Organizations
NEQAB	National Education Quality Assurance Body
NEQAP	National Education Quality Assurance Policy
NEQAEs	National Education Quality Assurance Evaluators
NERDC	Nigerian Educational Research and Development Council
NSSEC	National Senior Secondary Education Commission
ODD	Observation, Documentation and Discussion
P&PI	Planning and Policy Implementation
PTA	Parents Teachers Association
QAEs	Quality Assurance Evaluators
SBMC	School Based Management Committee
SDP	School Development Plan
SEF	Self Evaluation Form
SEQAB	State Education Quality Assurance Body
SEQAEs	State Education Quality Assurance Evaluators
SSCE	Senior Secondary Certificate Examination
SS-e	School Self-evaluation
SMoE	State Ministry of Education
SUBEB	State Universal Basic Education Board
TRCN	Teachers Registration Council of Nigeria
UBEC	Universal Basic Education Commission
WAEC	West African Examinations Council
WASSCE	West African Senior Secondary Certificate Examination
WSE	Whole School Evaluation

FEDERAL EDUCATION QUALITY ASSURANCE (EQA)SERVICE

BACKGROUND AND CONTEXT

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

It is a systematic procedure for assessing the effectiveness, efficiency and appropriateness of service provided. It involves the systematic review of educational provisions to maintain and improve its quality, equity and efficiency. It deals with quality management and evaluation measures adopted by schools and external agencies to monitor, supervise and evaluate educational inputs and outputs processes.

PURPOSES

- Maintain and improve educational standards in schools below tertiary
- Ensure appropriate development of learners for improved learning outcomes
- Provide public accountability/transparency in school management.
- Ensure credibility and integrity of the education system.
- Ensure compliance to education regulations and standards.
- Ensure constant review and improvement in EQA policies, processes and practice.

VISION

To have a dynamic quality assurance system that ensures effective and efficient education delivery below tertiary.

MISSION

To set agreed nationl education standards that ensure optimal attainment in all institutions below tertiary through quality assurance processes that guarantees efficient and effective curriculum delivery and good educational management for improved learners' achievement in a globally competitive environment.

CORE VALUES

- Accountability.
- Collaboration.
- Integrity.
- Quality service.

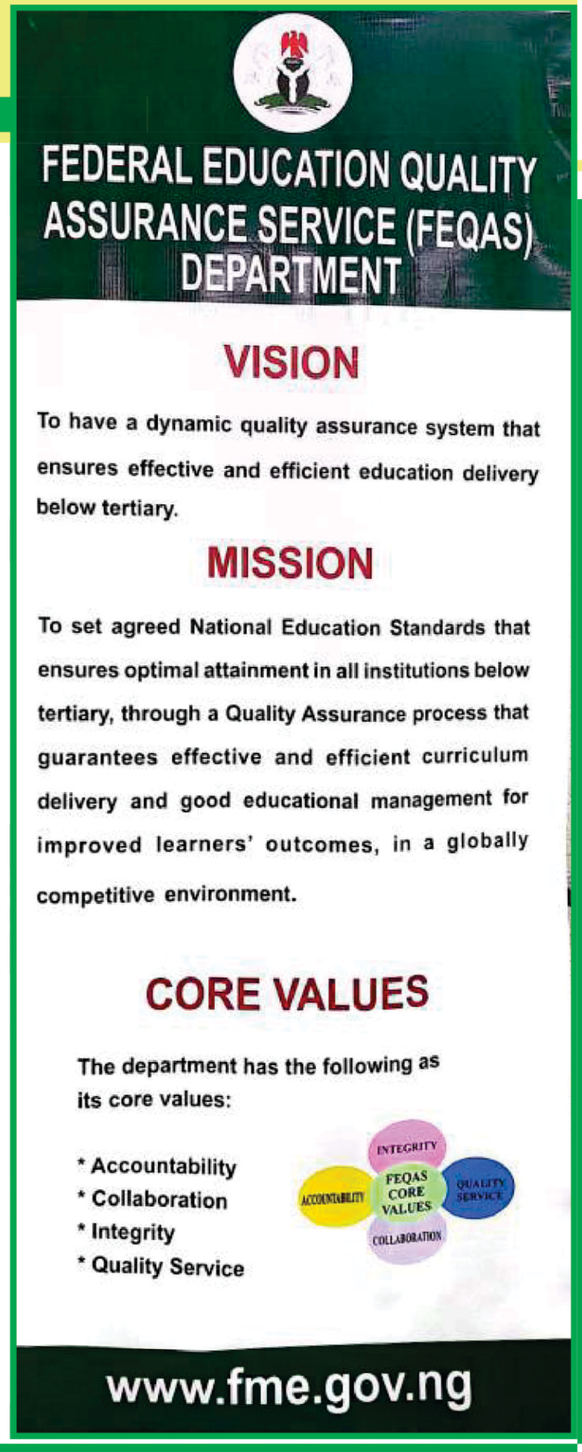
FUNCTIONS

- Co-ordinate the development of a functional national EQA system and framework in collaboration with states, FCT and other stakeholders
- Work with the states to organise external evaluation of public and private school over an agreed cyclcle
- Support capacity development of states and FCT including monitoring of evaluators to carry out EQA functions effectively
- Work with states to produce and disseminate national EQA documents and advocacy materials to all tiers of government, schools, evaluators and the wider public
- Collate and analyse EQA annual reports of states and FCT to identify nationwide trends and patterns in the quality of education.
- Produce and disseminate widely , Annual National State of Education Reports with inputs from states and FCT.
- Work with states to train, accredit and maintain a data base of qualified EQA Evaluators in Nigeria
- Establish with other stakeholders a national code of conduct and practice of EQA in Nigeria and ensure compliance,; and
- Advise all tiers of government and private school proprietors to use the outcomes of evaluation to inform policy, planning, training and interventions to facilitate school improvement.

QUOTES

- Quality is never an accident; it is always the result of an intelligent effort.
  -John Ruekan
- A quality education grants us the ability to fight the war on ignorance and poverty.
  -Charles B. Range
- Every child should have the opportunity to receive a quality education.
  -Bill First
- Inclusive, good-quality education is a foundation for dynamic and equitable societies.
  -Desmond Tutu
- If we provide quality education to one generation, poverty will automatically be eradicated from the society.
  -Arvind Kyrioval.
- A quality education has the power to transform societies in a single generation, provide children with the protection they need from the hazards of poverty, labour exploitation and disease and provide them the privilege, skills and confidence to reach their full potentials .
  -Audrey Hepburn
- The best way to fight poverty is to empower people through access to quality education.
  -John Legend
- We cannot, as a country improve economically, socially and culturally without quality education.
  -Lucio Tan
- Education is the most powerful weapon we can use to change the world.
  -Nelson Mandela
- The right to a quality education is, I believe the perfect path to bridge the gap between different cultures and to reconcile various civilizations. Without such a right, the values of liberty, justice and equality will have no meaning, ignorance is by far the biggest danger and threat to humankind.
  -Moza Bint Nasser





EVOLUTION OF FEDERAL EDUCATION QUALITY ASSURANCE SERVICE

INTRODUCTION

The Federal Education Quality Assurance Service (FEQAS) is one of the strategic and professional Departments in the Federal Ministry of Education that is saddled with the responsibility of setting, maintaining and improving standard of Education in Nigeria.

In view of this, FEQAS is given the mandate to evaluate all the schools below tertiary in Nigeria.

However, FEQAS success story cannot be treated in **isolation** without tracing its brief history.

BACKGROUND STUDY

The creation of twelve states in1967 raised a great concern about the possible emergency of divergent educational standard and practice in the country. Consequently, the Federal Inspectorate Service Department was established in 1973 in recognition of the need for the Federal Ministry of Education to provide leadership in policies for the purpose of planning quality assurance and maintenance of uniform standard nationwide. Initially, The FIS existed as a semi- autonomous body until 1988 when the Civil Service reorganization Decree No 43 made it lost its semi autonomy and it became a Department of the Federal Ministry of Education. The National Policy on Education1988 and 2004 mandated the Department to achieve the following:

OBJECTIVES

- Set maintain and improve standards in all aspects of the schools.
- Ensure uniform standard and quality control of instructional activities in schools below tertiary through regular inspection and continuous supervision.
- Obtain information on problems and difficulties of teachers and institutions and proffer practical solutions to them.
- Encourage dissemination of information on innovation and progressive educational principlesand practicesin the school system through publications, workshops, meetings seminars, conferences, etc.

In the year 2007, the National Council on Education (NCE) approved for implementation of the Quality Assurance process and practice in schools below tertiary. The Federal Ministry of Education through the Federal Inspectorate Service (FIS) now Federal Education Quality Assurance Service (FEQAS) continue taking the giant strides in implementing the approval. Thus, the Whole school evaluation approach was used for conducting Education Quality Assurance in schools. There were series of training over time as supported by the Department For International Development (DFID) through the Education Sector Support Programme in Nigeria (ESSPIN). The support culminated into the development of the National Education Quality Assurance Handbook for Basic and Secondary Education in Nigeria (2010) and the National Education Quality Assurance Policy (2014).

Since the nomenclature of the Department changed from Federal Inspectorate Service (FIS) to Federal Education Quality Assurance Service (FEQAS) in line with the paradigm shift from "inspection" to Quality Assurance" in tandem with Global Best Practices, FEQAS has evolved overtime with success stories which includes the following.

FEQAS PAST ACHIEVEMENTS

i. Successful conduct of Operation Reach All Secondary Schools (ORASS), 2006

ii. Adoption of Whole School Evaluation.

iii. Production of Quality Assurance Handbook for schools below tertiary in Nigeria.

iv. Production of National Education Quality Assurance Policy (NEQAP).

v. Retooling of Evaluators and Supervisors of education for quality assurance

vi. Production of Instrument and Manual for Monitoring Curriculum Delivery below Tertiary.

It's important to emphasize that till date FEQAS has carried out evaluation of more than Two Thousand schools in Nigeria below tertiary, conduct workshops, training and retraining Evaluators, Principals, Vice principals and Heads of schools. Also, production and publication of manuals for entrepreneurial and trade subjects from Curriculum Standards and Pedagogy Division. Magazines and Journals from Policy and Planning Division all in line with the mandate of FEQAS Department.

2022 PROGRAMMES AND ACTIVITIES OF FEQAS DEPT.

1. CONFERENCE OF D.FEQAS WITH DCEs
2. EXTERNAL EVALUATION OF 157 SCHOOLS BELOW TERTIARY
3. ACCREDITATION EVALUATION OF ENTREPRENEURIAL SUBJECTS IN 42 FUCs
4. MONITORING OF EXTERNAL EXAMINATION (NECO SSCE) IN 72 FUCs
5. TOOLING OF 35 NEWLY POSTED EDUCATION OFFICERS
6. ACCREDITATIONS OF 220 EVALUATORS
7. MONITORING OF CURRICULUM IMPLEMENTATION AND PEDAGOGICAL STRATEGIES IN NON-FORMAL CENTRES

FEDERAL MINISTRY OF EDUCATION
FEDERAL EDUCATION QUALITY ASSURANCE SERVICE (FEQAS) DEPARTMENT
JANUARY- MARCH 2023 MONITORING AND SUPERVISION OF SECONDARY SCHOOLS ACROSS THE SIX GEO-POLITICAL ZONES

NORTH-CENTRAL

FCT

1. FEDERAL GOVERNMENT BOYS` COLLEGE, ABUJA (WUYE CAMPUS)
2. FEDERAL GOVERNMENT BOY COLLEGE (APO CAMPUS)
3. BLOSSOM RIGHT ACADEMY DURUMI GARKI
4. GOVERNMENT SEONDARY SCHOOL, WUSE, ZONE 3, ABUJA
5. GOVERNMENT SECONDARY SCHOOL, AIRPORT, ABUJA
6. GOVERNMENT SECONDARY SCHOOL, TUDUNWADA, ABUJA
7. LUGBE INTERNATIONAL COLLEGE, LUGBE
8. BRISTOL ACADEMY, KARU
9. THE VINE KIDDIES, NYANYA
10. SHEPHERDFOLD ACADEMY PRINCE AND PRINCESS ESTATE, ABUJA
11. SALEM ACADEMY, LUGBE
12. CAPVILLE SCHOOLS, GWARIMPA
13. CHRISTABEL SCHOOLS, WUYE
14. NIGERIAN TULIP INTERNATIONAL COLLEGE, WUSE 2
15. AL-LIMU INTERNATIONAL ACADEMY, PRINCE AND PRICESS ESTATE, GARKI
16. JUNIOR SEC. SCHOOL, KARU
17. GOVT. GIRLS SCIENCE SEC. SCH., KUJE
18. COCIN ACADEMY, GARKI ABUJA
19. ANGEL CROWN INT`L SCHOOLS, ABUJA
20. THE BRITISH OASIS ACADEMY, ABUJA

BENUE STATE

1. GOVERNMENT COLLEGE, MARKURDI
2. GOVERNMENT MODEL SECONDARY SCHOOL, MAKURDI
3. GOVERNMENT GIRLS' COLLEGE, MAKURDI
4. N.K.S.T. SECONDARY SCHOOL, JONAH JANG CRESCENT, MAKURDI
5. ECWA SECONDARY SCHOOL, NORTH BANK, MAKURDI
6. AVECO MODEL COLLEGE, MAKURDI
7. CORONA PRIVATE SEC SCHOOL, MAKURDI
8. VAATIA COLLEGE, MAKURDI
9. CARM WISDOM COLLEGE, ADEKE MAKURDI
10. UNI AGRIC DEMONSTRATION SEC. SCHOOL, MAKURDI

KOGI STATE

1. FAITH ACADEMY, LOKOJA
2. SCINTILLATE INTERNATIONAL SCHOOL, LOKOJA
3. CELEBRITY ACADEMY, PHASE II, LOKOJA
4. GYB MODEL SCIENCE SECONDARY SCHOOL, ADANKOLO, LOKOJA
5. EAGLES ACADEMY, LOKOJA
6. BAPTIST HIGH SCHOOL, LOKOJA
7. KELIEN INTERNATIONAL SCHOOL, LOKOJA
8. ARMY DAY SEC. SCHOOL, BARRACKS, LOKOJA
9. CHRIS FIELD SEC. SCHOOL, LOKOJA HARMONY SECONDARY SCHOOL, LOKOJA

KWARA STATE

1. GOVERNMENT DAY SECONDARY SCHOOL, AIPORT, ILORIN
2. KWARA POLYTECHNIC SECONDARY SCHOOL, ILORIN
3. GOVERNMENT DAY SECONDARY SCHOOL, KULENDE, ILORIN
4. GOVERNMENT GIRLS' DAY SECONDARY SCHOOL, PAKATA, ILORIN
5. GOVERNMENT DAY SEC SCHOOL, AMULE
6. BURHANUDEEN SEC. SCHOOL, OJAGBORO, ILORIN
7. SHEIKH ABDULSALAM SEC. SCHOOL, ILORIN
8. FEDERAL STAFF SCHOOL, ADEWOLE
9. RUKAYAT GROUP OF SCHOOLS, ISA ELELUSTREET, ODOTA ILORIN
10. UNITED COMMUNITY SEC. SCHOOL, ILORIN
11. FUTURE LEADERS MODEL, COLLEGE, OJAGBORO, ILORIN
12. GOVERNMENT SEC. SCHOOL, FATE
13. ARMY DAY SEC. SCHOOL, SOBI ILORIN
14. TAOHEED SEC. SCHOOL, ILORIN
15. GOVERNMENT DAY SEC. SCHOOL, OKEKERE
16. GOVERNMENT DAY SEC. SCHOOL, GAA AKANBI ILORIN

NASARAWA STATE

1. GOVERNMENT SCIENCE SECONDARY SCHOOL, LAFIA
2. GOVERNMENT SECONDARY SCHOOL, MAINA
3. GOVERNMENT SECONDARY SCHOOL, BUKAN SIDI
4. GOVERNMENT COLLEGE, LAFIA

NIGER STATE

1. NUT ENDWELL MODEL SCIENCE SCHOOL, MINNA
2. BOSSO SECONDARY SCHOOL, MINNA
3. HILL-TOP MODEL SCHOOL, MINA
4. DIVINE EXCELLENCE SCHOOL, MINNA

PLATEAU STATE

1. ST PIRAN'S ANGLICAN DAY HIGH SCHOOL, JOS
2. SALAMA DAY HIGH SCHOOL, FARIN GADA JOS
3. KINGS AND QUEENS HIGH SCHOOL, SHAKA, RAYFIELD, JOS
4. EMMANUEL INTERNATIONAL COLLEGE, RAYFIELD, JOS
5. ADONAI VINE SCHOOL, JOS
6. BETHEL INTETNATIONAL CHRISTIAN ACADEMY, JOS
7. RHEMAVILLE CHRISTIAN ACADEMY, JOS
8. ECWA STAFF SCHOOL, JOS

5. BABS FAFUNWA MILLENNIUM SEN. GRAMMAR SCHOOL, IKEJA
6. ADEBOLA BAPTIST SENIOR HIGH SCHOOL, SURULERE
7. AGBOJU SEN. SEC. SCHOOL, AMUWO ODOFIN
8. BOYS SEN. ACADEMY, LAGOS ISLAND
9. COMMUNITY SEN. SCHOOL, ALAPERE KETU
10. GIRLS' SEN. ACADEMY, SIMPSON STREET, LAGOS ISLAND
11. ALIMOSHO SEN. GRAMMAR SCHOOL, MOSHALASHI B/STOP, IDIMU ROAD

OGUN STATE

1. REV KUTI MEMORIAL GRAMMAR SCHOOL (SENIOR) ISABO, ABEOKUTA
2. CATHOLIC COMPREHENSIVE HIGH SCHOOL (JUNIOR) ONIKOLOBO, ABEOKUTA
3. ABEOKUTA GRAMMAR SCHOOL (JUNIOR) IDI ARABA, ABEOKUTA
4. NAWARUDEEN HIGH SCHOOL, (SENIOR) OKE IJEHUN, ABEOKUTA
5. IJEMO TITUN HIGH SCHOOL (JUNIOR) HOUSING IBARA
6. AFICAN CHURCH GRAMMAR SCHOO (JUNIOR) ITA EKO
7. UNITY HIGH SCHOOL (SENIOR) AGO IKA, ABEOKUTA
8. METHODIST HIGH SCHOOL (SENIOR) OGBE, ABEOKUTA
9. BAPTIST GIRLS COLLEGE (SENIOR) IDI ABA
10. GATEWAY SECONDARY SCHOOL (JUNIOR) ITA IYALODE, ABEOKUTA
11. IGBORE HIGH SCHOOL (JUNIOR) IGBORE ABEOKUTA
12. LISABI GRAMMAR SCHOOL, (SENIOR) IDIABA-ABEOKUTA

ONDO STATE

1. CHRIST THE REDEEMER SEC SCHOOL, AKURE (CRISSA)
2. FIWASAYE GIRLS' GRAMMAR SCHOOL, AKURE
3. ST MICHAEL HIGH SCHOOL, AKURE
4. IJAPO HIGH SCHOOL, AKURE
5. ST LOUIS GRAMMAR SCHOOL, AKURE
6. EMPLACE COLLEGE, OBA ILE, AKURE
7. MABEST ACADEMY, AKURE
8. OYEMEKUN GRAMMAR SCHOOL, AKURE
9. HERITAGE COLLEGE, AKURE
10. INTEGRITY COLLEGE, AKURE
11. DEEPER LIFE HIGH SCHOOL, IWOYE, AKURE
12. ST PETERS UNITY SEC. SCHOOL, AKURE
13. WEXFORD COUNTY, OBA ILE AKURE
14. EJIOBA HIGH SCHOOL, OBA ILE, AKURE
15. ADEGBOLA MEMORIAL GRAMMAR SCHOOL, AKURE

OSUN STATE

1. ATAOJA SCHOOL OF SCIENCE, NECO AREA OSOGBO
2. UNITY SCHOOL, TESTING GROUNG, OSOGBO
3. ZION GLOBAL ACADEMY OFATEDO, OSOGBO
4. MOLEK GRAMMAR SCHOOL, OATEDO OSOGBO
5. OSOGBO GRAMMAR SCHOOL, IWO/IBADAN ROAD, OSOGBO
6. GOVERNMENT TECHNICAL COLLEGE, OSOGBO
7. DEEPER LIFE HIGH SCHOOL, HALLELUJAH ESTATE, OSOGBO
8. ANGLICAN GRAMMAR SCHOOL, TESTING GROUND, OSOGBO
9. LARO GRAMMAR SCHOOL, OKE FIA, OSOGBO
10. ST CHARLES COLLEGE, OSOGBO
11. KUNIKE INTERNATIONAL SCHOOL, OKE IJETU, OSOGBO
12. GOF INTERNATIONAL SCHOOL, ONWARD, OSOGBO
13. FAKUNLE COMPREHENSIVE HIGH SCHOOL, OSOGBO/GBOGAN ROAD
14. EBUNOLUWA INTERNATIONAL SCHOOL, OFATEDO, OSOGBO
15. ROSEFUL INTERNATIONAL SCHOOL, BIKET AREA, OSOGBO
16. BAPTIST MODEL COLLEGE, AGUNBE OSOGBO
17. GOOD TIDINGS STANDARD COLLEGIATE, DADA ESTATE
18. GRACE AND GLORY INTERNATIONAL COLLEGE, OSOGBO
19. OUR LADY AND ST FRANCIS CATHOLIC COLLEGE, EDE
20. ST MARKS GRAMMAR SCHOOL, OSOGBO

OYO STATE

1. ST THERESA'S COLLEGE, OKE-ADO, IBADA
2. ANSAR-U-DEEN HIGH SCHOOL, OKE-ADO, IBADAN
3. METHODIST GRAMMAR SCHOOL, BODIJA, IBADAN
4. BODIJA INTERNATIONAL COLLEGE, BODIJA, IBADAN
5. BASHORUN HIGH SCHOOL 2, BASHRUN, IBADAN
6. HOLY TRINITY GRAMMAR SCHOOL, AGODI, IBADAN
7. OBA AKINYELE MEMORIAL HIGH SCHOOL, BASHORUN, IBADAN
8. OMOLADUN COMPREHENSIVE COLLEGE, OLD IFE ROAD, IBADAN
9. AIRPORT COMMUNITY HIGH SCHOOL, OLD IFE, ROAD. IBADAN
10. OLIVE BRANCH COLLEGE, OLD IFE ROAD
11. ABADINA COLLEGE, UNIVERSITY OF IBADAN OROGUN SEC. SCHOOL, OROGUN

OBSERVATIONS

Three Hundred and Fifty-One (351) secondary schools were monitored and supervised during the period. The exercise focused primarily on effective teaching and learning in JSS 3 and SS 3 classes only. From the exercise, the following observations were made.

- School records are up to date in FUCs, private and some state schools.
- Most teachers have good knowledge of the topics taught.
- Most schools have copies of the current national curriculum and examination syllabi.
- Most schools have functional PTA.
- Curriculum coverage is adequate in JSS 3 classes in most schools.
- Most learners in FUCs and private schools possess recommended textbooks.
- The FUCs, private and some State schools monitored have perimeter fence with gates manned by security personnel.
- Learners in FUCs, private and some state schools are proficient in the language of instruction.

Critical Issues Affecting the Quality of Teaching and Learning in Schools Monitored:

- Dearth of teachers / inadequate qualified teachers in core, vocational and trade subjects.
- Overcrowded classrooms especially in State schools.
- Ill-equipped school libraries, workshops and laboratories.
- Dilapidated infrastructural facilities i. e classrooms, hostels etc
- Inadequate classrooms / staff furniture.
- Insecurity due to lack of perimeter fence in most state schools.
- Inadequate learning resources.
- Lack of functional ICT centres in most schools.
- Non assessment of learners written works by teachers in most schools.

Intervention Needed to Improve the Quality of Teaching and Learning:

- Recruitment of more qualified teachers.
- Provision of infrastructural facilities such as classrooms, laboratories, workshops, ICT centres etc.
- Provision and adequate use of learning resources for teaching and learning.
- Construction of perimeter fence for school safety.
- Regular supervision and monitoring of teaching and learning activities in schools.
- Equipping of ICT centres, laboratories, libraries and workshops.
- Continuous professional development of teachers.
- Ensuring adequate coverage of curriculum before the commencement of external examinations.
- Learning environment must be made conducive and safe for learners.
- Strengthening leadership and management capacities of school managers.

6. COMMUNITY SECONDARY SCHOOL, OLD UMUAHIA, UMUAHIA SOUTH
7. DANIJOY INTERNATIONAL SCHOOL, UMUAHIA
8. UMUOPARA SECONDARY SCHOOL, UMUAHIA SOUTH
9. ST PATRICK'S MODEL SECONDARY SCHOOL, UMUAHIA NORTH

ANAMBRA STATE

1. ARMY DAY SECONDARY SCHOOL, ONITSHA
2. KINGS' INTERNATIONAL SECONDARY SCHOOL, AMAWBIA
3. KROSA SECONDARY SCHOOL, AMALOBIA
4. REGINA PACIS GIRLS' SEC. SCHOOL, ONITSHA
5. GVERNMENT TECHNICAL COLLEGE, ONITSHA
6. REV, FR AARON EGWU MEMORIAL SECONDARY SCHOOL, AMAWBIA
7. WASHINGTON MEMORIAL GRAMMAR SCHOOL, ONITSHA
8. LIVING WORD ACADEMY
9. GIRLS' SECONDARY SCHOOL, AMAENYI AWKA
10. INLAND GIRLS SEC. SCHOOL, ONITSHA
11. NATIONAL SEC. SCHOOL, AWKA

EBONYI STATE

1. ABAKALIKI HIGH SCHOOL, ABAKALIKI (PRESCO)
2. GIRLS' HIGH SCHOOL, AZUIYIOKWU, ABAKALI

ENUGU STATE

1. GIRLS SECONDARY SCHOOL, NIKE
2. COMMUNITY HIGH SCHOOL, EMENE, ENUGU
3. GATEWAY SCHOOL TRANS EKULU
4. SHEKINA GLORY SECONDARY SCHOOL, ENUGU
5. CITY GIRLS' SEC SCHOOL, ENUGU
6. TRANS EKULU GIRLS' SEC SCHOOL
7. COAL CAMP SECONDARY SCHOOL, OGBETE
8. COMMUNITY SECONDARY SCHOOL, IVA-VALLEY
9. GIRLS' HIGH SCHOOL, UWANI ENUGU

IMO STATE

1. OWERRI CITY SCHOOL, OWERRI
2. FUTO INTERNATIONAL SCHOOL, OBINZE
3. MADONA MODEL SEC. SCHOOL, OWERRI
4. BAPTIST HIGH SCHOOL, OWERRI
5. LIGHT HOUSE START RIGHT HIGH SCHOOL, ALDINMA
6. HOLY ROSARY INTERNATIONAL SCHOOL

SOUTH-SOUTH

AKWA IBOM STATE

1. COMMUNITY SECONDARY COMMERCIAL SCHOOL, IKOT KUBO OFFOT, UYO
2. BRIGHT STAR MODEL SEC SCHOOL, UYO
3. COMMUNITY COMPREHENSIVE SECONDARY SCHOOL, FOUR TOWN, UYO
4. QUA IBOE CENTENARY COLLEGE, UYO
5. OFFOT UKWA SECONDARY SCHOOL, UYO
6. WEST ITAM SECONDARY SCHOOL, ITU
7. REWARD FOUNDATION HIGH SCHOOL, UYO
8. LEGEND COLLEGE, UYO

BAYELSA STATE

1. EBI-ZIE GROUP OF SCHOOLS, AGUDAMA-EPIE, YENAGOA
2. PREDESART INTERNATIONAL COLLEGE, AKENFA 3, YENAGOA
3. COMMUNITY SEC. SCHOOL, YENAGOA
4. COMMUNITY GIRLS SEC. SCHOOL, AGUDAMA-EPIE YENEGOA
5. COMMUNITY SEC. SCHOOL, IGBOGENE, EPIE, YENAGOA
6. COMMUNITY SEC. SCHOOL, OKUTUKUTU-ETEKWE

CROSS RIVER STATE

1. MARGARET EKPO SECONDARY SCHOOL.
2. EARGERLY MEMORIAL GIRLS' SEC. SCHOOL, CALABAR
3. GOVERNMENT SECONDARY SCHOOL,
4. UNIVERSITY OF CALABAR DEMONSTRATION SEC. SCHOOL, CALABAR
5. COMMUNITY SEC. SCHOOL, IKOT EWA-AKPABUYO
6. ACCESS HIGHSCHOOL, CALABAR
7. ST PATRICK'S COLLEGE, IKOT ANSA, CALABAR
8. HOPE WADDEL TRAINING INSTITUTE, CALABAR

DELTA STATE

1. OSADENNIS MIXED SECONDARY SCHOOL, ASABA
2. ZAPPA MIXED SECONDARY SCHOOL, ASABA
3. WESTEND MIXED SECONDARY SCHOOL, ASABA
4. NOBLE ACADEMY, OKPANAM
5. LUMEN CHRISTI PRIVATE SCHOOL, ASABA
6. ASAGBA MIXED SECONDARY SCHOOL, ASABA
7. DELL INTERNATIONAL SCHOOL, ASABA
8. INFANT JESUS ACADEMY, ASABA
9. MADONNA INTERNATIONAL COLLEGE, ASABA
10. NIGER MIXED SEC. SCHOOL, SCHOOL

EDO STATE

1. EDO COLLEGE, BENIN CITY
2. IMMACULATE CONCEPTION COLLEGE, BENIN CITY
3. CONVENANT ACADEMY, BENIN CITY
4. EDOKPOLOR GRAMMAR SCHOOL, BENIN CITY
5. GREEN PARK ACADEMY, BENIN CITY
6. EYAEN SEC. SCHOOL, EYAEN, BENIN CITY
7. ANGLICAN GIRLS' GRAMMAR SCHOOL, BENIN CITY
8. WORD OF FAITH GROUP OF SCHOOLS, BENIN CITY
9. EWEKA SEC. SCHOOL, BENINI CITY
10. IYOBA GIRLS' SEC. SCHOOL, BENIN CITY
11. IMAGUERO COLLEGE, BENINI CITY
12. OREDO GIRLS SEC, SCHOOL, BENIN CITY.

RIVERS STATE

1. COMMUNITY SECONDARY SCHOOL, ORUGBUM, PORTHACOURT
2. GOVERNMENT TECHNICAL COLLEGE, TRANS-AMADI, PORTHACOURT
3. COMMUNITY SEC. SCHOOL, NKPOGWU-REBISI
4. GOVERNMENT GIRLS SECONDARY SCHOOL, OROMENIKE
5. GOVERNMENT BOYS SECONDARY SCHOOL, ELELENWO
6. COMMUNITY SEC. SCHOOL. AMADI AMA
7. COMMUNITY SEC. SCHOOL, RUMUAPARA

SOUTH-WEST

EKITI STATE

1. CHRIST SCHOOL, ADO-EKITI
2. OLAOLUWA MUSLIM GRAMMAR SCHOOL, ADO-EKITI
3. AFRICAN COMPREHENSIVE HIGH SCHOOL, IKERE-EKITI
4. DO GRAMMAR SCHOOL, ADO EKITI
5. A.U.D. COMPREHENSIVE HIGH SCHOOL, ADO-EKITI
6. ANGLICAN HIGH SCHOOL, ADO-EKITI
7. ALL SOULS ANGLICAN GRAMMAR SCHOOL, ADO EKITI
8. EGIRI OKE HIGH SCHOOL, IYIN EKITI
9. IWOROKO COMMUNITY HIGH SCHOOL, IWOROKO EKITI
10. CHRIST GIRLS HIGH SCHOOL, ADO-EKITI
11. GOVERNMENT SCIENCE COLLEGE, IYIN EKITI
12. ST LAWRENCE METROPOLITAN SCHOOL, ADO EKITI
13. C.A.C COMPREHENSIVE HIGH SCHOOL, ADO-EKITI
14. UNIVERSITY DEMONSTRATION SEC. SCHOOL, IKERE EKITI
15. ANNUNCIATION SECONDARY SCHOOL, IKERE-EKITI
16. BAPTIST COMPREHENSIVE HIGH SCHOOL, ADO EKITI

LAGOS STATE

1. OREGUN SENIOR HIGH SCHOOL, IKEJA
2. EPETEDO JUNIOR HIGH SCHOOL, LAGOS ISLAND
3. AMUWO ODOFIN SEN. SEC. SCHOOL, MILE 2
4. ANTHONY VILLAGE SEN HIGH SCHOOL, ANTHONY

NORTH-EAST

ADAMAWA STATE

1. FEDERAL GOVERNMENT GIRLS' COLLEGE. YOLA
2. GENERAL MURITALA MOHAMMED COLLEGE, YOLA
3. JOKEMS ALTIMATE ACADEMY (DAY SCHOOL) YOLA
4. GOVERNMENT DAY SEC. SCHOOL, VUNOKLANG
5. NOBLE ACADEMY, YOLA

BAUCHI STATE

1. GOVERNMENT GIRLS' COLLEGE, BAUCH
2. GOVERNMENT GIRLS' DAY SECONDARY SCHOOL, GOMBE ROAD, BAUCHI
3. BAPTIST ROYAL ACADEMY, BAUCHI
4. GENERAL HASSAN KATSINA UNITY COLLEGE, BAUCHI
5. DEMONSTRATION SEC. SCHOOL, ATEU, BAUCHI
6. HARMONY HIGH SCHOOL, BAUCHI
7. DIVINE INTERNATIONAL ACADEMY, BAUCHI
8. GOVT COMPREHENSIVE DAY SEC SCHOOL, BAUCHI

BORNO STATE

1. FEDERAL GOVERNMENT COLLEGE, MAIDUGURI
2. AL-MUNEER INTERNATIONAL COLLEGE, KULULORI
3. FED. GOVT GIRLS COLLEGE, MONGUNO
4. KINGS PRIVATE DAY SECONDARY SCHOOL, MAIRI, MAIDUGURI
5. BMDSS SHAGARI LOW COST
6. GOVERNMENT COLLEGE, MAIDUGURI
7. AL-ANSAR COLLEGE, GRA
8. HIMMA PRIVATR SCHOOL, TUDUNWADA

GOMBE STATE

1. GOVERNMENT COMPREHENSIVE DAY SEC. SCHOOL, HASSAN CENTRAL, GOMBE
2. GOVT SCIENCE TECH COLLEGE, GOMBE
3. GOVT SCIENCE TECH COLLEGE,
4. GOVT SCIENCE SEC. SCHOOL, GOMBE
5. ROYAL TRUST ACADEMY, GOMBE
6. KANADY ACADEMY, GOMBE
7. GOMBE ACADEMY, GOMBE
8. GOVT COMPRHENSIVE DAY SEC. SCHOOL, GOMBE

TARABA STATE

1. GOVERNMENT DAY SECONDARY SCHOOL, JAURO-GBADI, JALINGO
2. GOVERNMENT DAY SECONDARY SCHOOL, SALIHU-DOGO, JALINGO
3. GOVERNMENT TECHNICAL TRAINING SCHOOL, JALINGO
4. GOVERNMENT DAY SECONDARY SCHOOL, NYAMUSALA
5. GOVERNMENT DAY SECONDARY SCHOOL. MODEL, JALINGO
6. HASSAN GDSS JALINGO
7. GDSS LAMURDE
8. DEEPER LIFE HIGH SCHOOL, JALINGO
9. RHEMA CHRISTIAN ACADEMY

YOBE STATE

1. GOVERNMENT GIRLS' UNITY COLLEGE, DAMATURU
2. FEDERAL POLYTECHNIC STAFF SCHOOL, DAMATURU
3. GOVERNMENT GIRLS' SECONDARY SCHOOL, BUNIGARI
4. NIGERIAN TULIP INTERNATIONAL COLLEGE, MAMUDO
   FEDERAL GOVERNMENT GIRLS' COLLEGE, POTISKUM

NORTH WEST

JIGAWA STATE

1. FEDERAL GOVERNMENT COLLEGE, KIYAWA
2. FEDERAL SCIENCE AND TECH COLLEGE, HADEJA
3. GOVERNMNET DAY SECONDARY SCHOOL, DR. NUHU SUNUSI, DUTSE
4. DUTSE CAPITAL, DUTSE
5. GATEWAY INTERNATIONAL SCHOOL
6. GOVERNMENT DAY SECONDARY SCHOOL, KUDAI MODERN SCHOOL
7. EL-SHADDAI ULTRA
8. AL-NI'IMA ACADEMY, GLMIYETTI

KADUNA STATE

1. T &T INTERNATIONAL SCHOOLS, KADUNA
2. PRIESTLY INTERNATIONAL SCHOOL, KADUNA
3. ZABIB COLLEGE, KADUNA
4. GOVERNMENT GIRLS' SEC. SCHOOL, MAIMUNA GWARZO, KADUNA
5. GOVERNMENT JUNIOR SECONDARY SCHOOL, NAF BASE, KADUNA
6. SA'ADATU MEMORIAL SCHOOL, RIGACHIKUN, KADUNA
7. GOVERNMENT SECONDARY SCHOOL, RIGACHIKUN, KADUNA
8. GOVERNMENT COLLEGE, KADUNA
9. USRA ACADEMY, KADUNA
10. GOVERNMENT SECONDARY SCHOOL, RAFINGUZA, KADUNA
11. GOVERNMENT TECHNICAL COLLEGE, MALALI, KADUNA

KANO STATE

1. FED GOVT GIRLS COLLEGE, MIJINBRI
2. FED SCIENCE AND TECH COLLEGE, GANDUJE
3. GOVERNMENT GIRLS' ARABIC SECONDARY SCHOOL, SHEKA
4. GOVERNMENT SEC. SCHOOL, SHEKA
5. INTERCONTINENTAL SEC, SCHOOL, OFF SOKOTO ROAD, KANO
6. LUFALOY SEC. SCHOOL, AUDU BAKO ROAD, KANO
7. GOVT GIRLS' SEC. SCHOOL, BULUKIYA, ALONG GORON DUTSE, KANO
8. ADO GWARAM, ZOO ROAD
9. NIGERIA TULIP INTERNATIONAL COLLEGE, YANKABA, HADEJA BYE PASS
10. KUNTAU SCIENCE ACADEMY, KUNTAU
11. GOVERNMENT SECONDARY COMMERCIAL SCHOOL, AIRPORT ROAD, KANO

KATSINA STATE

1. KATSINA COLLGE, KATSINA
2. GOVERNMENT COLLEGE (DAY WING) KATSINA
3. GOVERNMENT GIRLS' COLLEGE, KATSINA
4. GOVERNMENT SECONDARY SCHOOL, KOFAR YANDAKA, KATSINA
5. GOVERNMENT SECONDARY SCHOOL (PILOT) KOFAR SAURI, KATSINA
6. GOVERNMENT SEC. SCHOOL, BATAGARAWA
7. GOVERNMENT SECONDAR SCHOOL, ABUKUR
8. GOVERNMENT SEC. SCHOOL (PILOT) KOFAR SAURI, KATSINA

KEBBI STATE

1. HIGH STANDARD SCHOOLS, BIRNIN KEBI
2. BRILLIANCE SCHOOLS, BIRNIN KEBI
3. GOVT DAY GIRLS' SEC. SCHOOL, TUNDUNWADA
4. ABDULLAI FODIO ISLAMIC INSTITUTE, BIRNIN KEBI
5. GOVT DAY SEC SCHOOL, GESSE, BIRNIN KEBI
6. GOVT DAY SEC. SCHOOL, AMBURSA

SOKOTO STATE

1. A. A. RAJI SPECIAL SCHOOL, SOKOTO
2. ROYAL COMPREHENSIVE SCHOOL, SOKOTO
3. BRILLIANT FOOTSTEPS INT'L SCHOOL, SOKOTO
4. JAGABA INTERNATIONAL SCHOOL, ARKILLA
5. GOVT DAY SEC SCHOOL, GIDANDARE

ZAMFARA STATE

1. SAMBO DAY SEC SCHOOL, GUSAU
2. GOVERNMENT SCIENCE SEC. SCHOOL, GUSAU
   PRINCE INTERNATIONAL SEC. SCHOOL

SOUTH EAST

ABIA STATE

1. IBEKU HIGH SCHOOL, UMUAHIA NORTH
2. WILLIAMS MEMORIAL SECONDARY SCHOOL, UMUAHIA SOUTH
3. NDUME OTUKA COMMUNITY SECONDARY SCHOOL, UMUAHIA NORTH
4. AFUGIRI GIRLS MODEL SCHOOL, UMUAHIA NORTH
5. SANCTA CRUX BOYS SECONDARY SCHOOL, OLOKORO

PHOTO SPEAKS






LAUNCHING OF FEQAS UTILITY VEHICLES

D.FEQAS AT AN OFFICIAL FUNCTION





LEARNERS IN PRIMARY SCHOOLS



LEARNERS IN THE DINING HALL






LEARNERS IN THE DINING




RENOVATED EKITI STATE OFFICE







ICT FACILITIES



TOILET FACILITIES

PHOTO SPEAKS




LEARNERS ON ASSEMBLY GROUND







LEARNERS PERSONAL SKILLS AND PARTICIPATION







TEACHING AND LEARNING PROCESS




LIBRARY FACILITIES




LABORATORY FACILITIES




LEARNERS IN EXAMINATION HALL




ACHIEVEMENT AND STANDARDS




HOSTEL FACILITIES



LEARNING ENVIRONMENT