



Federal Ministry of Education
Federal Education Quality Assurance Service



National Education Quality Assurance Handbook for Basic and Secondary Education in Nigeria

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Abbreviations

BECE	Basic Education Certificate Examination
CUBE	Capacity for Universal Basic Education
CPD	Continuous Professional Development
DFID	Department for International Development
ECCD	Early Child Care and Development
EE	External Evaluation
EMIS	Education Management Information System
ESSPIN	Education Sector Support Programme In Nigeria
EQA	Education Quality Assurance
FEQAS	Federal Education Quality Assurance Service
FIS	Federal Inspectorate Service
FME	Federal Ministry of Education
JAMB	Joint Admissions & Matriculation Board
LE	Lead Evaluator
LRC	Learners' Representative Council
NEQAB	National Education Quality Assurance Body
NEQAH	National Education Quality Assurance Handbook
NEQAP	National Education Quality Assurance Policy
NABTEB	National Business and Technical Education Board
NECO	National Examinations Council
NCE	National Council on Education
NFE	Non-Formal Education
NGO	Non- Governmental Organization
NERDC	Nigeria Educational Research and Development Council
ORASS	Operation Reach All Secondary Schools.
PTA	Parent/ Teacher Association
QA	Quality Assurance
QAEs	Quality Assurance Evaluators
QAM	Quality Assurance Mentor
QAR	Quality Assurance Reader
SBMC	School Based Management Committee
SDP	School Development Plan
SEF	School Evaluation Form
SS-e	School Self-evaluation
SEQAB	State Education Quality Assurance Body
SMoE	State Ministry of Education
SS-e	School Self-evaluation

SSIT	State Support Improvement Team
SUBEB	State Universal Basic Education Board
TRCN	Teachers' Registration Council of Nigeria
UBEC	Universal Basic Education Commission
UKaid	United Kingdom Foreign Aid
WAEC	West African Examinations Council
WSE	Whole School Evaluation

Foreword

One of the major concerns of government in the early part of the present millennium was improving the quality of education being provided to learners in institutions below the tertiary level. This is because over the years, the mode of inspection of schools did not lead to the expected improvement in learners' outcomes. It was devoid of standard evaluation guidelines and largely limited to diagnosis without helpful support for school improvement. This desire to provide quality education spurred the Federal Ministry of Education to request the National Council on Education (NCE) in its 2007 meeting, to approve the shift from the old system of inspection to education Quality Assurance (QA) using the Whole School Evaluation (WSE) strategy.

Education Quality Assurance (EQA) is a process of monitoring, assessing, evaluating and reporting objectively based on agreed quality standards, all aspects of school life to ensure that acceptable standards are attained, maintained and improved upon continually. QA processes and practices are dynamic and provide the needed guidance and support to schools for consistent improvement in learning outcomes.

In 2009, the need to have uniform and standard quality assurance processes and practices for the nation to guide all QA evaluations necessitated the development and publication of the first quality Education Quality Assurance Handbook for Nigeria and Quality Assurance Instrument for Basic and Secondary Education in Nigeria. These were quickly revised in 2015 having gained some practical experiences that needed to be reflected. Currently however, emerging global trends in QA processes. It has also become imperative to align the recently approved National Education Quality Assurance Policy (NEQAP) with the Handbook.

Another unique feature of the current publication is the merger of the QA handbook and the QA Instrument into a single National Education Quality Assurance Handbook for Basic and Secondary Education in Nigeria, which makes it less cumbersome for use by QA evaluators.

This handbook is therefore, a comprehensive document for QA evaluation of institutions below tertiary level which is the result of collaborative work with major stakeholders in education. The handbook contains information on quality standards, QA principles, and the evaluation schedule which is based on Whole School Evaluation (WSE) strategy of external and internal school evaluation processes and practices.

This is a product of high level research which will serve as a useful companion to education evaluators, school managers, proprietors of schools and all stakeholders in the quality assurance process and practice.

I would like to acknowledge and commend the contributions and technical support of DFID/ESSPIN, the untiring efforts of the Federal Education Quality Assurance Service FEQAS and UBEC staff, Lagos State Office of Quality Assurance and Kaduna State Quality Assurance Board towards the production of this invaluable Handbook.



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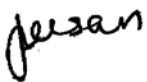
Acknowledgement

The National Education Quality Assurance Handbook for Basic and Secondary Education in Nigeria is a product of the review of the Education Quality Assurance Handbook for Nigeria and the Quality Assurance Instrument for Basic and Secondary Education in Nigeria. The review process involved the participation and collaboration of key stakeholders coordinated by the Federal Ministry of Education through the Federal Education Quality Assurance Service (FEQAS). This is with a view to having a viable and comprehensive standard document that will be nationally acceptable and globally relevant in guiding the processes and activities of education quality assurance in schools and institutions below tertiary level.

I appreciate the support of the Honourable Minister of Education, Mal. Adamu Adamu and the Minister of State for Education, Prof. A. Onwuka, who have shown keen commitment to ensuring that FEQAS is re-positioned to effectively carry out her responsibilities of quality assuring schools for improvement.

The Ministry acknowledges the assistance of the Education Sector Support In Nigeria (ESSPIN), for their technical support which no doubt contributed immensely to the successful development and publication of this handbook.

Let me also acknowledge and appreciate the Director, FEQAS, Mrs. F. Y. Ahmed and the former Director, Quality Assurance UBEC, Dr. C. C. Agomoh, Director General, Lagos State Office of Quality Assurance, Mrs. Ronke Soyombo, the Director, Kaduna State Quality Assurance Board, Mrs. Elizabeth Garba, staff of FEQAS and UBEC for their contributions, commitment and tenacity at ensuring that the review was done successfully.



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Introduction

This National Education Quality Assurance Handbook for Basic and Secondary Education in Nigeria contains information on the principles, processes and practices that guide the effectiveness of both Internal and External Evaluations of school. It has three parts:

Part one: The national and state models of Education Quality Assurance (EQA), concept and process of EQA with arrangements for consistent External and School Self-evaluation processes.

- i. States the vision and Mission and functions of NEQAB and State model.
- ii. Explains the concept and process of Education Quality Assurance (EQA).
- iii. Explains arrangements for the maintenance of consistent external evaluation of quality, including Code of Conduct for evaluators.

Part two: The Evaluation Schedule (ES).

- iv. Provides guidelines for QA indicators, grades, overall effectiveness, areas of strength and improvement.
- v. Provides guides for the process of conducting self and external evaluations of both public and private schools.
- vi. It is certified to meet various aspects of school provisions, ensuring uniformity in evaluation processes nationwide.

Part three: Accreditation and professional development.

- vii. Provides the quality assurance process for accreditation of education quality evaluators.
- viii. Indicates the training syllabus.
- ix. Provides the process of quality assuring the QA processes and report writing.

*Whenever Quality Assurance (QA) is mentioned in this handbook it refers to Education Quality Assurance (EQA)

Part one

The national and state models of Education Quality Assurance (EQA) concept, principles and National Quality Assurance Standards



Background and Context

Section 1

Vision, Mission and Core values of Education Quality Assurance (EQA) in Nigeria and functions of National Education Quality Assurance Body (NEQAB) and State model

Definition

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

The vision, mission, core values and functions of NEQAB

Vision

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

Mission

To set agreed National Education Standards that ensures optimal attainment in all institutions below tertiary level through quality assurance process that guarantees efficient and effective curriculum delivery and good educational management for improved learner achievement in a globally competitive environment.

Core values

- Accountability
- Collaboration
- Integrity and
- Quality service

Functions of the National Education Quality Assurance Body (NEQAB)

It shall:

- i. co-ordinate the development of a functional national EQA system and framework in collaboration with states, Federal Capital Territory (FCT) and other stakeholders;

- ii. work with the states to organize external evaluations of public and private schools over an agreed cycle;
- iii. support capacity development of states and FCT including mentoring of evaluators to carry out EQA functions effectively;
- iv. work with states to produce and disseminate national EQA documents and advocacy materials to government, schools, quality assurance evaluators and the wider public;
- v. collate and analyse EQA annual reports of states and FCT to identify nationwide trends and patterns in the quality of education;
- vi. produce and disseminate widely an Annual National State of Education Report with inputs from states and FCT;
- vii. work with States to train, accredit and maintain a database of qualified education quality assurance evaluators in Nigeria;
- viii. establish in collaboration with other stakeholders a national code of conduct and practice of EQA in Nigeria and ensure compliance; and
- ix. advise all tiers of government and private school proprietors to use the outcome of evaluations to inform policy, planning, training and interventions to facilitate school improvement.

Section 2

Vision, Mission and functions of a proposed state model

Vision

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

Mission

To set agreed National and State Education Standards that ensures optimal attainment in all institutions below tertiary level through quality assurance process that guarantees efficient and effective curriculum delivery and good educational management for improved learner achievement in a globally competitive environment.

Core values

- Accountability
- Collaboration
- Integrity and
- Quality service

Functions of State Education Quality Assurance Body

Shall work with the NEQAB to:

- i. coordinate the development of a functional state QA system and framework in collaboration with local governments and other stakeholders;
- ii. work with the local governments to organise external evaluations of public and private schools over an agreed cycle;
- iii. support capacity development of state and local governments including mentoring of evaluators to carry out QA functions effectively;
- iv. produce and disseminate EQA documents and advocacy materials to government, schools, quality assurance evaluators and the wider public;
- v. collate and analyse state QA annual reports to identify state- wide trends and patterns in the quality of education;
- vi. Produce and disseminate widely an Annual State of Education Report (SoER) with inputs from local government;
- vii. work with Federal to train, accredit and maintain a database of qualified education quality assurance evaluators in Nigeria;
- viii. establish in collaboration with other stakeholders a national code of conduct and practice of QA in Nigeria and ensure compliance;
- ix. advise states, local governments, private school proprietors and other stakeholders to use the outcome of evaluations to inform policy, planning and interventions to facilitate school improvement; and
- x. carry out any other activities to enhance QA practices in the states that are in consonance with NEQAP.

Principles and Ideals of Education Quality Assurance

2.1 Introduction

QA in Nigeria 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.

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 are valid, reliable and consistent. It also, informs national and state planning, training and policy developments.

School external evaluation is a painstaking process which involves teams of evaluators visiting schools through a pre-arranged procedure. Every area of school life is evaluated using a 5-point scale by both the school undertaking a self-evaluation and the external evaluators.

2.2 Principles of Education Quality Assurance

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

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

2.3 The ideals that underpin education quality assurance are that:

- i. evaluation acts in the interest of learners and, where relevant, their parents, to encourage high quality provision;

-
- ii. it is impartial, evaluative and diagnostic, assessing quality and compliance, and providing a clear basis for improvement;

 - iii. the purpose and the procedures to be used are communicated clearly to those involved;

 - iv. evaluation invites and takes account of SS-e by those being evaluated;

 - v. evaluation is carried out objectively by those who have sufficient and relevant professional experience, expertise and training;

 - vi. evidence is recorded, and is of adequate range and quality to secure and validate judgments;

 - vii. judgments are based on systematic evaluation and criteria which reflect a common understanding about quality;

 - viii. impact is central to judging the quality of educational provision and processes;

 - ix. it is built into evaluation activities to ensure that QA principles are met and quality improved;

 - x. evaluation informs administrators, policy makers and other education practitioners about the quality of educational provision;

 - xi. it informs appropriate targeting of education resources to ensure more value for money and better results; and

 - xii. 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.

2.4 The ideals that underpin education quality assurance practice in Nigeria.

The synergy between the FEQAS and UBEC shall be strengthened through a collaborative work plan to cover all education institutions (both public and private) below tertiary level.

National Education Quality Standards

3.1 Introduction

Quality standards are the goals to which all learners, teachers, staff and those who lead and manage schools should aspire to achieve. They are sometimes erroneously referred to as minimum standards but these are actually quality standards that focus on improving learning outcomes. Quality standards should not be seen as the ceilings for schools as Quality Assurance is about continuous improvement. Schools should aim at going beyond and above each standard. Quality standards include learners' achievement and behaviour, the quality of Teaching and learning, Curriculum and other Activities, Care, Guidance and Safety, the Learning environment and Leadership and management.

3.2.1 Outcomes for learners

3.1.1 Early Child Care and Development/Pre-primary education (ECCD)

Values and Norms

Every child should:

-
- i. have a sense of cooperation and team-spirit;

 - ii. develop good habits such as good health habits; and

 - iii. have basic societal norms (such as respect for elders, greetings etc.).

Competence and Skills

Every child should:

-
- i. communicate in his/her own language;

 - ii. acquire rudiments of numbers, letters, colours, shapes, forms, etc. through play;

 - iii. acquire spirit of enquiry and creativity through playing with toys etc.;

 - iv. have smooth transition from home to school; and

 - v. be ready for primary education.

3.2.2 Primary education

Primary 1-3

Values and Norms

By the end of primary 1-3, every child should:

-
- i. have the ability to adapt to his/her changing environment;

 - ii. exhibit patriotism, fairness, understanding and tolerance;

 - iii. have morals and values instilled; and

 - iv. have respect for constituted authority, rules and regulations.

Competence and Skills

By the end of primary 1-3, every child should:

-
- i. have a foundation for permanent literacy and numeracy;

 - ii. have the ability to communicate in the mother tongue, the language of the immediate environment or English language;

 - iii. have acquired some measure of manipulative skills; and

 - iv. exhibit safety and security awareness.

Primary 4-6

Values and Norms

By the end of primary 4-6, every child should:

-
- i. exhibit patriotism, fairness, understanding and tolerance;

 - ii. appreciate and demonstrate good morals and values; and

 - iii. have respect for constituted authority, rules and regulations.

Competence and Skills

By the end of primary 4 – 6, every child should:

-
- i. exhibit safety and security awareness;

-
- ii. acquire manipulative skills to enable him/her function effectively in the society;

 - iii. have permanent literacy and numeracy as well as ability to communicate effectively;

 - iv. be ready for further educational advancement, trade and craft of the locality;

 - v. have sound basis for scientific and reflective thinking;

 - vi. develop the ability to adapt to the changing environment; and

 - vii. acquire ICT literacy and skills.

3.2.3. Junior Secondary education

Values and Norms

By the end of junior secondary education, every learner should:

-
- i. develop patriotism and be equipped to contribute to social development;

 - ii. imbibe values and morals, think independently and appreciate dignity of labour;

 - iii. have national consciousness; and

 - iv. have respect for constituted authority, rules and regulations.

Competence and skills

By the end of junior secondary education at least 70% of learners who attempt the Basic Education Certificate Examination (BECE) are to achieve at least credit pass in the core subjects. Learners should:

-
- i. cultivate useful living habits within the society.

 - ii. develop talents and recognize opportunities for future roles.

 - iii. acquire science/ technology / commerce / vocational and entrepreneurial skills at sub- professional grades.

 - iv. acquire ICT skills.

3.2.4 Senior Secondary education

Values and Norms

By the end of Senior Secondary Education, every learner should:

-
- i. have respect for the dignity of the individual;

 - ii. have creative thinking and respect for the dignity of labour;

 - iii. have right attitudes and values;

 - iv. develop and promote Nigerian languages;

 - v. foster patriotism and national unity;

 - vi. be morally upright individual, capable of independent and rational thinking; and

 - vii. exhibit safety and security awareness.

Competence and Skills

By the end of Senior Secondary Education, at least 70% of learners are to achieve at least credit passes in 5 subjects including English language and Mathematics.

Learners should:

-
- i. acquire ICT skills;

 - ii. acquire science/ technology / commerce / vocational and entrepreneurial skills at sub-professional grades;

 - iii. be able to provide entrepreneurial, technical and vocational job-specific skills for self- reliance, and for agricultural, industrial, commercial and economic development;

 - iv. have competences to aspire for higher education; and

 - v. acquire competence for self – reliance.

3.3 The Requirements of Provision

3.3.1 The quality of Teaching and learning:

-
- i. Every class, up to Junior Secondary level is to be taught by a qualified and competent teacher with a minimum of Nigeria Certificate in

Education (NCE), and a minimum of Bachelor Degree in Education or its equivalent, or a first degree in relevant subject(s) and a professional certificate in education, in the Senior Secondary School;

-
- ii. Nursery learner should not be taught in a class larger than 25;

 - iii. No primary school learner should be taught in a class larger than 35;

 - iv. No secondary school learner should be taught in a class larger than 40;

 - v. Every learner should be continuously assessed to check that sufficient progress is being made;

 - vi. Every learner should be able to participate fully in class activities with the support of the teacher;

 - vii. Every learner should receive a minimum of 180 days schooling per year;

 - viii. Every learner should have access to appropriate instructional materials;

 - ix. All learners with special needs should have appropriate provision to enhance learning; and

 - x. Every learner should be taught to apply knowledge and skills.

3.3.2 The quality of the Curriculum and other Activities

-
- i. The core subjects are to be offered in all schools.

 - ii. The Curriculum will prepare learners for the State and/or National Common Entrance Examinations.

 - iii. The Curriculum should develop the whole learner, equipping him/her with life skills as well as preparing them for BECE/ SSCE/NECO/other relevant examinations as these are instruments used to assess the attainment of already defined educational goals below tertiary level.

 - iv. Curriculum should prepare learners to compete favourably with their global counterparts.

3.3.3 The quality of Care, Guidance and Safety

-
- i. The school should provide a safe learning and working environment for learners and teachers.

 - ii. All schools should have easy access to good sanitation and first aid facilities.

 - iii. All schools should ensure that meals served to learners are hygienically

prepared, adequate and balanced.

-
- iv. Schools should provide guidance and counselling services including support for individual creativity/talent, traumatised, indigent and other vulnerable groups.
-
- v. All schools to give opportunities to learners to express themselves: through class/peer group meetings, Learners' Representative Council (LRC).
-
- vi. Schools to promote safety skills where learners are taught how to stay safe, protect themselves from harm and how to take responsibility for their own and other learners' safety.

3.3.4 The quality of the Learning environment

School should provide:

-
- i. Safe working and learning environment for learners and teachers;
-
- ii. Adequate indoor and outdoor sports/games for learners, especially for the ECCD;
-
- iii. Perimeter fencing with a school gate manned by security personnel;
-
- iv. Adequate provision for learners with special needs; and
-
- v. Adequate infrastructure and facilities for learners' development.

3.3.5 The effectiveness of the Leadership and management

-
- i. All school administrators and leaders' efforts should be channeled towards improving the achievement of the learners in their care.
-
- ii. Every school should actively engage in SS-e.
-
- iii. Every school should have a SDP which is based on rigorous SS-e and EE which spells out the areas for improvement.
-
- iv. Every school should have a School Based Management Committee (SBMC) or other community body as well as Learners'/Students' Representative Council (SRC) which actively support and influence school improvement.
-
- v. Ensure the principal /head teacher and all other staff who work with learners undertake appropriate child protection training.
-
- vi. Empower leaders at all management levels to be more accountable for the progress of the school.

Part two

The Evaluation Schedule, Quality Assurance process with arrangement for consistent External and School Self-evaluation processes



Evaluation Schedule

Section 1

4.1 Introduction

Evaluation Schedule (ES) is the heart of QA in schools. It is the instrument for measuring quality in schools. It consists of a set of nationally agreed indicators, criteria and Aspects that shall be evaluated in every school (public and private) below tertiary level to determine the effectiveness and the quality of the education received by learners.

This instrument shall assist evaluators, and senior officers in schools to evaluate the quality of education, its impact on learners and the effectiveness of Leadership and management in maintaining and sustaining school improvement. The ES sets out the principles of external and internal quality assurance evaluation of schools. The schedule includes the seven Aspects and their key issues and pitch judgments, which are used to moderate evaluation judgments.

It guides the main steps in the process of:

-
- i. planning external evaluations;

 - ii. gathering first-hand evidence in schools;

 - iii. reaching judgments about the schools' effectiveness, and

 - iv. drafting summary report of the main findings.

Evaluating Aspects

Section 2

4.2 Evaluating Aspects

This section of the ES shall be used in all government and private education institutions below tertiary level in Nigeria for both SS-e and EE. It contains the criteria, pitched judgments, key issues, grades, descriptors and overall effectiveness.

4.2.1 Structure of the Evaluation Schedule

The evaluation schedule is structured around the following:

(A) Outcomes for learners:

-
- i. Achievement and standards, and

 - ii. Learners' personal skills and Participation.

(B) The quality of provision:

-
- i. The quality of Teaching and learning;

 - ii. The quality of the Curriculum and other activities;

 - iii. The quality of Care, Guidance and Safety; and

 - iv. The quality of the Learning environment.

(C) The Effectiveness of Leadership and management

(D) Judgment grades and descriptors

Each Aspect and the overall effectiveness shall be evaluated and graded based on quality of performance supported by robust evidence collected during QA evaluations using the five-point scale and descriptors below.

Five- point scale for grading quality of performance of Aspects

Descriptors	Grades
<i>Outstanding (highest)</i>	1
<i>Good</i>	2
<i>Fair</i>	3
<i>Poor</i>	4
<i>Very poor (lowest)</i>	5

(E) Pitched Judgments

These are agreed model judgments and grades based on evidence collected to support each Aspect evaluated during external and self-evaluations to arrive at fair judgments. For each Aspect, there are pitched judgments to support both external evaluators and schools self-evaluation to arrive at fair judgments. Pitched judgments should be used to see where the team's judgments best fit the grades and descriptors.

A. Outcome of learners

(Ai) Achievement and standards

Evaluate:

How well do learners achieve?

- i. Evaluators need to link quality standards and the standards for primary, junior secondary and senior secondary in the subjects being evaluated)
- ii. Are the standards reached by learners high enough? (QAEs need to link with Quality standards and expected standards for the basic and senior secondary schools evaluated).
- iii. How well do learners make progress? Take into account any significant variations between groups of learners including the relative progress of boys and girls, and different groups and individuals, especially those of different ethnic backgrounds.
- iv. How well do learners with special needs make progress?

To collect sufficient evidence to make professional judgments about quality, evaluators should consider:

Key issues	Evidence to be found through
1. Learners' Achievement consistent across all subjects and grade levels?	Look through learners' results if performance in subjects are regular and consistent across classes
2. Level of learners' achievement in MLA in relation to the national mean performance.	Test results (NB: it is not appropriate for evaluators to set tests during a quality assurance evaluation) Evaluators should use the results of external and internal tests alongside their own professional assessment of the level of work in learners' books.
3. Level of learners' achievement in public examinations (BECE, SSCE, NABTEB, Trade Tests, and NFE Certificate etc.)	
4. Level of learners' achievement in internal examinations and tests.	Use the records of internal exam results and tests. Check also learners' exercise books and test papers.
5. Level of schools' achievement in relation to National Learning Target/state benchmarks	National curriculum and State schemes of learners' workbooks
6. Learners' work in exercise books in comparison with that of learners in similar schools in similar situation.	Analysis of learners' work
7. Learners' proficiency in the language of instruction (oral and written)	Learners' interview Learners' work scrutiny
8. Performance of school/center in external competitions (science, art, culture, sports, debate, drama, quizzes, essays, exhibitions, etc.) in the last three years.	Look through school records learners' and teachers' interview

Pitched judgments for Achievement and standards

<p><i>Out-standing</i></p>	<p>Consistency of Learners' achievement across all subjects and grade levels is <i>very good</i> over time (3 consecutive years). Almost all learners including those with special needs make remarkable achievement when performance is compared with their starting point. Learners' achievements in set standards are excellent with 75% and above scoring credits or more in 5 subjects including English language and Mathematics in certificate examinations and thus are able to transit to upper levels. 90% or above of those who entered for internal examinations or tests obtained passes in 60% of the subjects. Learners' school work shows that much learning and development are taking place as evidenced by overall class performance and skill acquisition. Learners with special needs make excellent progress. The level of school's achievement in relation to National Learning Target is <i>very good</i>. Continuous Assessment exercises are regular and sources of scores are varied. Learners win many laurels in inter-and-intra-school competitions, sports, debates and others. There are intervention strategies in place to narrow the gaps identified through assessment of learners' work.</p>
<p><i>Good</i></p>	<p>All groups of learners are making <i>good</i> progress given their entry point. Consistency of learners' achievement across all subjects and grade levels is good as 60% - 74% of learners score 5 credits or more in 5 subjects including English language and Mathematics. 70% - 89% of those who entered for internal examinations or tests obtained passes in 60% of the subjects. Level of school's achievement in relation to National learning target is above average. Learners' schoolwork shows that significant learning and development are taking place as evidenced by overall class performance and skill acquisition, including social and communication skills in ECCD. Continuous Assessment exercises are regular and sources of scores are varied. There is remarkable progress in performance of learners. Participation and success of learners in intra-and inter school competitions are good. There are intervention strategies in place to narrow the gaps identified through assessment of learners' work.</p>
<p><i>Fair</i></p>	<p>Consistency of learners' achievements across all subjects and grade levels is <i>fair</i>, over time (3 consecutive years). All groups of learners are making satisfactory progress given their entry points. 45% - 59% of learners score 5 credits or more in 5 subjects including English language and Mathematics in external examinations. 50% - 69% of learners who entered for internal examinations and tests obtained passes in 60% of the subject. Level of school achievement in relation to National Learning Target is average. Learners' school work shows that some learning and development are taking place as seen in the overall class performance and skill acquisition. Continuous Assessment exercises are regular but sources not varied. There is room for improvement. Learners including those with special needs make just satisfactory progress. Participation and success in competitions are not remarkable. Schools are beginning to narrow the gaps identified in assessment through some interventions.</p>
<p><i>Poor</i></p>	<p>Standards are not high enough when set against learners' starting points. Consistency of learners' achievement across all subjects and grade levels is low. Between 30% and 44% of learners score 5 credits or more in 5 subjects including English language and Mathematics in their certificate examinations as a result majority cannot progress to the next level. 40% - 49% of learners who entered for internal examinations and tests obtained passes in 60% of the subjects. Level of schools achievement in relation to National learning target is below average. Learners' school work shows that little learning and developments are taking place as evidenced by overall class performance and skill acquisition. Continuous Assessment exercises are not regular and sources not varied. A considerable number of learners including those with special needs underachieve significantly. Hence, learners make insufficient progress in learning. There is little participation or success in competitions. Strategies to close identified gaps are not fully in place.</p>
<p><i>Very Poor</i></p>	<p>Learners' achievement across all subjects and grade levels is not consistent. Below 30% of learners' score 5 credits or more in 5 subjects including English language and Mathematics in their certificate examinations as a result less than 30% of learners 'progress to the next level. Below 40% of learners' who entered for internal examinations and tests obtained passes in 60% of the subjects. Standards are low when set against learners' starting points. Level of school's achievement in relation to National Learning Target is very low. Some groups such as those with special needs underachieve significantly. Continuous Assessment exercises are very irregular and consist mainly of tests. There is hardly any participation in competitions. Schools do not make effort to close identified gaps.</p>

(A) ii. Learners' Personal skills and Participation

Evaluate:

How good are the overall personal skills and Participation of learners?

Including:

- i. the extent of learners' spiritual, moral, social and cultural development;
- ii. the extent to which learners adopt healthy and safe lifestyles;
- iii. how well learners enjoy their education ;
- iv. the attendance of learners at school ;
- v. the behaviour of learners;
- vi. the extent to which learners make positive contribution to the community;
- vii. how well learners develop workplace and other skills that will contribute to their future economic well-being; and
- viii. the extent to which learners participate in decision making on improving their school and in matters which affect them.

To collect sufficient evidence to make professional judgments about quality, evaluators should consider:

Key issues	Evidence
1. Opportunities to participate and take on extra responsibilities are given to learners.	Discussion with learners, SBMC observation of learners around the school and scrutiny of school records.
2. Extent of building learners' skills through participation in co and extra-curricular activities.	Discussion with learners, teachers and parents. Observation.
3. Gifted learners and those with special talents and abilities are allowed to thrive, while supporting those with learning challenges.	Observation. Discussion with learners and staff. Review of learners' crafts and school records.
4. Learners demonstrate proper conduct at break time and move about in the school in an orderly manner.	Observation.
5. The school is free from bullying and other forms of harassment.	Discussion with learners, teachers, SBMC and parents. Observation of learners at play and other school activities, and scrutiny of school records.
6. Learner/learner, and staff/learner relationships appropriate and positive	Discussion with learners, teachers and parents. Observation
7. Learners demonstrate confidence and show that they have self-esteem.	Discussion with learners. Observation.
8. Learners attend school regularly.	Scrutiny of school records. Observation and discussion with SBMC.
9. Learners enjoy their education as good performance is celebrated	Discussion with learners and parents. Observation. Review of school records (displayed learners' work).
10. Impact of Learner Representative Council.	Discussion with staff, SBMC and learners. Scrutiny of school records. Observation.

11. Learners make contributions to the community beyond the school.	Discussion with learners, SBMCs, parents and the community. Scrutiny of school records. Observation.
12. Learners are given opportunities to work with staff and SBMC to solve problems.	Discussion with staff, SBMC, learners and parents. Observation and scrutiny of school records.
13. Learners play a role in the development of school rules and decisions that affect them	Discussion with staff, learners, SBMC andd parents. Observation.

Pitched Judgment for Learners' Personal skills and Participation

Evaluating Learners' personal skills and participation

<i>Out-standing</i>	Learners enjoy school/classes/lessons a great deal as they are regular at school and show willingness and eagerness to learn. Learners are prompt and disciplined as reflected in their positive attitudes to learning. Learners participate actively in all school activities and good performance is celebrated. They accommodate persons from other cultural and religious groups. Above all, learners feel very safe in the absence of bullying, cultism and examination malpractice and are given the opportunity and support to report any such incidents if and when they happen. Learners know that their concerns and interests are represented through the Learners' Representative Council. Learners make contributions to their community beyond the school and are eager to take up roles to serve the school.
<i>Good</i>	Learners enjoy school/classes/lessons as demonstrated by their considerate behaviour and positive attitudes to learning. Learners participate actively in most of the school's activities. They develop commitment to inter-communal harmony. They make significant overall progress in developing their personal qualities that will enable them to contribute effectively to the community and eventually to transfer to working roles. They feel safe because there are negligible cases of bullying, cultism and examination malpractice and they feel safe to report such cases if and when they happen. The Learners' Representative Council is operational.
<i>Fair</i>	Learners attend school/classes/lessons most of the time. Learners' personal relationships, development and well -being are adequate in some respects. Learners' participate actively in some school activities. Learners do not mind living with others but prefer their own kind. Bullying, cultism and examination malpractice exist but learners are able to cope. Learners contribute minimally to the community. The Learners' Representative Council exists but not yet strong enough to address all issues faced by learners in the school.
<i>Poor</i>	Learners do not always enjoy school/classes/lessons and can behave inconsiderately. Attendance is irregular. Some learners are indifferent to people of other ethnic groups. Bullying, cultism and examination malpractice are rampant. Learners do not always feel safe, are often distracted from their studies and do not adopt healthy life-styles. Community contribution is almost lacking. Learners' Representative Council is in place but not functional.
<i>Very Poor</i>	Learners generally are disaffected and do not enjoy their education as shown by their poor attitudes, behaviour and attendance. Majority of learners are indifferent and do not participate in school activities. Learners' experience religious, gender and other forms of discrimination. Bullying, cultism and examination malpractice are the order of the day. When threatened, they do not have confidence that they can get sufficient support. Learners do not engage with the community or make satisfactory progress in the skills and qualities that will equip them for life. Learners' Representative Council is not in place and therefore no structured mechanism for learners' participation in decision-making and matters, which affect them.

B The Quality of Provision

(Bi) - The quality of Teaching and learning

Evaluate:

How effective are teaching and learning in meeting the full range of learners' needs?

And the extent to which learners:

- acquire new knowledge and skills in their work, develop ideas and understanding;
- show engagement, application and concentration, and are productive;
- develop the skills and capacity to work independently and collaboratively.

The features of teaching that affect learning.

- The quality of Curriculum and other Activities.
- The extent to which the school provides a broad range of worthwhile curricular opportunities that cares for the interest, aptitudes and particular needs of learners.
- The quality of Care, Guidance and Safety.
- How well the school ensures learners care, welfare, health and safety?
- Seeks to involve learners in its work and development.
- The extent to which the Learning environment is conducive to effective learning.

To collect sufficient evidence to make professional judgments about the quality of Teaching and learning, evaluators should consider

Key issues	Evidence
1. Knowledge and understanding of subject matter by the teachers.	Discussion with staff and learners. Lesson observations. Scrutiny of learners' work.
2. Lesson plans with clear learning outcomes communicated clearly at the start of lesson, and suitable teaching strategies. When learners' understanding requires special attention, teachers deviate from plan.	Scrutiny of plans. Discussion with staff and learners. Lesson observation. Scrutiny of learners' work.
3. Teaching interests and motivates learners, and teachers use positive methods of classroom discipline	Discussion with learners. Lesson observation. Scrutiny of learners' work.

4. Teaching is challenging to learners and promotes high learning outcomes.	Discussion with learners. Lesson observation. Scrutiny of learners' work and test results.
5. Teachers use relevant teaching materials and different teaching methods for effective learning.	Discussion with learners. Lesson observation. Scrutiny of learners' work.
6. Time is well managed by teachers to help learners make progress.	Lesson observation. Scrutiny of learners' work.
7. Homework is used to extend learning.	Lesson observation. Scrutiny of learners' work.
8. Thorough and constructive marking of learners' work.	Scrutiny of learners' work.
9. Use of assessment for lesson planning.	Scrutiny of lesson plan, mark books, Discussion with staff. Lesson observation.
10. Teaching materials match the learners' level.	Scrutiny of lesson plans. Discussion with staff. Lesson observation.
11. Participation of learners during lessons.	Lesson observation.
12. Learners acquire new knowledge and skills to develop ideas.	Discussion with staff and learners. Lesson observation. Scrutiny of learners' work.
13. The extent of independent and collaborative learning by learners.	Discussion with learners. Lesson observation. Scrutiny of learners' work.
14. Use of varied learning environment to appeal to various categories/comfort zones of learners.	Observation. Discussion with learners and staff.

Pitched judgment for the quality of Teaching and learning

Evaluating the quality of teaching and learning

<i>Out-standing</i>	Teaching is consistently <i>outstanding</i> across all levels. It is stimulating, enthusiastic and challenging. Drawing on very good subject knowledge, teachers plan their lessons effectively based on accurate assessment of learners' prior skills, knowledge and understanding. Learners' progress is systematically evaluated throughout the lesson and identified areas of weakness are strengthened to enhance learners' progress. As a result, almost all learners make outstanding progress. There are very good relationships in the classroom and teachers handle classroom situations effectively, employing positive methods of managing discipline and behaviour. Homework and constructive feedbacks are always used by teachers to enhance learners' interest and extend learning. Teaching methods are well selected to meet the needs of all learners and time management is <i>very good</i> . Learners' needs and demands are well matched with activities and achievement extremely high.
<i>Good</i>	Teaching is <i>good</i> . Most teachers draw on their good knowledge of their subject curriculum to plan their lessons effectively, excite and motivate most learners to participate actively. Learners' understanding is improved through tasks that are appropriately challenging for every level. Time is managed well and learners' knowledge is periodically assessed throughout the lesson to deepen their understanding and as a result a good number of them make good progress. Classroom relationships are constructive and interactive with good classroom discipline and learners' behaviour, which promote learning. Homework is regularly used to extend learning and is marked. Learners' individual needs are sufficiently met and achievement is <i>good</i> .
<i>Fair</i>	Teaching is satisfactory with learners making some progress. Learners' knowledge is sometimes evaluated to deepen their understanding. Homework is occasionally used to extend learning. Classroom relationships are appropriate and learners are sometimes motivated and satisfactory methods used to maintain discipline. No significant groups are left behind in learning. Achievement is broadly average.

<i>Poor</i>	Teaching is inadequate as too many teachers under-perform. Learners make limited progress and some underachieve. Teaching fails to capture learners' interest and enthusiasm. Attention is not paid to some individual learners' needs and some have difficulty coping. Greater effort is expended in managing behaviour than in motivating and developing learning. Time management is in-effective. Achievement is below average.
<i>Very Poor</i>	Teaching is not challenging and learners make little or no progress in lessons. Learners' previous knowledge is not linked to new knowledge. Teaching methods are inappropriate and fail to motivate learners to achieve. Classroom and time management are poor. Learners' needs are not met. Many learners are unwilling to work individually and group work is unproductive. Achievement is <i>poor</i> .

(B ii) –The quality of the Curriculum and other Activities

Evaluate:

How well do the Curriculum and Other Activities meet the range of needs and interest of learners?

And the extent to which:

-
- i. the school provides a broad range of curricular opportunities that cater for the interests, aptitudes and particular needs of learners;
-
- ii. school provides opportunities for learners to participate in co- and extra-curricular activities;
-
- iii. the curriculum is responsive to local circumstances and meets external requirements; and
-
- iv. schools (public and private) use the Nigerian curriculum.

To collect sufficient evidence to make professional judgments about quality, evaluators should consider:

Key issues	Evidence
i. Extent of use of current National curriculum and teachers' guides.	Scrutiny of lesson plans. Discussion with staff and learners. Lesson observation. Scrutiny of learners' work.
ii. Evidence of schemes of work for all subjects drawn from the National Curriculum.	Scrutiny of schemes. Discussion with staff and learners. Lesson observation. Scrutiny of learners' work.
iii. Access to all curricular options by learners including administration of the curriculum to suit learners with special needs.	Scrutiny of lesson plans. Discussion with staff and learners. Lesson observation. Scrutiny of learners' work.
iv. Use, appropriateness and availability of textbooks and other instructional materials.	Lesson observation. Discussion with staff and learners. Scrutiny of learners' work.
v. Promotion and participation in sports, the arts and other co- and extra-curricular activities	Observation of activities. Discussion with staff and learners.

Pitched judgment for the quality of the Curriculum and other Activities

<i>Out-standing</i>	The Curriculum and other related Activities are excellent in meeting the range of needs and interests of learners, including those with special needs. The school provides outstanding range of curricular opportunities that are gender sensitive and very relevant to learners and society. Facilities and resources are very adequate, of good quality and are used very effectively to improve learners' achievement.
<i>Good</i>	The Curriculum and other related Activities are <i>good</i> in nearly all respects, meeting the range of needs and interests of most learners, including those with special needs. The school provides a broad-range of curricular opportunities that are gender sensitive and relevant to learners and the society. Facilities and resources are adequate, of good quality and are used effectively to improve learners' achievement.
<i>Fair</i>	The Curriculum and other related Activities are appropriate in meeting the range of needs and interests of learners, including those with special needs. The school provides a reasonable range of curricular opportunities that are gender sensitive and relevant to learners and the society. Facilities and resources are barely adequate to meet learners' needs. Some records are not well kept or utilized to improve learning.
<i>Poor</i>	The Curriculum and other related Activities are often inadequate in meeting the range of needs and interest of learners, including those with special needs. The school provides a meager range of curricular opportunities that are gender sensitive and relevant to learners' and societal needs. Facilities and resources are inadequate to support learners' progress. Most records are not properly kept.
<i>Very Poor</i>	The Curriculum and other related Activities are inadequately matched to the needs and interests of learners, including those with special needs. The school provides poor curricular opportunities for learners' progress and well-being. Facilities and resources are grossly inadequate and hinder learning. Records are poorly kept.

(BIII) The quality of Care, Guidance and Safety

How well the school:

-
- i. ensures learners' care, welfare, health and safety;
-
- ii. ensures that learners work in a healthy, non-violent and safe environment;
-
- iii. ensures that learners have space to articulate their concerns on matters which affect their attendance and learning;
-
- iv. provides support, advice and guidance for learners, based on the monitoring of their achievements and personal development;
-
- v. knows how to respond to and report issues of violence, abuse and conflict which may affect access to learning; and
-
- vi. seeks to involve learners in its work and development.

To collect sufficient evidence to make professional judgments about quality, evaluators should consider:

Key issues	Evidence
1. Learners understand how well they are doing and know how to continue to improve.	Discussion with learners and parents. Observation of lessons. Scrutiny of learners' books.
2. Learners are encouraged to live healthy lives and to keep themselves safe.	Discussion with learners and parents. Observation.
3. Learners feel safe to report incidents which may be harmful or affect their access to learning.	Discussion with learners, staff, parents and SBMC.
4. There are incentives for promoting gender education in the school.	Discussion with staff, learners and parents. Observation.
5. There are documented school rules with appropriate sanctions for erring learners.	Discussion with staff, learners and parents. Observation, Documentation / Displayed rules and regulations.
6. The school has a 'charter' in place which states how learners can expect to be protected in school	School record Discussion with learners, staff and school leadership.
7. The head teacher and other teachers supervise learners when they are not in class.	Discussion with staff, learners and parents. Observation.
8. The school provides adequately for learners with special needs.	Discussion with staff, learners and parents. Observation.
9. The school gives extra support to learners from disadvantaged and challenged families to join fully in school life.	Discussion with staff, learners and parents. Observation.
10. The school makes extra efforts to encourage learners to attend school regularly.	Discussion with staff, learners and parents. Observation, School records.
11. The school holds open days and parents attend.	Discussion with staff, learners and parents. Observation, School records.
12. Availability of potable water supply	Discussion with staff, learners and parents. Observation.
13. The school benefits from school feeding Programme; (b) The school benefits from balanced school feeding project.	School records. Discussion with staff, learners, parents and SBMC Observation.
14. The school encourages: (a) immunization; b) Provision of school health facilities (Sick bay and First- Aid Box)	School records. Discussion with staff, learners and parents. Observation.
15. Learners have access to medical facilities.	Discussion with learners and parents. Observation , School records.
16. There is a programme on awareness/ sensitization on HIV & AIDs, Ebola, Lassa fever, Zika virus etc.	School records. Discussion with staff, learners and parents, Observation.
17. The school follows correct procedures for responding to and reporting issues related to learner protection, violence and conflict	Case reports Reports made to FME, SMOEs, SUBEB/LGEAs.
18. Guidance and counseling unit guides learners to explore their potentials.	Discussion with learners' and staff. Review of guidance and counseling records.

Pitched judgment on the quality of Learners' Care, Guidance and Safety

<i>Out standing</i>	The Care, Guidance and Safety for learners are <i>outstanding</i> in all respects (Learners' overall emotional, spiritual, moral and social wellbeing). There is a very high level of commitment to promotion of learners' health and safety. Exceptional efforts are made to ensure learners live healthy life style in school through provision of potable water, Sickbay, First- Aid box and clean toilet facilities to take care of urgent health needs of learners and health awareness through health programmes. There is a well-managed assessment procedure, which ensures that the teachers track their learners' progress, health and personal development. Staff has a good understanding of learners' protection procedures which are fully implemented. Learners know and obey school rules, which are well documented/displayed. School holds well-planned open days where learners and parents participate fully to promote learners' progress. All learners are well supported with a vibrant and functional Guidance and Counseling Unit. Positive methods of discipline are used in the school instead of corporal punishment.
<i>Good</i>	The quality care for learners is seen in the level of commitment of staff and their competence in promoting their health and safety through provision of good health and safety procedures. Learners' overall emotional, spiritual, moral and social wellbeing are <i>good</i> . Good effort is made to ensure learners live healthy life style in school through provision of potable water, Sickbay, First Aid box and clean toilet facilities to take care of urgent health needs of learners; and health awareness through health programmes. Systematic and well-managed assessment procedures ensure that the teachers track their learners' progress and personal development. Learners' personal development and well- being is a priority to staff. Learners are well informed about their future options. Members of staff understand learners' protection procedures fully. Learners at risk are identified early and effective arrangement put in place to keep them engaged. All learners are well supported. Open days exist, learners and some parents participate. There is a functional Guidance and Counselling Unit. Positive methods of discipline are used in the school instead of corporal punishment.
<i>Fair</i>	Learners are cared for, guided and supported. Their overall emotional, spiritual, moral and social wellbeing is satisfactorily catered for. Their health and safety are looked after satisfactorily during work and play. The school's commitment to learners' health and safety is satisfactory. Learners' protection procedures are known but not well implemented. The assessment procedure for tracking learners' progress and personal development is fair. Learners at risk are sometimes identified and arrangements put in place to keep them engaged. There are school rules, which are documented but not strictly enforced. Positive discipline is encouraged but not always implemented.
<i>Poor</i>	Learners' overall emotional, spiritual, moral and social wellbeing are low. The Care, Guidance and Safety for learners are inadequate in many respects. Learners' protection procedures are weak. Targets given to learners are not challenging. The assessment procedure for tracking learners' progress and personal development is sometimes ineffective. Rules are not well documented. Open days are held occasionally and few parents participate. Learners with challenges are not given support. Learners are not always supervised at work and play. Skeletal guidance and counselling services are rendered to learners. Corporal punishment is used to discipline learners in the school
<i>Very Poor</i>	Learners' overall emotional, spiritual, moral and social welfare are very low. The school does not provide adequate care for its learners. The systems are too weak and staff are inadequately trained to ensure that policies for learners protection are properly implemented and understood fully. Many learners do not have a clear understanding of their targets, or the targets are not challenging enough. Learners' progress is inadequately monitored. The quality of advice and guidance does not support many learners adequately when they come to make choices. Very many learners have poor attendance records, some are excluded from some school activities, while others drop out, and the school has no re-engagement strategy. There are no open days and rules are not documented. Guidance and Counselling services are not rendered to learners. Corporal punishment is often used as a way of disciplining learners

(B iv) – The quality of the Learning environment

Evaluate:

How well does the quality of the Learning environment contribute effectively to learners' progress and achievement?

-
- i. How the school environment is conducive to learning.
-
- ii. The extent of adequacy of learning equipment and other facilities.
-
- iii. Usage of ICT in the school.

To collect sufficient evidence to make professional judgments about quality, evaluators should consider:

Key issues	Evidence
i. School building areas including toilets & grounds are clean, tidy and in good repair with absence of graffiti and vandalism	School records. Discussion with staff, learners and parents. Observation.
ii. Availability, use and impact of sporting facilities and equipment as appropriate	School records. Discussion with staff, learners and parents. Observation.
iii. Availability and use of standard classrooms, laboratory, library and workshop to enhance learning.	School records. Discussion with staff and learners. Observation.
iv. Separate toilet facilities for male and female learners, teachers and instructors.	School records. Discussion with staff and learners. Observation.
v. Access to all areas of the school for learners with special needs (where applicable).	School records. Discussion with staff and learners. Observation.
vi. Safe environment, adequate procedures for school safety; preparedness to cope with fire and other emergencies; demarcation of school compound to prevent encroachment and provide security	Discussion with staff and learners. Observation.
vii. Impact on learning of school farm/garden where available.	School records. Discussion with staff and learners. Observation.
viii. Impact on learning of a functional transportation facility (where available).	School records. Discussion with staff and learners. Observation.
ix. Use of ICT facility and impact on learners	Observation and discussion.

Pitched Judgment: Evaluating the quality of Learning environment

<i>Out-standing</i>	The learning environment is very conducive for learning with respect to its location, layout, fencing, general security and aesthetics. Learning facilities including classrooms, Laboratories/ science corner, workshops, multipurpose hall and library are available, fully equipped, furnished for learners of all levels and effectively used by all. All learners with special needs are adequately catered for. Sporting facilities and equipment are available and used to enhance learning. ICT facilities are available for learners' use. School has functional source of power supply and extra effort is made for alternative provision. The school exhibits a high maintenance culture and is free of vandalism and graffiti. Learners feel safe in all areas of the school.
<i>Good</i>	The learning environment is conducive with respect to its location, layout, fencing, general security and aesthetics. Learning facilities including the classrooms, laboratories, workshops, multipurpose hall and library are equipped and furnished for learners' use to improve learning. Learners with special needs are catered for. ICT facilities are in place and used. The school exhibits a maintenance culture with adequate measures for checking vandalism and graffiti. School has functional source of power supply. Measures are in place to ensure safe learning environment. Sporting facilities and equipment are available and in use.
<i>Fair</i>	The Learning environment is satisfactorily conducive with respect to location, layout, fencing, general security and aesthetics. The learning facilities including classrooms, laboratories, workshops, multipurpose hall and library are fairly equipped and furnished. Sporting facilities and equipment are available and used. ICT facilities are in place but not readily accessible by learners. Most buildings are not maintained. There are some degree of vandalism and graffiti. Learners with special needs are not well cared for. School has source of power supply but this is not functional all the time. Some procedures for school safety are in place. Sporting facilities and equipment are available but not adequate.
<i>Poor</i>	The Learning environment is not conducive as security measures are inadequate. Learning facilities are inadequate. Learners with special needs are not catered for. Learners have no access to ICT facilities. Most school buildings are not maintained and there is a high level of vandalism and graffiti. School safety measures are inadequate. School has no functional source of power supply. Sporting facilities and equipment are not available.
<i>Very Poor</i>	The Learning environment is deplorable. Learning facilities including classrooms, laboratories, workshops, and the library are grossly inadequate with insufficient equipment and furnishing. The multipurpose hall is inadequate for learners. There is no provision for learners with special needs. School safety measures are not in place. School has no source of power supply. ICT facilities are lacking. Sporting facilities and equipment are absent.

C The effectiveness of Leadership and management

Evaluate:

The quality of Leadership and management of the school, particularly by the principal/head teacher, senior team/line management and those with responsibilities including learners and other stakeholders, do they focus effectively on learners' learning and achievement?

-
- i. how effectively the school utilizes human and material resources to improve learning outcomes;
-
- ii. how effectively performance is monitored and improved through SS-e;
-
- iii. how effectively leaders and managers at all levels clearly direct improvement and set clear priorities and targets SDP;

-
- iv. the extent to which leaders and managers promote the well-being of learners through high quality care, education and training;
-
- v. the extent to which leaders and managers prevent and respond promptly to incidences of violence/harassment/abuse in the school and report these appropriately;
-
- vi. how well equality of opportunity is promoted and discrimination is tackled so that all learners achieve as well as they can;
-
- vii. the support and challenge provided by the SBMC; and
-
- viii. how leaders are made accountable for their different roles.
-

To collect sufficient evidence to make professional judgments about quality, evaluators should consider:

Key issues	Evidence
1. There is clear vision and mission statement relevant to National Education goals; shared publicly and consistent with the specified goals for the level the school operates.	School records. Discussion with staff, learners and parents. Observation
2. School has a regularly updated functional SDP to improve quality and standards.	Review of SEF and most recent EE report; Scrutiny of SDP and investigation of its impact. Discussion with staff, learners and parents/SBMC. Observation
3. Analyses and use of performance data (examination and test results) for improvement and sharing with all stakeholders to inform planning.	School records. Observation
4. Parents help the school in solving academic and social problems of learners	Discussion with SBMC, parents, staff and learners
5. Involvement of staff and learners in decision-making, setting school goals and reviewing them.	Discussion with staff and learners, Observation, School records.
6. Effective committees and staffing structures in place that contribute to improvement	School records. Discussion with staff. Observation
7. Proprietors empower school leadership and assistants to perform their roles	Documentation, Discussion and observation
8. Supervision and monitoring of lessons by Principal/Head teacher and Supervisor.	School records. Discussion with staff and learners. observation
9. Principal/Head teacher - empowers and motivates Assistants to perform leadership roles	Documentation, Discussion and observation
10. Leadership motivates teachers and learners to improve and perform leadership duties. Leadership promotes and protects staff welfare.	School records. Discussion with staff and learners. Observation
11. The performance appraisal of staff is focused on bringing about improvement. There is professional development for teachers.	School records. Discussion with staff. Observation
12. Impact of joint school/community projects and any private sector involvement	School records. Discussion with staff, learners and parents. Observation

13. Leadership tackles discrimination and resolves conflicts promptly. Provision is made for learners with special needs.	School records. Discussion with staff, learners and parents. Observation
14. Appropriate use of funds to bring about improvement	School Records discussion with staff and SBMC members. Observation
15. Record keeping is in line with statutory financial regulations and SBMC's advice.	School records Discussion with staff and SBMC members.
16. Partnership in school events by parents, SBMC and community members	School records. Discussion with staff, learners, SMBC, community and parents.
17. Extent of compliance with evaluation reports in the last three years.	School records Discussion with staff and SBMC members.
18. Principal/Head teachers, staff and learners are all aware of what to do/how to report danger, abuse in and around the school.	Discussion with principal/head teacher, staff and learners

Pitched Judgment for Leadership and management

<i>Out-standing</i>	Leadership and management are most effective at all levels and in all respects and are exemplary in significant elements as shown by their impact on the performance of the school and the achievement of the learners. Though the school is successful, it still aspires for further improvement year after year. Involves the SBMC and learners in SDP development and decision-making. Funds are well utilized to bring improvement in learners' achievement. Teacher motivation is very high.
<i>Good</i>	Leadership quality is effective in nearly all respects. Leadership is successfully focused on raising standards and promoting the personal development and well-being of all learners. Through its effectives SS-e, which takes into account the views of all major stakeholders; managers have a good understanding of the school's strengths and weaknesses. They have a good track record for making improvements, including dealing with any issue from a previous evaluation if appropriate. The inclusion of all learners is central to its vision and it is effective in pursuing this. The leadership and management provide the school with a good capacity to improve. There is an SDP and teachers are motivated.
<i>Fair</i>	Some Aspects of leadership and management are effective as shown by their impact on the performance of the school. The school runs smoothly on a day-to-day basis. It uses SS-e to improve significantly. There is some level of teacher and learner motivation for improvement. Involvement of relevant stakeholders and SDP development is minimal.
<i>Poor</i>	Leadership and management spend too much time on trivial matters and do not focus on professional leadership. Leadership and management make little impact on improving the performance of the school. Lacks an SDP. Fund utilization does not impact on learners' achievement. Staff are generally not motivated. Conflicts are largely left unresolved.
<i>Very Poor</i>	Leadership and management have too little effect so that standards are too low and learners make slow progress in their work and personal development. At its worst, the school is disorderly and unsafe, and arrangements to ensure the safety of learners are not adequately in place. Leaders and managers are insufficiently focused on raising standards and promoting the personal development of learners, and lack the authority and drive to make a difference. Many staff is disenchanted and lack confidence in their leaders. Even though the school may appear to run smoothly on a day-to-day basis, the quality of its self-evaluation is inadequate and managers do not have a realistic view of its weaknesses. Overall, the Leadership and management do not provide the school with the capacity to improve.

D. Overall effectiveness

Evaluate:

How effective, efficient and inclusive the school is, in meeting the needs of learners taking account of:

- A. Outcomes for learners;
- B. The quality of provision; and
- C. The effectiveness of leadership and management.

Pitched judgments for Overall effectiveness

Evaluating overall effectiveness

<i>Out-standing</i>	<p>Effectiveness is likely to be <i>outstanding</i> when:</p> <ul style="list-style-type: none"> • Either learners' Achievement or their Personal skills and Participation or both are <i>outstanding</i>; • At least two Aspects of the quality of provision are <i>outstanding</i>, one of which must be Teaching and learning; and • Leadership and management are at least <i>good</i> with some <i>outstanding</i> elements in them.
<i>Good</i>	<p>Effectiveness is likely to be <i>good</i> when:</p> <ul style="list-style-type: none"> • Achievement and standards are <i>good</i>; learners' personal skills and Participation are <i>good</i> in most respects and within this, behaviour is <i>good</i>; and • Teaching and learning and at least one other Aspect of the quality of provision are <i>good</i> and others are at least <i>fair</i>; • Leadership and management are <i>good</i>.
<i>Fair</i>	<p>Effectiveness is likely to be <i>fair</i> when:</p> <ul style="list-style-type: none"> • Outcomes for learners are at least <i>fair</i>; learners' personal skills and Participation may be good; • Teaching and learning, the Curriculum and other Activities, and Care, Guidance and Safety are at least <i>fair</i>, and • Leadership and management are at least <i>fair</i>
<i>Poor</i>	<p>Effectiveness is likely to be <i>poor</i> when:</p> <ul style="list-style-type: none"> • Either Achievement and standards or Learners' Personal skills and Participation are <i>poor</i> • Teaching and learning and in addition, either the Curriculum and other activities or Care, Guidance and Safety are <i>poor</i> and • Leadership and management are <i>poor</i>
<i>Very poor</i>	<p>Effectiveness is likely to be <i>very poor</i> when:</p> <ul style="list-style-type: none"> • Either Achievement and standards or Learners' personal skills and their Participation are <i>very poor</i> • Either Teaching and learning are <i>very poor</i> or all Aspects of the quality of provision are judged poor and • Leadership and management are <i>very poor</i>

Types of Evaluation

5.1. Introduction

Evaluation in a school system is a systematic and objective assessment of what a school is doing, and the impact on the learners based on the set of criteria in the ES. In the context of QA in Nigeria, there are four main types of evaluations.

5.1.1 Whole School Evaluation

The concept of Whole School Evaluation (WSE) is the cornerstone of the QA strategy. It is one of the emergent frameworks for education QA globally. The process is a very interactive procedure, which includes both School Self-evaluation (SS-e) and External Evaluation (EE). Schools, represented by principals/head teachers, school management teams, teachers, PTAs, school governing bodies, local communities as well as individual parents contribute information using the ES and recording outcomes in the School Self- evaluation Form (SEF).

WSE also helps schools to constantly and internally improve the quality of their performances. This is achieved by SS-e leading to high quality development and planning. SS-e is validated and enhanced through EE carried out by trained and accredited team of QAEs who are experienced education professionals. The inclusiveness of WSE and its pursuit of improvement reduces the opportunity for schools to blame someone or something else for negative judgments as they often did following traditional inspection. Thus it ensures that the focus of everyone is on the quality of education. It is comprehensive as it focuses on the teaching and learning condition of the school and covers all areas of school life and work as detailed in the ES. This evaluation is part of a new cycle of QA in schools that includes SS-e as well as EE.

SS-e is the process of the school evaluating itself using the ES. This is done periodically and it fills the SEF once in a school year. EE is carried out by a team of accredited evaluators drawn from the National and State Education Quality Assurance bodies nationwide. It lasts for a period not more than three working days depending on the size of the school, number of learners and the type of evaluation.

5.2.2 Special Evaluation

Assesses any Aspect of a school's provision to either get a state or national view of a topic or an issue. It can be used to collect a view of specific subjects

in a state or to evaluate girls' education, for example. It is organized as the need arises.

5.2.3 Accreditation evaluation

Is conducted with the primary objective of approving subjects for external examinations such as; Senior School Certificate Examinations (SSCE) conducted by West African Examinations Council (WAEC) and National Examinations Council (NECO) and Basic Education Certificate Examination (BECE) conducted by NECO, National Business and Technical Examinations Board (NABTEB) and the states. This evaluation is conducted at the request of the head of the school when a newly introduced subject has been taught in the school up to the senior secondary level or when a new school is registering candidates for external examinations for the first time. Attention of the external evaluators is focused on Aspects such as the quality of Teaching and learning and the levels and standards achieved by learners. They also check the number and quality of staff, library facilities, area of syllabus covered, standard or observed lessons, types of textbooks used, departmental records, accommodation and other facilities. Based on a report arising from this visit, approval is either given in full, provisionally or denied.

5.2.4 Follow-through Evaluation -

Underperforming schools, especially those with overall effectiveness of fair, poor and very poor, need follow-up evaluation to ensure that the recommendations made for improvement are being addressed. This could be done between 6-12 months after the initial visit. States School improvement Team (SSIT) will work with such schools to ensure improvement.

School Self-evaluation

6.1 Introduction

School Self-evaluation (SS-e) is a continuous process which requires schools to use the ES to evaluate and judge the quality of what they are doing themselves and the impact on learners' outcomes. The process is complemented from time to time by EE. SS-e is crucial in supporting the school in its ability to improve the quality of education for learners in its care. It also helps schools to identify and focus on areas where improvement in their provision needs to be made.

SS-e and EE must use the same criteria for the basis of their processes. The ES provides these criteria and pitched judgments to help make grading more consistent and therefore comparable across Nigeria. Everyone working in schools should be familiar with the ES so that all can share in the same conversation about what quality in schools mean.

SS-e should be an on-going process to support school improvement. The SS-e Form (SEF) below shall be used nationally to record result of SS-e. Each school shall ensure that it conducts SS-e regularly and fills SEF at least once in every school year.

6.2 Key Points

There are (five) key points about SS-e that schools should keep in mind. That:

- i. It is rigorous. SS-e helps schools to improve;
- ii. the most effective process of SS-e is the one that is simple to use and is integrated into the school's routine management systems;
- iii. schools must listen to and consider the views of their stakeholders, for example, teachers, learners, parents, School Based Management Committee (SBMC) and/or other community groups;
- iv. the outcome of school's SS-e process should be up-dated at least every school year and should include information about the impact of the school's actions on learners; and
- v. assertions and lists of initiatives are unhelpful and should be discarded.

6.3 Pre-SS-e process

- i. Train QA staff at the state and LGEAs on QA processes, practices and skills.

-
- ii. QAEs train principals/head teachers in QA processes and skills.

 - iii. QAEs train SSOs in SS-e and SEF.

 - iv. SSOs train teachers and SBMCs in the conduct of SS-e.

 - v. Principals/Head teachers ensure that SS-e committees are established in their schools with representatives from learners, teachers, staff, parents, community leaders, SBMCs and PTA.

 - vi. QA state bodies make SEF available to all principals/head teachers at the beginning of each school year.

 - vii. Principals/Head teachers and SBMCs shall ensure that SS-e is carried out in their schools, at least once a term, and fill SEF once a year. SEF should be signed by the chairman, SBMC and the principal/head teacher of the school.

 - viii. Principal/Head teacher shall make the SEF available to lead evaluator on request.

 - ix. Principals/Head teachers shall use National Education QA Handbook for Basic and Secondary Education in Nigeria (QA handbook) to carry out SS-e, using the range of methods of collecting evidence - Observation, Documentation and Discussion (ODD).

 - x. Principals/Head teachers shall ensure that all evidences are recorded in clearly marked and appropriate Evidence Forms (EF) provided in this handbook.

 - xi. Areas of strengths and weaknesses shall be clearly identified and stated correctly in the overall effectiveness.

 - xii. In the report, areas of weakness shall be stated as areas for improvement by clearly indicating what action to be taken, why the action, and the expected impact of the action.

 - xiii. SS-e and EE reports shall be used to develop the SDP for school improvement

6.4.0 Relationship between school SS-e and EE

SS-e provides the basis for planning, developing and improving schools. SEF shall be used as the basis for EE and takes full account of and contributes to SS-e. Schools shall present SEF of their SS-e on demand to external QA evaluators.

6.5.0 Pre SS-e questions:

6.5.1 How well are we doing? And how can we do better?

To offer the best possible education, staff and SBMC should know how well their school provides for learners, the impact of this provision and how it can be improved upon. Thorough SS-e provides the best means to identify strengths and weaknesses and key priorities for improvement. SS-e is only effective if it is based on openness, honesty and trust. It is most effective when it identifies any obstacles to learning and seeks to tackle these to achieve the highest possible standards and progress.

Evidence gathered from SS-e should be analyzed and used fully to:

-
- i. diagnose precisely where strengths and weaknesses lie and the implications for necessary change;

 - ii. identify the key priorities; and

 - iii. plan the action needed to bring about improvement.

A well-managed SS-e will identify the precise issue that needs tackling and what to do about it. In this way, action can be targeted to have the greatest impact and its progress recorded in the School Development Plan (SDP).

It is important to check whether the actions taken to bring about improvement are having the desired impact and, if they are not, why not? Such interim reviews might lead to minor adjustments to targets, activities and the reallocation of resources path-way through a school's annual review cycle. Alternatively, it might identify actions for the next development plan.

Schools shall evaluate all they do, but not necessarily all at once. Schools need to know how well learners perform in terms of:

-
- i. the overall standards they attain;

 - ii. the standards attained by different groups such as girls and boys, those from different ethnic backgrounds, the gifted, learners in public care, the talented and those with other special needs;

 - iii. the progress made by different groups of learners over time - for example, at different stages; and

 - iv. their personal skills and participation.

Schools shall also assess the quality and impact on standards of:

-
- i. the quality of education – Teaching and learning, the Curriculum and other Activities, Care, Guidance and Safety, and the Learning environment;

-
- ii. leadership and management at all levels including the influence of the SBMC or other community bodies;
-
- iii. features and objectives which are special to a school; and
-
- iv. the links between the school and other providers, services, employers and other organizations.

School shall evaluate the plans they have implemented, strategies for improvement, whether resources are being effectively used and in particular, the impact of action taken on the learning and well-being of the learners.

6.5.2 How should schools evaluate the quality of provision?

The SEF provides a structure by which the school can systematically evaluate all the aspects of its provision and their impact. Schools shall use the evaluation schedule used by external evaluators to help them in their regular self-evaluation process.

In the first instance, schools need to have a clear idea about where teaching is effective and where improvement is required. They should use the external evaluators' tools for evaluating teaching and learning and the ES to arrive at accurate judgments. There is no one particular style of teaching that is best; the judgment should be about what helps the learners in a school make good progress.

To help ensure that SS-e is effective, schools should have the following five questions in mind as these will help them to focus on the process.

6.6.0 The Evaluation questions

6.6.1 Question One: Does our self-evaluation identify how well our school serves our learners?

At the core of successful SS-e is a clear analysis of the outcomes for all learners. Careful analysis of any performance data available in schools should enable them to benchmark the standards learners reach and their levels of progress against the published national quality standards, or state benchmarks and against their past performance. They also help schools to set challenging but achievable targets for improvement.

Schools must use their own data to provide greater detail about individuals and groups of learners. Information collected, analyzed and interpreted give a clear insight into how well the school is providing for every learner. Academic achievement gives only part of the picture of learners' development. It is much harder to evaluate learners' personal development but this must not be shirked.

6.6.2 Question two: Is our SS-e integral to our key management systems?

SS-e is not an activity carried out just once. It is continuous and is at the heart of the school improvement process. School leaders should ensure that they have simple and effective systems of SS-e in place, which allow them to collect appropriate evidence over time as part of the cycle of development and review. In this way, rigorous SS-e and the judgments derived from it can be integrated within their day-to-day management, especially in relation to:

-
- i. how the review of staff performance, including continuing professional development, contributes to improvement in teaching and learning.

 - ii. how well subject areas and departments interact to share good practice and learn from one another. and

 - iii. how assessment and target setting support learners' academic and personal development.

6.6.3 Question Three: Is our school's SS-e based on a good range of telling evidence?

Experience shows that the most effective schools are those, which are well organized to collect, analyze and evaluate evidence drawn from:

-
- i. monitoring and interpreting current attainment data, trends over time and other performance indicators for different ages, subjects and groups of learners;

 - ii. gathering and considering the learners, parents, teachers and other stakeholders' views and perceptions about the quality of the school's provision;

 - iii. checking that targets for learners, staff and the management team are challenging but achievable;

 - iv. evaluating the quality of learners' personal development, written and other work, tracking the records of individual learners' progress and attainment;

 - v. observing and evaluating teaching – including the evaluation of how well the evidence gathered is used to bring about improvement in performance as well as the well-being of learners; and

 - vi. the results of school monitoring, (both formal and informal) undertaken by SBMC, PTA or other community organizations, reports from the school community and external agencies involved in the work of the school and with individual learners.

6.6.4 Question Four:

Does our SS-e and planning involve key people in the school and seek the views of parents, learners and external advisers and agencies?

A school's leadership team is the best place to draw together the evidence and to make judgments about the key strengths, weaknesses and priorities for the whole school. However, SS-e should be systematic and undertaken at all levels. For example, subject and departmental heads should be evaluating the progress made by learners, identifying priorities that need to be fed into the SDP and putting in place action that leads to improvement. Equally, the SBMC or other community organizations should be fully involved in the school's review. Schools' senior staff should recognize that members of the SBMC and/or other community organizations may need support and training to help them fulfill this role.

It is up to each school to decide precisely who should be consulted and how views are gathered. Nevertheless, the involvement of learners, parents and support agencies in the SS-e process is essential. Evidence can be collected in a range of ways, for example, through surveys, focus groups and interviews. In some schools, learners are involved in observing and evaluating teaching and learning.

6.6.5 Question Five:

Does our SS-e lead to action to achieve our school's long-term goals for development?

In drawing up the SDP, it is important to distinguish between the short-term priorities (annual and operational) and the long-term strategic objectives. This may mean that, in any one year, all staff focus on a few key areas and a small number of tasks and that the governing body keeps a good check on the impact of action taken.

In response either to a full-scale evaluation or assessment of an Aspect of the school's work, a school development plan should:

-
- i. identify a limited number of main priorities for action and improvement, based on an assessment of the potential benefits to the learners – remembering that developing a strength may be a higher priority than eliminating a relatively minor weakness;

 - ii. focus on the continued improvement of outcomes for learners - raising academic standards and learners' personal development;

 - iii. include specific responsibilities, timescales and interim review dates, measurable success criteria and targets linked to learners' attainment and progress;

-
- iv. inform performance management objectives and the professional development programme for the forthcoming academic year;

 - v. identify and justify the cost-benefits in terms of learners' outcomes; and

 - vi. Identify how Aspects of a school's work that are exceptionally effective can contribute further to improvement within the school and in other schools.

6.7. Advice for schools completing the SEF

Keep it simple and avoid jargons. Try to be accurate, clear and honest. Schools must update the SEF in line with their normal cycles of school improvement. It must be completed every academic year. It is important that this is not a time-consuming and bureaucratic process. Answer the questions by making clear judgments and remember each time to justify answers with a brief summary of the evidence. Assertion is not good enough. So, for instance, refer briefly to test and examination results and attendance figures where data is available and reliable, but remember to say what the data told you, what it prompted you to do and the subsequent impact of your actions.

Also, refer to other reliable evidence where it is relevant. It is not intended that there should be large amount of data and descriptive detail. Evidence should be used selectively to support judgments. Schools can indicate clearly in the SEF where more detailed evidence can be found.

Remember to comment not just on what the school has done to promote the outcomes, but also on the impact that this has had on learners. For example, schools should comment on the difference that the school's action has made to particular groups of learners' behaviour, not just in terms of their attendance and attitudes to school but also in relation to their progress. A completed SEF should reflect properly, SBMC or other community organizations' involvement in the SS-e and show that it has been completed with their agreement.

The overall summary judgment and grade for each Aspect must be composite. For example, in the achievement and standards Aspect, the judgment must embrace both the standards attained by learners and their progress over time. In this Aspect, the key element is the progress that learners make, rather than the actual standards achieved. However, it must be borne in mind that, no matter how good the progress made, very low standards greatly influence the future life choices of many learners.

In the overall effectiveness, the composite judgment is a summary of all the other main judgments. When coming to a judgment about overall effectiveness, school's leaders should consider the close link between learners' progress, the quality of provision and the effectiveness of leadership and management. Leadership and management, including the effectiveness of governance, are judged primarily in terms of outcomes for learners. A school where learners make poor progress cannot have good leadership and management.

The School Self-evaluation Report form

To be filled in by the school and verified by evaluators

1. State..... L.G.A.....

School type: Co-educational school Single-sex school

Number of boys		Number of girls		Total number of learners		
SCHOOL PROFILE						
1.1.1 School/Centre Code			1.1.2 Name of School/Centre			
1.1.3 Year of Establishment		1.1.4 Location		Rural	Urban	
1.1.5 Address:						
• Street						
• P.O. Box						
• Town/Village						
• Telephone						
• E-mail						
1.1.6 Ownership:		Public		Private		
If ownership is private,						
Does it belong to?		Religious Body	Individual	CBOs	NGOs	
					Corporate Organization	
					Other Nationality School	
Others (Specify)						
1.1.7 School/Centre Level:						
Pre-primary	Primary	Jnr. Sec. School	Snr. Sec. School	NFE (Basic)	NFE (Post Literacy)	
1.1.8 Type of School/Centre						
specify						
1.1.12 Operational Mode (a)		Boarding		Day	Boarding & Day	
Operational Mode (b)		Morning	Afternoon	Shift	Evening	
					Night	
1.1.13 Name of H/T/Principal						
1.1.17 No of Asst. H/T/V.Ps		1	2	3	4	
		5	6	Above 6		
1.1.18 No of H O Ds		1	2	3	4	
		5	6	Above 6		
1.1.19 No of teachers living in the School Compound		Males			Females	
1.1.20 No of Guidance Counselors		Males			FEMALES	
11.21 Indicate sources of funds		Govt	PTA	Dev. Partners	NGOs	
				Old students/ Learner Ass.	PPP	
				School Community	SBMC	

About your school

It is helpful to specify what is special about your school and the community it serves.

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About the Learners

What standards do learners achieve and do they make enough progress?

<i>Outstanding</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Very Poor</i>

What are your main reasons for your judgment?

Please refer to the Quality standards in the ES

--

How good are the personal skills and participation of the learners?

<i>Outstanding</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Very Poor</i>

What are your main reasons for your judgment?

Please refer to the Learners' personal skills and their participation in the ES.

--

How effective are Teaching and learning?

<i>Outstanding</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Very Poor</i>

What are your main reasons for your judgment?

Please refer to the quality of Teaching and learning in the ES.

--

How well do the Curriculum and other Activities meet learners' needs?

<i>Outstanding</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Very Poor</i>

What are your main reasons for your judgment?

Please refer to the quality of the Curriculum and other Activities in the ES.

--

How well does the school care for, guide and provide for safety of learners?

<i>Outstanding</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Very Poor</i>

What are your main reasons for your judgment?

Please refer to the quality of Care, Guidance and Safety in the ES.

How well does the learning environment contribute to learner’s progress and achievement?

<i>Outstanding</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Very Poor</i>

What are your main reasons for your judgment?

Please refer to the quality of the Learning environment in the ES.

About Leadership and management

How effective is the Leadership and management of the school?

<i>Outstanding</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Very Poor</i>

What are your main reasons for your judgment?

Please refer to the effectiveness of Leadership and management in the ES.

Overall effectiveness

How effective is the school?

<i>Outstanding</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Very Poor</i>

What are your main reasons for your judgment?

Please refer to the overall effectiveness in the ES.

From your evaluation, list the most important areas that the school needs to focus on to improve (in order of priorities) the quality of education for your learners.

For each of these priorities, outline briefly the main actions (reasons for the action and the expected impact on learners) you intend to take. These priorities and actions should be included in the SDP

Name of the chairman of SBMC.....

Signature..... Date.....

Name of Principal /Head teacher:.....

Signature..... Date.....

School Development Plan (SDP)

7.1 Introduction

The School Development Plan (SDP) is the blue print or master plan for improving schools. It is a structured plan for school development derived from outcomes of SS-e and EE which seek to address identified areas for school improvement. The SDP should set out the school's vision, mission and objectives for its future and how it intends to tackle its weaknesses so as to bring about improvement to where it is most needed. A good plan will draw information from a number of sources, including:

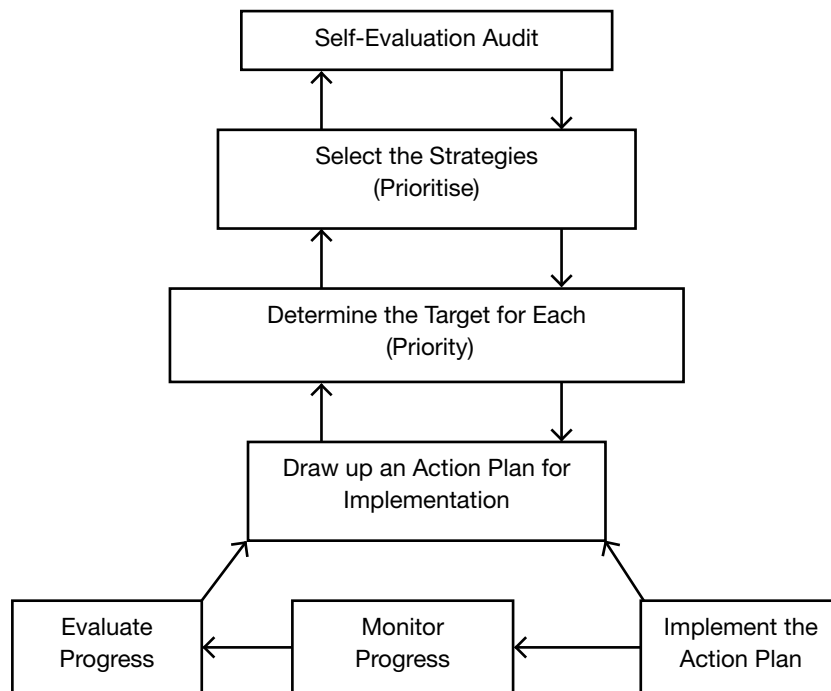
- i. a rigorous evaluation of the school's work through its own SS-e;
- ii. the findings of most recent EE;
- iii. the views of key stakeholders, particularly parents and learners; and
- iv. the views of the school's SBMC and other community bodies.

The SDP, SS-e and school reports are key elements of SBMC structure. To ensure that it is soundly based, it should be influenced by stakeholders (learners, teachers, head teachers, parents and other community members) for it to achieve the agreed goals for the school.

SDP deals with:

- i. setting out the vision, mission and objectives for the school;
- ii. summarizing the current situation based on inputs from learners and stakeholders for whom the school is important so as to identify the needs of the school;
- iii. determining which needs are most urgent;
- iv. setting priorities for action to meet the most urgent needs;
- v. putting those actions into a plan for the coming school year; and
- vi. reviewing what was achieved as a result of implementing the plan and what difference it has made.

7.2 Diagrammatic Representation of SDP Process



7.3 Key questions for operational planning in developing an SDP include:

- i. Where are we now?
- ii. Where do we want to be?
- iii. How are we going to get there?
- iv. How will we know we are there?

It provides the community opportunity to contribute to the development of the school as well as training ground for the community. Furthermore, it brings positive changes in teaching and learning and enhances participation. A typical SDP may include some of the following:

- i. capacity building in school leadership and management;
- ii. capacity training for teachers;
- iii. training for SBMCs in building school development plans together with training in financial management where appropriate;
- iv. guidance and training in supporting school-based initiatives; and
- v. Sensitisation activities for states and LGAs if appropriate.

School Development Plan

(Based on School Self-evaluation SS-e)

School Year.....

Name of School.....

EMIS Code.....

Enrollment: Male.....Female.....Total.....

LGA.....Town.....

Street/Community.....

Vision.....

Mission.....

Objectives.....

Part 1: Funding - DFS/School Grants/Community Resources. Implementation – School and SBMC							
S/N	Activity	Resources Needed	Cost	Possible Sources of Funds	When will this be done	Who will be responsible	How will we know if the Activity is carried out
1							
2							
3							
4							
5							
6							
Total Cost							

Part 2: Funding – LGEA/LGA/SUBEB/MoE LGEA/SUBEB/MoE							
S/N	SS-e Grading	Items Required	Quantity Required				Estimated Cost (If Known)
1	Priority 1						
2	Priority 2						
3	Priority 3						
4	Priority 4						
5	Priority 5						
Total Estimated Cost							

1. Principal/Head teacher's name.....

Sign..... Date.....

2.SBMC Chairman's name.....

Sign..... Date.....

The process of External Evaluation

8.1 Introduction

External Evaluation (EE) is carried out by trained and accredited Quality Assurance Evaluators (QAEs) that focus on quality of outcomes for learners. The aspiration is to carry out EE of schools in a three-year cycle. Every school (formal and non-formal education center) should experience the process of EE at least once in three years. As at 2013, Nigeria has 92,648 primary schools and 52,830 secondary schools, making a total of 145,478 schools (FME/NBS Data 2013). Within a three-year cycle, there would be about 45,000 schools per year to externally evaluate. During the first year of the first cycle, there will be constraints on the number of evaluations that can take place, as assessment, training and accreditation will be needed to build capacity. The process will require a productive and symbiotic relationship between the National and States' Education Quality Assurance bodies.

8.2. The External Evaluation (EE) process

QAEs shall carry out EE in teams with a minimum of 2 QAEs and maximum of 5 QAEs depending on the size of the school, number of learners and the type of evaluation. Use table below as guide.

Guide for the composition of QAEs on EE process

School grouping	Number of learners	Length of QA evaluation (days)	Number of QA evaluators in team
Group A	1 - 200	2	3
Group B	201 - 300	2	3
Group C	301 – 800	2	5
Group D	801 or more	3	5

8.2.1 External evaluators will judge the quality of schools through the evaluation of:

- i. overall effectiveness of the school;
- ii. Achievement and standards;
- iii. Learners' personal skills and participation;
- iv. The quality of Teaching and learning;
- v. How well the curriculum meets learners' needs;
- vi. How well learners are cared for, guided and their safety provided for;

vii. The quality of the Learning environment; and

viii. How well the school is led and managed.

8.2.2 Stages in External Evaluation

There are three stages in External Evaluation namely:

i. Pre- school evaluation (planning external school evaluation);

ii. The EE proper/on-site visit; and

iii. Post evaluation.

Planning the External Evaluation

8.3.1 Scheduling of External Evaluation of schools

Planning for EE starts from the QA agencies developing an annual joint plan/ table of External Evaluation Scheduling of schools. This shall be done before the beginning of each school year. Information on such plan/ table shall include:

- i. Dates of external visits;
- ii. Names and addresses of schools for external evaluation;
- iii. List of names of QAEs;
- iv. Name of the Lead Evaluator (LE);
- v. Number of teams;
- vi. Number of QAEs in each team;
- vii. Office of the QAEs;
- viii. Number of days for the evaluation; and
- ix. Telephone numbers of lead evaluator and the QAEs.

8.3.2 Notification of school scheduled for EE

During pre-evaluation, the Lead evaluator shall:

- i. notify the school scheduled for EE visit through telephone or letter 48 hours before the commencement of the planned visit;
- ii. visit the school scheduled for EE;
- iii. at the school, discuss with the principal/head teacher, the general modalities for the EE visit: lesson observations; documentation and interviews with teachers, learners and parents,
- iv. request the principal/head teacher to invite SBMC/community leaders for interview during the EE; and
- v. request the principal/head teacher for a familiarization tour of the school environment.

8.3.3 Before leaving the school, the LE collects the following:

- i. The recent completed and signed SEF which shall be used as focus for the EE;
- ii. SDP (if available);
- iii. A copy of the school's recent EE report (if available);
- iv. The school's time table;
- v. Prospectus;
- vi. Staff list; and
- vii. Analysis of internal and external examination results.

8.3.4 Pre- evaluation Team meeting and allocation of roles, responsibilities and tasks to the team The LE:

- i. Back in the office, first carefully studies all the documents;
- ii. Convenes the team's meeting; shares the documents collected from the school with the team. Together, they study all the documents, scrutinize the SEF and SDP to see the impact of SEF on SDP; impact of last EE report on SDP; note the areas of strengths and weaknesses and how they have been keyed into the SDP for action. LE ensures that the team understands and knows how to use all the documents;
- iii. Deploys each member with clear responsibilities for leading the gathering of evidence relating to each Aspect of the evaluation schedule;
- iv. Allocates roles and responsibilities to all evaluators in the team to collect evidence on all Aspects in the ES, fill EF and write report on each Aspect assigned; and
- v. The form below shall be used to deploy and assign roles and responsibilities to each member. An evaluator may have more than one Aspect to coordinate, fill EFs and write report depending on the size of the team.

8.3.5 Deployment of Aspects Form

Key Aspects	Involves	Lead evaluator for the Aspect
Achievement and standards	All	
Learners' personal skills and participation	All	
The quality of Teaching and learning	All	
The quality of Curriculum and other Activities	All	
The quality of Care, Guidance and Safety	All	
The quality of Learning environment	All	
The effectiveness of Leadership and management	All	
Overall effectiveness	All	Lead Evaluator

8.3.6 Allocation of tasks and activities for the evaluation processes

In addition, there shall be, documentation and planned discussions with teachers, learners, parents, community leaders, and the leadership and management of the school. The LE shall use the Task and activities Form below to allocate the tasks and activities therein to each evaluator, who shall collect evidence, fill EFs and writes report on them. These tasks and activities shall be reflected on the team's EE timetable guided by the school timetable. While implementing the evaluators external evaluation Time table, the team shall do all they can so that they do not disrupt the normal activities of the school.

Tasks and activities Form

Task	Who? (linked to their deployment)
i. Analysis of learners attendance at school	
ii. Analysis of internal and external examination results	
iii. Analysis of performance data in co-curricular activities.	
iv. analysis of learners progress across the school	
v. Classroom observations	(All of the team members but with one coordinating the emerging findings)
vi. Principal/Head teacher interview	
vii. SBMC interview	
viii. Teacher interviews	
ix. Learner interviews	
x. Learner work sampling	
xi. Parent interviews	

8.3.7 Evaluators' Timetable

The LE In collaboration with the team prepares the time table for the EE using the school time table as a guide. The Evaluators' time table format below shall be used to draft the team's EE plan of activities.

Evaluators' plan of activities format

Day1	Activity	Who?
7 am (times to be altered to suit the programmes of the school being evaluated)	QAEs arrival at school of evaluation	
9 am – 10 am		
10 am – 11 am		
12 – 1 pm		
1 pm – 2 pm		

8.3.8 During pre-evaluation meeting with the team, the LE shall:

- i. Ensure that the team understands the interpretation and application of the evaluation criteria, Aspects and evidence forms;
- ii. Identify who will interview whom (Interview team shall have 2 QAEs, one to ask questions and the other records responses);
- iii. Give each QAE two copies of Code of Conduct;
- iv. Ensure that the team reads, understands the code of conduct and pledge to abide by it;
- v. Each QAE signs two copies, submits one copy to the LE and retains the other copy;
- vi. Confirms transportation of the team to the school of evaluation;
- vii. Ensure that sufficient copies of the following documents are available for the use of the team to prepare for the EE:
 - a. Evidence forms;
 - b. Code of conduct;
 - c. One External Evaluation Survey Form for the team;
 - d. National Education Quality Assurance Handbook for Basic and Secondary Education in Nigeria;
 - e. A completed and signed SEF by the principal/head teacher and the chairman SBMC
 - f. SDP (if available);
 - g. A copy of the school’s recent QA EE report (if available);
 - h. The school’s time table;
 - i. School prospectus;
 - j. Staff list; and
 - k. Analysis of internal and external examination results.

At the school for evaluation

8.4.1. Steps in EE

The LE shall ensure that the team:

- i. arrives the school of evaluation at 7.00am;
- ii. observes the school settle down;
- iii. is introduced to the principal/head teacher and explains the code of conduct;
- iv. exercises the six QA principles to all its activities in the school;
- v. joins the assembly during which it observes the school at work;
- vi. Makes effective use of the National Education Quality Assurance Handbook;
- vii. after assembly, conducts and collect robust first hand range of evidence from Observations, Documentation and Discussions (ODD);
- viii. checks that evidence gathered is evaluated in line with the guidance of the evaluation schedule; and
- ix. daily meetings are conducted efficiently to assess the level of work done and that judgments reached are supported with robust range of ODD.

Throughout the evaluation proper, the team shall act with integrity and courtesy at all times. Recognizing that school EE can be stressful, they will do all they can to reduce stress to a minimum. The team's approach to the tasks should instill confidence, minimize disruption, and ensure co-operation of staff and learners. They will treat all those involved with the school with respect and those in the school will treat the team with respect. The SEF will be used as focus for the evaluation.

The team gets together regularly to discuss issues arising during the evaluation and proffer solutions.

The LE will keep the principal/head teacher informed of progress and receive feedback from the school's perspective. Other evaluators will communicate openly with teachers, learners and parents, ensuring confidentiality of information about individuals. No individual will be identified or named in the report, instead roles, responsibilities; age groups taught will be identified. The LE will also convene meeting of the evaluation team at the end of each day.

8.4.2 Gathering evidence

Evaluators shall spend at least 70% of their time in the school observing teaching and learning and collecting robust first hand evidence on each Aspect in the ES using range of methods of ODD. They will give specific attention to the quality of learning; have discussions with learners, staff, leadership and management, parents SBMC and community leaders. They will also, conduct scrutiny of learners' work, school's records and documentation relating to learners' achievement and safety.

There shall be a clear focus on teaching and learning:

-
- i. teaching / learning criteria are used effectively;

 - ii. the impact of teaching on learning is clear;

 - iii. any difference between the learning of specific groups of learners is noted clearly and convincingly;

 - iv. illustrations / explanations that bring the lesson to life; and

 - v. strengths and weaknesses of the lesson.

8.4.3. There shall be a clear evaluation of learners' achievement, attainment and progress over time:

-
- i. what learners know, understand and can do, or do not know and are unable to do, are clearly identified;

 - ii. links with standardised levels, externally assessed courses and course expectations are expressed unambiguously; and

 - iii. links with literacy and numeracy are identified where appropriate.

8.4.4. There shall be a clear evaluation of learners' progress during lessons:

-
- i. what learners have learned in the lesson and how much progress has been made is clear;

 - ii. what helped or stopped learners from achieving highly (barriers to learning) are identified;

 - iii. differences between groups of learners should be easily referenced (girls and boy, special educational needs,) ; and

 - iv. evidence should be recorded, particularly in relation to attitudes, behaviour and independence in learning.

During lesson observations it is helpful to use the key issues on Teaching and learning and the Aide memoire below. Record observations in the EF for lesson observation below

8.4.5 Use Aide memoire for lesson observation, remember, not all the factors listed below will be relevant to every lesson.

-
1. The teacher plans effectively and sets clear objectives that are understood:
.....
The teacher has a written lesson plan;
.....
The topic / level of content was related to the syllabus;
.....
Objectives were communicated clearly at the start of the lesson;
.....
There was a good structure to the lesson;
.....
Activities / seat work were prepared for learners; and
.....
The learning needs of individuals were incorporated into the lesson plan.

 2. The teacher showed good subject knowledge and understanding:
.....
The teacher had a thorough knowledge of the subject content covered in the lesson;
.....
Subject material was appropriate for the lesson; and
.....
Knowledge was made relevant and interesting for the learners.

 3. The teaching methods used enable all learners to learn effectively:
.....
The lesson was linked to previous teaching and learning;
.....
The ideas and experiences of learners were drawn upon;
.....
A variety of activities and questioning techniques were used;
.....
Instructions and explanations were clear and specific;
.....
The teacher involved all learners, listened to them and responded appropriately;
.....
High standards of effort, accuracy and presentation were encouraged; and
.....
Appropriate methods of differentiation were used.

 4. Learners are well managed and high standards of behaviour are insisted upon:
.....
Learners were praised regularly for their good effort and achievement;

Prompt action was taken to address poor behaviour; and

All learners were treated fairly, with equal emphasis on the work of boys and girls, and all ability groups.

5. Learners' work is assessed thoroughly:

Learners' understanding was assessed throughout the lesson by the use of questions;

Mistakes and misconceptions were recognised by the teacher and used constructively to facilitate learning; and

Learners' written work was assessed regularly and accurately.

6. Learners achieve productive outcomes:

Learners remained fully engaged throughout and made progress in the lesson;

Learners understand what work was expected of them in the lesson;

The learners' outcomes were consistent with the objectives set at the beginning; and

The teachers and learners work at good pace.

7. The teacher makes effective use of time and resources:

Time was well utilised and learning was maintained for the full time available;

A good pace was maintained throughout the lesson;

Appropriate learning resources were used; and

Chalk board/ markerboard was used effectively.

8. The lesson is concluded effectively and homework is used effectively to reinforce and extend learning:

The main points of the lesson were summarised;

The lesson was brought to a close; and

Homework was set and followed up.

8.4.6 The success or otherwise of the lesson is clear:

i. distinctive features in terms of teaching and learning come through easily; and

ii. highs and lows are easily understood.

8.4.7 The principal/head teacher must be involved in the EE

Quality Assurance evaluation has the strongest impact on school improvement when the school understands the evidence and findings that have led to the judgments of the EE, and what it needs to do to improve.

The LE shall ensure that the principal/ head teacher:

- i. is kept up-to-date about the progress of the EE;
- ii. attends the formal daily team's meeting at the end of each day unless there are compelling reasons not to do so;
- iii. understands how the team reaches its judgments;
- iv. has opportunities to clarify how evidence is used to reach judgments; and
- v. is given the opportunity to present more evidence where necessary.

8.4.8 Joint lesson observations

The LE shall arrange to do at least one joint lesson observation with the principal /head teacher and other senior teachers. This serves two purposes, to:

- i. determine the principal/head teacher's ability to evaluate teaching and learning accurately; and
- ii. serve as professional development for the principal/head teacher.

Recording Evidence (EF) From Lesson Observation

8.5.1 Introduction

All QA judgments shall be evidence based collected by range of methods of ODD which shall be used to make judgments. The Evidence Form (EF) below shall be used to record all evidence gathering activities during the observation of Teaching and learning. A completed EF shall include a grade on each Aspect listed at the bottom of the EF.

EF for recording evidence during lesson observations

Date	Lesson Observation Evidence Form			Form No:
Evaluator		School		
Grade/Form		*learners' grouping		No of learners
Subject		*Observation Time		Boys/Girls
Focus of activity				
Evaluation:				
S/n	Cause (teacher activity)	Effect (learners' response)	Evidence	
1.				
2.				
3.				
4.				
5.				

Summary judgment

Lesson is.....
because.....
.....

Areas of strength

Areas for improvement

Aspect	Achievement & standards	Learners' personal skills and participation	The quality of Teaching & learning	The quality of the Curriculum and other Activities	The quality of Care, Guidance and Safety	The quality of the Learning environment	The effectiveness of Leadership & Management
Grade							

*Learners' grouping refers to grouping according to ability levels

*Observation time refers to period spent observing the lesson

8.5.2 Gathering evidence on tasks and other Activities

Tasks and other activities are very important sources of information and data that provide additional evidence on the quality of education schools give learners in their care.

LE during pre-evaluation planning, shall allocate tasks and other activities to each member of the team. They shall gather evidences on tasks and activities as listed below and in table 8.2.4 above.

8.5.3 Some guidance for scrutinising learners' work and when talking to parents, teachers, learners and SBMC members

a) Securitising learners' work,

In scrutinising learners' work, QAEs must consider the following Aspects and record judgment in the relevant EFs, the:

- i. grade or form of the learners;
- ii. size and makeup of the sample you are looking at; and
- iii subject or other focus of the scrutiny.

Evaluators should focus on the following.

Teaching:

- i. Is the work appropriate for all learners?
- ii. Are learners' previous work marked?
- iii. Is there clear and evaluative feedback to the learners with respect to comments on work?
- iv. Are there constructive comments to help the learners improve?
- v. Are the comments in the language learners understand?
- vi. Is marking is consistent across the ability range of learners and is marking followed-up?
- vii. Does work match the ability of the learners?
- viii. Does the teacher use praise to support and encourage learners? and
- ix. Are learners with specials needs, including the gifted and talented well catered of?

Attainment:

- i. Attainment is as expected for learners of all levels;
- ii. There is evidence of the school providing for the gifted and talented learners with appropriate learning challenges; and
- iii. There is evidence of support for learners' needs, including the gifted and talented.

Learning:

- i. Learners learn through different strategies including Kinesthetic (doing/practical), auditory and visuals;
- ii. Work is matched to the learners' ability and shows progression over time, and
- iii. There is evidence of independent learning.

Attitudes:

- i. Positive consistency in presentation of learners' work;
- ii. Work is completed; and
- iii. Corrections are done and it is evident that learners have pride in their work

b) Talking to Parents

Make the parents comfortable. Introduce yourself and ask them to introduce themselves. Explain the purpose of the meeting. Let them know whatever they say is confidential. Try to develop a conversation and involve all.

In speaking or conversing with the parents, the Evaluator should focus on the following:

- i. Frequency and purpose of parents' visits to school;
- ii. Reaction of school to parents' visits;
- iii. Means of communication with parents;
- iv. Feedback from school in respect of learners' progress;
- v. Parents' impression of fees and levies;

- vi. Level of participation in school affairs, SBMC and SDP;
- vii. Parent's opinion of areas that need improvement;
- viii. Level of participation in decision-making in the school;
- ix. PTA meetings attendance: its relevance and frequency;
- x. Learners' welfare by the school;
- xi. Parents' responsibility to the child to boost his/her school attendance;
- xii. Relationship with the school;
- xiii. Conflict resolution approach between school and parents;
- xiv. Parents' opinion on level of discipline;
- xv. School rules and regulations;
- xvi. Area(s) of the school in which parents desire change;
- xvii. General tone of the school: discipline and attainment; and
- xviii. Their view of their child's progress and standard of work.

c) Talking to learners

The following statements are guides. Supplement with your own suggestions, as appropriate to the Aspect you are collecting evidence for, and record it on an evidence form, making a record of:

- i. the grade or form of the learners;
- ii. the size and make-up of the learners you are talking to; and
- iii. the focus of the discussions

From the onset, familiarise yourself with the learners. Gain their confidence by introducing yourself and asking them to introduce themselves. Explain what is going to happen. Tell them that what they say is confidential. Try to develop a conversation and involve all. Do not ask learners leading questions, or ask them to name poor teachers.

Evaluators are to focus on the following:

Teaching

- i. Subject (s) learners like or dislike and why.
- ii. Learners' ability to assess how well they are doing in their work.
- iii. Learners know what to do to improve their work.
- iv. Learners are comfortable with the teaching methodology and classroom management

Guidance and Counseling

Opportunities are created by the school for learners to report problems:

- i. Learners know whom to talk to about their concerns;
- ii. Learners receive timely and appropriate emotional support;
- iii. Programmes exist to provide information on career choice, social welfare, safety and health matters; and
- iv. Learners are well represented in the SBMC and have a chance to raise their concerns.

Homework

- i. Relevance and frequency of homework;
- ii. Subjects covered in the homework;
- iii. Things learners like most about homework;
- iv. Things learners dislike most about homework;
- v. Homework effectively marked with constructive feedback;
- vi. Understanding of teacher's comments on homework;
- vii. Consequences of not doing homework; and
- viii. Learners ask questions when homework is not understood.

Behaviour

- i. Fairness of school rules;
- ii. Learners are aware of school rules and sanctions;
- iii. Learners have fair and equal treatment;
- iv. Learners know when they have done well and are celebrated, not only in homework;
- v. What learners like most about their school; and
- vi. What learners like to be improved on.

d) Talking to teachers

The following are guides; supplement them with your own suggestions, as appropriate and record the responses on an evidence form making a record of:

- i. their role in school and the grade or form of the learners they teach;
- ii. the subject(s) they teach; and
- iii. the focus of the discussion.

Make the teachers comfortable. Introduce yourself and ask the teachers to introduce themselves. Explain what is going to happen. Tell them what they say is confidential. Try to develop a conversation and involve all.

Evaluators are to focus on the following areas:

- i. What teachers like most about the way the school is led and managed;
- ii. What teachers like least;
- iii. Teachers' motivation by Proprietor/Principal/Head teacher/Centre Supervisor, Senior Staff and colleagues (teachers' well-being and security);
- iv. Support to teachers by Proprietor/Principal/Head teacher/Centre Supervisor/Senior Staff
- v. View on staff appraisal process;
- vi. Frequency of commendations for hard work/efforts;

- vii. Provision for in-service training;
- viii. Involvement in the development and implementation of SDP;
- ix. Participation in taking major decisions in the school;
- x. Encouragement to do innovative teaching and curriculum development;
- xi. Delegated leadership team checks lesson plan regularly and constructive feedback given;
- xii. Areas of conflict with school leadership and how they are resolved;
- xiii. Effectiveness of the leadership style of the Head Teacher/Principal/Centre Supervisor;
- xiv. How teachers manage learners' behaviour in and around the school;
- xv. Provisions available to support learners with special and behavioural needs;
- xvi. Suggested changes in the way the school is managed if teachers are to assume leadership of the school; and
- xvii View on SBMC's involvement and contribution to learners' achievements.

Talking to Principals/Head teachers

In speaking to or discussing with the Principal/ Head teacher, the lead evaluator should focus on the following:

- i. The availability of clearly stated vision and mission statements which are consistent with the school and national goals;
- ii. Frequency of use of SS-e to appraise school performance;
- iii. Uses of findings and recommendations from SS-e and EE;
- iv. Involvement of PTA/SBMC in the development and implementation of SDP;
- v. Analysis and use of performance data for school improvement;
- vi. Extent to which parents help the school in solving academic and social problems of learners;
- vii. The extent to which staff and learners are involved in decision making, setting school goals and reviewing them;

- viii. Effective use of committees and staffing structure for school improvement;
- ix. Frequency of supervision and monitoring of lesson activities by Principal /Head teacher/Supervisors;
- x. How effectively discrimination is tackled and conflicts promptly resolved;
- xi. The effectiveness of the provision made to cater for learners with special needs;
- xii. Extent to which leadership motivates teachers and learners to improve on their performance;
- xiii. The extent to which leadership delegates duties to both teachers and learners;
- xiv. How effectively leadership promotes and protects staff welfare;
- xv. How effectively performance appraisal of staff (reflecting teachers' competency) is focused on bringing about improvement;
- xvi. The frequency of professional development for teachers, especially for underperforming teachers;
- xvii. Appropriate utilization of fund to bring about improvement;
- xviii. The extent to which record keeping is in line with statutory financial regulations and SBMC's advice;
- xix. Impact of joint school-community projects and any private sector involvement;
- xx. The level of partnership in school events by parents, SBMC and community members; and
- xxi. Extent of compliance with recommendations in EE reports in the last 3 years.

Based on the Principal/Head teacher's responses to the above key issues, the Lead Evaluator needs to determine:

- i. how effectively the school utilizes human and material resources to improve learning outcomes;
- ii. how effectively performance is monitored and improved through quality assurance and self-evaluation;

- iii. how effectively leaders and managers at all levels clearly direct improvement and set clear priorities and targets in the SDP;
- iv. the extent to which leaders and managers promote the well-being of learners through high quality care, education and training;
- v. how well equality of opportunity is promoted and discrimination tackled with learners and teachers; and
- vi. the support and challenge provided by the SBMC.

e) Talking to SBMC members

The following are guides; supplement them with your own suggestions, as appropriate and record the responses on an evidence form.

Make the SBMC members comfortable. Introduce yourself and ask them to introduce themselves. Tell them that what they say is confidential. Try to develop a conversation.

In speaking to or discussing with SBMC members, the evaluator should focus on the following:

- i. Involvement of the community in school activities;
- ii. Adequate representation of stakeholders in the SBMC;
- iii. Learners' and SBMC Committees in place;
- iv. Assessment of the quality of relationship between school leadership, SBMC PTA, Old Students' Association and learners' representative council;
- v. Frequency of discussion of educational issues at SBMC meetings;
- vi. Grade the quality of teaching and learning;
- vii. The extent of discussion on factors that cause dropout and poor performance at SBMC meetings;
- viii. Extent of SBMC action to attract out-of-school children;
- ix. Adequacy of the frequency of SBMC meetings;
- x. Extent to which outcomes of SBMC meetings reflect consensus decisions;
- xi. Extent of implementation of decisions taken at SBMC meetings;
- xii. Effectiveness of strategies for resolving conflict and addressing issues of discipline in the school;

-
xiii. Adequacy of meeting learners' welfare and protection needs by the school;
-
xiv. Extent of SBMC support to the school, especially in the areas of learners' punctuality and attendance to school; and
-
xv. Actions of the SBMC to ensure that the school is a safe learning environment for all learners.

8.5.4 Recording Evidence Form (EF) on Aspects, Tasks and Activities

At the final meeting, each evaluator shall present his/her EFs on tasks and other activities to the team which shall discuss them and arrive at corporate judgment on the effect of tasks and activities on outcomes for learners. These are recorded in the team's Final EFs on tasks and other activities.

The Evidence Form (EF) below shall be used to record all evidence on tasks and activities. A completed EF shall include a grade at the bottom for each of the Aspect listed based on the evidence from range of ODD.

- a. All Judgment on tasks and other activities shall be evidence based from range of ODD.
- b. EF should be clearly labeled, filled and convincing.
- c. The text must match the grade awarded.

Evidence Form for recording evidence on Aspects, Tasks and activities allocated to QAEs

Evidence Form	Date	Observation - Documentation - Discussion – Analysis – Others (Circle one)	Form No.
School			
Aspect covered			
Evaluation:			

Summary judgment for Observation- Documentation – Discussion- Analysis- Others

Aspect	Achievement & standards	Learners' personal skills and Participation	Teaching & learning	Curriculum and other Activities	Care, Guidance, Safety	Learning environment	L & M
Grade							

8.4.6 Feedback to teachers observed

The teachers observed will expect feedback on the lessons observed but it may not be appropriate to give this immediately therefore, another time should be arranged with the teacher observed. The feedback should be given privately, with sensitivity and utmost sense of responsibility. Always start with what went well or achieved during the lesson (strength of the lesson), moving on to areas of weakness, where improvements are needed, what action to be taken and the likely impact. Areas that could be better, especially in relation to teaching, learning and learners progress should be included to aid the process of feedback.

Collating the evidence and making judgments

8.6.1 There shall be two stages in collation of evidence and making judgment. The first stage, individual QAE collation and judgments and the second stage is the corporate collation and judgments.

At the end of EE, the LE shall allow time for each evaluator to reflect on the evidence gathered on each Aspect and have a clear perspective on the quality of teaching and learning as well as the evidences on the tasks and activities allocated to each team member

8.6.2. First stage: Individual QAE Collation

Each QAE shall collate all the evidences from range of ODD Aspect by Aspect, summarize and triangulate Aspect by Aspect to make valid judgment on each Aspect. Grades and descriptors of judgment are recorded under each Aspect on the single sheet Individual Collation Form below. Also, from the emerged evidences and judgment, evaluator will identify common areas of strength and areas for improvement in order of significance and record in bullets in the right space in the collation form. This summary shall be shared with the team during the final meeting. Each evaluator will also produce EFs for tasks and activities allocated to individual team member.

Individual (QAEs) Collation Form for lesson observation

Lessons observed	Grades for Aspects							Individual areas of strength	Individual areas for improvement
	A&S	LPS&P	T&L	C&OA	CG&S	LE	L&m		
1st lesson								*	*
2nd lesson									
3rd lesson									
4th lesson									
5th lesson									
6th lesson									
7th lesson									
8th lesson									
Individual collated judgment (grades determined by grads with the highest frequency)									

8.6.3 Second stage: Team’s collation and corporate judgment

When all Individual Collation Forms are ready, the LE shall call the final meeting of the team. The LE shall chair the general final meeting using the ES to guide the agenda. Each team member shall present his/her judgment in the Individual Collated form. The team shall deliberate on them Aspect by Aspect and triangulate the ODD evidences on it to arrive at corporate judgments with grade. This shall be done for all Aspect. When an Aspect is being discussed, the evaluator allocated for the Aspect being discussed shall preside. The evaluator shall collect all EFs on his/her Aspect from other evaluators and record on properly labeled EF form e.g. “the Team’s EF on Achievement and standards.” As well as write the report on the Aspect. Use EF on Aspects, Tasks and Activities.

However, the secretary to the team shall fill the summary Team Collation form below for all the Aspects, overall effectiveness as well as areas of strength and for improvements. This shall be the basis for briefing the school and the EE report.

After judgments on all Aspects are agreed, the team shall reflect on all evidences collated and make corporate judgment on the school’s overall effectiveness, the key strengths – ‘What the school does well’ and what it fails to do well. These shall be stated in the box of overall effectiveness. The team shall consider the areas of what the school failed to do well and agree on ‘What the school should do to improve further’. This statement shall reflect; actions to be taken, why the actions and the impact of the actions.

In the statement of overall effectiveness, there shall be a balance in the grade, the numbers areas of strength and the numbers of areas for improvement of the school. For example, a school graded good may have six or seven areas of strengths and but not more than two or three areas for improvement from the significant Aspect.

The LE shall write the EFs and report on overall effectiveness, strength and areas for improvement and shall ensure that all judgments grades and descriptors are consistent with the evidences and the context of the final report.

8.6.4 EE team must secure its Judgments.

LE must ensure that the team secures its judgments by:

- I. Collectively agreeing on all judgments;
- II. Use descriptors and grades;
- III. Support judgment with convincing robust range of recorded EFs;

IV. Identify areas of strength, weaknesses and what the school should do to improve; and

V. Discuss emerging trends with the principal/head teacher.

8.6.5 Validating SEF

The team shall use the final corporate judgment to validate SEF Aspect by Aspect. If the evidence gathered and corporate judgment of the team and the school are the same, it confirms that the school's evaluation of itself is correct and the school has the capacity to evaluate itself correctly. However, if different, the school shall be asked to support its judgment with further evidence. If this fails, the corporate judgment of the team stands. This shall be stated clearly in the external evaluation report under respective Aspect.

Team Collation Form

Team number.....

Team members:

- i.
- ii.
- iii.
- iv.
- v.

QAEs	Grades for Aspects							Areas of strength	Areas for improvement
	A&S	LPS&P	T&L	C&OA	CG&S	LE	L&m		
i.								i.	i.
ii.									
iii.									
iv.									
v.									
Corporate judgment (grades with the highest frequency)									
Overall effectiveness of the school:									
(Refer to Pitched judgment on overall effectiveness)									

8.5.5 School briefing / feedback

At end of the final day of EE, before leaving the school, the LE shall lead the team using the Team Collation Form to give oral briefing to the principal /head teacher and other senior leaders on the team's findings of the EE. The briefing shall focus on:

-
- i. Overall effectiveness of the school;

 - ii. What the school does well (Areas of strength);

 - iii. Areas of weaknesses; and

 - iv. How the school can improve further (Areas for improvement).

During briefing the LE shall provide opportunity for the school to understand why judgments have been made and invite the principal/head teacher for comment on the briefing and general EE process. In addition, The LE will inform the Leadership that a report shall be written with a clear account of the findings of the EE. The wider community and civil society shall be informed of the evaluation findings through the publication of school, state and national reports.

In conclusion, as feedback from the school, the LE shall invite the principal/head teacher to fill and sign the School External Evaluation Survey Form below which the LE shall collect after the signature and add to the team's EE documents on the EE in the school.

School External Evaluation Survey Form

Name of School.....

Date of external evaluation.....

Name of Lead evaluator.....

Thank you for completing this form. The information that you provide will help us to improve the quality of external evaluation. Please consider each statement and place a tick in the box that best reflects your opinion.

	Strongly agree	Agree	Disagree	Strongly disagree
Overall, I am satisfied with the way the external evaluation was carried out				
Overall, I am satisfied with the quality of the evaluation report				
Overall, I am satisfied with the state's communication processes to support our external review				
The dialogue between evaluators and staff was productive in identifying ways in which practice can be improved				
The evaluation constructively challenged the views expressed in the school's self-evaluation form				
Judgments about the school are fair and accurate				
The evaluation identified the right issues for improvement				
I will use the evaluation's recommendations to move the school/ my teaching forward				
There was a good match between the oral feedback and the written report.				
The demands placed on me for information and documentation were reasonable				
The benefits of the evaluation outweighed the negative aspects				

I confirm that the findings recorded in the report will be communicated to all of the parents during a parents' meeting following their publication and that the main findings will be shared with learners.

Name of Principal /Head teacher:.....

Signature:..... Date:.....

Post External Evaluation

8.7.1 Guidance on writing External Evaluation report

Back in the office

-
- i. Each QAE writes the text for the Aspect(s) allocated to him/her.

 - ii. With contributions from the team, the reporting evaluator puts together a first draft;

 - iii. LE and the team agree on the final version of the report.

 - iv. Reports shall emphasize positive features first and then areas for improvement based on evidence on which judgments have been made. In addition, a written report shall give a clear and convincing account of the findings of the EE. The wider community and civil society shall be informed of the evaluation findings through the publication in the school, state and national reports.

 - v. LE shall ensure that EE report is produced using the prescribed QA report format below within two weeks of the end of EE.

 - vi. Report shall be written in simple evaluative language while obeying QA writing protocol and house style.

 - vii. The report and all documents on the EE shall be put in appropriately labeled envelope, showing:
 - viii. the name of the school quality assured;

 - ix. the name of the LE and his telephone number;

 - x. the names of the team and their GSM numbers;

 - xi. The envelop shall contain the following documents:
 - a. EE report;

 - b. SEF;

 - c. SDP;

 - d. Deployment Form;

 - e. Team's Tasks Distribution Form;

 - f. Allocation of activities list;

- g. Well labeled Individual Collated Evidence Forms;
- h. Well labeled Team Collated Evidence Forms;
- i. All Individual properly labeled Evidence Forms;
- j. Individual signed Code of conduct form;
- k. External Evaluation Survey;
- l. EFs for Parent’s interview;
- m. EFs for SBMC’s interview;
- n. EFs for Parents’ interview; and
- o. EFs for learners’ interview.

8.7.2. How EE report should be issued

The envelope containing the EE report and above listed documents should be quality assured by trained Quality Assurance Readers (QARs) at the necessary levels (LGEA, SUBEB and others), signed off as fit for purpose by the head of EQAA and sent to the school quality assured. The report should be published within 28 working days of the end of the evaluation. A copy of the report should be sent to the:

- i. Principal/head teacher
- ii. LGEA
- iii. appropriate authority or proprietor (for example, the governing body or the appropriate authority)
- iv. SBMC and PTA

8.7.3 Validating EE reports

A variety of quality assurance methods shall be employed at different times during the EE process to validate EE reports. The range shall include:

- i. Observing QAEs during the school external evaluation;
- ii. Reviewing the evidence gathered during the evaluation;
- iii. Holding discussions with QAEs, principals/head teachers and others involved with the evaluation;
- iv. Receiving feedback from schools about their external evaluation;

-
- v. Evaluators reviewing their own and others' contribution to the evaluation process;

 - vi. Analysis of samples of evidence based reports; and

 - vii. Checking the quality of draft reports by EQARs before publication.

8.6.5 The purposes of validating external evaluations are to:

-
- i. secure the integrity of the external evaluation exercise;

 - ii. inform the professional development needs of individual QAE;

 - iii. guide improvement to training programmes;

 - iv. guide improvement to operational systems and functions; and

 - v. provide a sound basis for evaluating the impact of EE on improving schools

8.6.6. Publication and dissemination of report

The report shall be sent to the appropriate authority, the school and the SBMCs and also made available to the library, radio station, local newspaper, and internet and be made accessible to parents. The state will demand that every school holds a meeting for parents and members of the SBMC as soon as possible after receiving the report. This meeting will also be attended by the school's local school supervisor and the LE, who will explain the team's judgments to parents. The state will compile various schools' evaluation reports to produce a state's report on QA, which is sent to NEQAB for the production of Annual National Report on the state of education and establish a nation- wide data base below tertiary level.

This template provides guidance within each section of what should be included in the final report

Quality Assurance Evaluation Report

6 steps down	{	
1 step down	{	School name
4 steps down	{	Address
1 step down	{	Local government area Type of school Phase/age of learners Number of boys and girls
2 steps down	{	Time of sessions
1 step down	{	Dates of evaluation Lead evaluator Team evaluators

External Evaluation Report

The evaluation was carried out by a team of (Put in No. of evaluators here) evaluators. The team observed a total of..... lessons and held discussions with the principal/head teacher, other staff and the chair of the governing board/SBMC/PTA. The views of learners from most year groups were also sought. External evaluators observed the school at work and reviewed learners' books, their examination and test results and a range of school documents, including curriculum plans.

Description of the School

5 – 10 lines of description

Describe the main factual characteristics of the school, avoiding making judgments.

What evaluation judgments mean

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

Main Findings:

Overall Effectiveness of the school Grade

2 or 3 paragraphs of description that explains the judgment of overall effectiveness

For example: The school provides a fair quality of education and as a result pupils make reasonable progress in their learning. Teaching varies in quality but most is fair or better. The school is managed well on a day to day basis but there is not enough focus on monitoring its work to help it improve.

What the school does well

List not more than five significant points in an outstanding school and not more than two minor strengths in a very poor school.

List main points in order of significance

- Etc.
- Etc.

What the school should do to improve further: List no more than two relatively minor points in an outstanding school and not more than four significant points for improvement in a very poor school. There should be clear actions for improvement drawn from the most significant of the weakest areas of performance which are hindering the school's improvement to a higher grade. The weaknesses need to be flagged in the Overall effectiveness section.

General actions for improvement, such as ‘Improve the quality of teaching’, are not helpful. Evaluators must be precise in specifying the exact action needed, for example, which elements of teaching require improvement, or in which subjects or year groups, for example:

1. Raise the quality of teaching and learning from fair to good by ensuring that learners have opportunities to respond to open-ended questions and to discuss their responses.
2. Improve the consistency and quality of assessment throughout the school to provide learners with detailed feedback and enhance learning outcomes.

Outcome for Learners

Achievement and standards

Grade:

1/2 Paragraphs (10 – 15 lines)

Text should provide a brief comment on the key strengths and weaknesses which support the grade given. This section must include an evaluation of performance in external tests and examinations. The learners’ learning and performance in the classroom as observed by evaluators should also be commented on noting where learning is better or slower across subjects and sections of the school

Learners’ Personal Skills and Participation

Grade:

1/2/ paragraphs (10 – 15 lines)

Comment on the extent of learners’ spiritual, moral, social and cultural development, their adoption of healthy and safe lifestyles, how well they enjoy their education and their behaviour. Include a statement about attendance rates at the school and how well learners contribute to their community and how well prepared they are for the next stage of their education and future well-being.

The quality of provision

The quality of Teaching and learning

Grade:

1/2/ paragraphs (15 – 20 lines)

Write a short comment capturing key strengths and weaknesses in the quality of teaching, particularly those which explain the outcomes for learners.

The quality of Curriculum and other Activities

Grade:

1/2/ paragraphs (10 – 15 lines)

Comment on the breadth of the curriculum, the extent to which it meets external requirements and how well it is enriched by the use of the wider community

The quality of Care, Guidance and Safety

Grade:

1/2/ paragraphs (10 – 15 lines)

Briefly evaluate how well the school provides for learners’ welfare and safety, provides support, advice and guidance, monitors their academic and personal achievements and seeks to involve them in learning for themselves.

The quality of Learning environment**Grade:**

1/2/ paragraphs (10 – 15 lines)

Briefly provide an evaluation of the extent to which the learning environment supports (or hinders) learning

The effectiveness of Leadership and management **Grade:**

1/2/ paragraphs (15 – 20 lines)

You should capture the main features of leadership and management, which explain the school's overall effectiveness and its capacity to improve. You must comment on the effectiveness with which leaders and managers:

- i. monitor the school's provision and outcomes for learners;
- ii. set priorities in a development plan and help drive improvement;
- iii. promote equality and tackle discrimination; and
- iv. ensure that learners are safe and secure in school.

Summary of external evaluation judgments

Key to judgments: Outstanding Good Fair Poor Very poor	School Grade Overall
Overall effectiveness of the school	
Achievement and standards	
The standards reached by learners	
How well learners make progress, taking account of any significant variations between groups of learners	
How well learners with special needs make progress	
Learners' personal skills and their participation	
The extent to which the quality of teaching and learning in meeting the full range of learners' needs.	
The quality of the curriculum and other activities meet the range of needs and interest of learners.	
The quality of care, guidance and safety.	
The quality of the learning environment	
The effectiveness of leadership and management	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	
How effectively leaders and managers set clear targets for improvement and devise plans for achieving them in a development plan	
The effectiveness of the school's self-evaluation	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	

Lead Evaluator.....Signature.....Date.....

Code of conduct

9.1 Introduction

The code of conduct is the work ethics expected of every evaluator in the execution of his/her duties. The need for evaluators in the system to have work ethics is paramount, as these ethics should inform the personality, attitude and carriage of the evaluator during and after the evaluation processes. Evaluators that fall short of these expectations will be sanctioned.

As part of the quality assurance process, all evaluators must uphold the highest professional standards so that those in schools are treated fairly and gain the maximum benefit from the external evaluation. This code of conduct underpins the external evaluation process and secures its integrity. External evaluators must carry out their work without fear or favour and must not expect preferential treatment. For example, it is best to take your own food rather than accept a free meal.

External evaluators will be given the requisite training, tools and materials to carry out their work in accordance with terms and conditions of the service.

9.2 Code of conduct for QAEs:

External Evaluators shall act in accordance with the code of conduct:

QAEs shall:

- i. not ask or accept any form of gratification in the course of their assignment;
- ii. be punctual and time conscious;
- iii. evaluate objectively;
- iv. have no connection with the school which could undermine their objectivity and report honestly;
- v. carry out their work with integrity, treating all those they meet with courtesy and sensitivity;
- vi. do all they can to minimize the stress on those involved in the evaluation, and act with their best interests and well-being as priorities;
- vii. maintain purposeful and productive dialogue with those being evaluated, and communicate judgments clearly and frankly;

-
- viii. respect the confidentiality of information, particularly about individuals and their work;

 - ix. have a good knowledge of relevant education and quality standards;

 - x. be a good team player, co-operate and support each other;

 - xi. be smart and appropriately dressed;

 - xii. be tolerant, patient and resourceful at all times;

 - xiii. be a keen observer and a good listener; and

 - xiv. instill confidence, minimize disruption and ensure cooperation of staff and learners

In addition, QAEs shall be impartial and ensure that their judgments are:

-
- i. secure – based on evidence;

 - ii. first hand – largely based on direct observation and not hear-say;

 - iii. reliable – based on agreed and consistent assessment procedures;

 - iv. valid – should reflect what is actually achieved and provided by the school;

 - v. comprehensive – covering all aspects of the schools evaluated;

 - vi. prognostic – predictive of the future performance of a school in providing quality education if the recommended interventions are put in place; and

 - vii. corporate – the conclusions on the school’s report reflect the collective view of the members of the external evaluation team and, hopefully, the whole school community itself.

Any behaviour of an evaluator which is prejudicial to the code of conduct shall be given appropriate sanctions such as exclusion from further evaluation for a period of one year.

Part three

Training, accreditation and professional development of Education Quality Assurance Evaluators



Training and Accreditation of Education Quality Assurance Evaluators

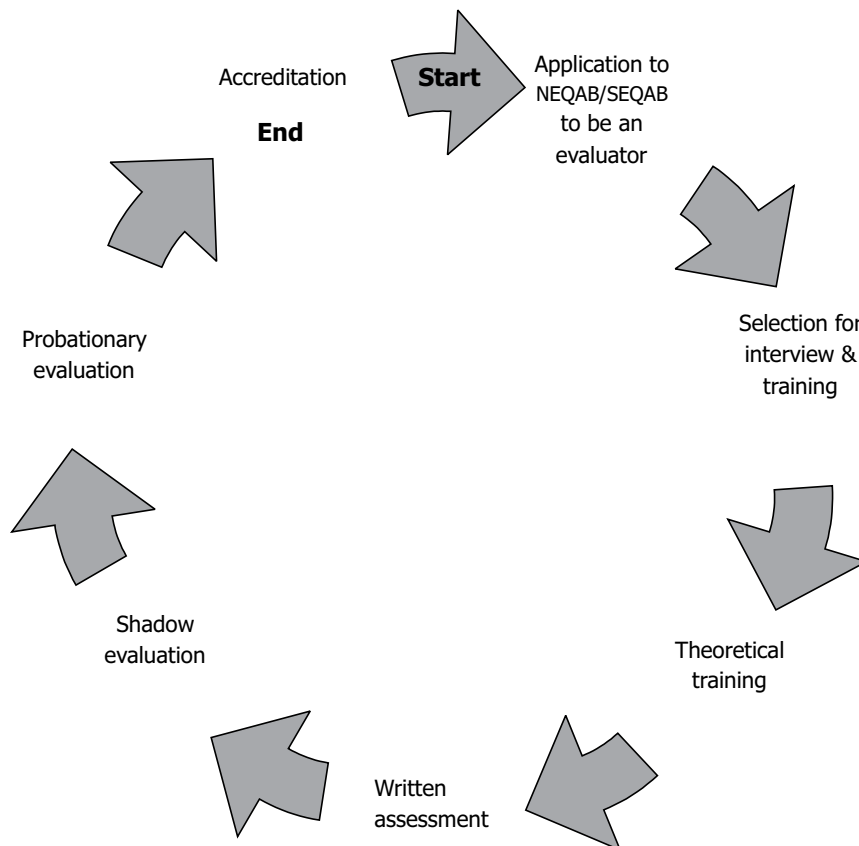
10.1 Accreditation of External Education Quality Assurance Evaluators

External evaluation of schools is to be carried out by accredited QAEs. To assure even quality, the NEQAB will provide, in collaboration with SEQAB, guidelines for the training and accreditation of external evaluators including method of monitoring and assuring the quality of the process.

The main EE will initially be employees of the Federal and State Education QA bodies. Retired QAEs and other senior educationists may be invited to be trained and accredited as the need arises. Individual experts in special needs education will be encouraged to apply.

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

Accreditation process



The maximum age for an external evaluator will be 65 years, although it is recognised that those employed at Federal and State levels will retire at 60. In exceptional circumstances, the maximum age for remaining an accredited evaluator may be extended. This will be at the discretion of the head of NEQAB or the head of the relevant SEQAB.

The application process to become an external evaluator will be advertised when and as necessary. Individuals who apply will receive information about the role, the required qualifications and the person specifications. They will fill out an application form and send it to NEQAB or to the relevant SEQAB. Applications will be sifted according to the selection criteria below.

10.2 Accreditation criteria

Qualifications required of External Evaluators are:

-
- i. a minimum of Bachelor Degree in Education or its equivalent; or a minimum of Bachelor degree and a professional certificate in education or its equivalent; and
 - ii. registration with the Teachers Registration Council (TRCN).

Experiences required are:

-
- i. have at least 12 years of teaching experience; and
 - ii. Be on Grade Level 14 or its equivalent except in states with certain peculiarities.

10.3 Personal Attributes

It is essential that prospective External Evaluators should demonstrate the following character, skills and attributes:

-
- i. modesty;
 - ii. confidence but not arrogance;
 - iii. knowledgeable about education, well informed about relevant Government policies and regulations for teachers;
 - iv. ICT literate;
 - v. able to collect, collate, analyse data and make evaluative judgments;
 - vi. able to manage projects, well organised and resourceful;
 - vii. have good communication skills; articulate and able to pursue and influence both orally and in writing;

-
- viii. good listener, able to respond appropriately;
-
- ix. team player and a team leader;
-
- x. gender sensitive;
-
- xi. tolerant and caring; keeping the best interests of the learners at the forefront at all times;
-
- xii. high integrity;
-
- xiii. good role model for others in the profession;
-
- xiv. respect for confidentiality when this is necessary; and
-
- xv. skill and ability to make decisions based on sound evidence.

The Quality Assurance Process for Accreditation of Education Quality Assurance Evaluators

11.1 Accreditation process

Activity	Quality assurance mechanism
Training is carried out using Nationally agreed materials, processes by QAEs with training skills to required standards so that trainees make good progress.	<ul style="list-style-type: none"> Monitoring visits by NEQAB and SEQAB by observing the training and getting feedback from trainees through talking with them. Give advice and feedback to improve quality. Standardised evaluation templates on quality of training and trainer used by NEQAB and SEQAB to determine quality of training- Use the results to develop individuals or improve materials, etc.
Trainees equipped for shadow evaluations.	<ul style="list-style-type: none"> Trainees evaluate training using standardised evaluation templates Result of training is sent to SEQAB to check; and the analysis shared with NEQAB.
Trainee's work on shadow evaluations.	Mentor completes evaluation templates on quality of trainee's work – goes into trainee's individual file as part of accreditation assessment.
Mentor's support on shadow evaluations.	Trainee completes report templates on quality of support and guidance and usefulness of shadow evaluation.
Assessment process follows national guidelines to the full, conditions and material for assessment appropriate.	Sample monitoring visits from NEQAB and SEQAB to evaluate quality, and reporting to relevant SEQAB and NEQAB.
Probation or first evaluation.	NEQAB and SEQAB as appropriate monitors and evaluate work on one day of external evaluation as final stage in accreditation process. Reports are written and fed into individual's file to determine his/her future.
Total process.	Send a questionnaire to each trainee who completed the whole process to see where there can be improvements in the processes: NEQAB and SEQAB could collaborate to see why some fail and some do well. This would enable them to strategically improve the whole process.
Schools must be informed that they are to be evaluated 1week before the evaluation.	Schools are asked to comment on end of evaluation questionnaire/survey form.
Pre-evaluation documentation received from school in time and of appropriate quality.	Lead external evaluator to include as part of evidence base on leadership and management.
Pre-evaluation meeting of team or lead External Evaluator writes briefs for team. Team is given roles and responsibilities for evaluation.	Ask team if they feel well prepared, clear of their roles and responsibilities and know enough about the school to begin to evaluate well.

11.2 Continuous Professional Development (CPD) of Accredited Education Quality Assurance Evaluator

There will be regular training for relevant National Education Quality Assurance Evaluators (NEQAEs) and States Education Quality Assurance Evaluators (SEQAEs).

This training will cover:

- analysis of data and evidence about the Whole School System in Nigeria;
- quality assuring evaluations;
- quality assuring reports;
- writing annual and other reports; and
- reporting to the Minister, National Assembly and other bodies.

The Body would provide training if there are national initiatives or new policies to be evaluated in schools. NEQAB in collaboration with SEQAB will provide training through train-the-trainers or publishing distant learning materials.

Continuous professional development is mandatory and an external evaluator would lose his/her accreditation to work as an evaluator, if he/she fails to improve professionally.

Training Syllabus

12.1 Introduction

The selected candidates will be invited for training that will cover the syllabus identified below.

The syllabus for the theoretical training is outlined below:

-
- i. relevant policies and educational structures;

 - ii. the Education Quality Assurance Handbook for Nigeria;

 - iii. understanding quality standards;

 - iv. knowledge and understanding of each Aspect of the evaluation schedule:
 - Achievement and standards;
 - Learners personal skills and their participation;
 - Quality of Teaching and learning;
 - Quality of Curriculum and other activities;
 - Quality of Care, guidance and safety;
 - Quality of Learning environment;
 - Effectiveness of Leadership and management; and
 - Overall effectiveness of the school.

How to use the schedule and the pitched judgments for each of these areas:

-
- i. collect evidence using the handbook;

 - ii. Interview techniques;

 - iii. analysing data, data management;

 - iv. making judgments about learners work;

 - v. making valid judgments as an individual and contributing to corporate judgments ;

 - vi. making corporate judgments using the evidence;

 - vii. feedback to teachers and briefing leadership and senior management;

-
- viii. ICT training;
-
- ix. report writing;
-
- x. taking up role: - how to be both a lead evaluator and a team member;
-
- xi. leadership skills including:
- planning an evaluation;
 - managing evaluations; and
 - managing and quality- assuring the work of the team.

12.2 Written Assessment

After the training/course, there will be a written assessment devised and administered by NEQAB: to assess knowledge acquired on the course and the following competencies:

-
- i. planning an external evaluation;
-
- ii. managing an external evaluation;
-
- iii. professional knowledge and judgments on quality and standards;
-
- iv. ability to collect and analyse valid evidence and identifying the main issues;
-
- v. report writing skills; and
-
- vi. speech skills.

If a trainee has successfully passed the theoretical training, he/she is eligible for the next stage - 'On-the-job' training called shadow evaluation.

12.3 Shadow Evaluation

One or two trainees, according to the size of the team, will be attached to an external evaluation team to observe and learn.

Each trainee would be assigned a team member as a mentor who would take their protégée to different evaluation activities and ensure he or she has an insight into all aspects of the evaluation. He or she must not work as an individual during the evaluation, nor will his or her judgments be used for the final team's conclusions. After the shadow evaluation, the mentor will evaluate the trainee and write a report that will be forwarded to the relevant Body, National or State.

If a trainee evaluator is successful in both theoretical and practical shadow

evaluations, he or she will be invited to enter a probationary period. The probationary period involves carrying out two or more external evaluations as a full team member. If they complete all their training and the probationary work satisfactorily, they will be accredited by NEQAB in collaboration with SEQAB and receive a certificate and identity card which will be valid for 6 years. If they fail their probationary evaluation, they have two further chances only, to retake this successfully.

12.4 Quality Assurance Mentoring (QAM)

Visits may be carried out on a small sample of external evaluators by an experienced QAM. Such visits are intended to support the QAEs by providing them onsite guidance and coaching to them and so improve their practice. These visits will also:

-
- i. help QAEs fulfill their roles well;

 - ii. ensure evaluation outcomes are accurate;

 - iii. provide guidance to inform the focus for general training; and

 - iv. enable the management of QAE's performance to be fair and for their training to be based accurately on need.

An EE may be chosen for a QAM visit because:

-
- i. it is the lead QAE's first evaluation;

 - ii. there is a concern about this school; and

 - iii. there is a concern about the work of the QAE.

During QAMs visits, discussions might be held with the QAEs, the principal/head teacher and or others being evaluated and observe evaluation activities such as lesson observations, feedback, team meeting and school briefing. The QAM will review the recorded evidence being gathered, for which a structured form is provided in this handbook.

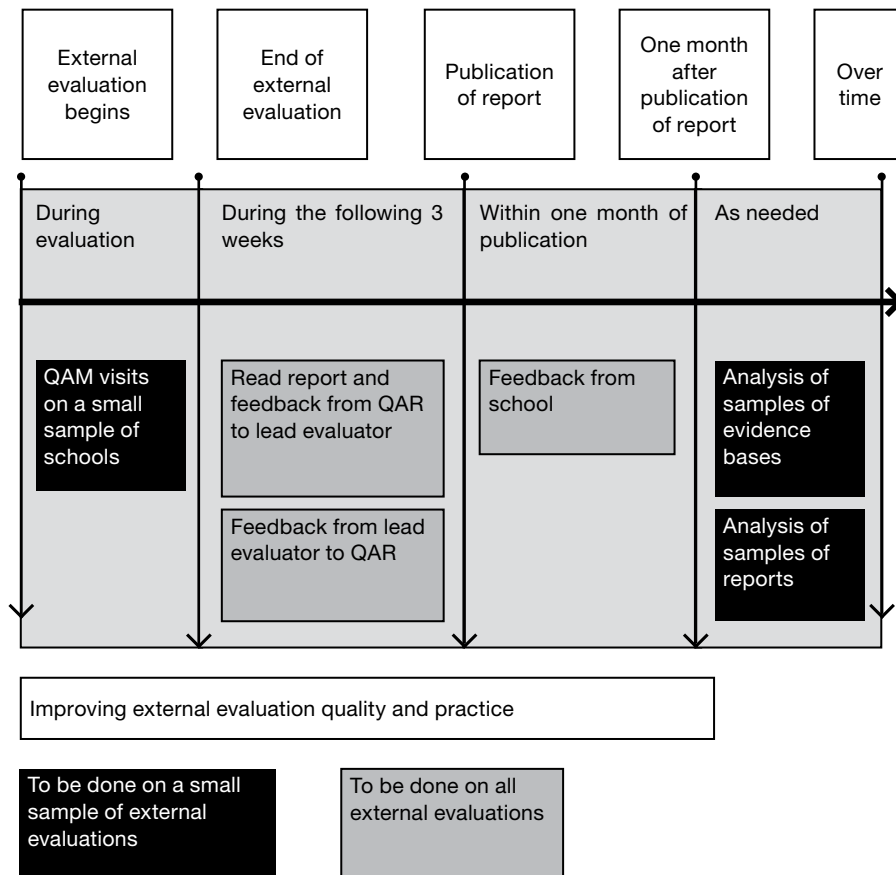
Before the final report is published, quality assurance checks will be made on the draft report by an experienced Quality Assurance Reader (QAR) who is a QAE skilled in writing school evaluation reports. The lead QAE and the reporting QAE will receive feedback from the QAR. Within one week of the publication of the report, the school will give feedback on the external evaluation process from its perspective using a standard form.

Following the external evaluation, a number of other quality assurance activities will inform the evaluation practice. For example, a sample of evidence bases spanning several external evaluations may be analyzed to learn lessons for the

development of evaluation skills and practice. Similarly, samples of reports will also be reviewed.

At the end of each activity, a feedback report will be provided for the individual reviewer and held centrally to inform the development of the review practice.

12.5 The Process of Quality Assurance Arrangements



12.6 Supporting documentation for the quality assurance of External Evaluations of schools

This section should be read in conjunction with chapter 12.3 to 12.5 of this Handbook. The forms provided in this section are intended to structure the collection of evidence and provide criteria for evaluating the consistency and quality of external evaluations at each stage of the process.

Some of the checks, such as a check of the draft report by an appointed reader who will provide feedback and guidance to the lead evaluator about the report's quality, will occur on every external evaluation. Other types of monitoring, such as a monitoring visit to the school by an experienced evaluator while it is being evaluated by a team, will happen on a small sample of schools to provide information to guide improvements to the whole process.

External evaluation of SCHOOLS

On-site Quality assurance mentoring visit -- Summary Monitoring Form

Lead evaluator:	School:	Purpose: This form is used to provide written feedback on selected external evaluations and may be used as part of general feedback to lead officers.
Date of external evaluation:		

The purpose of the on-site monitoring visit is to ensure that the conduct of the external evaluation is highly professional and that the lead evaluator and team are:

- Communicating findings clearly and helpfully to the school
- Making judgements about the school and what it needs to do to improve fairly and accurately
- Contributing constructively to the improvement of the school
- Gathering evidence which is sufficient and reliable and substantiates all evaluation judgements
- Following the Code of Conduct to a high standard

Criteria	Comment (where appropriate)
The lead evaluation officer has ensured that the team is fully briefed about the school, taking full account of the school's SEF to plan the evaluation.	
The lead and team evaluation officers have established a good climate in which the external evaluation is valued by the school. The code of conduct has been upheld to a high standard and no personal gratification offered or taken.	
The lead evaluation officer has set high expectations of the team and has planned and managed the evaluation process effectively.	
The lead and team evaluation officers have ensured that the main judgements about the school are corporate and consistent with the evidence.	
Evidence forms are being completed properly.	
The school feels that the external review is contributing to its improvement (specify in what way).	

Overall comment (including strengths and weaknesses):

Monitoring outcome (delete as appropriate):

1. The conduct of the evaluation is highly professional and exceeds basic requirements: future external evaluations may be monitored as part of the QA sample
2. Future external evaluations may be monitored to ensure the professional advice set out above is adopted
3. Aspects of the external evaluation do not meet the required standard; further guidance will be provided and future external evaluations will be monitored

Signed:	Date:
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EXTERNAL EVALUATION OF SCHOOLS Quality Assurance Reader's Report Form		
School:	Lead evaluator:	Reader:
Date of external evaluation:		Date of reading:
Purpose: This form is used by the QAR to: <ul style="list-style-type: none"> • Ensure the report is fit for purpose. • Provide additional information to authors of reports where necessary. • Explain changes suggested by the QAR using the track change facility. 		

REPORT		
Key evaluations	Y/N	Comment as appropriate
The report is CONSISTENT: <ul style="list-style-type: none"> • The grades given in the Annex match those in the report • Judgements made in different parts of the report are consistent, they do not conflict • Strengths can be easily traced throughout the report • What the school has to do to improve further can be easily traced within overall effectiveness and explained elsewhere in the report. 		
The report is CONVINCING: <ul style="list-style-type: none"> • The impact of leadership and management on provision is clearly explained • The impact of provision on standards, achievement and progress is coherent and plausible • Any anomalies in the grading pattern are credible and explained well • The identified areas for improvement are helpful in moving the school forward. 		
The report is CLEAR: <ul style="list-style-type: none"> • The overall grade for each paragraph is effectively supported and explained by the text • Cause and effect are explained well within each paragraph • Lively and interesting words are used 		
The report is CONCISE: <ul style="list-style-type: none"> • The overall length of the report is in line with the guidelines • There is no unnecessary repetition, particularly of weaknesses that are not the main issues for improvement. • Words are used economically 		
The report is COMPLIANT: The report follows the guidelines in the report template		

<p>The report is CORRECT:</p> <ul style="list-style-type: none">• Spelling is accurate• Grammar is correct• Punctuation is right• Jargon is absent• Text refers to teaching rather than teachers, especially if negative		
OVERALL COMMENT		
Overall comment:		

Definition of Terms

Accreditation of External Evaluators – is a process of selecting, training, assessing, probation and certification of Education Quality Assurance Evaluators.

Assessment: is the process of finding out how well learners learn what they are taught. This is a continuous process using a variety of forms for different purposes. Formative assessment includes the regular marking and evaluation of learners' work and includes feedback on how to improve. It also includes learners' assessment of their own work and that of their peers. Summative assessment is a formal process at the end of a year or unit of work, often taking the form of public examination or internal testing

Attainment: is the level of learners' achievement, usually measured by reference to the national, state, MLA and other benchmarks, such as test and examination results.

External Evaluation - is evaluation carried out by accredited education external evaluators that focus on quality. The evaluators look at the whole school using the education quality assurance criteria and indicators in the schedule.

Follow- through Evaluations –These are return and additional evaluations on schools that fall below poor minimum national standards during the initial evaluation. These additional EE shall focus on the initial recommendations given to the school to evaluate their progress. These evaluations continue until the school meets the recommendations after which the school joins the regular EE cycle.

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

Monitoring Evaluations – is the process of supporting schools judged after EE to require improvement in significant Aspects of the Evaluation schedule. Such areas of improvement include; Teaching and learning, Leadership and management.

Progress – is the gains learners make in learning made between two points in time. Learners may make very poor, poor, good or outstanding gains in relation to their starting points.

Quality Assurance Mentors– are highly experienced and trained QAEs who provide on-site guidance and support to less experienced EQA evaluators (mentees) to fulfill their roles well and ensure that evaluation outcomes are correct.

Quality Assurance Readers- are QAEs trained and skilled in QA reading of EE reports.

Quality Standards – are nationally agreed standards which are the goals to which all learners, teachers, staff and those who lead and manage schools should aspire to attain or surpass

School – denotes all government and private schools, as well as informal and non-formal education centers in which learners below tertiary level are educated.

School Based Management Committee – is a 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 Self-evaluation- is a school-based evaluation carried out by principals, School Management Teams (SBMC) and school communities at large. The guidelines, criteria are in the Evaluation Schedule which provides the framework against which performance is to be measured consistently nationwide. Through self-evaluation, schools will be able to prepare effectively for external evaluation, and ultimately school self-improvement.

Whole School Evaluation – is a systematic process of evaluating every aspect of school life and work as detailed in the evaluation schedule. It includes both school self evaluation and external evaluation.

Contact details

The Director
Federal Education Quality
Assurance Service (FEQAS)
Federal Ministry of Education
Federal Secretariat
Abuja

