

Kaduna State Government



Kaduna State Education Quality Assurance Policy

**Ministry of Education, Science and
Technology**

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Acronyms and Glossary of Terms

BECE	Basic Education Certification Examination
CPD	Continuous Professional Development
CSOs	Civil Society Organization
DFID	Department for International Development
ECCDE	Early Child Care Development Education
EE	External Evaluation
EQA	Education Quality Assurance
EQAR	Education Quality Assurance Reader
ESIP	Education Sector Implementation Plan
FCT	Federal Capital Territory
FEQAS	Federal Education Quality Assurance Services
HC	Honourable Commissioner
ICT	Information, Communication and Technology
JCCE	Joint Consultative Committee on Education
JSS	Junior Secondary School
LGAEs	Local Government Education Areas
LRC	Learners' Representative Council
MDA	Ministry, Department and Agencies
MDGs	Millennium Development Goals
MoEST	Ministry of Education, Science and Technology
NEQA	National Education Quality Assurance
NERGP	Nigeria Economic Recovery and Growth Programme
NPE	National Policy on Education
PERL	Partnership to Engage, Reform and Learn
PTA	Parent-Teachers' Association
QA	Quality Assurance
QAA	Quality Assurance Authority
QAE	Quality Assurance Evaluator
QAP	Quality Assurance Policy
SBMC	School Based Management Committee
SDGs	Sustainable Development Goals
SDP	School Development Plan
SEQAA	State Education Quality Assurance Authority
SMoEs	State Ministries of Education
SSCE	Senior Secondary School Certificate Examination
SS-e	School Self Evaluation
SSIT	School Support Improvement Team
SSOs	School Support Officers
SUBEB	State Universal Education Commission
UBEC	Universal Basic Education
WAEC	West African Examination Council
WSE	Whole School Evaluation

Foreword

Kaduna State has achieved the top position of learning outcome in Secondary education in the Northern Region of Nigeria, judged by the Senior Secondary Certificate Examination (SSCE) results. The State currently aims at achieving the number one position in Nigeria by end of year 2029. To achieve this noble aspiration, the government has shown strong political commitment, but requires an effectively functioning education system. Central to the required education system would be a sound quality assurance system and practices that will nurture better performing schools and learners. This aspiration and requirements form the crux of the initiative to develop a Kaduna State policy on Education Quality Assurance (EQA), hence this Policy.

This policy contains well-articulated Kaduna State specific principles and commitment for a sound quality assurance system in the State, with desirable learning benchmarks and standards. The provisions of the Quality Assurance Policy (QAP) boldly address the shortcomings and challenges that have for long impeded effective monitoring and evaluation of teaching, learning processes and feedback for enhancing the quality of education provision. It provides the mechanism for tracking and enhancing the chances of improving the learning outcome and impact. It augments the education supply policy statements, which are contained in a detailed form in the main State Education Policy document. This Quality Assurance Policy (QAP), therefore, specifies a State co-ordination mechanism and delineates responsibilities of cohesion, synergy, efficiency and effectiveness in EQA, across relevant Ministries, Departments and Agencies (MDAs), Local Government Education Areas (LGEAs) and schools in Kaduna State.

The process of developing this Policy was meticulous, inclusive and participatory; it is therefore anticipated that there would be total stakeholders' ownership to guarantee its successful implementation. Implementation of the QAP in Kaduna State will no doubt initiate the much-desired functional EQA system with sustainable funding, common high standards of practice and learning outcomes across the State. The actualization of our State's Vision on Education depends, to a large extent, on how well the provisions of this policy are complied with. The implementation and management are therefore anchored on an autonomous State Quality Assurance Authority, established by law, with direct supervision of the Commissioner for Education.

I commend the State Ministry of Education, Science and Technology (MoEST), for diligently leading the development of this Kaduna State Education Quality Assurance Policy. I urge all public and private school operators, governments at all levels, communities, the civil society Organizations (CSOs), our development partners, including the Partnership to Engage, Reform and Learn (PERL), Teachers Development Programme (TDP) and all stakeholders to fully commit themselves to successful implementation of the provisions of this policy.

Mallam Nasir El-Rufai
Executive Governor
Kaduna State

Acknowledgement

We are happy to acknowledge the inspiring outstanding commitment of the entire staff of Education MDAs that participated in the development of this Policy. Being the first of its kind in Kaduna State, resounding appreciation goes to the Permanent Secretary, Ministry of Education, Science and Technology (MoEST) and Permanent Secretary Quality Assurance Board, under whom this noble initiative was completed.

We thank all our development partners who contributed to the development of this policy document. We specifically acknowledge the generous support provided by a Governance Support Programme of DFID, the Partnership to Engage, Reform and Learn (PERL).

We will not conclude without words of commendation to the State and zonal officers of Kaduna State Quality Assurance Authority (SQAA). Your hard work and resolve brought this much-needed information that gave birth to the State Policy on Education Quality Assurance.

Finally, we appreciate the Federal Education Quality Assurance Service for their leadership in initiative and developing a National Policy on Education Quality Assurance; and from which the Kaduna State Education Quality Assurance Policy has benefitted considerably. We will continue to look up to your continued guidance and feedback as we move forward with implementation of the policy for functional quality education service provision in Kaduna State.

God bless us all. God bless Kaduna State.

Ja'afaru Ibrahim Sani

Honourable Commissioner for Education
Kaduna State

Executive Summary

Modern approach to Education Quality Assurance is dynamic, extensive and quite distinct from mere inspection. It increases demand on government's commitment to instil strong awareness of quality improvement, integrity, accountability and transparency on all education practitioners. This is an obvious deviation from the initial practice of checking schools' compliance to rules and regulations and this Policy represents a sub-section of the general Education Policy that focuses purely on principles and commitments that would ensure that the inputs, processes and outputs in the education system will meet the desirable learning outcomes towards the vision. It, therefore, pertinently highlights effectiveness, impact, inclusiveness and sustainability of education on learners. The Education Quality Assurance (EQA) Policy focuses on minimum standards regarding the following seven key areas across the Policy priority areas stated in the general education policy document:

- Achievement and standards;
- Learners' Personal skills and participation;
- Quality of teaching and learning;
- Quality of Curriculum and other activities;
- Quality of care, guidance and support;
- Quality of learning environment; and
- Effectiveness of leadership and management.

The current level of learning outcomes at basic and secondary education indicates a mere average performance when viewed from a national perspective and this is yet to be commensurate to the level of investment into the system. For instance, the West African Examination Council, (WAEC) results that were released by the Kaduna State WAEC office show that Kaduna State has maintained the top twelfth position in rankings out of the 36 States, including the Federal Capital Territory (FCT), using the Senior Secondary Certification Examination (SSCE) results as the learning benchmark. The publication shows that the State has maintained this same position in 2017 and 2018 SSCE results, respectively. This twelfth position represents first position among all the Northern States in Nigeria, with a pass rate of 59.20% and 49.98% in 2017 and 2018 respectively. These figures imply that only 59.20% and 49.98% (almost 10% drop) of all learners that sat for the SSCE in Kaduna State in 2017 and 2018 respectively passed the examination with a minimum of five credits, including English and Mathematics.

At the level of the Basic Education learning outcomes, the 2017 results of the State Basic Education Certification Examination (BECE), show that 65% of all learners that sat for the BECE in 2017 passed with a minimum of five credits, including in English and Mathematics. Although this is a relatively good score, disaggregated data is not available to show the level of inclusiveness on the pass rate of persons with disability, urban-rural disaggregation data, male and female disaggregation data or data on pass rate of various categories of schools both at senior and basic level.

The above situation could be partly attributed to some of the gaps identified through a recent Education Quality Assurance Evaluation exercise conducted in 52 schools in the State during the first term of 2018/2019 academic session. A highlight of the findings indicate that:

What the Schools do well:

- Most teachers have knowledge and understanding of their subject matters to facilitate teaching and learning for better outcomes;

- There is a cordial relationship between teachers and learners, teachers and management, learners and teachers of most schools evaluated;
- The school environment and learners are clean and tidy for healthy lifestyle; and
- All schools evaluated have vision and mission statements that have been publicly shared, which helps the school in maintaining focus in achieving the set goals.

Unmet Requirements:

- Most of the schools visited do not have perimeter fence for security;
- There were inadequate classrooms in LGEA primary schools in Jabis, Ikara and Government Junior Secondary School (GJSS) Pambegua;
- Number of teachers are not adequate in LGEA Primary schools in Karaba Kubau, Jabi, Ikara and GJSS Pambegua;
- Most schools do not have adequate furniture for staff and learners' use;
- There are inadequate structures such as classrooms and furniture, the existing ones are dilapidated in many schools;
- There are inadequate facilities such as libraries, laboratories, toilets and potable water in some schools;
- Many of the schools do not respond to the use of recommended textbooks and instructional materials to enhance teaching and learning. Learners are not made to repeat a class when they perform poorly on promotion examination;
- 75% of the schools evaluated have over crowded learners with seemingly very high teacher-pupil ratio; and
- Some of the schools evaluated have very weak and ineffective management teams.

Although the quality of analysis still needs improvement, the situation described above will unlikely lead to the desired improvement in learning outcomes despite the improved investment in the supply side of the education system.

This policy has the following five strategic objectives:

- Promote awareness of the need to quality-assure education delivery at basic and post basic institutions in the State;
- Share an understanding of the quality standards and learning benchmarks;
- Develop and implement strategies that deepen quality assurance practices for better learning outcomes with strong feedback and disciplinary mechanisms;
- Work in partnership with stakeholders at all levels to expand funding to quality assurance processes and practices to actualize the EQA commitments; and
- Set up a mechanism for establishing a cohort of qualified and accredited quality assurance evaluators.

It is anticipated that the Quality Assurance Authority (QAA) will work closely with the relevant Department or units within the education institutions to facilitate efforts towards achieving the learning outcomes. There is a strong prediction that the implementation of the EQA commitments in this document will provide the much-required contributions to the State investment in improving access to, and equity of, the education system in the State. This contribution will hopefully facilitate a more comprehensive trajectory towards the vision of becoming a national role model in education among the Nigerian states by end of 2029 academic session.

Section 1: General Overview

1.1 Introduction

Education services provision stands as the major transformational channel for the people towards socio-economic repositioning and strengthening of a nation. In view of this assertion, Kaduna State Government has made committed effort over the past years to establish a sound transformational education system that will be sustainable. This aspiration has been expressed in the Kaduna State Development Plan (2016-2020) and was further deepened with detailed strategies and indicative costs in the Kaduna State Education Implementation Plan (ESIP).

The Kaduna State Ministry of Education, Science and Technology (MoEST) has legislated responsibility to ensure accessible and equitable education services as well as to set minimum learning standards and maintain quality of education across all levels of Education in the State. These responsibilities constitute the main thrust of the mandates of MoEST in Kaduna State and the Ministry carries out these responsibilities through various Departments, Agencies and relevant institutions of learning, under the supervision of the Honourable Commissioner (HC) for Education.

The State has further advanced the above commitment by adapting and contextualizing the National Education Policy to suit the State's aspiration for its education system. The Kaduna State Education Policy, which is the main Education Policy document of the State, is primarily centred on the principle of ensuring affordable and equitable access to education, while the QAP document contains the strategic policy commitment of the State government that primarily focuses at the service delivery end of the education system. While the former might represent the input and process component of the State Education Service delivery system, the later represents the outcome and impact component of the system. However, both are under the implementation, supervision and management of the HC for Education.

The new strategic aim of EQA in Nigeria and Kaduna State inclusive, entails a strategic shift from the rudimentary school inspection. Education quality assurance involves, in various ways, the processes of monitoring, assessing, evaluating and quality controlling; which include, but are not limited to remediation, counselling, supervision, provision, utilization and maintenance of resources, etc. It also involves accreditation of the education system and communication of judgments obtained to all concerned in order to ensure quality with integrity, public accountability, and consistent improvement.

The Kaduna State Quality Assurance Authority (QAA) is one of the government Agencies within MoEST with the broad responsibility to set and maintain quality standards and to ensure that the inputs, processes and outputs of the education system meet the set standards. EQA therefore, is a holistic process that is based on the principles of Total Quality Management (TQM), which is to deliberately inculcate and implement quality into the system. It ensures that quality assurance evaluation processes and practices are carried out according to set standards. The findings are evidence based and thus are valid, reliable, consistent, and inform State education intervention planning, training and policy development. For this purpose, Whole School Evaluation (WSE) has been adopted as the strategic approach for implementing this policy, towards improving quality performance of

all schools in the State. It comprises internal quality assurance process with external validation, which shall be adopted as the primary strategy for improving quality performance of all schools in the State and Local Government levels in Kaduna State.

1.2 Current Situation and Efforts to Improve Education Learning Outcomes

According to the Kaduna State publication on the West African Examination Council (WAEC) results, Kaduna State has maintained the top twelfth position on ranking out of the 36 States, including the FCT, using the Senior Secondary Certification Examination (SSCE) results as the learning benchmark. The publication shows that the State has maintained this same position in both the 2017 and 2018 SSCE results. This twelfth position represents first position among all the Northern States in Nigeria, with a pass rate of 59.20% and 49.98% in 2017 and 2018 respectively. These figures imply that only 59.20% and 49.98% (almost 10% drop) of all learners that sat for the SSCE in Kaduna State, in 2017 and 2018 respectively, passed the examination with a minimum of five credits, including in English and Mathematics.

At the level of the Basic Education learning outcomes, the 2017 results of the State Basic Education Certification Examination (BECE), indicate that 65% of all learners that sat for the BECE in 2017 passed with a minimum of five credits, including in English and Mathematics. As good as this result may appear, disaggregated data does not exist to show the level of inclusiveness on the pass rate of persons with disability, urban-rural, male and female or disaggregated data on pass rate of various categories of schools both at senior and basic levels.

The State government has publicly stated its rising concern on the quality of education and learning outcomes in the Kaduna State Development Plan (2016-2020). It highlights that the overall effort of government investment in education in the State will be towards improving access, equity and quality in education by addressing enrolment challenges, teacher performance, school infrastructure and expanding the curriculum to also include the acquisition of core vocational and life skills. It also identifies poor quality of the management of the education system as part of what prevents the optimal use of available resources to improve service delivery.

In view of the above, and among other issues, the State has made serious efforts in implementing reforms in the Education system, some of which included have included teacher qualification audits that led to teacher recruitment in primary and secondary schools, teacher re-training at all levels, provision of infrastructure, implementation of the school feeding programme in lower primary schools to improve enrolment, establishment of Quality Assurance Authority by law, and many others measures.

Amidst all these efforts, the government is yet to fully observe commensurate outcomes from such a huge investment in the sector. Although the State has embraced the new shift in the concept of QA from inspection to quality assurance, there are still much room for improvement. There are at most three cycles of Quality Assurance Evaluation in the State in a year, instead of the minimum recommended nine cycles per academic session. In some cases, assessments were done once per year due to limited resources. Even when undertaken more than once, all the schools were not ever covered. For instance, the findings and

recommendations from quality assurance evaluation were hardly given strong political attention to ensure required changes and improvement. The summary of the Quality Assurance Evaluation Report of fifty-two (52) schools conducted in the State in the first term of 2018/2019 academic session recorded the following findings:

What the Schools do well:

- Most teachers have knowledge and understanding of their subject matters to facilitate teaching and learning for better outcomes;
- There is a cordial relationship between teachers and learners, teachers and management, learners and teachers of most schools evaluated;
- The school environment and learners are clean and tidy for a healthy lifestyle;
- All schools evaluated have vision and mission statements that have been publicly shared, which helps the school in maintaining focus in achieving the set goals.

Unmet Requirement:

- Most of the schools visited do not have perimeter fences for security;
- There were inadequate classrooms in LGEA primary schools in Jabis, Ikara and Government Junior Secondary School (GJSS) Pambegua;
- The number of teachers is not adequate in LGEA Primary schools in Karaba Kubau, Jabi, Ikara and GJSS Pambegua;
- Most schools do not have adequate furniture for staff and learners' use;
- There are inadequate structures such as classrooms and furniture, the existing ones are dilapidated in many schools;
- There are inadequate facilities such as libraries, laboratories, toilets and potable water in some schools;
- Many of the school do not respond to the use of recommended textbooks and instructional materials to enhance teaching and learning. Learners are not made to repeat a class when they perform poorly on promotion examination;
- 75% of the schools evaluated have over crowded learners with seemingly very high teacher-pupil ratio; and
- Some of the schools evaluated have very weak and ineffective management team.

Although the quality of analysis still needs improvement, the situation described above will unlikely lead to the desired improvement in learning outcome despite the improved investment in the supply side of the education system. This policy therefore reiterates the government's commitment to instil strong awareness of quality improvement, integrity, accountability and transparency on all education practitioners. The EQA process will be dynamic, extensive and quite distinct from mere inspection that focused on checking a school's compliance against rules and regulations to aptly highlight effectiveness, impact, inclusiveness and sustainability of education on learners. The EQA focus will be on ensuring minimum standards regarding the following seven key areas:

- Achievement and standards;
- Learners' Personal skills and participation;
- Quality of teaching and learning;
- Quality of Curriculum and other activities;
- Quality of care, guidance and support;

- Quality of learning environment; and
- Effectiveness of leadership and management.

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Other areas that could be considered include, but are not limited to:

- Impact of education services on learners; and
- Sustainability of learning outcomes and inclusiveness.

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1.3 Review of High-Level Policy Document

1.3.1 Legal Context

The issue of education and its quality is one of the high priority strands of socio-economic development in Nigeria. To this end, Nigeria has made legal and political commitments at various levels as explained in this section. Education is considered a constitutional issue in the concurrent list of Nigeria's Constitution. The 1999 Constitution of the Federal Republic of Nigeria Section 18(1) states that:

- Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels;
- Government shall promote science and technology;
- Government shall strive to eradicate illiteracy, and to this end government shall, as and when practicable, provide:
 - free, compulsory and universal primary education;
 - free secondary education;
 - free university education; and
 - free adult literacy programme.

Subsequent to this, in 2003, Nigeria adapted and domesticated the global Child Rights Act of the United Nations (UN) convention. A major component of this Act states that, "Every child has a right to free, quality and compulsory basic education." Kaduna State has long history of implementing free and compulsory basic education. This policy will also help in deepening existing efforts in ensuring right to quality education.

1.3.2 Global and National Policy Commitments

Sustainable Development Goals (SDGs)

According to a 2017 publication on the review of implementation of Sustainable Development Goals in Nigeria, the Country recorded significant achievement on the implementation of the Millennium Development Goals (MDGs) and has progressed in the implementation of the Sustainable Development Goals (SDGs). The same report stated that this achievement is heavily linked to progress towards ensuring access to quality, inclusive and equitable universal education for all gender groups, including those with disability. SDG Goal Four demands that all Countries at all levels of Government, pay serious attention to Quality Education.

The specific requirement of SDG-4 and its targets are stated below:

- **SDG-4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**
 - 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes;
 - 4.2 By 2030, ensure that all girls and boys have access to quality early child care development, care and pre-primary education so that they are ready for primary education;
 - 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
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Kaduna State Government has made some progress in contributing to this national and global achievement towards education. Some of its contributions include prioritizing teacher training and improvement to raise the standards and quality of education. This was done through recruitment of qualified and well-trained teachers, as well as training and retraining of existing teachers. Teachers with specialized skills were recruited to handle students with special needs. These however, contributed to a slight improvement in the teacher: pupil ratio and some improvement in the performance of students and learning outcomes. The development and effective implementation of the Kaduna State Quality Assurance Policy shows outstanding commitments of the State Government towards actualizing SDG-4 in the State.

1.3.3 Nigeria Vision NV20:2020

This EQA policy will have strong contribution to actualizing Nigeria's Vision 20:2020. The Vision document, however, recognizes that investment in sound quality assurance in the education system is the key to national transformation and building a knowledge driven economy. A quote from the Vision document states that, "If Nigeria must attain its Vision 20:2020 Goals, the EQA function must be repositioned in the National Education System to meet our economic and social expectations." This quote implies that all the 36 States and the FCT must embrace strong investment and commitment to EQA. Kaduna State has demonstrated commitment to this national aspiration through this policy.

1.3.4 Nigeria Economic Recovery and Growth Plan (NERGP)

The Nigeria Economic Recovery and Growth Plan (NERGP), which is the highest socio-economic development policy in Nigeria, also identified improving quality of education as a strategic objective. In section 5.2, page 86 of the NERGP, it provides a highlight of the three broad Policy Objectives for Education in Nigeria as:

- Ensure quality universal education for Nigeria's children and youth;
- Increase the number of youth and adults with the skills required to secure employment and or become enterprising; and
- Prioritize education for girls.

The above three broad objectives have highlighted quality education as number one among the three. In the same trend, page 89 of the same section of NERGP also stated that the strategic approach to actualize the above objective of improving quality of education is by strengthening the quality assurance systems across the country. So, this Policy is very apt and responsive to the provision.

1.3.5 National Policy on Education

Paragraphs 117 of the National Policy on Education (NPE) recommends autonomous inspectorate services supervised by the Minister of Education/Commissioner for Education as may be appropriate. Kaduna State is one of the foremost States in Nigeria that has actualized this quality assurance institutional requirement by establishing the State Quality Assurance Authority, through legislation.

Similarly, paragraphs 108 to 119 of the same NPE gave the Federal Government the responsibility to prescribe the minimum standards of education at all levels. The responsibility for monitoring and maintenance of minimum standards was given to the Inspectorates at federal, states and local government authorities (Paragraphs 115 and 116). These provisions are part of the legal mandate of the Kaduna State Quality Assurance Authority (QAA).

1.3.6 National Policy on Quality Assurance

The Federal Ministry of Education developed a National Education Quality Assurance (NEQA) Policy in 2014. The process of developing the NEQA policy was meticulous, inclusive, and participatory up to its endorsement and approval at the 2014 Joint Consultative Committee on Education (JCCE) and the 60th National Council on Education. Section 4.3 of this policy requires all States to adapt and contextualize the national policy to its peculiarities. This Kaduna State Education Quality Assurance Policy has fulfilled that demand.

1.4 The Process of Developing this Education Quality Assurance Policy

The Policy has been developed using a participatory approach. This document therefore is the product of a series of dialogues, consultations, workshops, and comparative studies of a variety of national and international EQA models. There were also technical inputs based on field experiences from the quality assurance zonal officers in Kaduna State and some persons that participated in the consultative processes towards developing the national QA policy and its handbook.

Specifically, the process commenced with a debriefing meeting with the Honourable Commissioner for Education and his Permanent Secretaries, Directors and other technical teams. This was followed by some desk review of existing State documents, reports and search on national and international best practices for comparative benchmarking. There were also multiple technical sessions with the Quality Assurance team for information gathering and clarifications. This was followed with a general 4-day technical meeting with a wider group of stakeholders in education quality; which included but not limited to the Civil Society representatives, School Based Management Committee (SBMC), State Universal Basic Education Board (SUBEB), and many others. The focus of the wider technical meeting was to

articulate a zero draft of the Policy using the relevant sets of information that were gathered. The meeting was held in Kano from January 7 to 10, 2019.

The meeting was followed with more desk work to improve the sub-zero draft to a full first version. This version was further subjected to a 3-day rigorous critiquing and validation meeting, held in Kano from February 7 to 8, 2019. The final version was then produced and was endorsed by His Excellency, the Executive Governor of Kaduna State.

Section 2: Broad Policy Direction

2.1 Vision

Be a Model in the provision of quality and inclusive education in Nigeria.

2.2 Mission Statement

To provide qualitative and equitable education to males, females and persons with special needs, through working with relevant stakeholders for the citizens to attain their full potentials, moral uprightness and defend democratic ideals as well as accept and value our diversity.

2.3 Quality Assurance Core Values

- **Professionalism:** We shall conduct quality assurance evaluation exercises with only qualified and accredited Quality Assurance Evaluation (QAEs) at all times to facilitate exhibition of appropriate competence, integrity and adherence to quality assurance service delivery standards at all times.
- **Integrity:** We shall ensure that all quality assurance evaluation processes and findings are done in a transparent way. The form that will be used for the Whole School Evaluation (WSE) will first be given to the schools for them to conduct Self Evaluation. The report of the self-evaluation will be studied and compared with the findings of the WSE (which is an external evaluation). The report will be made open with more detailed explanations on the rationale for any judgement and conclusion as part of the feedback to the schools.
- **Accountability:** We shall use a feedback mechanism on the findings and conclusions from all quality assurance evaluation to drive improvement in learning outcomes and healthy performance competition, rewards among other strategies to stimulate enhanced performance accountability for the huge investment into the education system.
- **Teamwork:** We are a strong team of educational professionals with diverse skills who are proud to work together to ensure quality education management. We carry along all that have a stake in education through shared ideas and respecting the perspectives of each other, while seeking to achieve organisational goals.
- **Equity:** We will make judgements that are free from discrimination or bias. We treat people equitably based on their peculiar circumstance in accordance with acceptable rules, principles and standards. Our services and systems shall be inclusive; we shall be respectful to all people no matter their religion, gender, physical, intellectual and socio-economic status to ensure that we attain required standards and benchmarks.

- **Mentorship:** We shall uphold the trust placed on us by duty through constant guidance, counselling, coaching, hand-holding, and training and retraining of evaluators and potential evaluators with life-field experiences.

2.4 Education Policy Priority Areas and Quality Assurance Strategic Objectives

The general Education Policy identified eight priority areas for education service delivery interventions. This EQA Policy provides desired performance benchmark and quality standards that are applicable to the first five of these eight areas. However, EQA has its own seven priority areas that are peculiar and specific for improving education quality. This section states the eight policy priority areas of the general Education Policy as well as the seven Priority Policy areas for EQA.

2.4.1 Priority Areas for the General Education Policy

- General Policy Priority Area-1: Quality, Accessible and Equitable Basic Education;
- General Policy Priority Area-2: Quality, Accessible and Equitable Senior Secondary Education;
- General Policy Priority Area-3: Quality, Accessible and Equitable Adult and Non-Formal Education;
- General Policy Priority Area-4: Quality, Accessible and Equitable Science, Technical and Vocational Education;
- General Policy Priority Area-5: Quality, Accessible and Equitable Higher Education;
- Quality Teacher Education (Primary and Secondary);
- Quality Teacher recruitment, Deployment, Development and Management; and
- Accessible and quality education infrastructure, funding and management.

2.4.2 Priority Areas for Education Quality Assurance

- Education Quality Priority Area-1: Achievement and standards;
- Education Quality Priority Area-2: Learners' Personal skills and participation;
- Education Quality Priority Area-3: Quality of teaching and learning;
- Education Quality Priority Area-4: Quality of Curriculum and other activities;
- Education Quality Priority Area-5: Quality of care, guidance and support;
- Education Quality Priority Area-6: Quality of learning environment; and
- Education Quality Priority Area-7: Effectiveness of leadership and management.

2.5 Rationale, Scope and Duration of the Policy

2.5.1 Rationale

The main rationale for developing the Education Quality Assurance policy is to set uniform quality standards and necessary strategies to be used for both external and internal evaluations in quality assurance at the State and local government levels in institutions. The

Quality Assurance Authority will work closely with the relevant Department or units within the Tertiary Institution to facilitate efforts towards achieving the expected learning outcomes.

2.5.2 Scope

The scope of this Policy covers all public and private educational institutions in the State, including the Tertiary Educational Institutions.

2.5.3 Duration

This policy covers a period of 10 years: 2019 to 2029. However, it is open to articulating improvement plans as an addendum to new initiatives, trends and priorities that emerge in the State Education System.

Section 3: Quality Assurance Policy Priority Areas

3.1 Learners Performance Benchmark and Quality Standards

3.1.1 Introduction

Learners' performance benchmarks are the desired service delivery outcomes towards which all learners, teachers, staff and those who lead and manage schools shall aspire to achieve through the appropriate sector policies, strategies and plans. They are sometimes erroneously referred to as minimum standards, but these are the desirable service delivery outcome targets that could be achieved through enhanced learning standards. Schools aim at going beyond and above each benchmark. Quality standards include learners' achievement and behaviours, the quality of teaching and learning, curriculum and other activities, care, guidance and safety, the learning environment and leadership and management. These benchmarks and quality standards are set across the five related general education policy priority areas that are highlighted above.

3.1.2 Early Child Care Development Education

Introduction

Early Child Care Development Education (ECCDE) refers to the branch of education that relates to the informal or formal teaching of children from birth up to the age of 6+, prior to primary school education. This is given in an educational institution prior to primary school; and it includes crèche, nursery and kindergarten.

Quality Assurance Benchmark

100% of children who graduate from this level of education should transit to the basic level of education at a minimum age of 5 years.

Learning Standards

Policy Statement

By end of early child care development education, learners shall be able to:

Literacy

- Reading: Use sounds and letters to read common 3-4 letter word;
- Writing: Write up to ten common 3-4 letter words;
- Speaking and listening: Answer simple questions using one word or short phrase answers; and
- Grammatical accuracy: Correctly pronounce and recognize the letters of the alphabet in capital and small letters, Aa-Zz and other common sounds.

Numeracy

- Numbering and counting: Recognize and count numbers 0 to 100;
- Calculating: Add and subtract 2-digit numbers;
- Shape and Space: Recognize and name 2 and 3 dimensional shapes;
- Measurement: Recognize and compare objects in terms of sizes and numbers; and
- Statistics: Associate numbers 0-10 with groups of objects.

3.1.3 Basic Education

Introduction

Basic education shall be for a nine-year duration, comprising six years primary and three years junior secondary education. Primary education refers to the education given in institutions for children aged 6 to 11+. This level of education is key to the success of the whole education system as the rest of the system is built on it. The duration shall be six years. Basic Education shall be free and compulsory and shall include non-formal education programmes at primary and junior secondary school levels of education for children and youths.

Performance Benchmark Policy for Basic Education

By the end of junior secondary education, 100% of learners who attempt the Basic Education Certificate Examination (BECE) are expected to achieve at least seven credit passes in the core subjects.

Learning Standards for Primary One

Literacy

- Reading: Use 3-6 words to form a simple meaningful sentence;
- Writing: Write up 5-10 simple sentences;
- Speaking and listening: Able to listen to short story and answer simple questions from it; and
- Grammatical accuracy: Correctly recognize and use capital letters in proper nouns.

Numeracy

- Numbering and counting: Recognize, count and write numbers 100 to 1000;
- Calculating: Add and subtract 2-digit numbers;
- Shape and Space: Recognize and draw 2 and 3 dimensional shapes and develop simple model of shapes;
- Measurement: Recognize and compare objects in terms of sizes and numbers; and
- Statistics: Organize objects into groups and numbers.

Learning Standards for Primary Two

Learners shall be able to:

Literacy

- Reading: Read 4-6 sentence paragraph and answer simple questions about them;
- Writing: Write simple sentences using verbs and nouns;
- Speaking and listening: Understand and answer correctly simple questions about people, feelings and everyday actions, join in with known rhymes and songs; and
- Grammatical accuracy: Use regular plurals and the simple past, present and future tenses of common verbs.

Numeracy

- Number and counting: Express the value of 3-digit numbers using hundreds, tens and units and write them in words;
- Calculation: Add and subtract 3-digit numbers without borrowing. Multiply single digit numbers up to 9x9;
- Shape and Space: Recognize, draw and label 2 and 3 dimensional shapes;

- Measurement: Recognize the hour and minute and tell the time using o'clock as well as measure length in centimetre; and
- Statistics: Organize and classify objects into groups and numbers.

Learning Standards for Primary Three

Learners shall be able to:

Literacy

- Reading: Read short paragraphs of 7-10 sentences and identify the main points in them;
- Writing: Write passages of 7-10 sentences using their own words and ideas;
- Speaking and listening: Ask and respond to questions using simple sentences and engage in simple conversation on an issue with focus; and
- Grammatical accuracy: Use regular and irregular plurals in speaking and writing.

Numeracy

- Numbering and counting: identify and write the value of each digit in 3 to 4-digit numbers in words and figures using thousands, hundreds, Tens and Units;
- Calculation: Identify, add, and subtract simple fractions from $\frac{1}{2}$ to $\frac{1}{16}$. Find the factors of numbers between 1 and 48;
- Shape and space: Identify properties of the basic 2-dimensional shapes; and
- Measurement: Use standard units to measure length, weight, and volume.

Learning Standards for Primary Four

By the end of Primary four education, learners shall be able to:

Literacy

- Reading: Read and answer questions on the passage of factual writing;
- Writing: Write a passage of two connected paragraphs using their own ideas;
- Speaking and listening: Hold simple dialogue on everyday events using their own words; and
- Grammatical accuracy: Use capital letters, commas and full stops with accuracy.

Numeracy

- Number and counting: Identify and write the value of each digit in a 4-digit numbers using thousands, hundreds, tens, and units;
- Calculation: Choose the method of calculation to solve simple problems. Recognize the link between fractions and decimals;
- Shapes and spaces: Locate lines of symmetry in 2 dimensional shapes;
- Measurement: Record estimates and measurement in tables; and
- Statistics: Represent information on a bar graph.

Learning Standards for Primary Five

By the end of primary five education, Learners shall be able to:

Literacy

- Reading: Read, comprehend and answer open ended questions on variety of narrative texts;
- Writing: Write formal and informal letters using the correct format. Shall be able to write stories, composition and poems in English, Hausa and French languages;

- Speaking and Listening: Express their opinions and ideas in response to questions; and
- Grammatical Accuracy: Use grammar and punctuations accurately in their writing.

Numeracy

- Number and Counting: Recognize prime numbers;
- Calculation: Use multiplication tables to solve problems involving fractions;
- Shape and Space: Identify a right angle in a shape. Know that 3 dimensional shapes have length, height and breadth;
- Measurement: Calculate area and perimeter of 2 dimensional shapes using simple formulae. Solve simple problems involving time; and
- Statistics: Use data presentation in graphs and tables to answer questions.

Learning Standards for Primary Six

By the end of primary six education, learners shall be able to:

Literacy

- Reading: Explain the key ideas and events in simple passages using their own words in Hausa, English and French languages;
- Writing: Write short description of places, events or experiences using some simple adjectives in Hausa, English and French languages;
- Speaking and listening: Participate in class discussions and simple debates; and
- Grammatical accuracy: Independently use a dictionary to look up and explain the meaning of unfamiliar words. Use present, past and future tenses with accuracy.

Numeracy

- Numbers and Counting: Find the lowest and Highest Common Multiple of 2-digit numbers, simple and compound interest;
- Calculation: Apply different calculative methods (simple equation, simple algebra and ratio) to solve problems;
- Shape, Volume and Space: Calculate the perimeter and area of irregular shapes. Identify and measure different angles in 3 dimensional shapes;
- Measurement: Select and use standard metric units with decimals; and
- Statistics: Find the range, mean, median, mode of sets of items. Draw, read and interpret the use of Pie-charts, bar-charts and histogram.

Learning Standards for Junior Secondary School (JSS)-1

By the end of JSS-1 Education, learners shall be able to:

Proficiency in Reading

Demonstrate appropriate and sufficient reading skills, evidenced by ability to:

- Read passages correctly and understand issues and points;
- Read with maximum retention and recall;
- Read and accurately identify main and supporting ideas such as comparison, contrast, statistics, graphs and quotations; and
- Differentiate between main and supporting ideas.

•
Read and understand author's mood, evidenced by ability to:

- Identify author's mood through use of words and expressions;
- Identify underlying (hidden) meaning/attitude; and
- Identify the general impression created by the author's manner of presentation.

Read and interpret diagrams, maps and sketches evidenced by ability to:

- Read and interpret diagrams and maps accurately;
- Explain appropriately illustrations, maps or sketches provided during presentation; and
- Explain and describe adequately the relationship between a selected passage, sketch, illustration and given photograph.

Read in order to follow direction in written communication, evidenced by ability to:

- Identify key words in a passage that signal directions, e.g. 'moving from left to right', 'east to west', northwards', 'southwards', 'upwards' and 'towards'; and
- Relate reading material to a given sketch.

Proficiency in Writing

Learners shall be able to:

- Identify types and formats of letters;
- Jot down appropriate main and supporting ideas;
- Arrange correctly ideas in logical sequence;
- Write introductions and conclusions correctly; and
- Write different types of letters (formal and informal) to suit different situations.

Proficiency in Listening and Speaking

Learners shall be able to:

- Identify correctly long and short vowels in given sentences;
- Identify correctly consonant sounds occurring in a given material in context;
- Identify the appropriate vowel sounds in passages, plays and poems;
- Listen and produce different speeches with reference to vowel sounds;
- Identify and pronounce correctly the relevant consonant clusters in paragraphs;
- Identify and correctly pronounce selected diphthongs in passages and oral speeches;
- Identify weak forms of diphthongs correctly in speeches;
- Listen to different speeches with reference to weak forms of diphthongs;
- Identify correctly and produce accurately word boundaries;
- Identify and use correctly compound words in passages;
- Identify correct phrases in passages and use them effectively in sentences;
- Listen to different speeches with reference to questions and their tags;
- Listen to passages and extract main ideas; and
- Read passages accurately at the speed of 100 to 150 words per minute.

Proficiency in the Use of Grammar

Learners shall be able to:

- Identify correctly the features of nouns, verbs and adjectives;
- Write correctly the functions of nouns, verbs and adjectives in a given passage;
- Generate appropriate sentences using nouns, verbs and adjectives;

- Identify correctly the features of adverbs, conjunctions and prepositions;
- Identify correctly the functions of adverbs, conjunctions and prepositions;
- Construct simple sentences and indicate subjects and predicates;
- Construct sentences using adverbs, conjunctions and prepositions;
- Identify correctly adverbials in a passage;
- Make correct sentences using adverbials;
- Identify different tenses from given passages;
- Make sentences correctly using tenses;
- Identify correctly active and passive verbs in given passages; and
- Make correct sentences using active and passive verbs.

Proficiency in Literature

Learners shall be able to:

- i. Understand literature, evidenced by ability to:
 - Define literature;
 - Identify features of literature;
 - Identify features of oral literature;
 - Identify features of written literature; and
 - Explain literature as a career of language and culture.
-
- ii. Understand folktales, evidenced by ability to:
 - Define folktale;
 - Identify features and themes of folktales;
 - Retell and explain correctly folktales;
 - Identify morals of a given folktale; and
 - Narrate folktales.
-
- iii. Understand myths and legends, evidenced by ability to:
 - Define myths and legends;
 - Identify features of myths and legends;
 - Explain the themes of myths and legends;
 - Retell myths and legends;
 - Identify the morals from given myths and legends; and
 - Narrate any myth and legend in communities.
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- iv. Understand prose, evidenced by ability to:
 - Define prose;
 - Identify types of prose;
 - List the features of prose;
 - Differentiate between types of prose; and
 - Write personal stories using types of prose.
-
- v. Understand poetry, evidenced by ability to:
 - Define poetry;
 - Read a selection of poems (oral and written);
 - Explain the meaning of selected poems;

- Identify the language of poetry; and
- Write simple poems.
-
- vi. Understand drama, evidenced by ability to:
 - Define drama;
 - Identify types and features of drama;
 - Read and dramatize texts successfully;
 - Identify the themes and features of drama; and
 - Identify essential props/costumes in a play.
-
- vii. Understand figures of speech (similes and metaphors), evidenced by ability to:
 - Identify different figures of speech in sentences/passages;
 - Identify similes and metaphors in sentences/passages;
 - Use similes and metaphors correctly; and
 - Turn similes to metaphors and vice versa.

Learning Standards for Junior Secondary School (JSS) 2

By the end of JSS-2 Education, Learner shall be able to:

Proficiency in Reading

- i. Read for critical evaluation, evidenced by ability to:
 - Read critically and identify facts and opinions; and
 - Make deductions.
-
- ii. Read for speed, evidenced by ability to:
 - Read passages accurately at the speed of 201 to 250 words per minute; and
 - Read rapidly and make meaning from what was read.
-
- iii. Read for summary, evidenced by ability to:
 - Identify topic sentences from paragraphs and passages;
 - Identify key ideas from different paragraphs; and
 - Identify words and expressions that redirect attention to main points of a paragraph or passage.
-

Proficiency in Writing

Learners shall be able to:

- i. Understand and write various forms of composition, evidenced by ability to:
 - Identify various types of composition writing;
 - List the elements of composition writing;
 - List the unique features of all the forms of composition; and
 - Write different forms of compositions.
-
- ii. Write letters, evidenced by ability to:
 - Identify the types and formats of letters; and
 - Write different types of letters to suit different situations.

-
- iii. Summarize a passage, evidenced by ability to:
 - Identify topic sentence and key ideas from a given passage;
 - Explain content of a passage using topic sentence/key ideas generated; and
 - Answer questions asked from a Summarized passage.
-

Proficiency in Listening and Speaking

Learners shall be able to:

- i. Understand the mechanical accuracy of speeches (phonemes), evidenced by ability to:
 - Identify and produce different speeches with long and short vowel sounds;
 - Identify and produce different speeches with consonant clusters; and
 - List and make sentences with diphthongs.
-
- ii. Understand the role of intonation, stress and rhythm in speeches, evidenced by ability to:
 - Identify the three intonation patterns for statements, questions and commands;
 - Make statements, ask questions and give commands using appropriate intonation;
 - Listen to different utterances to identify correct points of pauses; and
 - Listen to poems for appropriate rhythms.
-
- iii. Understand adverbials and tenses, evidenced by ability to:
 - Read a given passage and identify adverbials and tenses; and
 - Use adverbials and tenses in sentences.
-

Proficiency in the Use of Grammar

Learners shall be able to:

- i. Understand the meaning and functions of adverbs, conjunctions and prepositions, evidenced by ability to:
 - Concisely define adverbs, conjunctions and prepositions;
 - Identify adverbs, conjunctions and prepositions in a given passage;
 - Describe the features of adverbs, conjunctions and prepositions; and
 - Explain the functions of adverbs, conjunctions and prepositions.
- ii. Understand the meaning and functions of active and passive verbs, evidenced by ability to:
 - Define active and passive verbs;
 - Read a given passage and identify active and passive verbs; and
 - Construct simple sentences with active and passive verbs.
- iii. Understand the meaning and functions of modal auxiliaries, evidenced by ability to:
 - Define modal auxiliaries;
 - Read a given passage and list the modal auxiliaries; and

- Give the direct and indirect forms of modal auxiliaries with examples.

Proficiency in Literature

Learners shall be able to:

- i. Understand non-African folktales, evidenced by ability to:
 - Identify features of non-African folktales;
 - Explain the themes in non-African folktales; and
 - Identify the morals of non-African folk-tales.
 -
- ii. Understand lessons from myths and legends, evidenced by ability to:
 - Define myth and legend;
 - Retell and explain the themes from myths and legends; and
 - Identify the morals of myths and legends.
 -
- iii. Understand prose, evidenced by ability to:
 - Read short stories and explain the themes;
 - Differentiate the various types of prose;
 - Identify features of different types of prose; and
 - Write examples of different types of prose.
 -
- iv. Understand poetry, evidenced by ability to:
 - Read selected poems (oral and written poems);
 - Explain meanings of selected poems;
 - Identify the language of poetry; and
 - Write simple poems.
 -
- v. Understand and perform drama, evidenced by ability to:
 - Read and dramatize a given text;
 - Identify the theme and features of a play;
 - Identify the props/costumes in a play; and
 - Write and dramatize a play.

3.1.4 Senior Secondary Education

Introduction

Senior secondary education is received after completing basic education and before the tertiary stage. It is an academic study that is done over three years, representing three academic sessions. At the end of the last three years of upper basic education (often referred to as junior secondary education), learners take the BECE, which qualifies them to enter the senior secondary stage. At the end of the three years of the senior secondary education, learners sit for Senior School Certificate Examination. The junior secondary level falls under Priority area 1 - Basic Education, while the senior secondary education level is Priority area 2 of the general education policy. The SSCE is one of the certifying examinations that qualifies learners for higher education.

Performance Benchmarks

There are three major categories of senior secondary education in the State. These three are: the conventional senior secondary schools, the Special Science Schools and the Technical and Vocational Schools. Each category of school has its specific performance benchmark as shown below, while the learning standards are the same. However, Science school and technical schools are given special attention by the State Government with the aim of providing a higher standard of learning to selected learners who have shown outstanding learning capabilities. In this regards, higher learning performance benchmarks are expected from the learners. Learners in these two special colleges are required to undergo aptitude placement tests with the following entry performance benchmarks:

- A minimum of 70% average performance shall be required by all intending learners as entry placement examination performance in the science-focused aptitude test in four related subjects. These subjects shall be English, Mathematics, Computer Education Basic Science and Technology; and
- A minimum of 50% pass mark shall be required by all intending learners in five related subjects in addition to the placement aptitude test. These subjects shall be English, Mathematics, and any three of the vocational/commercial electives.

Conventional Secondary School

By the end of the senior secondary education, at least 75% of learners shall achieve a minimum of credit passes in 7 subjects, including English and Mathematics.

Science Schools

By the end of this senior secondary education, at least 80% of the learners shall achieve a minimum of Distinction in seven subjects including English and Mathematics.

Technical Schools

By the end of senior secondary education in State Technical Colleges, at least 80% of the learners shall achieve credit pass in a minimum of five subjects including English, Mathematics and three core vocational/commercial subjects.

Learning Standards

Learning Standards for Senior Secondary School (SSS) - 1

At the end of SSS 1, learners shall have well-enhanced vocabulary and be proficient in the following: Use of Grammar, Spoken English, Hausa and French; Listening Comprehension, Reading Comprehension and Continuous Writing.

Vocabulary Development

Learners shall be able to:

- Talk and write effectively about activities of specialized fields using appropriate registers;
- Acquire appropriate words related to specialized fields such as fishing, fishing industry and animal husbandry;
- Discuss important aspects of their own religious life and other people's religious beliefs using registers appropriate to religion;

- Discuss important aspects of life at home;
- Recognize words which mean the opposite of each other (antonyms);
- Recognize and use words that are the same in meaning and nearly the same in meaning (synonyms);
- Use and spell words correctly, especially words commonly misspelled; and
- Use dictionary to check words and correct spellings.

Proficiency in the Use of Grammar

Learners shall be able to:

- Recognize and use nouns with which definite article can be appropriately used, including countable and uncountable nouns;
- Recognize and use the various techniques for converting other parts of speech into nouns;
- Recognize and use irregular verbs and various tenses in English;
- Recognize that verbs enter structural relationships with adverbial particles, and use these combinations correctly;
- Recognize and use correctly the various adverbial particles which go with 'give', 'put', 'bring', and 'take' ; and further appreciate the changes that go with the use of the different particles;
- Recognize and correctly use adjuncts of place, time, manner and reason;
- Analyse the essential features and kinds of complex sentences; and
- Recognize and Analyse the essential features of independent and dependent clauses;

Proficiency in Spoken English, Hausa and French

Learners shall be able to:

- Differentiate between each pair of consonant sounds; and produce or use each appropriately;
- Pronounce correctly words made of 2 syllables with stress placed on the second syllable;
- Pronounce correctly consonant /j/ sequence which occur in English /ju:/;
- Pronounce syllabic consonants correctly without deleting them or inserting intrusive vowel sounds;
- Pronounce correctly words of 3 syllables with stress either on the first, second or third syllable;
- Pronounce correctly words made of 3 syllables, with stress on the third syllable;
- Pronounce correctly words made of 4 syllables, with stress on the first, second or third syllable;
- Pronounce correctly words made of 4 syllables, with stress on the second syllable;
- Recognize and pronounce words made of 4 syllables, with stress on the third syllable;
- Recognize and articulate correctly stress timing in sentences;
- Read poems with segmental clauses and rhyme scheme;
- Identify and appropriately use varied sentences in intonation patterns;
- Use contrastive and emphatic stress in sentences;

- Understand and use simple, polite requests and greetings that attract quick pleasant response when proper intonation is applied; and
- Speak on a given topic for 3 to 5 minutes and demonstrate fluency, confidence and good delivery.

Proficiency in Listening Comprehension

Learners shall be able to:

- Listen attentively and identify main points of a speech or conversation and acquire capacity to retain key words or sentences in the speech or conversation of other speakers;
- Recognize the purpose and tone of oral speech;
- Understand the relationship between tone, purpose and meaning in oral speech; and
- Demonstrate purpose and meaning through tone and style of speech.

Proficiency in Reading Comprehension

Learners shall be able to:

- i. Read and deduce meanings of words using contextual information.
Proficiency shall be evidenced by ability to:
 - Recognize the relationship between a word and its specific context of usage;
 - Express the meanings of various words in context; and
 - Distinguish between dictionary meaning and meaning in context.
- ii. Read and obtain the main points of a passage, evidenced by ability to:
 - Recognize the main or central point of a given passage; and
 - Extract the main or central point of a given passage.
- iii. Read and summarize a passage, evidenced by ability to:
 - Read and assign a title or heading relevant to the content and purpose of a given passage;
 - Identify the topic sentence or sentences that capture the main idea of a given passage; and
 - Read and summarize a given passage in line with the required number of sentences and words.
- iv. Demonstrate the skills of taking notes, evidenced by ability to:
 - Take down notes during lectures or dictation exercise with accuracy and composure.

Proficiency in Continuous Writing

Learners shall be able to:

- i. Write an excellent narrative composition, evidenced by ability to:
 - Express themselves concisely and accurately using few paragraphs; and
 - Use correct and well-punctuated sentences in writing.
- ii. Write an excellent descriptive composition, evidenced by ability to:
 - Express themselves concisely and accurately through descriptive type of composition; and
 - Write correct and well-punctuated sentences for a descriptive composition.

- iii. Write letters, evidenced by ability to:
 - Write correct, well-punctuated and accurately set-out informal letters; and
 - Write semi-formal letters with all the parts accurately set-out.
- iv. State the purpose of record keeping, evidenced by ability to:
 - Keep records of events in concise and accurate forms;
 - Write out notices, invitations, etc. and
 - Write out their experiences regarding an occasion they attended.
- v. Write speeches, evidenced by ability to:
 - State the general features of a speech; and
 - Write a speech for any occasion.
- vi. Write an article for a reading audience, evidenced by ability to:
 - Differentiate between the features of newspaper article, speech and ordinary essay; and
 - Write articles suitable for school magazines or local newspapers.

Learning Standards for Senior Secondary School (SSS) - 2

At the end of SSS 2, learners shall have well-enhanced vocabulary and be proficient in the following: Use of Grammar, Spoken English, Hausa and French; Comprehension and Continuous Writing.

Vocabulary Development

Learners shall be able to:

- Speak and write effectively about an interesting activity using words peculiar to the activity, such as sports;
- Understand and correctly use words associated with the world of entertainment;
- Write and talk effectively about different forms of entertainment;
- Use correct words associated with Insurance and Building;
- Have adequate range of words to speak and write about the military and their role in State life;
- Acquire varied range of words for talking effectively on matters of health;
- Describe accurately different aspects of things, actions, events or experiences by means of appropriate words;
- List prefixes to generate words which are antonyms of given words;
- Identify and correctly write commonly misspelled words; and
- Use the dictionary to check the correct spellings of words in English.

Proficiency in the Use of Grammar

Learners shall be able to:

- Recognize and use generic noun phrases correctly;
- Use relative and demonstrative pronouns effectively;
- Identify and correctly use techniques for converting phrases and sentences into nouns and noun phrases;
- Identify and correctly use active and passive sentence patterns;
- Recognize and effectively use sequence of tenses within the same sentence;
- Identify and use correct verbs which take more than one article;
- Identify and effectively use adjuncts which may be prepositional or adverbial; and

- Comprehend and use complex sentence structures.

Proficiency in Spoken English, Hausa and French

Learners shall be able to:

- Use consonant clusters and identify the unstressed vowel sounds and pronounce them correctly;
- Recognize and correctly pronounce clusters of two and three consonants which occur word-initially (i.e. at the beginning of the word);
- Recognize and correctly pronounce five-syllable words with stress on first syllable, second syllable, third syllable and fourth syllable;
- Recognize and correctly pronounce five-syllable words with stress on third, fourth and fifth syllables;
- Recognize and use the appropriate intonation patterns associated with surprise or disbelief;
- Identify the finality of statement, information and question in a given context;
- Identify indication of tentativeness and use the correct intonation patterns to show politeness or doubt in a statement;
- Speak fluently and convincingly on a given controversial topic; and
- Propose toasts and make other formal speeches as appropriate to a given occasion.

Proficiency in Comprehension

Learners shall be able to:

- Distinguish between stated and implied (or unstated) meanings in speeches;
- Identify and state implied meanings of statements made at various settings;
- Make oral or written statements to illustrate the distinction between stated and implied meanings;
- Dictate from various reading materials evidence (if any) of illogicality, inconsistency, faulty reasoning, misleading statements, etc.
- Read and demonstrate comprehension of paragraph units of varying length and complexity, and give an overview of each paragraph;
- Summarize long passages containing complex thoughts, ideas and arguments in prescribed number of words; and
- Re-phrase a prose passage using words, phrases and sentences that are more easily understood.

Proficiency in Continuous Writing

Learners shall be able to:

- Express themselves concisely and accurately through expository and argumentative writing;
- Express themselves correctly, accurately and concisely using the thematic experience from literature;
- Express themselves accurately using their personal/various experiences;
- Write formal and semi-formal letters indicating their relevant parts and use of language;
- Differentiate between semi-formal and formal letters;
- Utilize the language and literary skills previously learned to produce written works of literary kind that are creative in nature;

- Write a speech for a special purpose;
- Use quotations, proverbs, idioms, etc. in speeches;
- Write simple scientific and technical reports; and
- Use the vocabulary-related to specific fields and subject areas to write technical and scientific reports.

Learning Standards for Senior Secondary School (SSS) - 3

By the end of SSS 3, learners shall have well-enhanced vocabulary and be proficient in the following: Use of Grammar, Spoken English, Hausa and French, Comprehension and Writing.

Vocabulary Development

Learners shall be able to:

- Use words connected with culture and ceremonial rites;
- Use words associated with science and technology, and use some scientific and technical words in everyday use such as gene, heredity, incubator, micro-organism, hereditary, nucleus, catalyst, atoms, molecule, etc.;
- Use words associated with cars and traveling;
- Use words associated with government administration, law and judiciary;
- Use words associated with the maintenance of law and social order;
- Recognize the difference between English and American spellings of some common words;
- Understand and use idiomatic expressions in English;
- Understand foreign elements in English language;
- Use foreign words and phrases commonly occurring in English usage;
- Understand French words commonly used in English speeches; and
- Understand Latin and Greek words commonly used in English.

Proficiency in the Use of Grammar

Learners shall be able to:

- Differentiate between proper and common nouns, and use them effectively;
- Identify different kinds of pronouns in English and effectively use them in sentences;
- Learn the various types of normalization;
- Recognize and use correctly verbs which take more than one complement;
- Use sequence of tenses in a continuous passage;
- Recognize the forms modal verbs take;
- Recognize and use appropriate modals in context;
- Use modals for expressing polite requests;
- Mention the forms and functions of adjuncts, adverbials, adverbial clauses as adjuncts, and use adverbs in different positions; and
- Synthesize different short sentences into longer sentences in order to prevent monotony and jerkiness of style characterized by a succession of short sentences.

Proficiency in Spoken English, Hausa and French

Learners shall be able to:

- Recognize and use appropriately the falling tune, the raising tune and the fall-rise tune clause or sentence;

- Use appropriate sentence intonation patterns correctly;
- Recognize and correctly pronounce word family clusters of two consonants;
- Recognize and correctly pronounce clusters of three and four consonants word family;
- Recognize and correctly pronounce words of seven syllables as well as compound words;
- Recognize and use appropriately the vowel or any other unstressed vowel in unstressed word final syllable;
- Recognize and use contrastive nuclear stress in sentences; and
- Read suitable passages aloud and clearly for effective and pleasant communication.

Comprehension Proficiency

Learners shall be able to:

- Summarize an argument without adhering to a specified number of sentences or words;
- Summarize an argument within specified number of sentences or words;
- Summarize a narrative prose passage within specified number of sentences or words, and eliminate repetitions, digressions and other irrelevant details;
- Re-write a given prose passage in their own words, simplifying it as much as possible.
- Extract ideas from a given poem;
- Express relatively difficult ideas in their own words and phrases;
- Summarize main points of a talk;
- Outline and summarize main points of a book or passage; and
- Outline and summarize the main ideas or points of lectures.

Writing Proficiency

Learners shall be able to:

- Express themselves accurately and concisely using experiences obtained from literature;
- Acquire enough literary skills to engage in creative writing;
- Write a variety of reports and addresses appropriately for different audiences;
- Choose the appropriate register for reports or addresses;
- Use appropriate lexical items, structural patterns and accurate features in writing reports; and
- Describe accurately and concisely the functions of technical and scientific machinery, tools and equipment using appropriate vocabulary.

3.1.5 Adult and Non-Formal Education

Mass Literacy Education

Introduction

Mass literacy, Adult and non-formal education encompass all forms of functional and good quality education given to youths and adults outside the formal school system. This includes second chance education and covers basic and post basic education.

Performance Benchmarks for Mass Literacy

- Basic Literacy qualifying examination shall be of the same standard with the primary classes one to three benchmarks and standards;

- Post literacy qualifying examination shall be the same standard with primary 4 to 6 benchmarks and standards.

Learning Standards for Mass Literacy

Benchmark and standards for the continuing education shall be the same with BECE and SSCE in formal education system.

Second Chance Education

Introduction

Second Chance Education is one of the Special Education schemes that aim to enhance existing opportunities of furthering education for males, females and persons with special needs that have dropped out from school at any point for whatever reason. It also aims to provide remedial and life-long education for them. The State Government recognizes the possibility of psychological trauma and possible inferior feelings that could add to existing barriers to integrating into formal education system. Thus, this special second chance education scheme has been established to ensure that no one is left behind.

Benchmarks for Second Chance Education

- Basic Literacy qualifying Examination shall be of the same standard with the primary classes one to three benchmarks and standards; and
- Post literacy qualifying examination shall be the same standard with primary 4 to 6 benchmarks and standards.

Learning Standards for Second Chance Education

Benchmark and standards for the continuing education shall be the same with BECE and SSCE in formal education system.

c. Special Education

Introduction

Special education is formal education provided to children and/or adults with special needs. Recipients can be classified into the following three categories:

- i. **Persons with Special Needs:** People with physical or sensory impairment including albinos who cannot cope with regular school/class and teaching methods because of the impairment. In this category, we have people who are visually impaired (blind or partially sighted); hearing impairment (Deaf or partially hearing); physically and health impaired (deformed limbs, asthmatic etc.); mental impairment (teachable, trainable and bed ridden); emotionally disturbed (hyper/hypoactive, the socially maladjusted/behaviour disorder etc.); speech impairment (stammerers, stutterers etc.); learning disabilities (Psychological/Neurological, educational phobia etc.); and multiple impairment.
- ii. **The Disadvantaged:** The children of nomadic pastorals, migrant fishermen, farmers, hunters etc. who due to their lifestyles, means of livelihood and natural disasters are unable to have access to the conventional educational provision and therefore require special education to cater for their particular/peculiar needs and circumstances.

- iii. **The Gifted and Talented:** Children and adults who have very high intelligence quotient and are naturally endowed with special traits in arts, creativity, music, leadership, intellectual precocity; etc. and therefore find themselves insufficiently challenged by the regular educational programmes.

Performance Benchmarks

Persons with Special Needs

By end of the graduating learning session, a minimum of 50% of the learners shall be able to move from one learning level to another using the school teaching instrument for assessment.

The Disadvantaged

A minimum of 70% of the learners shall be able to move from one learning level to another using the school teaching instrument for assessment.

The Gifted and Talented

A minimum of 85% average performance shall be required by all intending learners as entry placement examination performance into Gifted and Talented Schools in the State. The assessment shall be based on the special placement test questions that are offered specifically for this purpose.

Upon completion of education at any level in the State, 90% of Gifted and Talented learners shall achieve Distinction in a minimum of seven subjects including English and Mathematics.

3.1.6 Tertiary Education

Introduction

Tertiary Education is the learning opportunity available to learners who have graduated from secondary school and passed the prescribed placement examination and advanced to learning in universities, colleges of education, polytechnic, monotechnic, including institutions of higher learning that offer correspondence courses.

Performance Benchmark Policy for Tertiary Education

A minimum of 30% of learners from any of the institutions of higher learning in the State shall graduate with second class upper division (2.1) on a 5-credit scale for universities or its equivalent at other higher institutions. This is applicable for the universities, Polytechnics, Monotechnics, Open and Distant Learning higher institutions in the State.

Section 5: Quality Standards for Educational Services

5.1 Learners' Personal Skills and Participation

5.1.1 Introduction

This aspect requires that all learners, including those with special needs shall participate in learning activities and be able to demonstrate growth in their spiritual, moral, social and cultural development.

5.1.2 Policy Statement

To achieve the above learning quality standard, schools shall ensure that:

- All learners, including those with special needs, have equitable opportunities to participate and take on extra responsibilities, and build their skills through co- and extra-curricular activities;
- Gifted learners and those with special talents thrive, while supporting those with learning challenges;
- Learners demonstrate proper conduct in the school;
- Learners move about in the school in free and orderly manner;
- The school is free from bullying and other forms of harassment;
- Learners and staff inter relationships are appropriate and positive;
- Learners demonstrate confidence and show that they have self-esteem;
- Learners attend school regularly;
- Learners are motivated to enjoy education by rewarding good and outstanding performance;
- Learners are represented in school management committees and boards and make impactful contributions at that level;
- Learners make contribution to the community beyond the school;
- Learners are given opportunities to work with staff and SBMC/SMB to solve problems;
- Learners play a role in the development of school rules and decisions that affect them; and
- The school environment is conducive for learning and learning materials are provided on time and adequate quantity.

5.2: Quality of Teaching and Learning

5.2.1 Introduction

This quality assurance area aims to ensure that the teaching and learning that take place in schools are effective in meeting the full range of learners' needs, including those with special needs. It places a demand to improve on the extent to which learners acquire new knowledge and skills in their work, develop ideas, understanding and the extent they show engagement, application and concentration are productive. It also aims to facilitate development of the skills and capacity to work independently and collaboratively.

5.2.2 Policy Statement

In achieving the above:

- All classes, up to secondary level shall be taught by qualified and competent teachers, as indicated in the main policy document;
- ECCDE learners, including those with special needs, shall be taught in a class not larger than 25, as prescribed in the main policy document;
- Primary school learner shall be taught in a class not larger than 35;
- Secondary school learners shall be taught in a class not larger than 40;
- All learners, including those with special needs, shall be able to participate fully in the class activities with the support of the teachers;
- All levels of learners, including those with special needs, shall attend school for approximately 200 days per year;
- All basic education schools shall ensure provision of learning hours of approximately 931 hours per year;
- All senior secondary schools shall ensure provision of learning hours of approximately 1083 hours per year;
- All learners, including those with special needs, shall have access of appropriate instructional materials;
- All learners with special needs shall have appropriate provision to enhance learning;
- All learners, including those with special needs, shall be taught to apply knowledge and skills appropriately; and
- Learners shall be given opportunity to constructively critique and appraise the teachers' quality of teaching.

In addition to the above, school management shall ensure that:

- Teachers have good mastery of subject matter that they teach;
- Teachers develop lesson plans with clearly stated learning objectives, and communicate them at the start of lesson using suitable teaching strategies;
- When the learners require special attention, teachers shall apply a special approach to meet their needs;
- Teaching is interesting and motivational to learners, and teachers use positive and corrective methods of classroom discipline;
- Teaching is challenging enough to equitably accommodate all categories of learners and promote learning achievement;
- Teachers use relevant learning materials and different teaching methods for effective learning;
- Teaching materials match the learners' level;
- Time is well managed by teachers to help learners make progress;
- Homework is used to extend learning with thorough and constructive marking of learners' work;
- Teachers use assessment scores for lesson planning;
- Learners acquire new knowledge and skills to develop new ideas;
- Independent and collaborative learning by learners is encouraged; and
- Teachers use varied learning environment to appeal to various categories and comfort zone of learners.

5.3: Quality of Curriculum and other Activities

5.3.1 Introduction

This aspect highlights the quality of teaching that affects learning based on key areas, such as: the quality of curriculum and other activities; the extent to which schools provide a broad range of worthwhile curricular activities and opportunities that cater for the interest, aptitudes and needs of learners.

5.3.2 Policy Statement

- The core subjects as outlined in the main policy document shall be offered as compulsory subjects in all schools;
- The National curriculum shall be domesticated to reflect the State-specific standards that will prepare learners for achieving the set benchmark for the National and State examinations;
- The domesticated curriculum shall be geared to total development of the learners, including those with special needs, equipping them with life skills as well as preparing them for BECE, SSCE and other relevant examinations;
- The domesticated curriculum shall be developed to the standard that can be used to prepare learners to compete favourably with their national and global counterparts;
- Teachers shall be involved in the process of domesticating the National Curriculum with specific focus on ensuring appropriate content coverage;
- All learners shall be exposed to extra-curricular activities in school to promote talent development and life skills;
- All learners shall be supported to participate in intra and inter school, State and National competitions on extra-curricular activities;
- The responsible department shall ensure that appropriate text books, teachers' guides and learners' workbooks are made available and accessible in the required format to all teachers and learners on time; and
- Quality Assurance Authority shall ensure that the text books, teachers' guides and learners' workbooks provided by the MoEST are up to required standards.

5.4 Quality of Care, Guidance and Support

5.4.1 Introduction

This component aims to ensure that schools are committed to learners' welfare, ensuring that learners learn in a healthy and safe environment. All schools shall ensure that there is a mechanism in place for learners to report issues of violence, abuse and conflict which may affect their learning. Safe spaces and adequate platforms should be available for learners to articulate their concerns on matters which affect their attendance and learning. All schools shall seek to involve learners in their work and development, providing support, advice and guidance for learners; based on the follow up of their achievements and personal development.

5.4.2 Policy Statement

- The school shall provide a safe learning and working environment for learners and teachers;
- All schools shall maintain good, easy access to Water, Sanitation and Hygiene (WASH) and First Aid facilities;
- All schools that are participating in the Home Grown School Feeding Programme and those with boarding facilities shall ensure that meals served to learners are hygienically prepared, adequate and balanced;
- All schools shall provide guidance and counselling services equitably, including support for individual creativity, talented, traumatized, indigent and other vulnerable groups;
- All schools shall provide opportunities for learners to express themselves through class-peer group meetings and the Learners' Representative Council (LRC); and
- All schools shall 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.

5.5 Quality of Learning Environment

5.5.1 Introduction

This aims to ensure that the learning environment contributes effectively to learners' progress and achievements. It focuses on the following three areas: the extent to which the school environment is conducive to learning; the extent and suitability and adequacy of learning equipment and other facilities; usage of Information and Communication Technology (ICT) in schools.

5.5.2 Policy Statement

Schools shall provide:

- Safe working and learning environment for learners and teachers;
- Adequate indoor sports and games for learners, especially for the ECCDE;
- Perimeter fence with a school gate manned by security personnel;
- Adequate outdoor infrastructure, sporting facilities and equipment for learners' development;
- Standard classrooms, functional laboratories, libraries and workshops to enhance learning;
- Separate toilet facilities for females and males and persons with special needs/disabilities;
- Separate toilets for male and female educators and facilitators including those with special needs/disabilities;
- Functional ICT laboratory for use by all learners including those with special needs/disabilities;
- Access to potable water for use in school by all learners and teachers;
- Access to power supply for use in school to aid learning;
- Access to all public areas of the school for learners with special needs; and

- Ensure that school building areas, including toilets and grounds are accessible, clean, tidy and in a good state of repair with absence of graffiti and vandalism.

5.6 Effectiveness of Leadership and Management

5.6.1 Introduction

This area focuses on improving learning standards through effective performance management and good leadership. Particular attention will be paid to the principals, head teachers, senior staff team, line management and those with responsibilities, including learners and other stakeholders such as Parent Teachers' Associations (PTAs) and Schools Based Management Committees (SBMCs).

5.6.2 Policy Statement

- All school administrators and leaders' efforts shall be channelled towards improving the achievement of the learners;
- Every school shall actively engage in School Self-evaluation (SS-e);
- Every school shall have a School Development Plan (SDP) which is based on rigorous SS-e and External Evaluation (EE) reports that spell out the areas for improvement;
- Every basic education school shall have SBMCs or other community body;
- Every school shall have Parent Teachers' Association as well as Old Learners Association (OLA);
- Ensure that the Principals or Head Teachers and all other staff who work with learners undertake appropriate child protection training; and
- Empower leaders at all management levels to be more accountable for the progress of the school.

Section 6: Quality Assurance System

6.1 Introduction

Improvement in the quality of education requires a legal entity and system that shall function in an efficient and effective way. Thus, the quality assurance commitments made in the previous section of this document may not be realizable without a sound, well supported and sufficiently funded system. The quality assurance system comprises the source of authority, legal mandate, organizational structure, Departmental functions, interfacing roles with other bodies, operational process, personnel and financing.

6.2 Existence of a Legal Entity for Education Quality Assurance in the State

The State Government has established a legal entity with the responsibility for Education Quality Assurance called, “Kaduna State Schools Quality Assurance Authority, (QAA)”. This entity was established by legislation that was passed on June 16, 2017 and assented to by His Excellency, the Governor of Kaduna State, Mallam Nasiru El’Rufai on July 1, 2017 as Law number 13, 2017. The effective operation of this law implies the repeal of the Kaduna State Quality Assurance Law No. 6 of 2012 and the Kaduna State Private School Board Law No. 7 of 2007.

6.3 Legal Mandate of the State Quality Assurance Authority

The legal mandate of the QAA is first defined in Section 7 of the QAA law No. 13 of 2017, with other more specific details in the Education Sector Corporate Plan of 2019. A highlight of the mandate as extracted from the QAA law is stated below, while the details in the law and the CP document remain valid and more comprehensive.

- Manage and maintain database of Evaluation records in the State;
- Rank Schools and publish the ranking and evaluation reports annually in the electronic and print media;
- Process all applications for the establishment of Private Educational Institutions;
- Publish the requirements for the establishment of Private Schools and ensure that Proprietors of all Private Schools adhere to the provisions of the State and State policies, laws and guidelines on education;
- Recommend to the Commissioner for approval, all requests for the establishment and issuance of certificates of consent for all proposed schools;
- Monitor and regulate the activities of private and public schools towards making them contribute to the delivery of quality education;
- Register all private and public educational institutions according to their type and categories i.e. Nursery, Basic (Primary, Junior and Senior Secondary);
- Keep adequate statistical records of all private and public schools operating in the State;
- Liaise with other Agencies to ensure that the school environment of all registered schools is conducive and has adequate facilities for learning;
- Liaise with the unit or department responsible for inspectorate and education quality matters with a view to ensuring quality control;

- Prepare and conduct the selection of examinations for entry into junior and senior secondary schools in the State;
- Evaluate and approve private and public schools as Test Centres;
- Implement Policies on establishment of private schools as may be approved by the government; and
- Performing any other functions as may be assigned to it by the Commissioner.

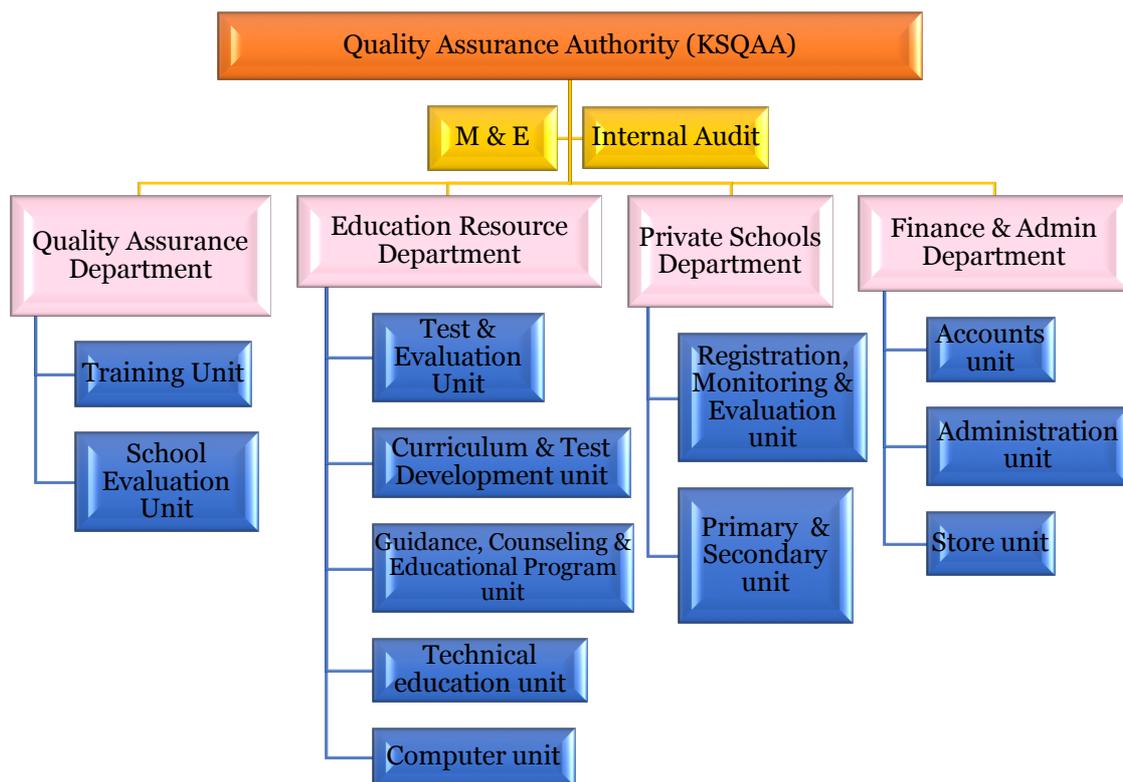
6.4 Organizational Structure and Functions

The above legal mandates can only be implementable when they are clustered around related mandates with clearly defined communication and approval lines. In view of this, the structure QAA legal mandates shall be clustered around the following four key functional and Departmental areas as developed in the Corporate Plan document of MoEST.

- Department for Quality Assurance;
- Department for Education Resources;
- Department for Private Schools; and
- Finance and Administration.

The organized functions around each department and the structure have been reviewed and revised through a rigorous Corporate Planning process for enhanced efficiency and effectiveness on mandates. The revised structure of the Kaduna State Quality Assurance Authority is shown in Figure 1. While the detailed departmental function can be found in the final version of the CP document, the operational process and implementation strategies can also be found in the CP and Education Sector Strategic Plan respectively.

Figure 1: Organizational Structure of the Quality Assurance Authority



6.5 Operational Processes and Performance Improvement Strategy

This refers to the need to enhance the operational process that will ensure actualization of high-quality learners as the primary product of the State Educational System. While the product remains high quality learners that can adapt to global trends and situations, the process shall be a continuous performance improvement set of actions. This process depicts how the legal mandates and the departmental roles of quality assurance shall be carried out. It is primarily centred on steady and direct observation and evaluation of events within the schools and classrooms. These shall be carried out through adherence to the guiding principles and implementing various types of Education Quality Assurance Evaluation (QAE) Strategies as stated below.

6.5.1 Guiding Principles for Education Quality Assurance Processes

The following guiding principles apply to all EAQ activities. They are intended to ensure that:

- The findings of quality assurance evaluation, both internal and external, contribute to improvement of education;
- The process of quality assurance promotes inclusion of all learners;
- Quality assurance evaluation is carried out transparently with those being evaluated;
- All quality assurance evaluation exercises are based on the same set of quality standards and quality indicators and must be made known to all stakeholders;
- The findings of the quality assurance evaluation are valid, reliable and consistent;
- The findings and recommendations of the QA evaluation shall inform adjustment in the strategies for implementing relevant State policies, plans and training.

6.5.2 Education Quality Assurance Evaluation Strategies

The following evaluation strategies shall be deployed to ensure availability of quality information for triangulation, objective conclusions and judgments. Each shall be applied as found needful to intent and purpose.

i. Whole School Evaluation (WSE) Strategy

Whole school evaluation is the cornerstone of the quality assurance strategy. It is one of the emergent frameworks for EAQ globally. The process is a more interactive procedure, which includes both School Self-Evaluation (SS-e) and External Evaluation of (EE) Schools.

School head teachers/principals, school management teams, teachers, PTAs, SBMCs, Civil Society Organisations (CSOs), school governing bodies, local communities as well as parents provide inputs which the SS-e team uses for determining how well a school is performing.

ii. School Self-evaluation (SS-e) Process

There is wide recognition of the importance of school self-evaluation as a continuous process that is complemented from time to time by external evaluation. SS-e is a vital contribution towards the school's own ability to provide quality education for the learners in their care. It helps a school focus on where improvements in their provision need to be made. SS-e also makes an important contribution to external evaluation. It provides the school and the lead evaluator with a means of ensuring that EE covers matters of potential significance to the school. The self-evaluation and external evaluation shall use the same criteria as the basis for their processes.

iii. External Evaluation Process

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

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

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

After the external evaluation, the evaluators shall give oral feedback to teachers observed and a briefing to the senior leaders in the school to explain the evaluation findings and what the school needs to do to improve. An opportunity is provided for the school to understand

how judgments have been made. The school evaluated will quality-assure the EE process by filling the EE form. In addition, a written report shall give a clear and convincing account of the findings of the external evaluation. The wider community and other stakeholders shall be informed of the evaluation findings through the publication of school and State reports.

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

i. Special Evaluation

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

ii. Accreditation Evaluation

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

iii. Education Sector Performance Evaluation

The Quality Assurance Authority shall facilitate the process of self-evaluation for departments and agencies in MoEST. This shall include the evaluation of the Education Policy commitments and its contribution to the desired quality benchmarks and standards.

6.5.3 Key Areas for Evaluation

The following seven criteria shall be applied during self-evaluation (internal evaluation) and external evaluation:

- Achievement and standards;
- Learners’ personal skills and their participation;
- The quality of teaching and learning;
- The quality of curriculum and other activities;
- The quality of care, guidance and safety;
- The quality of the learning environment; and
- The effectiveness of leadership and management.

6.5.4 Grade of Performance

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

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

6.5.5 Performance Improvement Strategy for Schools with Various Grades

- i. Schools graded fair, poor, very poor shall be mandated to:
 - Articulate lessons from factors that limited their performance or prevented them from not performing well;
 - Articulate necessary actions for dismantling the limiting factors with defined timelines and persons responsible for delivery;
 - Put in place follow-through QA process;
 - Put in place a School Improvement Team; and
 - Where found necessary, on poor performance in three consecutive evaluations, poor grading on evaluation scores shall lead to change of the Principal or Head teacher with a query and suspension.

- ii. Schools graded outstanding and good shall be mandated to:
 - Articulate lessons from factors that helped them to perform well;
 - Articulate how such factors can be sustained and institutionalized; and
 - The Principals and Head Teachers of such public schools with outstanding grading shall be commended with a special training trip outside the State or Country.

- iii. The Quality Assurance Authority shall:
- Articulate the success factors from the lesson learning event, document and distribute to various schools and key stakeholders in education, including parents and youths, prior to each annual lesson learning event;
 - Establish a learning achievement league table in a dashboard form, using success rates in BECE, WAEC and NECO across the 12 education zones in the State;
 - Organize and facilitate an annual lesson learning event to harness contributions and feedback on ideas and strategies for improving learners' performance in BECE, WAEC, and NECO. Validate and collate all the agreed actions to guide follow-up evaluation;
 - From the ideas harnessed at the lesson learning event, a performance improvement strategy document shall be developed for schools in various categories of performance league table. The document shall contain solution-oriented interventions that must be implemented within one year for each of the categories of performance in the league table.
 - Organize EQA share fairs every three years to facilitate cross breeding of knowledge and skills across schools and stakeholders.

6.5.6 Education Quality Assurance Evaluation Personnel

Quality Assurance is a professional area and shall be led by only recognized and accredited QA Evaluators with proven excellent leadership and managerial skills. Therefore, the QA evaluators shall not be made to perform other duties outside QA duties, such as carrying out data collection. This would be a waste of a valuable, professional and trained resource and would either extend QA cycles or necessitate much larger bodies. During the field evaluation, the following key personnel shall be held responsible for quality of the evaluation process. These personnel shall be those identified through training, evaluation practice and mentoring as being the best of the group. They would have the responsibility for different aspects of the work of the agency but may also have oversight of one of the field offices.

i. The Lead Evaluator

Role of the Lead Evaluator shall include, but not be limited to:

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

ii. Field Evaluation Zonal Coordinators

Role of the Field Coordinators shall include, but not be limited to:

- Keep the centre in touch with the field; and
- Moderate practice across the states ensuring harmonization.

6.5.7 Code of Conduct for Quality Assurance Processes and Evaluators

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

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

Evaluation in a school system shall be a systematic and objective assessment of what a school is doing, and the impact on the learners based on sets of criteria.

- Quality Assurance Evaluation shall be conducted by trained and certified evaluators in line with standard guidelines and tools;
- There shall be a minimum of nine cycles of EQA evaluation of schools in a session following suitable types of QAE;
- The findings of the quality assurance evaluation exercise shall be used to improve quality of teaching and learning in schools;
- The process of selecting the QAEs shall not exclude persons with special needs;
- Quality assurance exercise shall be carried out openly with those being evaluated;
- All quality assurance evaluation shall use the same quality standards and quality indicators which must be made known to relevant stakeholders; and
- The findings and recommendations of quality assurance evaluation shall be valid, reliable, and consistent and shall be disseminated to relevant stakeholders in desirable format and shall be acted upon for performance improvement.

6.5.8 Education Quality Evaluation Guidelines and Tools

The State Education Quality Assurance Authority shall adapt the following guidelines and tools already produced by the Federal Ministry of Education to incorporate new initiatives articulated by the State in this document and the other State Education Policy documents.

- State Quality Assurance Instrument for Basic Education and Secondary Schools in Nigeria (Revised in 2010); and
- State Education Quality Assurance handbook for Basic and Secondary Education in Nigeria-2014.

6.5.9 Skills Enhancement Strategies for Evaluators

i. Continuous Professional Development (CPD)

- There shall be regular conduct of training and re-training for State education QAEs and State QAEs. This training shall cover relevant areas, not limited to:
 - a) Collecting, collating, analysing, utilizing information/data and recording evidence forms on the Whole School System;
 - b) Quality-assuring reports;
 - c) Quality-assuring the process;
 - d) Analysis of evaluation findings;
 - e) Conducting lesson learning and intervention strategies;
 - f) Writing annual and other reports; and
 - g) Reporting to the Honourable Commissioner, State Assembly and other bodies.
- The State Education Quality Assurance Authority (SEQAA) shall provide training if there are State initiatives or new policies to be evaluated in schools.
- The SEQAA in collaboration with Universal Basic Education (UBEC) and State EAQ bodies shall provide training through train-the-trainers or publishing distant learning materials.
- CPD is mandatory. An external evaluator who fails to improve professionally would lose his/her accreditation to work as a QA evaluator.

ii. Shadow Evaluation

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

iii. Education Quality Assurance Mentoring (EQAM)

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

This visit shall:

- Provide on-site guidance and coaching to QAEs and so improve their practice;
- Help QAEs fulfil their roles well;
- Ensure that evaluation processes are correct;
- Provide guidance to inform the focus for general training;
- Enable the management of QAEs performance to be fair and training to be based accurately on needs; and
- Review the recorded evidence being gathered and fill structured form in the quality assurance handbook accordingly.

iv. Education Quality Assurance Readers (EQARs)

EQARs are a critical mass of trained Education Quality Assurance Evaluators who are skilled in writing school evaluation reports.

They are to:

- Conduct QA readings on all QA external evaluation reports; and
- Ratify all external evaluation school reports as fit for purpose before they are published.

v. Set up School Support Improvement Team (SSIT) and School Support Officers (SSOs)

The School Support Improvement Team (SSIT) and School Support Officers (SSO) shall support various schools to be assigned by the QAA by:

- Ensuring improvement in teachers teaching skills through regular trainings; and
- Mitigating in areas required for improvement as stated in school external evaluation reports, especially for school teachers and head teachers/principals.

6.5.10 EQA System Financing and Accountability Mechanisms

Section 23 of the Kaduna State Education Quality Assurance Law of 2017 states the following as the financing mechanism for EQAS in the State:

- State Budget allocation;
- Local and International Donor Agencies;
- Grants, gifts and donations from individual, local and international organizations and Agencies;
- Other sources as may from time to time be approved by the Governor;
- As part of initiatives to actualize number (iv) above, the State shall allocate 20% of total Termly Revenue from schools to Quality Assurance Services;
- QAA shall from time to time apply proceeds of such funds to activities that are established for the QA services as stated in section 24 of the Act establishing the Authority, such as:
 - a) expenses as may be expressly approved by the Board;
 - b) to publicize and promote activities of the Authority, train and accredit Quality Assurance Evaluators;
 - c) undertake all activities connected with its functions under the law, this policy and implementation guidelines.
- QAA shall prepare and submit to the Commissioner for Education, Science and Technology, an estimate of income and expenditure of each year not later than September 30, of the following year; and
- QAA shall keep proper records and accounts in respect of each financial year and shall cause its accounts to be audited within six months after the end of each year by Auditors appointed from the list and in accordance with the guidelines submitted by the Auditor General of the State.

6.5.11. Responsibilities at Various Institutional levels

Federal shall:

- Work with the states to schedule all Quality Assurance (QA) external evaluations of public and private schools over an agreed cycle;
- Support states in coordinating, structuring and deploying teams of QA evaluators to carry out external evaluations;
- Support the states in mentoring and monitoring a sample of QA evaluations each year to quality-assure the work of QAEs;
- Coordinate with the states on the number of State evaluations that will involve National QA agents each year;
- Support states in co-coordinating logistics issues such as transportation and accommodation for QAEs, where such is needed;

- Work with states to formulate, maintain and disseminate all necessary agreed national QA evaluation documentation to schools, QAEs and the wider public;
- Collate all QA evaluation data from states at the national level to identify nationwide trends and patterns in the quality of education and disseminate this information to schools and the wider public, by producing an annual report on the State of education in the country;
- Provide or commission agreed national training for QAEs and work with states to accredit and maintain a database of all trained QAEs;
- Work with states to establish a programme that provides support and challenge visits to aid SS-e process and improvement following QA evaluations; and
- Oversight of all QA activities in institutions below tertiary nationwide.

The above responsibilities shall be carried out by the Federal Education Quality Assurance Service (FEQAS) through linkages with UBEC in states and local government levels by:

- Visiting external evaluators and checking that agreed procedures and practices including using only accredited evaluators are being adhered to;
- Ensuring that judgments are being made accurately about the quality standards;
- Ensuring that these judgments are being effectively shared with the schools and centres to promote improvement;
- Ensuring that the agreed instruments are being used;
- Ensuring continuous capacity building and professional development of evaluators through fieldwork and other appropriate activities; and
- Convening annual coordination meeting with QAEs from UBEC, all State Ministries of Education (SMoEs), bodies and organizations.

Universal Basic Education Commission Shall:

- Jointly carry out annual school evaluation with FEQAS;
- Be a member of the National Education QA Accreditation Board;
- Enable and support SUBEBs to cooperate in states on QA processes and training through State QA teams;
- Use the findings of QA reports produced by the states and national annual QA reports to inform policy, planning, training and budgeting;
- Work with federal and states on the number of State evaluations that will involve national QA agents each year; and
- Oversight of SUBEB QA activities in public primary schools nationwide.

Kaduna State shall work with the National body for QA to:

- Schedule all QA external evaluations of public and private schools over an agreed cycle;
- Coordinate, structure and deploy teams of QA evaluators to carry out external evaluations;
- Quality-assure the work of QA evaluators by monitoring a sample of QA evaluations each year;
- Coordinate the number of State evaluations that will involve other QA accredited bodies each year;
- Coordinate logistical issues such as transportation and accommodation for QAEs where such is needed;

- Formulate, maintain and disseminate all necessary QA evaluation-related documentation to schools, QAEs and the wider public;
- Collate all QA evaluation data, use this to identify State wide trends and patterns in the quality of education and disseminate this information to schools and the wider public, by producing an annual report on the State of education in the State and the country;
- Provide or commission training for QA evaluators and maintain a database of all trained QAEs;
- Establish a programme that provides support to aid SS-e process and improvement following QA evaluations;
- Develop State wide-work plans and schedules for the evaluation of schools;
- Provide professional guidance and support to divisional and zonal officers on the conduct, organisation and accreditation of evaluations;
- Carry out periodic reviews and updates of WSE guidelines and training modules;
- Responsible for the training of evaluators;
- Responsible for registration and accreditation of evaluators;
- Collate data on the standard of schools that will guide interventions, strategy and/or review of education policies in the State;
- Collate and revert information on challenges and constraints of teachers and institutions from evaluation reports and identify areas of improvement;
- Determine/review benchmarks against which schools are evaluated and set annual targets;
- Develop complementary instruments for school evaluation reflecting State-specific needs and aspirations;
- Ensure that Divisional and Zonal offices follow standards and benchmarks for evaluation of schools;
- Evaluate and accredit each school at least once in 3 years to ensure the maintenance of quality and standards;
- Establish a system for dealing with poorly performing schools;
- Ensure that full accreditation is carried out before a school qualifies to present candidates for external examinations;
- Establish sustainable linkages with State and non-State actors; and
- Publish and disseminate evaluation reports annually.

Local Government Areas shall:

- Collaborate with MoEST and other bodies involved in quality assurance;
- Support QA training, within State-wide needs;
- Carry out QA evaluations within the agreed cycle;
- Provide accredited QA evaluators to make mixed teams for external evaluation;
- Arrange the logistics for carrying out QA evaluations;
- Monitor QA evaluations and Education Quality Assurance Readers (EQAR) reports before sending to MoEST for final QAR report; and
- Support schools to address challenges raised in external and internal evaluation reports.

Schools shall:

- Carryout SS-e annually;
- Fill the School Evaluation Form once a year;
- Use School Evaluation Form and EE report to draw up School Development Plan (SDP);
- Assess the impact of implementation of SDP on learners' achievement for further improvement;
- Cooperate with the team of external evaluators;
- Identify an officer of the school to liaise with the team of external evaluators during school visit;
- Grant full access to school records;
- Inform parents and other stakeholders about the impending external evaluation; and
- Fill the school EE survey form for external evaluators.

Section 7: Sustainability of Quality Assurance Services in the State

7.1 Professionalization Strategy for Education Quality Assurance in the State

To be eligible to become an accredited external evaluator and to carry out external evaluations, individuals must successfully pass through a process of selection, training, assessment, and probation before being finally accredited. To assure uniform quality, the SEQAA shall provide guidelines and accredit quality assurance processes and evaluators.

7.1.1 Selection

Qualifications required of education QAEs:

- Possess a minimum of Bachelor's Degree in Education or a minimum of Bachelor's Degree plus a professional certificate in education; and
- Be registered with the Teachers Registration Council of Nigeria.

Experience required:

- Have at least 12 years of teaching experience; and
- And have achieved at least salary grade level 14 or its equivalent.

7.1.2 Training

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

7.1.3 Assessment

Ensure that only the best is used as QAEs after achieving success in oral, written tests, and final examination on an external evaluation.

7.1.4 Competences

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

7.1.5 Accreditation

Accreditation, certification and registration will be the responsibility of a State quality assurance body but pending its establishment, its functions and responsibilities will be

discharged by SEQAA. A certificate of proficiency shall be given after success at the practicum and successful completion of probation period to be reviewed every five years.

7.2 Policy Implementation Guidelines

Effective implementation of this policy can be enhanced by developing a detailed Policy implementation guideline with policy progress and performance tracker. The guidelines shall contain detailed information such as the key activities and actions that are required to actualize each policy statement, timeframe for commencement and completion, institution responsible for delivering each activity, reporting lines, content and structure, among others. However, there is an Education Policy Strategic Plan that provides general strategic direction for the education policy and this quality assurance policy. Annex 2 of this document contains a roll-out plan that shows key steps towards eliciting relevant commitments for wider acceptance on this Policy.

7.3 Policy Monitoring and Evaluation

To guarantee quality assurance, there is the need to have a cycle of monitoring and evaluation activities. This must involve a systematic programme of external quality assurance evaluation as well as rigorous appraisal for the quality of the work of those carrying out the work.

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- A quality assurance process involves checking the quality of every external quality assurance activity including reporting;
- Information and data from individual surveys and external quality assurance evaluations are analysed at National, State and Local Government levels as appropriate;
- The analysis of external quality assurance evidence to inform the State education policy and to determine the following year's quality assurance programme;
- To ensure equitable standards of work in quality assurance, the SEQAA shall monitor, evaluate and coordinate all aspects of quality assurance practices in education at the basic and post basic levels;
- The SEQAA shall advise the Honourable Commissioner on all aspects of quality assurance in education at these levels; and
- The SEQAA shall regulate all quality assurance practices in the State.

7.4 Conclusion

It is anticipated that if there are sustained strategic interventions and enhanced investment on the key EQA areas by the State Government, that remarkable improvement will be achieved in the pass rates for BECE, WAEC and First-Degree examinations from tertiary education. The State government will aim at actualizing the learners' performance benchmarks and learning standards that have been set above across all levels of education. Therefore, efforts will be delivered on all commitments above towards improving learners' personal skills and participation; quality of teaching and learning; quality of curriculum and other activities; quality of care, guidance and support; quality of the learning environment; and effectiveness of leadership and management. Other areas that shall be strengthened

include, but not are limited to, deepening the quality of performance analysis to reflect the impact of education services on learners; and sustainability of learning outcomes and inclusiveness.

Annexes

Annex-1: Definition of key Terms Used

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

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

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

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

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

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

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

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

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

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

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

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

Annex-2: Roll Out Plan

S/N	Activity	Responsibility	Timeline/Deadline	Expected Output
1	Final internal validation of the technical content of the draft EQA Policy	PS-QAA and team	March 7, 2019	Post internal validation version of the draft EQA policy
2	Final editing and formatting	PS-QAA	March 12, 2019	Edited and formatted version of the draft EQA policy
3	Submission of the draft EQA policy to the HC-MoEST	PS-QAA	March 13, 2019	Edited and formatted version of the draft EQA policy
4	Development and submission of brief to His Excellency, the Governor of Kaduna State	Hon Commissioner MoEST	March 15, 2019	Policy brief to HE, seeking for approval
5	Development of Council Memorandum to seek approval of the draft EQA Policy	Hon Commissioner MoEST	March 15, 2019	Council Memo on the draft EQA Policy seeking for approval
6	Approval of the draft EQA Policy	Hon Commissioner MoEST	March 18, 2019	Approved EQA Policy
7	Gazetting of the approved EQA policy	Secretary to the State Government	March 20, 2019	EQA Policy Gazette
8	Printing of the policy and uploading in the State's website	PS-QAA	March 22, 2019	Printed copies of Kaduna State EQA Policy; Policy is uploaded in the State's website
9	Development of EQA Policy Implementation Guideline, with progress and performance tracker	PS-QAA and team	March 25, 2019	EQA Policy Implementation Guideline
10	Press conference on the EQA Policy	HC-MoEST and team	March 28, 2019	EPI Work Plan available
11	Advocacy/sensitization of stakeholders and citizens on the EQA Policy	HC-MoEST and team	March 28, 2019	Stakeholder and Citizens are fully aware of the Education Policy
12	Distribution of the printed EQA Policy	PS-QAA and team	March 28, 2019	Relevant institutions and organizations have copies of the EQA Policy
13	Updating the existing EQA tools and manuals to reflect new areas of the EQA policy	PS-QAA and team	April 1, 2019	
14	Training of the EQA Evaluators on the new policy requirement	PS-QAA and team	April 8, 2019	
15	Conduct first EQA evaluation cycle after the existence of EQA policy	PS-QAA and team	April 30, 2019	First Post EQA policy WHE evaluation report
16	Full roll out of the EQA policy implementation	PS-QAA and team	Quarterly	Populated implementation tracker
17	Implementation monitoring, tracking and evaluation of the policy implementation	PS-QAA and team	Biannually and annually	Biannual and annual EQA progress review report

S/N	Activity	Responsibility	Timeline/Deadline	Expected Output
18	Revision of the EQA implementation guidelines based on the progress review findings	PS-QAA and team	Annually	Biennial EQA implementation plan



Kaduna State Government