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# Quality Assurance in International Education



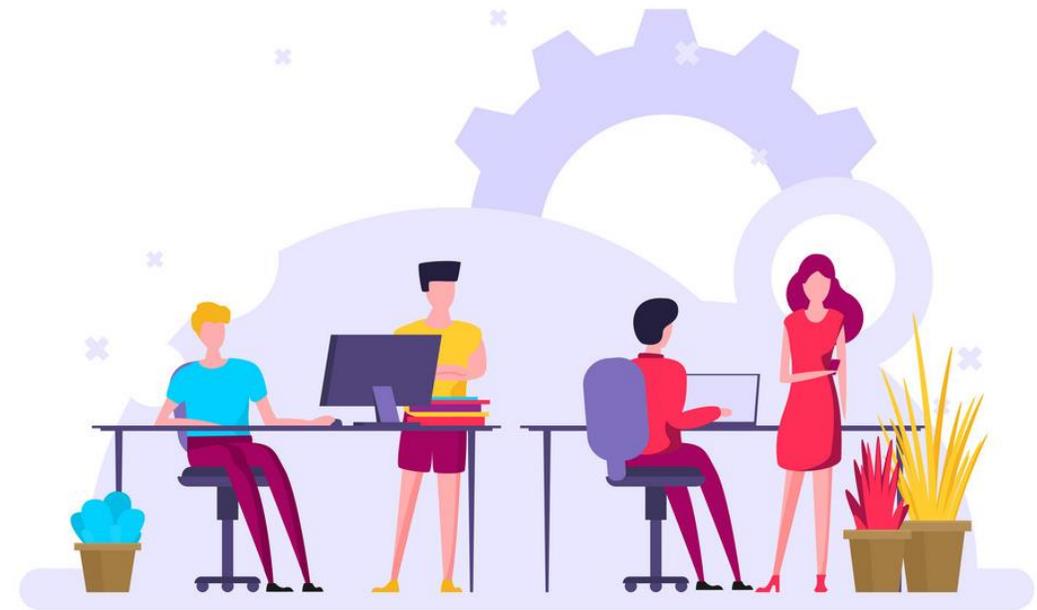
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# The national and state models of Education Quality Assurance in Nigeria

# Definition



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



# Vision



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

# Mission



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

# Core values



- Accountability
- Collaboration
- Integrity and
- Quality service



## Functions of the National Education Quality Assurance Body (NEQAB) It shall

- co-ordinate the development of a functional national EQA system and framework in collaboration with states, Federal Capital Territory (FCT) and other stakeholders
- work with the states to organize external evaluations of public and private schools over an agreed cycle;
- support capacity development of states and FCT including mentoring of evaluators to carry out EQA functions effectively;

- work with states to produce and disseminate national EQA documents and advocacy materials to government, schools, quality assurance evaluators and the wider public;
- collate and analyse EQA annual reports of states and FCT to identify nationwide trends and patterns in the quality of education;
- produce and disseminate widely an Annual National State of Education Report with inputs from states and FCT; vii. work with States to train, accredit and maintain a database of qualified education quality assurance evaluators

- establish in collaboration with other stakeholders a national code of conduct and practice of EQA and ensure compliance;
- and advise all tiers of government and private school proprietors to use the outcome of evaluations to inform policy, planning, training and interventions to facilitate school improvement.



# Functions of State Education Quality Assurance Body



1

coordinate the development of a functional state QA system and framework in collaboration with local governments and other stakeholders;

2

work with the local governments to organise external evaluations of public and private schools over an agreed cycle;

3

support capacity development of state and local governments including mentoring of evaluators to carry out QA functions effectively;

- 4 produce and disseminate EQA documents and advocacy materials to government, schools, quality assurance evaluators and the wider public;
- 5 collate and analyse state QA annual reports to identify state- wide trends and patterns in the quality of education;
- 6 Produce and disseminate widely an Annual State of Education Report (SoER) with inputs from local government; shall work with the NEQAB to



- 7 work with Federal to train, accredit and maintain a database of qualified education quality assurance evaluators in Nigeria;
- 8 establish in collaboration with other stakeholders a national code of conduct and practice of QA in Nigeria and ensure compliance;





- 9 advise states, local governments, private school proprietors and other stakeholders to use the outcome of evaluations to inform policy, planning and interventions to facilitate school improvement; and
- 10 carry out any other activities to enhance QA practices in the states that are in consonance with NEQAP

# Principles of Education Quality Assurance



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

1. the findings of quality assurance evaluation, both SS-e and EE, shall contribute to school improvement;
2. the process of quality assurance promotes inclusion of all learners;
3. quality assurance is carried out openly with those being evaluated;



4. all quality assurance evaluations use the same quality standards and the quality indicators which must be made known to all stakeholders;
5. the findings of quality assurance evaluations are valid, reliable and consistent; and
6. the outcomes of evaluations shall inform education policy, planning, training; and intervention for school improvement



The ideals that underpin education quality assurance are that:



1. evaluation acts in the interest of learners and, where relevant, their parents, to encourage high quality provision;
2. it is impartial, evaluative and diagnostic, assessing quality and compliance, and providing a clear basis for improvement;

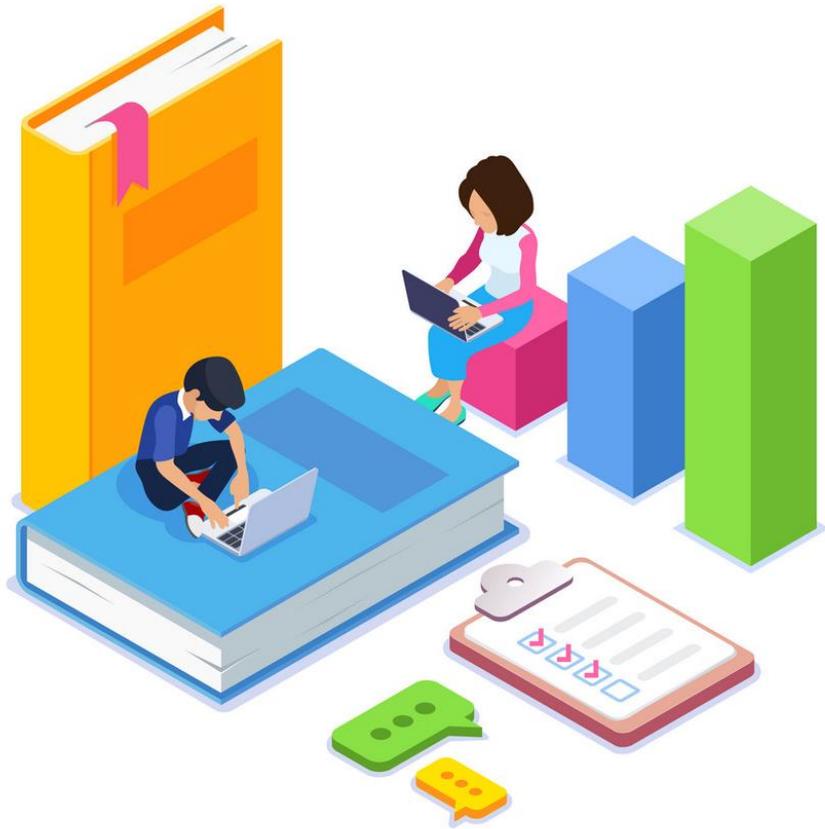


3. the purpose and the procedures to be used are communicated clearly to those involved;
4. evaluation invites and takes account of SS-e by those being evaluated;
5. evaluation is carried out objectively by those who have sufficient and relevant professional experience, expertise and training;





6. evidence is recorded, and is of adequate range and quality to secure and validate judgments;
7. judgments are based on systematic evaluation and criteria which reflect a common understanding about quality;
8. impact is central to judging the quality of educational provision and processes;



9. it is built into evaluation activities to ensure that QA principles are met and quality improved;
10. evaluation informs administrators, policy makers and other education practitioners about the quality of educational provision;

11. it informs appropriate targeting of education resources to ensure more value for money and better results; and
12. it eliminates all risks to learners by taking proper account of assessment of safeguards on health, well-being, and the needs of learners, especially the vulnerable and those with special needs



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



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

# National Education Quality Standards



Quality standards are the goals to which all learners, teachers, staff and those who lead and manage schools should aspire to achieve. They are sometimes erroneously referred to as minimum standards but these are actually quality standards that focus on improving learning outcomes. Quality standards should not be seen as the ceilings for schools as Quality Assurance is about continuous improvement.



Schools should aim at going beyond and above each standard. Quality standards include learners' achievement and behaviour, the quality of Teaching and learning, Curriculum and other Activities, Care, Guidance and Safety, the Learning environment and Leadership and management



# Outcomes for learners



1. have a sense of cooperation and team-spirit;
2. develop good habits such as good health habits; and
3. have basic societal norms (such as respect for elders, greetings etc.).

## Competence and Skills Every child should:

1. communicate in his/her own language;
2. acquire rudiments of numbers, letters, colours, shapes, forms, etc. through play;
3. acquire spirit of enquiry and creativity through playing with toys etc.;
4. have smooth transition from home to school; and
5. be ready for primary education





Primary 1–3 Values and Norms By the end of primary 1–3, every child should:



1. have the ability to adapt to his/her changing environment;
2. exhibit patriotism, fairness, understanding and tolerance;
3. have morals and values instilled; and
4. have respect for constituted authority, rules and regulations

Competence and Skills By the end of primary 1–3, every child should:

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1. have a foundation for permanent literacy and numeracy;
2. have the ability to communicate in the mother tongue, the language of the immediate environment or English language;
3. have acquired some measure of manipulative skills; and
4. exhibit safety and security awareness





Primary 4–6

Values and Norms

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

1. exhibit patriotism, fairness, understanding and tolerance;
2. appreciate and demonstrate good morals and values; and
3. have respect for constituted authority, rules and regulations

## Competence and Skills

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

1. exhibit safety and security awareness; 9
2. acquire manipulative skills to enable him/her function effectively in the society;
3. have permanent literacy and numeracy as well as ability to communicate effectively;
4. be ready for further educational advancement, trade and craft of the locality;
5. have sound basis for scientific and reflective thinking;
6. develop the ability to adapt to the changing environment; and
7. acquire ICT literacy and skills.

# Junior Secondary education



## Values and Norms

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

1. develop patriotism and be equipped to contribute to social development;
2. imbibe values and morals, think independently and appreciate dignity of labour;
3. have national consciousness; and
4. have respect for constituted authority, rules and regulations



## Competence and skills

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

1. cultivate useful living habits within the society.
2. develop talents and recognize opportunities for future roles.
3. acquire science/ technology / commerce / vocational and entrepreneurial skills at sub-professional grades.
4. acquire ICT skills



# Senior Secondary education



## Values and Norms

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

1. have respect for the dignity of the individual;
2. have creative thinking and respect for the dignity of labour;
3. have right attitudes and values;
4. develop and promote Nigerian languages;
5. foster patriotism and national unity;
6. be morally upright individual, capable of independent and rational thinking; and
7. exhibit safety and security awareness.

## Competence and Skills

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

1. acquire ICT skills;
2. acquire science/ technology / commerce / vocational and entrepreneurial skills at sub-professional grades;
3. be able to provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development;
4. have competences to aspire for higher education; and
5. acquire competence for self-reliance.

# The Requirements of Provision

# The quality of Teaching and learning:



1. Every class, up to Junior Secondary level is to be taught by a qualified and competent teacher with a minimum of Nigeria Certificate in 11 Education (NCE), and a minimum of Bachelor Degree in Education or its equivalent, or a first degree in relevant subject(s) and a professional certificate in education, in the Senior Secondary School;

2. Nursery learner should not be taught in a class larger than 25;
3. No primary school learner should be taught in a class larger than 35;
4. No secondary school learner should be taught in a class larger than 40;
5. Every learner should be continuously assessed to check that sufficient progress is being made;





6. Every learner should be able to participate fully in class activities with the support of the teacher;
7. Every learner should receive a minimum of 180 days schooling per year;
8. Every learner should have access to appropriate instructional materials;
9. All learners with special needs should have appropriate provision to enhance learning; and
10. Every learner should be taught to apply knowledge and skills.

# The quality of the Curriculum and other Activities



1. The core subjects are to be offered in all schools.
2. The Curriculum will prepare learners for the State and/or National Common Entrance Examinations.





3. The Curriculum should develop the whole learner, equipping him/her with life skills as well as preparing them for BECE/ SSCE/NECO/other relevant examinations as these are instruments used to assess the attainment of already defined educational goals below tertiary level.
4. Curriculum should prepare learners to compete favourably with their global counterparts

# The quality of Care, Guidance and Safety



1. The school should provide a safe learning and working environment for learners and teachers.
2. All schools should have easy access to good sanitation and first aid facilities.
3. All schools should ensure that meals served to learners are hygienically prepared, adequate and balanced.

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



# The quality of the Learning environment



School should provide:

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



# The effectiveness of the Leadership and management



1. All school administrators and leaders' efforts should be channeled towards improving the achievement of the learners in their care.
2. Every school should actively engage in SS-e.
3. Every school should have a SDP which is based on rigorous SS-e and EE which spells out the areas for improvement.

4. Every school should have a School Based Management Committee (SBMC) or other community body as well as Learners'/Students' Representative Council (SRC) which actively support and influence school improvement.
5. Ensure the principal /head teacher and all other staff who work with learners undertake appropriate child protection training.
6. Empower leaders at all management levels to be more accountable for the progress of the school.



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



It guides the main steps in the process of:

1. planning external evaluations;
2. gathering first-hand evidence in schools;
3. reaching judgments about the schools' effectiveness, and
4. drafting summary report of the main findings.



# Evaluating Aspects



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



# Structure of the Evaluation Schedule



The evaluation schedule is structured around the following:

(A) Outcomes for learners:

1. Achievement and standards, and
2. Learners' personal skills and Participation.





(B) The quality of provision:

1. The quality of Teaching and learning;
2. The quality of the Curriculum and other activities;
3. The quality of Care, Guidance and Safety; and
4. The quality of the Learning environment

(C) The Effectiveness of Leadership and management

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



## Five– point scale for grading quality of performance of Aspects

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

## (E) Pitched Judgments



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

# Outcome of learner



Achievement and standards Evaluate: How well do learners achieve?

1. Evaluators need to link quality standards and the standards for primary, junior secondary and senior secondary in the subjects being evaluated)
2. Are the standards reached by learners high enough? (QAEs need to link with Quality standards and expected standards for the basic and senior secondary schools evaluated).





3. How well do learners make progress? Take into account any significant variations between groups of learners including the relative progress of boys and girls, and different groups and individuals, especially those of different ethnic backgrounds.
4. How well do learners with special needs make progress?

# The Quality of Provision



The quality of Teaching and learning Evaluate: How effective are teaching and learning in meeting the full range of learners' needs? And the extent to which learners:

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



## The features of teaching that affect learning.

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

The quality of the Curriculum and other Activities Evaluate: How well do the Curriculum and Other Activities meet the range of needs and interest of learners?  
And the extent to which:

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

## The quality of Care, Guidance and Safety How well the school:

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

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



1. How the school environment is conducive to learning.
2. The extent of adequacy of learning equipment and other facilities.
3. Usage of ICT in the school.

# The effectiveness of Leadership and management



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

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





4. the extent to which leaders and managers promote the well-being of learners through high quality care, education and training;
5. the extent to which leaders and managers prevent and respond promptly to incidences of violence/harassment/abuse in the school and report these appropriately;

6. how well equality of opportunity is promoted and discrimination is tackled so that all learners achieve as well as they can;
7. the support and challenge provided by the SBMC; and
8. how leaders are made accountable for their different roles.



# Types of Evaluation



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

# Whole School Evaluation



The concept of Whole School Evaluation (WSE) is the cornerstone of the QA strategy. It is one of the emergent frameworks for education QA globally. The process is a very interactive procedure, which includes both School Self-evaluation (SS-e) and External Evaluation (EE).

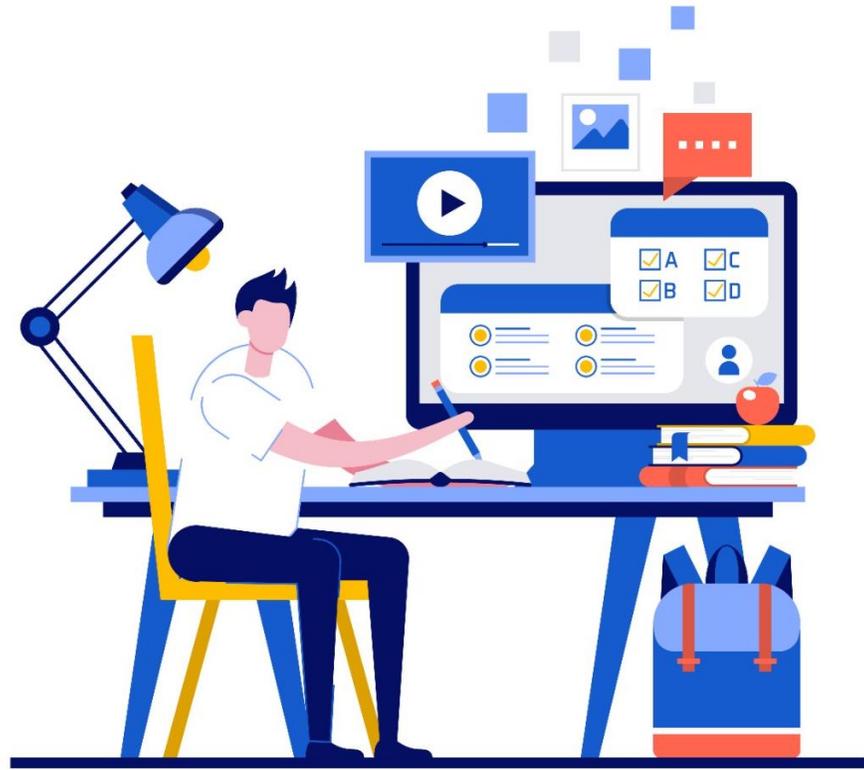
Schools, represented by principals/head teachers, school management teams, teachers, PTAs, school governing bodies, local communities as well as individual parents contribute information using the ES and recording outcomes in the School Self- evaluation Form (SEF).



WSE also helps schools to constantly and internally improve the quality of their performances. This is achieved by SS-e leading to high quality development and planning. SS-e is validated and enhanced through EE carried out by trained and accredited team of QAEs who are experienced education professionals. The inclusiveness of WSE and its pursuit of improvement reduces the opportunity for schools to blame someone or something else for negative judgments as they often did following traditional inspection.

Thus it ensures that the focus of everyone is on the quality of education. It is comprehensive as it focuses on the teaching and learning condition of the school and covers all areas of school life and work as detailed in the ES. This evaluation is part of a new cycle of QA in schools that includes SS-e as well as EE.





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

Special Evaluation Assesses any Aspect of a school's provision to either get a state or national view of a topic or an issue. It can be used to collect a view of specific subjects in a state or to evaluate girls' education, for example. It is organized as the need arises.



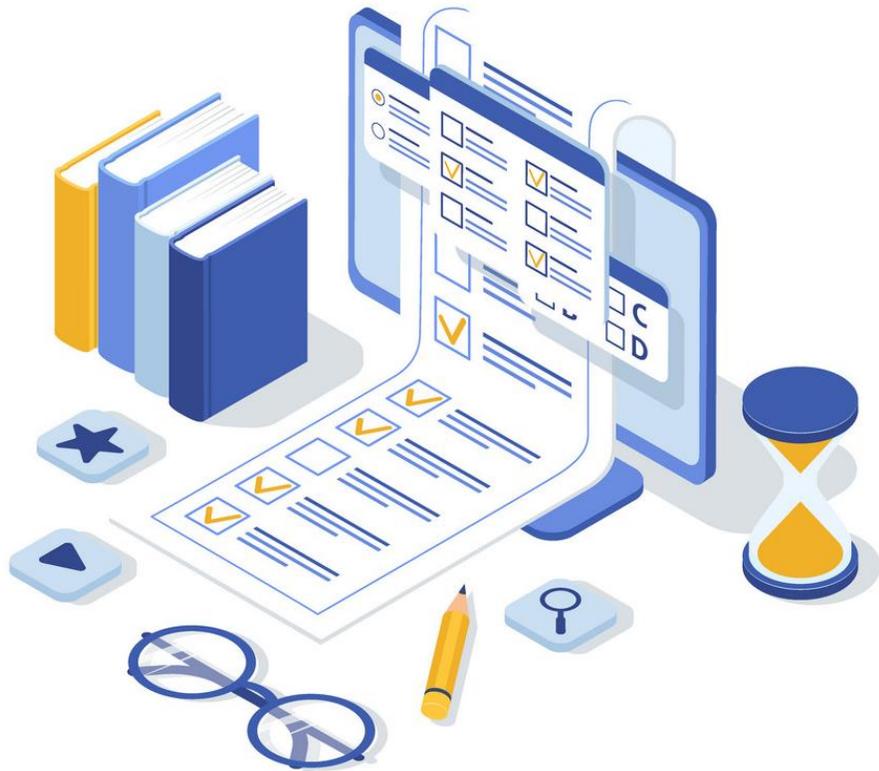
# Accreditation evaluation



Is conducted with the primary objective of approving subjects for external examinations such as; Senior School Certificate Examinations (SSCE) conducted by West African Examinations Council (WAEC) and National Examinations Council (NECO) and Basic Education Certificate Examination (BECE) conducted by NECO, National Business and Technical Examinations Board (NABTEB) and the states.

This evaluation is conducted at the request of the head of the school when a newly introduced subject has been taught in the school up to the senior secondary level or when a new school is registering candidates for external examinations for the first time. Attention of the external evaluators is focused on Aspects such as the quality of Teaching and learning and the levels and standards achieved by learners.





They also check the number and quality of staff, library facilities, area of syllabus covered, standard or observed lessons, types of textbooks used, departmental records, accommodation and other facilities. Based on a report arising from this visit, approval is either given in full, provisionally or denied.



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

