



**LAGOS STATE GOVERNMENT**  
**OFFICE OF EDUCATION QUALITY ASSURANCE**  
MINISTRY OF EDUCATION

# 2022 ANNUAL REPORT



● 2022 ANNUAL REPORT ●

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*of*

**OFFICE OF EDUCATION QUALITY ASSURANCE  
LAGOS STATE, NIGERIA**







**Mr. Babajide Sanwo-Olu**  
Governor of Lagos State









**Dr. Obafemi Hamzat**  
Deputy Governor of Lagos State



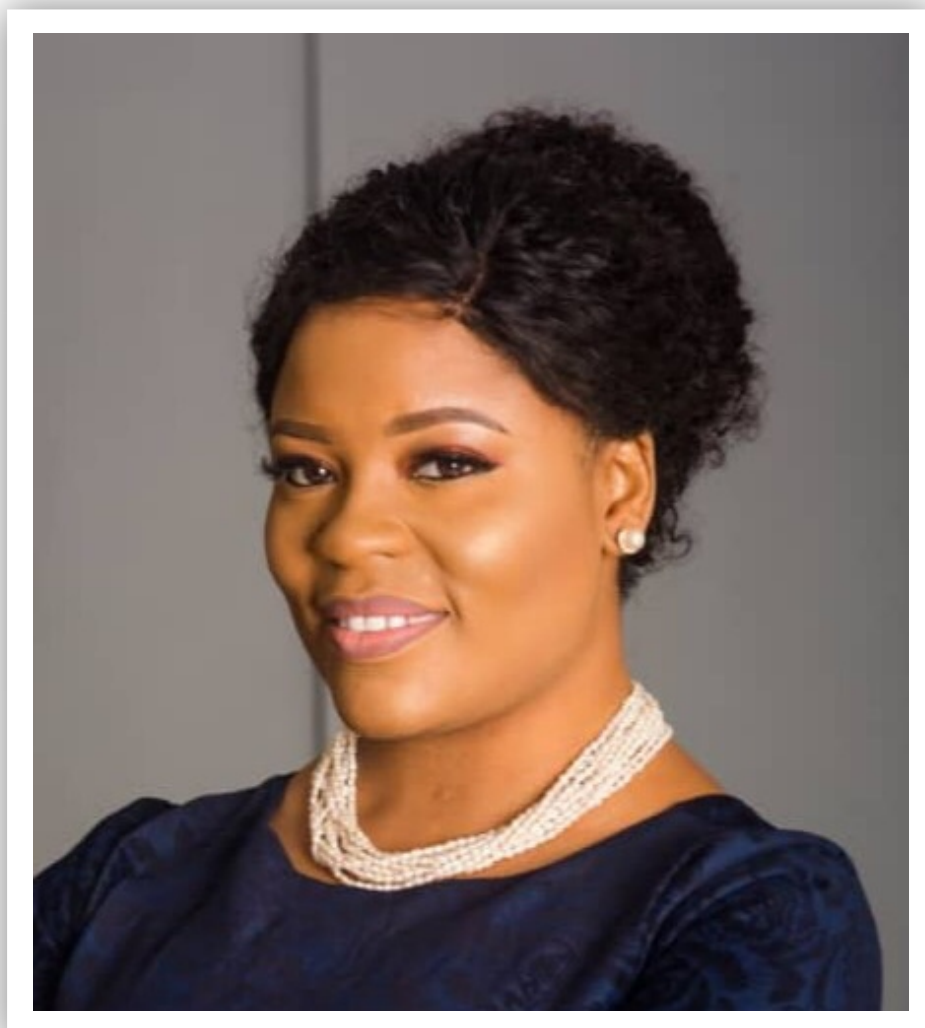


**Mrs. Folasade Adefisayo**  
Honourable Commissioner for Education  
Lagos State.



**Mr. Abayomi Abolanle Abolaji**  
Permanent Secretary, Ministry of Education





**Mrs. Abiola Seriki-Ayeni**  
Director General  
Office of Education Quality Assurance





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## EXECUTIVE SUMMARY, WHOLE SCHOOL EVALUATION

The Agency is saddled with the responsibilities of overseeing the affairs of Public and Private Primary, Junior and Senior Secondary schools in Lagos State. This report emanated from the activities carried out by the various Departments of the Office of Education Quality Assurance at the Headquarters, OEQA Offices in the six (6) Education Districts comprising 20 (twenty) Zonal Offices across Lagos State in the year 2022.

- I. Whole School Evaluation was carried out in 373 (Three hundred and seventy-three) Public and Private Primary, Junior and Senior Secondary Schools with a view to standardizing quality of provisions and improve learning outcomes as well as learners' performances in external examinations such as West Africa Senior School Certificate Examination (WASSCE), National Examination Council Senior School Certificate Examination (NECO SSCE) National Business and Technical Examinations Board (NABTEB), Basic Education Certificate Examination (BECE), Placement and Screening Test by Lagos State Examinations Board.
  - Three (03) of the schools evaluated were graded outstanding; Two (02) private primary and one (01) private secondary schools.
  - 198 (One hundred and ninety-eight) schools were graded Good; 73 (seventy-three) private primary, 46 (forty-six) private secondary, three (03) public senior secondary and 76 (seventy-six) public junior secondary schools.
  - 170 (One hundred and seventy) schools were graded Fair; 83 (eighty-three) private primary, 50 (fifty) private secondary, one (01) public secondary and 36 (thirty-six) public junior secondary schools, while one (01) private primary and one (01) private secondary were graded Poor.
- II. 255 (Two hundred and fifty-five) schools were visited for Follow-Through Evaluation across the six (6) Districts to ascertain the implementation of recommendations made for schools during the last Whole School Evaluation:
  - 19 (Nineteen) public junior schools
  - 122 (One hundred and twenty-two) public senior schools
  - 114 (One hundred and fourteen) private primary schools.
- III. Two (02) private schools from Lagos State were shortlisted as runners-up by the Federal Ministry of Education namely: S-TEE High School, FESTAC Town, Amuwo Odofin (Best Private Senior Secondary School category) and Caleb British International school, Abijo GRA, Lekki, Lagos (Best Private Senior Secondary School Teacher category). Mr Oluwasegun Micheal of Caleb British International School, Abijo GRA, Lekki, Lagos eventually came second at the National level.
- IV. 66 (Sixty-six) schools were granted provisional approval by the Honourable Commissioner for Education to operate as Approved Private Schools in the State after they had met the requirements stipulated in the Guidelines on Establishment and Operation of Private Schools in Lagos State:
  - 38 (Thirty-eight) Private Primary Schools
  - 28 (Twenty-eight) Private Secondary Schools
- V. The Office of Education Quality Assurance (OEQA) continues to monitor teaching and learning activities in Government schools as part of intervention exercise with a view to support teachers in achieving best learning outcomes and to evaluate the following:
  - Learners' performance in all subject areas
  - Availability and competence of teachers.
  - Coverage of schemes of work
  - Lesson delivery.



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- Provision and usage of learning materials.
- Level of management's supervision of lessons
- Quality of learners' written work

A total of 738 (Seven hundred and thirty-eight) evaluations comprising 419 (four hundred and nineteen) in Senior Secondary and 319 (three hundred and nineteen) in Junior Secondary Schools were carried out across the State.

- VI. Establishment of database for public and private Primary, Junior and Senior Secondary schools in the State which shall include all reports of assessment, approval, grading, private school enumeration etc.
- VII. The Second (2nd) Term Resumption for 2021/2022 Academic Session was monitored by OEQA Evaluators from the Headquarters and the six (6) Education Districts comprising 20 (Twenty) Zonal Offices. 804 (Eight hundred and four) Government and Private Schools were monitored across the State:
- 141 (One hundred and forty-one) Public Senior Secondary Schools
  - 159 (One hundred and fifty-nine) Public Junior Secondary Schools
  - 202 (Two hundred and two) Public Primary Schools
  - 123 (One hundred and twenty-three) Private Secondary Schools
  - 106 (One hundred and six) Private Primary Schools
  - 73 (Seventy-three) non-compliance Private Schools
- VIII. 914 (Nine hundred and fourteen) Schools were monitored by the evaluators from the OEQA in all the six (6) Education Districts, comprising 20 (Twenty) Zonal Offices and the Headquarters to ascertain schools' compliance to the State Government's directives as well as readiness for the 3rd Term 2021/2022 academic work:
- 291 (Two hundred and ninety-One) Public Primary Schools,
  - 206 (Two hundred and six) Junior Secondary Schools,
  - 184 (One hundred and eighty-four) Senior Secondary Schools,
  - 103 (One hundred and three) Private Primary Schools
  - 130 (One hundred and thirty) Private Secondary Schools.
- IX. 630 (Six Hundred and Thirty) public and private schools were monitored across the six (6) Education Districts comprising 20 Zonal Offices to ensure compliance with the Government's directives on resumption of schools, 1st Term 2022/2023 academic session. The breakdown of schools visited is as follow:
- 90 (Ninety) Public Senior Secondary Schools
  - 108 (One hundred and eight) Public Junior Secondary Schools
  - 142 (One hundred and forty-two) Public Primary Schools
  - 184 (One hundred and eighty-four) Private Secondary Schools
  - 106 (One Hundred and six) Private Primary Schools
- X. Second (2nd) Term Examination conducted in public Primary, Junior, and Senior Secondary Schools across the six (6) Education Districts comprising 20 Zonal Offices was monitored by evaluators of the OEQA to maintain orderliness and ensure hitch-free examination. A total of 964 (Nine hundred and sixty-four) schools were monitored.
- 332 (Three hundred and thirty-two) Public Primary Schools
  - 304 (Three hundred and four) Public Junior Secondary Schools
  - 328 (Three hundred and twenty-eight) Public Senior Secondary Schools



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- XI. Third (3rd) Term Examination conducted in Public Primary, Junior, and Senior Secondary Schools across the six (6) Education Districts comprising 20 Zonal Offices was monitored in 804 (Eight hundred and four) schools comprising:
- 269 (Two hundred and sixty-nine) Public Primary Schools
  - 275 (Two hundred and seventy-five) Public Junior Secondary Schools
  - 260 (Two hundred and sixty) Public Senior Secondary Schools
- XII. First (1st) Term Examination conducted in Public Primary, Junior and Senior Secondary Schools across the six (6) Education Districts comprising 20 Zonal Offices was monitored in 850 (Eight hundred and fifty) schools comprising:
- 320 (Three hundred and twenty) Public Primary Schools
  - 274 (Two hundred and seventy-four) Public Junior Secondary Schools
  - 256 (Two hundred and fifty-six) Public Senior Secondary Schools
- XIII. The conduct of Y2022 WASSCE was monitored in 309 (Three hundred and nine) public schools and 1179 (One thousand one hundred and seventy-nine) private schools across the State.
- XIV. The conduct of Y2022 Basic Education Certificate Examination (BECE) was monitored in 537 (Five hundred and thirty-seven) schools comprising 218 (Two hundred and eighteen) public schools and 319 (Three hundred and nineteen) private schools across the State.
- XV. The conduct of Y2022 Placement Test was monitored in 212 (Two hundred and twelve) centres across the six (6) Education Districts in the state.
- XVI. During the period under review, a total of 145 (One hundred and forty-five) cases and petitions were received and investigated.

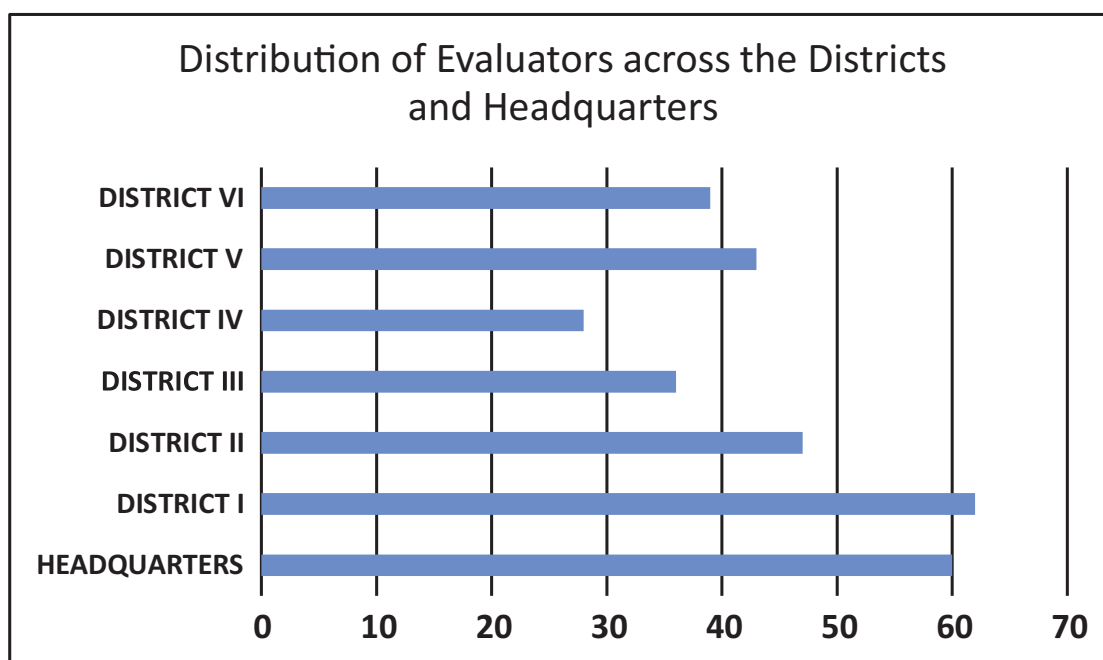
### PERCENTAGE ANALYSIS OF QUALITY ASSURANCE ACTIVITIES AND NO OF SCHOOLS VISITED IN Y2022

S/N	Category of Schools Below tertiary	Number of schools as @ (Y2022)	Whole School Evaluation Conducted		Follow Through			Teaching and learning	
			Number of schools	%	Number Due	Number Visited	%	Number of visit	%
1	Public Nursery & Primary	1019	0	0%	0	0	0%	Nil	Nil
2	Public Junior Secondary	362	112	31%	112	19	17%	319	43%
3	Public Senior Secondary	328	4	1%	122	122	100%	420*	57%
4	Private Primary	3524	159	5%	159	114	72%	0	0%
5	Private Secondary	1738	98	6%	0	0	0%	0	0%
<b>Total</b>		<b>6971</b>	<b>373</b>	<b>5%</b>	<b>393</b>	<b>255</b>	<b>65%</b>	<b>739</b>	<b>100%</b>

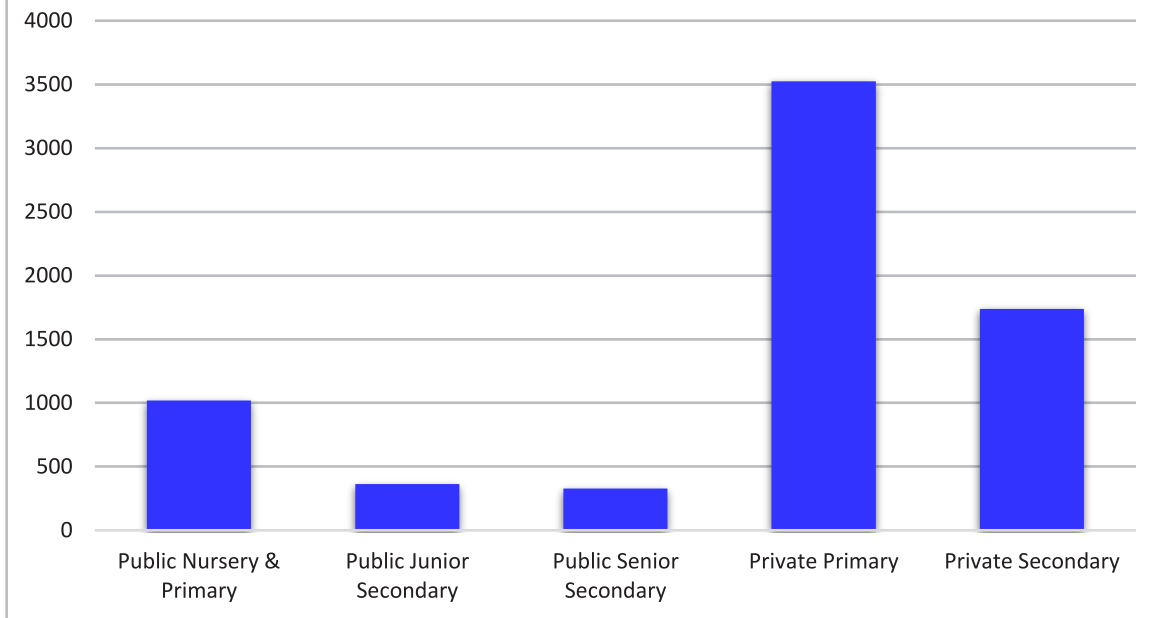
*Foot note\* Total Number of Public Senior Secondary Schools as at Y2022 was 328. Teaching and learning evaluation carried out in Public Senior Secondary Schools in year 2022 was 420 as some senior schools were visited more than once in the year under review for intervention exercise. Selected schools for Follow-Through Evaluation were chosen from schools that were graded Fair, Poor, and Very Poor in Whole School Evaluation.*

<b>DISTRIBUTION OF EVALUATORS ACROSS DISTRICTS AND HEADQUARTERS</b>	
HEADQUARTERS	60
DISTRICT I	62
DISTRICT II	47
DISTRICT III	36
DISTRICT IV	28
DISTRICT V	43
DISTRICT VI	39
<b>TOTAL</b>	<b>315</b>

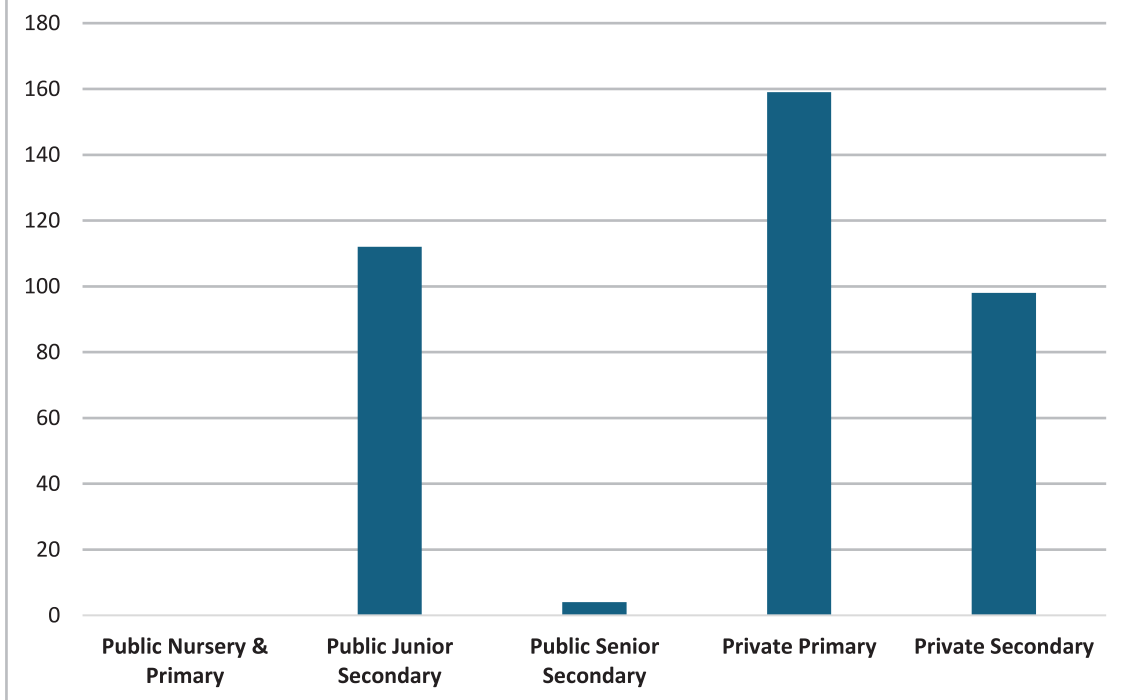
It is pertinent to note that with 1,709 Public primary and secondary schools and 5,262 approved private schools in the state, there were 315 evaluators to oversee and supervise 6,971 (six thousand, nine hundred and seventy one) schools. The ratio of evaluators to the number of Public and approved private schools is 1:22 (excluding the unapproved schools in the state).



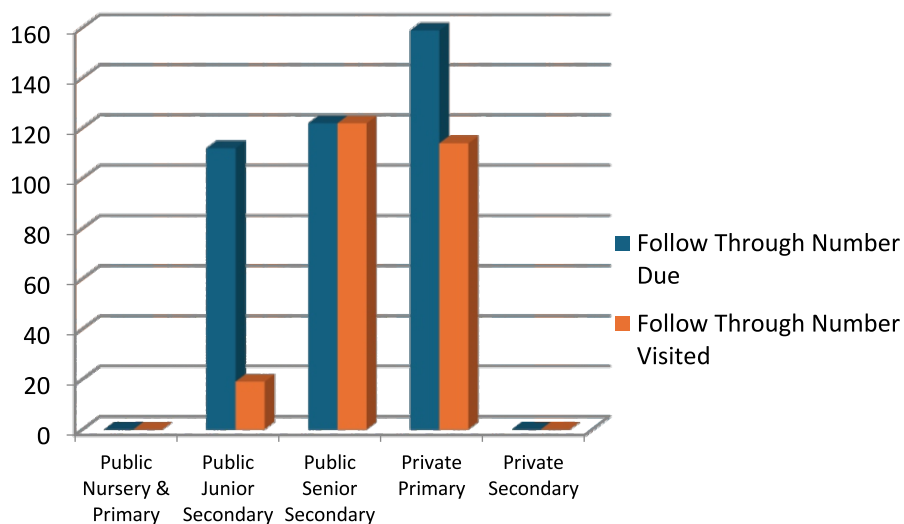
### Number of Public and Approved Private Schools as at Y2022



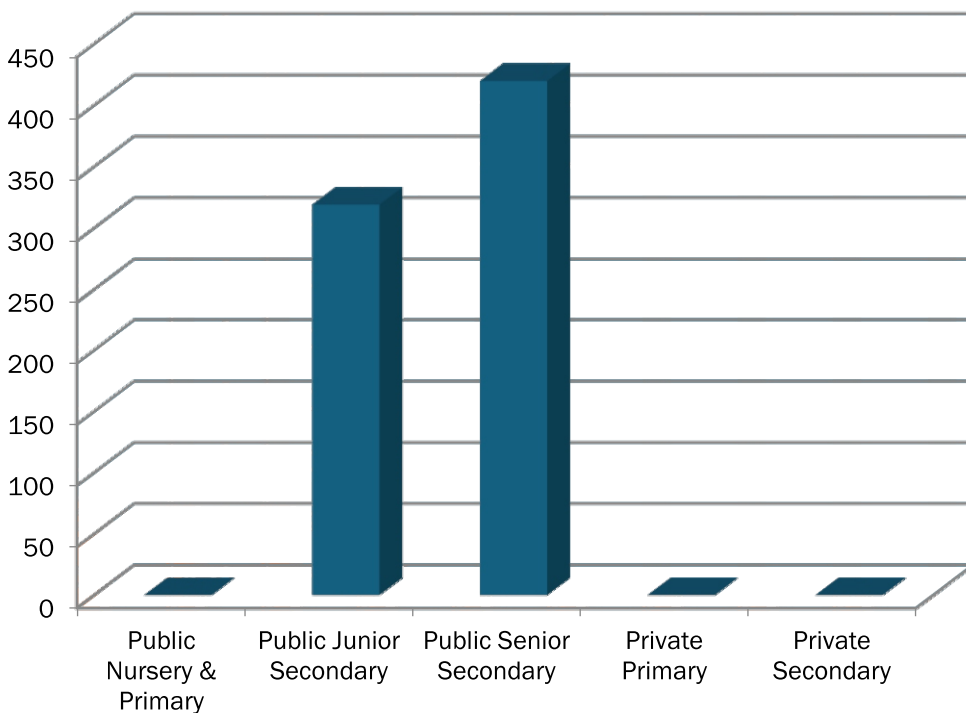
### Number of Whole School Evaluation Conducted



### Number of Follow Through Evaluation Conducted



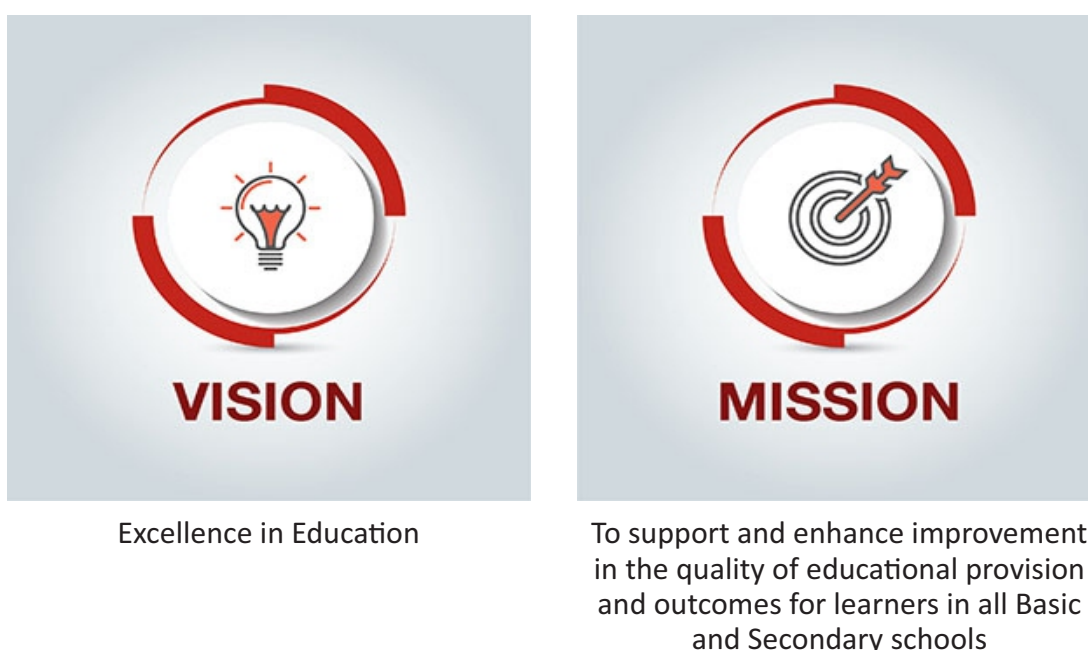
### Number of Teaching and Learning Conducted



## CHAPTER 1 INTRODUCTION

Office of Education Quality Assurance (OEQA) Lagos State was established through an Executive Order on 13th September 2013, and became operational on 2nd March, 2015 with Vision and Mission Statements (fig.1) and in response to the following needs:

- The quest for sustainable improvement of learners' achievement particularly in external examinations.
- The need to strengthen the government's control and regulation of schools below tertiary level.
- The desire of re-defining criteria for delivery of Quality Education in the State.
- The growing number of public and private schools as well as vocational schools in the State that requires more analytic and evaluative supervision.



**Fig. 1: Vision & Mission**

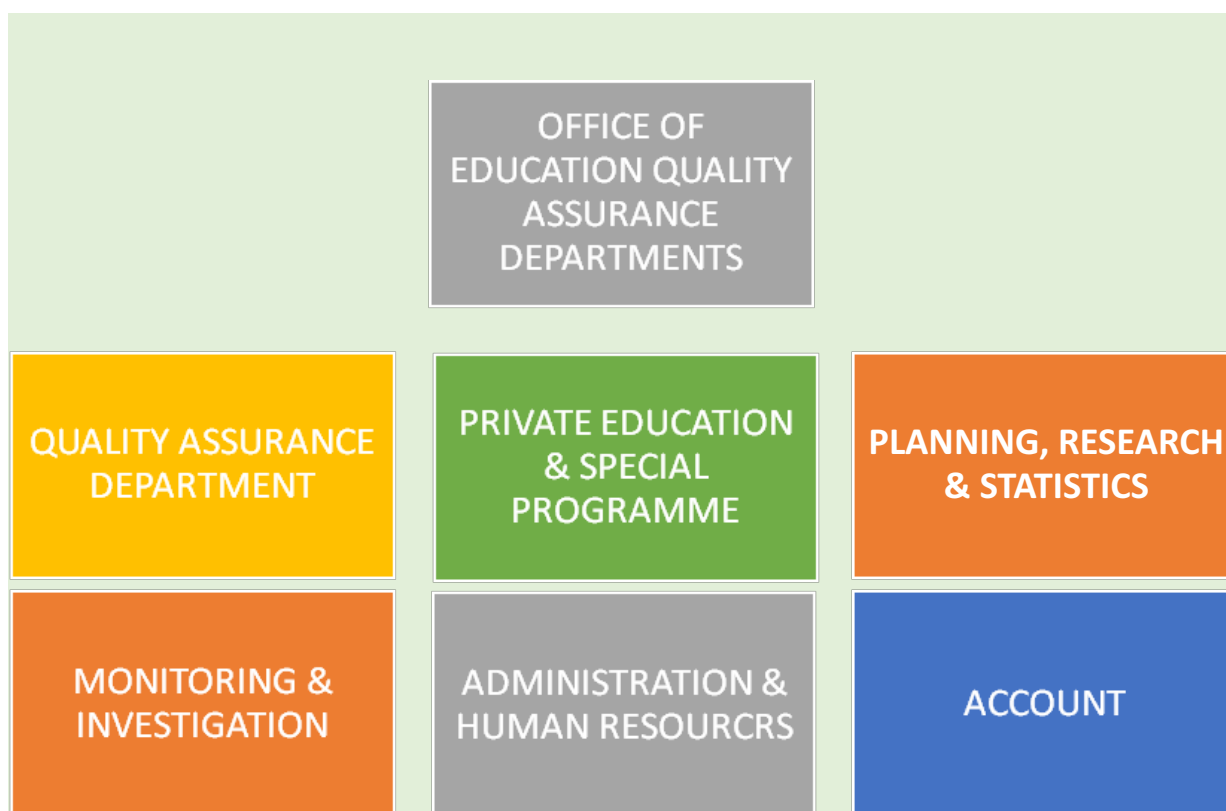
**To actualize our specified mandates, the Office performs the following functions:**

- Monitoring and ensuring standards in all Public and Private Basic and Secondary schools.
- Development of a state-wide and harmonious school calendar in collaboration with stakeholders.
- Accreditation of schools for External Examinations.
- Establishment of database of Public and Private Basic and Secondary schools in the State which include all reports of assessments, grading, etc.
- Quality Assurance Evaluation of Public and Private Basic and Secondary schools including the review and amendment of the school curriculum in collaboration with all stakeholders.
- Investigation of all matter affecting learners and staff of all Basic and Secondary schools in the State.
- Ensuring that every child in school receives qualitative education through collaboration with other stakeholders.
- Organizing programmes and social awareness activities for academic, social, and moral development of learners and teachers.



**The Office comprises the following departments (fig. 2)**

1. Quality Assurance (Headquarters and six (6) District Offices)
2. Private Education and Special Programmes
3. Monitoring and Investigation
4. Planning, Research and Statistics
5. Administration and Human Resources
6. Accounts



**1.1 Evaluations Conducted in Schools**

Internationally, every government aims at improving the quality of education being provided to learners in schools. In the quest by the State government to meet up with the global trend and standards, the following evaluations were conducted in the year under review to achieve specific objectives:

- Whole School Evaluation
- Special Evaluation
- Accreditation Evaluation
- Follow-Through Evaluation
- Assessment of Teaching and learning

**Whole School Evaluation (WSE)** is the cornerstone of the quality assurance strategy. It is one of the emergent frameworks for education quality assurance globally. The process is a more interactive one, which include both school self-evaluation and external evaluation. Schools, represented by school head teacher/principals, school management teams’ teachers, PTAs, school governing bodies, local communities as well as individual parents contribute information using national self-evaluation form or tools for determining how well a school is doing.

**Special Evaluation (SE)** is carried out in schools when a call for such arises. It assesses any aspect of a school's provision to get a State view on an issue.







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**Accreditation Evaluation** is conducted with the primary objective of approving subjects for external examination such as Senior School Certificate Examinations (SSCE) conducted by West African Examinations Council (WAEC) and National Examinations Council (NECO). Also, Basic Education Certificate Examination (BECE) conducted by the Lagos State Examinations Board.

### **Follow-Through Evaluation**

Follow-Through is carried out to ascertain the steps taken by schools and level of implementation of the recommendations made on previously identified areas for improvement and development

### **Assessment of Teaching and learning**

The Office of Education Quality Assurance continues to monitor and assess teaching and learning in public schools as part of the intervention exercise with a view to support teachers towards achieving best learning outcomes and to improve on effective teaching and better learning outcomes.

### **1.3 Quality Assurance Handbook**

The guidelines in the National Education Quality Assurance Handbook (2021) by the Federal Ministry of Education are used to enhance the whole process of Quality Assurance activities. Also, The Office also organised a Virtual Professional Development Workshop series for OEQA Evaluators and School Leaders to improve on quality of Teaching and learning, and effectiveness of Leadership and Management in Public and Private Schools. Furthermore, learning resources on the Professional Development Workshops series were made available and could be accessed on [www.lagoslearnstogether.com](http://www.lagoslearnstogether.com) at no cost.

### **1.4 Lessons from COVID-19 Pandemic**

Y2022 began with the lessons from the second wave of COVID-19 Pandemic. The Pandemic led to new challenges and solutions for parents, teachers, learners, and other stakeholders in Education Sector.

Lagos State commitment to quality education as part of the THEMES Agenda of Mr. Governor introduced and sustained Hybrid model of teaching and learning in school system which improved the delivery of quality education in public and private schools and reflected on the school timetable.

### **1.5 Collaboration with Technical Partners**

At all times, The Office of Education Quality Assurance prioritises learners' safety. To achieve this, the Office collaborates with the under-listed technical partners to curb cases of bullying and other form of harassment, building collapse and health hazards. This has been yielding positive results with the high level of awareness created by series of online capacity development organized for 415 schools' owners.

- Ministry of Youth and Social Development
- Domestic and Sexual Violent Agency (DSVA)
- Ministry of Health
- Lagos State Safety Commission
- Lagos State Material Testing Agency
- Ministry of The Environment

The Domestic and Sexual Violence Agency (DSVA) in partnership with Office of Education Quality Assurance also introduced an online safeguarding children course ([www.oeqalagos.com](http://www.oeqalagos.com)) for all school heads and other stakeholders of Basic and Secondary schools. This course is specially packaged for teachers, guidance counsellors, school workers and any other person(s) who interact with Children in Lagos State. Certificate is issued after the successful completion of the course.

## CHAPTER 2 WHOLE SCHOOL EVALUATION IN PUBLIC AND PRIVATE SCHOOLS

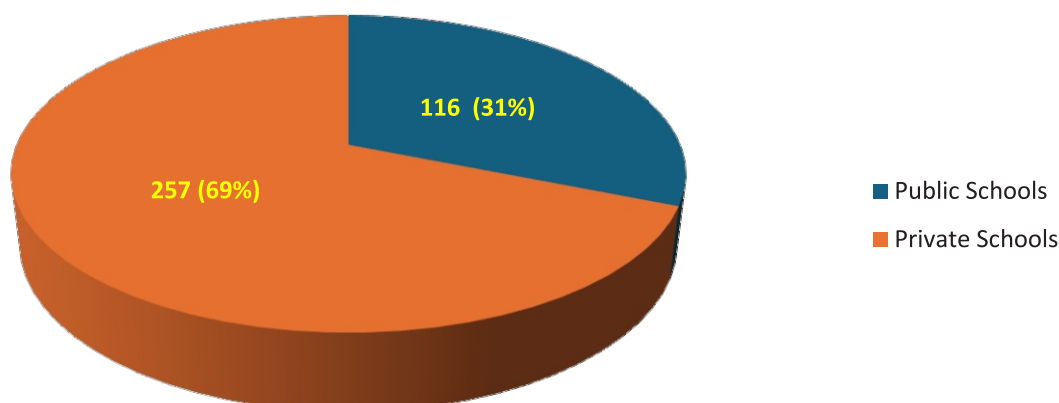
The Objective of the exercise is to identify and affirm the strengths and weakness within the school and to make clear recommendations on areas for schools’ development and improvement.

373 (Three hundred and seventy-three) schools were evaluated of which two (2) private primary schools and one (1) private secondary school were graded Outstanding. 198 (one hundred and ninety-eight) schools were graded **Good** comprising 73 (Seventy-three) private primary, 46 (forty-six) private secondary, three (3) public senior secondary and 76 (Seventy-six) public junior schools were graded Good. 170 (One hundred and seventy) schools were graded **fair** comprising 83 (Eighty-three) private primary, 50 (fifty) private secondary, one (1) public senior secondary and 36 public junior schools. One (1) private primary and one (1) private secondary schools were graded **Poor**.

**Total number of schools evaluated by the District are highlighted in the table below:**

CATEGORIES OF SCHOOLS	DIST I	DIST II	DIST III	DIST IV	DIST V	DIST VI	TOTAL
PUBLIC JUNIOR SEC. SCHOOLS	35	18	8	20	15	16	112
PUBLIC SENIOR SECONDARY SCHOOLS	-	-	4	-	-	-	4
PRIVATE PRIMARY SCHOOLS	45	26	16	15	27	30	159
PRIVATE SECONDARY SCHOOLS	28	20	7	9	17	17	98
<b>TOTAL</b>	<b>105</b>	<b>64</b>	<b>35</b>	<b>44</b>	<b>59</b>	<b>63</b>	<b>373</b>

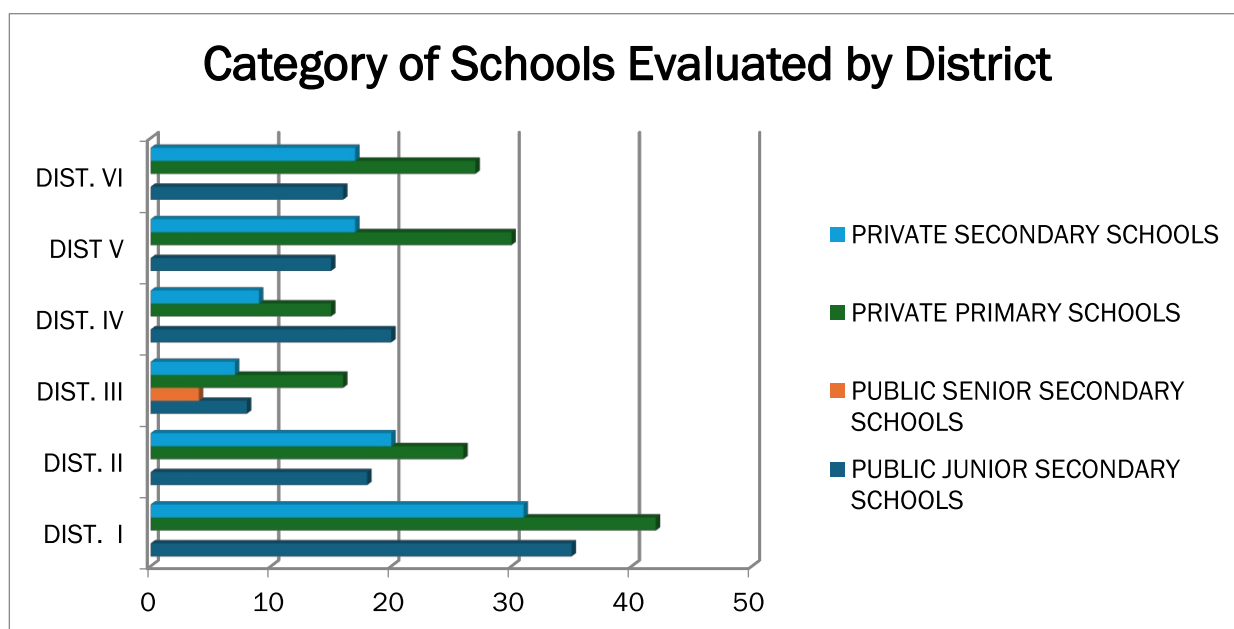
**Analysis of Categories of Schools Evaluated**



Grading analysis of 373 schools evaluated is highlighted in the table below:

CATEGORY OF SCHOOL	GRADE	DIST. I	DIST. II	DIST. III	DIST. IV	DIST V	DIST. VI	TOTAL
PUBLIC JUNIOR SECONDARY SCHOOLS	Outstanding	-	-	-	-	-	-	-
	Good	28	10	6	11	9	12	76
	Fair	7	8	2	9	6	4	36
	Poor	-	-	-	-	-	-	-
PUBLIC SENIOR SECONDARY SCHOOLS	Outstanding	-	-	-	-	-	-	-
	Good	-	-	3	-	-	-	3
	Fair	-	-	1	-	-	-	1
	Poor	-	-	-	-	-	-	-
PRIVATE PRIMARY SCHOOLS	Outstanding	-	-	2	-	-	-	2
	Good	21	9	8	4	12	19	73
	Fair	21	16	6	11	18	8	80
	Poor	-	1	-	-	-	-	1
PRIVATE SECONDARY SCHOOLS	Outstanding	-	-	1	-	-	-	1
	Good	16	10	4	4	7	8	49
	Fair	14	10	2	5	10	9	50
	Poor	1	-	-	-	-	-	1
<b>TOTAL</b>		<b>108</b>	<b>64</b>	<b>35</b>	<b>44</b>	<b>62</b>	<b>60</b>	<b>373</b>

**Category of Schools Evaluated by District**



Overall Effectiveness of Public and Private Schools

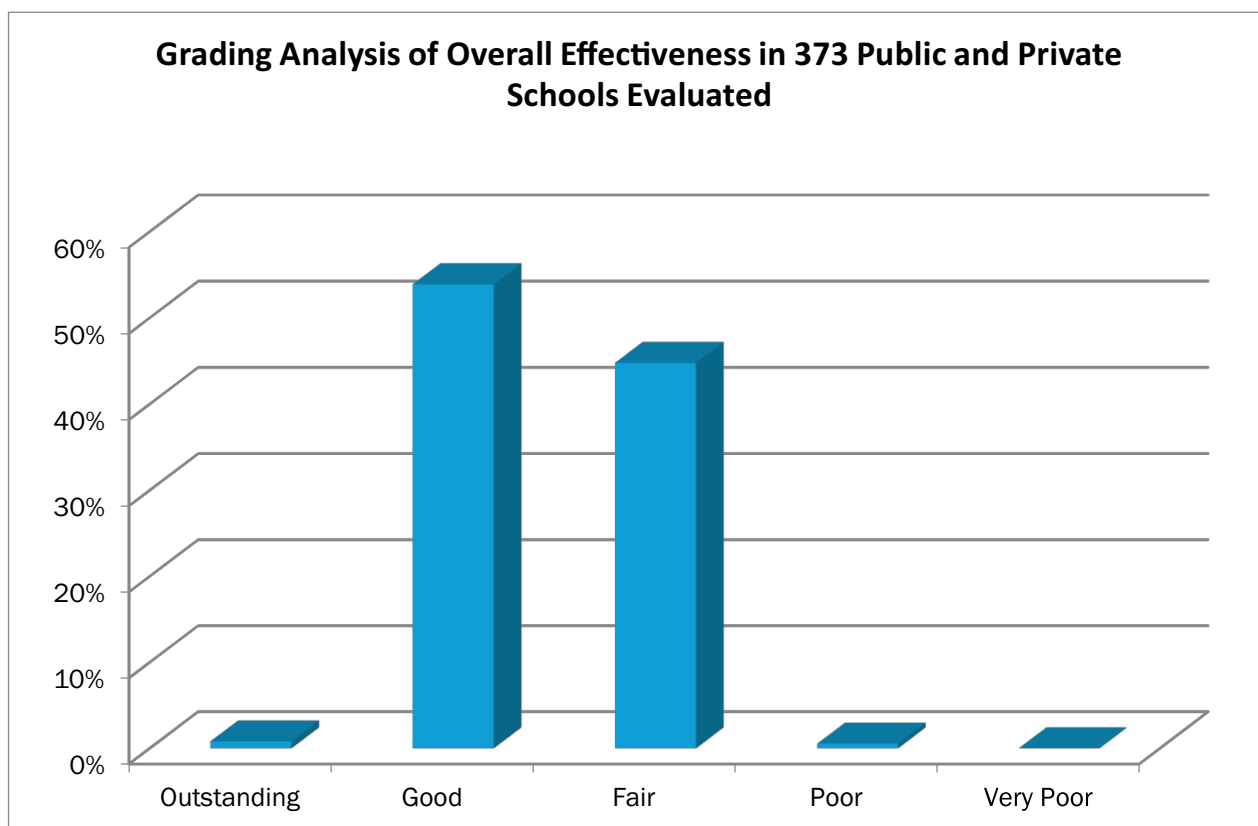
**Analysis of Overall Effectiveness in 373 (Three hundred and seventy-three) Public and Private Schools quality assured in Y2022 across the State are shown in the table below.**

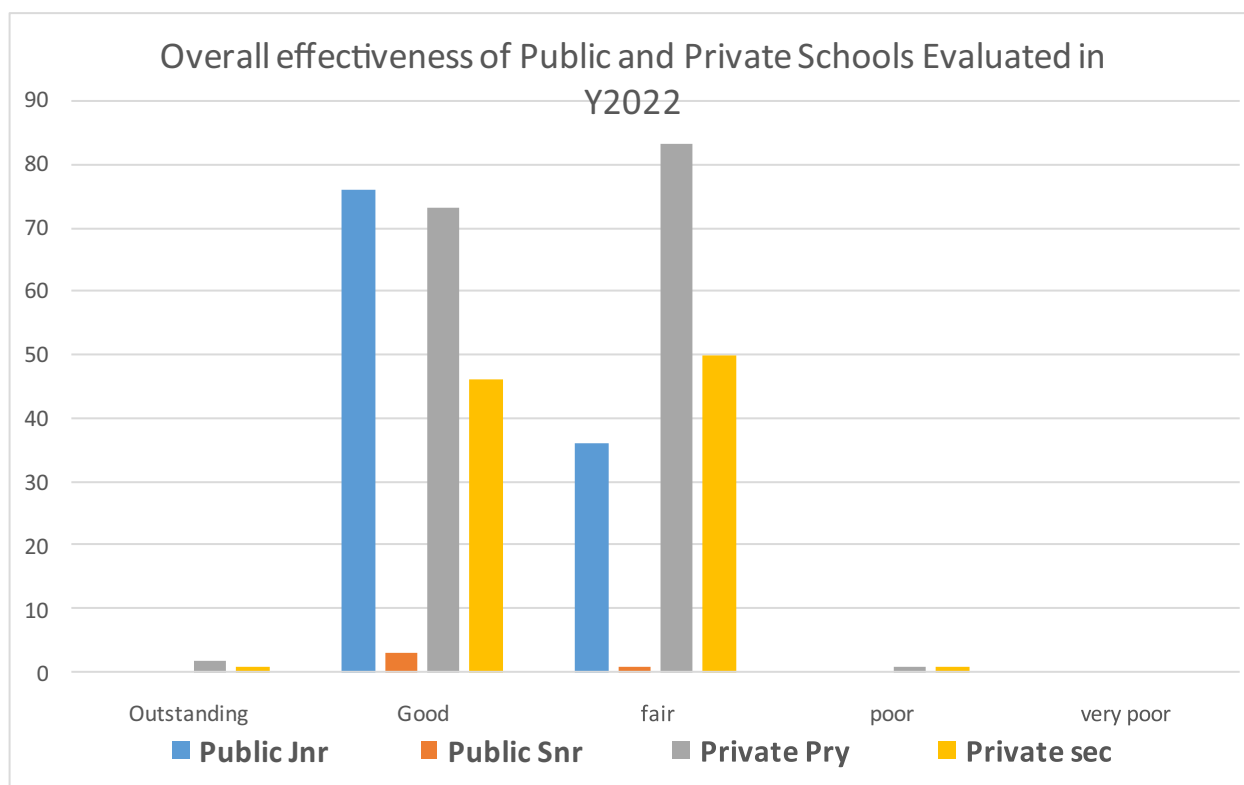
GRADES	NUMBER AND % OF PUBLIC SCHOOL				NUMBER AND % OF PRIVATE SCHOOLS				TOTAL	
	Junior		Senior		Primary		Secondary			
	No.	%	No.	%	No.	%	No.	%	No.	%
Outstanding	0	0.0%	0	0.0%	2	1%	1	1%	3	0.8%
Good	76	67.9%	3	75.0%	73	47%	49	49%	201	53.89%
Fair	36	32.1%	1	25.0%	80	51%	50	50%	167	44.77%
Poor	0	0.0%	0	0.0%	1	1%	1	1%	2	0.54%
Very Poor	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>TOTAL</b>	<b>112</b>	<b>100%</b>	<b>4</b>	<b>100%</b>	<b>156</b>	<b>100%</b>	<b>101</b>	<b>100%</b>	<b>373</b>	<b>100%</b>

**Summary of overall effectiveness**

- 3(0.8%) Schools were Outstanding
- 201(53.89%) Schools were Good
- 167(44.77%) Schools were Fair
- 2(0.54%) Schools were Poor
- 0(0%) School were Very Poor

**Grading Analysis of Overall Effectiveness in 373 Public and Private Schools Evaluated**





### Outcomes for Learners

#### Achievement and standards in Public and Private Schools

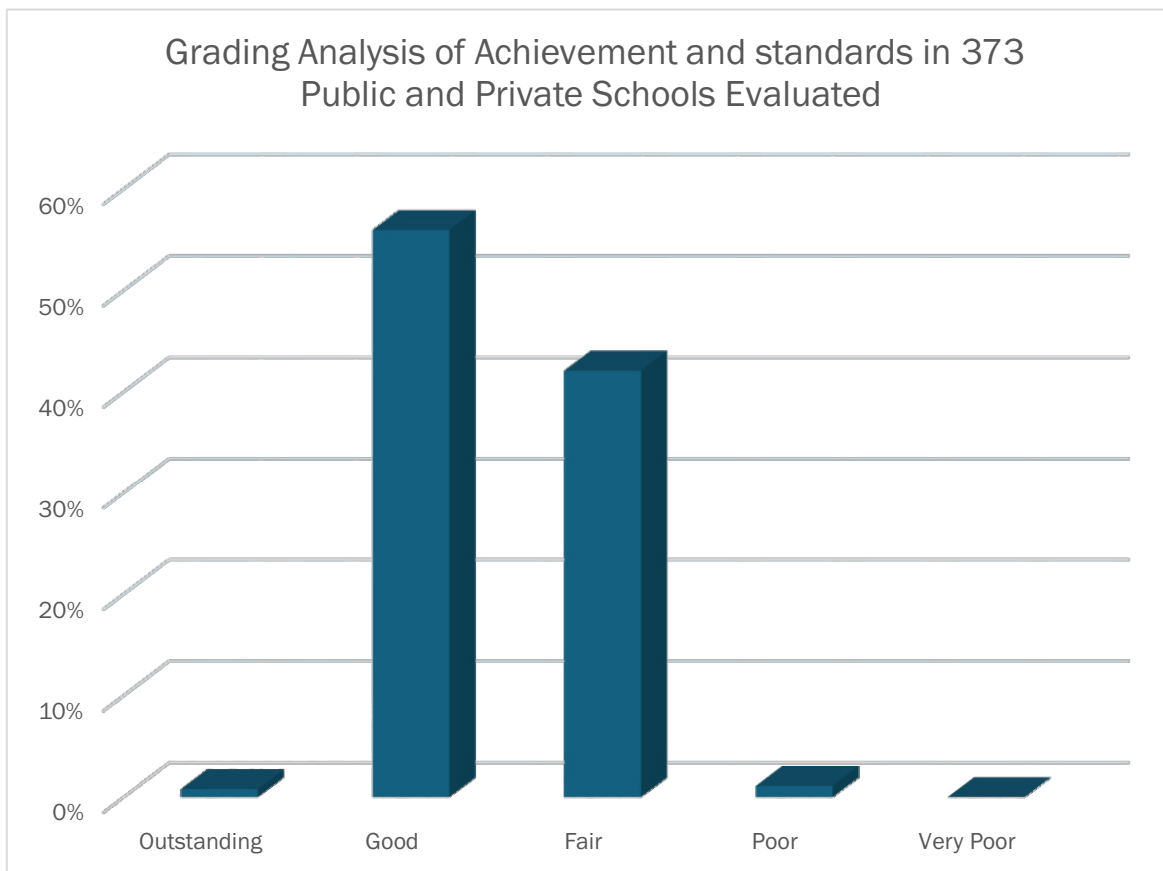
Analysis of Achievement & standards in 373 (Three hundred and seventy-three) Public and Private Schools quality assured in Y2022 across the State are shown in the table below.

GRADES	NUMBER AND % OF PUBLIC SCHOOLS				NUMBER AND % OF PRIVATE SCHOOLS				TOTAL	
	Junior		Senior		Primary		Secondary			
	No	%	No	%	No	%	No	%	No	%
Outstanding	0	0%	0	0%	1	1%	2	2%	3	0.80%
Good	55	46%	3	75%	95	59%	56	63%	209	56.00%
Fair	65	54%	1	25%	60	38%	31	35%	157	42.10%
Poor	0	0%	0	0%	4	3%	0	0%	4	1.10%
Very Poor	0	0%	0	0%	0	0%	0	0%	0	0.00%
<b>TOTAL</b>	<b>120</b>	<b>100%</b>	<b>4</b>	<b>100%</b>	<b>160</b>	<b>100%</b>	<b>89</b>	<b>100%</b>	<b>373</b>	<b>100.00%</b>

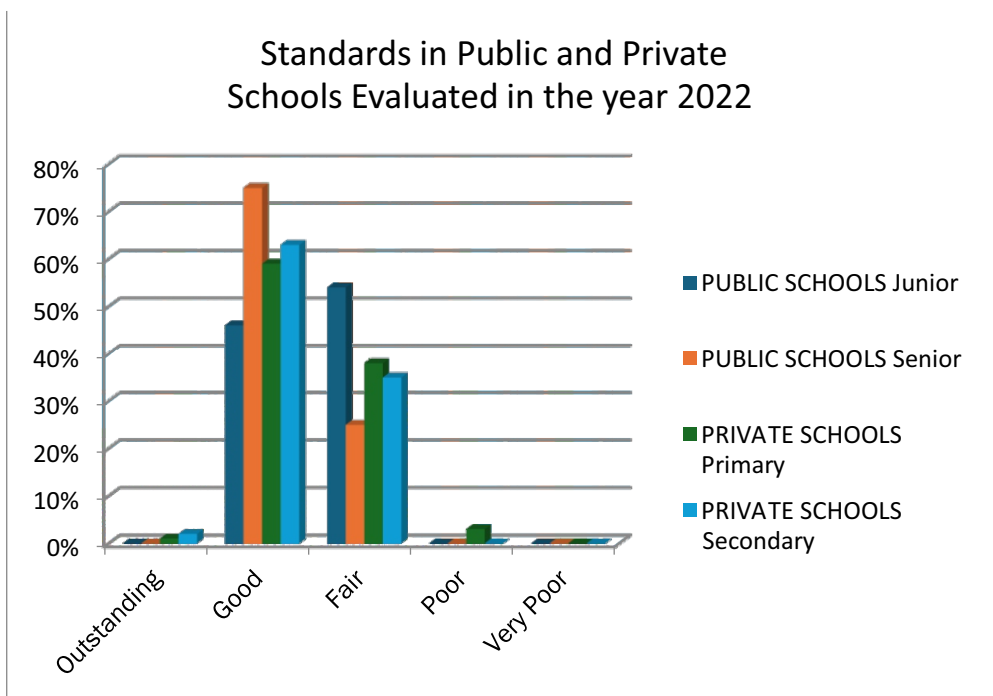
#### SUMMARY OF ACHIEVEMENT & STANDARDS

- 3(0.8%) Schools were Outstanding
- 209 (56%) Schools were Good
- 157 (42.1%) Schools were Fair
- 4 (1.1%) Schools were Poor
- 0(0%) Schools were Very Poor

### Grading Analysis of Achievement and standards in 373 Public and Private Schools Evaluated



### Standards in Public and Private Schools Evaluated in the year 2022



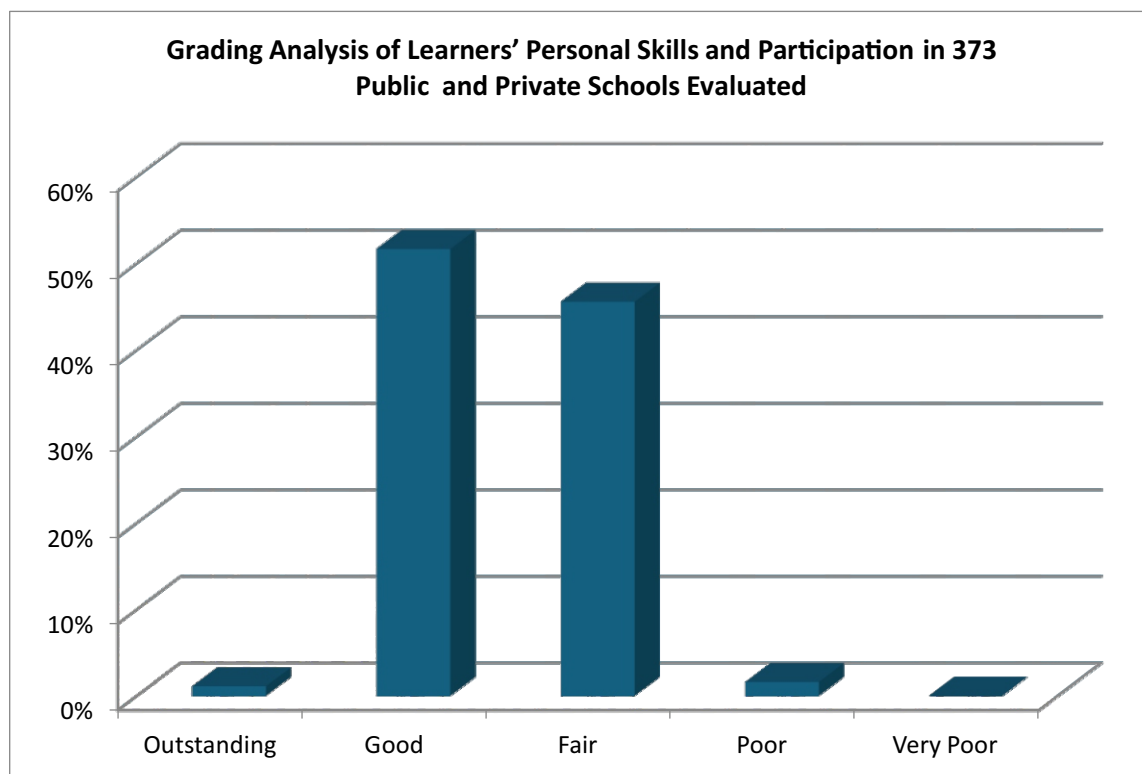
### Learners’ Personal Skills and Participation in Public and Private Schools

**Analysis of Learners’ Personal Skills and Participation in 373 (Three hundred and seventy-three) Public and Private Schools Quality Assured in Y2022 across the State are shown in the table below.**

GRADES	NUMBER AND % OF PUBLIC SCHOOLS				NUMBER AND OF PRIVATE SCHOOLS				TOTAL	
	Junior		Senior		Primary		Secondary			
	No.	%	No.	%	No.	%	No.	%	No.	%
Outstanding	1	0.7%	0	0.0%	0	0.0%	1	1.1%	2	0.5%
Good	73	53.7%	3	75.0%	95	66.0%	58	65.2%	229	61.4%
Fair	62	45.6%	1	25.0%	47	32.6%	30	33.7%	140	37.5%
Poor	0	0.0%	0	0.0%	2	1.4%	0	0.0%	2	0.5%
Very Poor	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>TOTAL</b>	<b>136</b>	<b>100.0%</b>	<b>4</b>	<b>100.0%</b>	<b>144</b>	<b>100.0%</b>	<b>89</b>	<b>100.0%</b>	<b>373</b>	<b>100.0%</b>

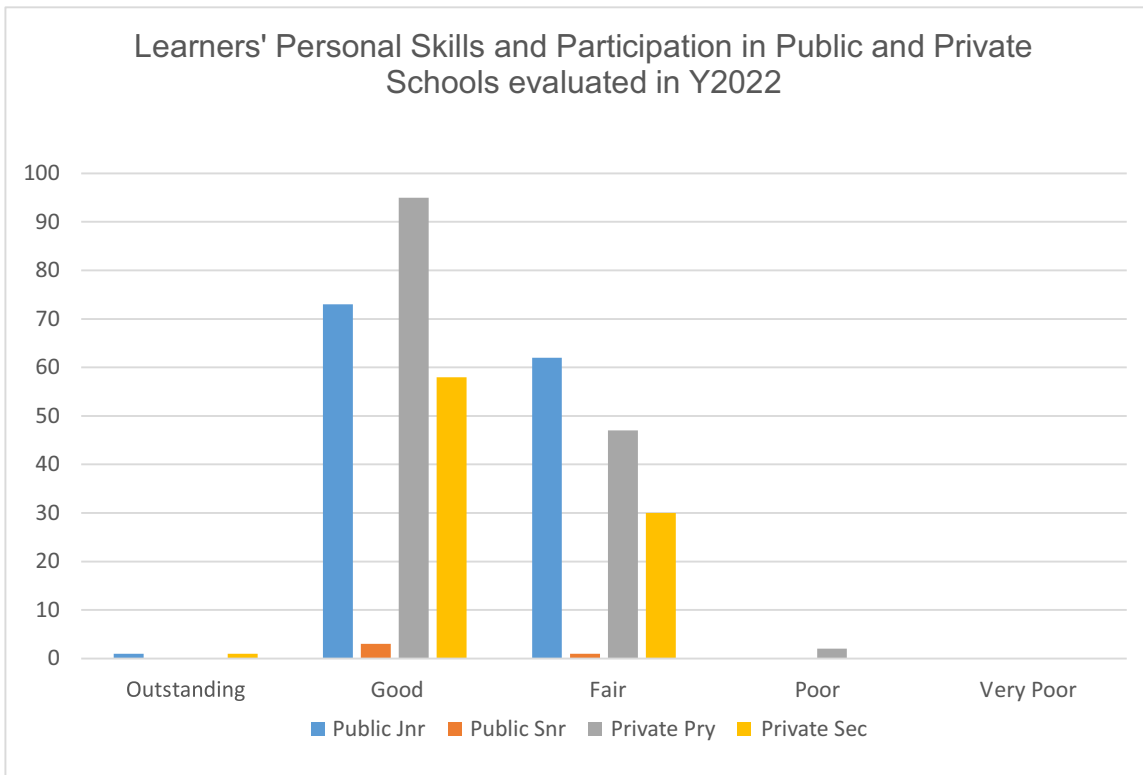
#### SUMMARY OF LEARNERS’ PERSONAL SKILLS & PARTICIPATION

- 2 (0.5%) Schools were Outstanding
- 229(61.4%) School were Good
- 140(37.5%) School were Fair
- 2(0.5%) School were Poor
- 0(0%) School were Very Poor





### Learners' Personal Skills and Participation in Public and Private Schools evaluated in Y2022



Learners engaged in environmental sanitation of their school's community.





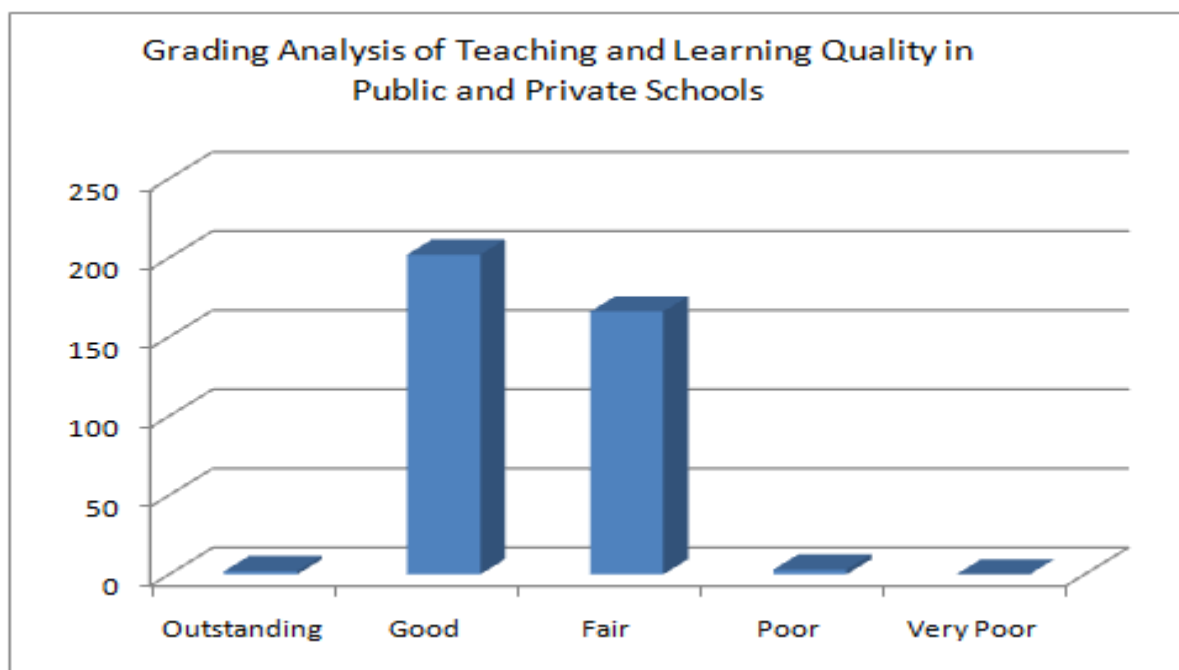
### Quality of Teaching and learning in Public and Private Schools

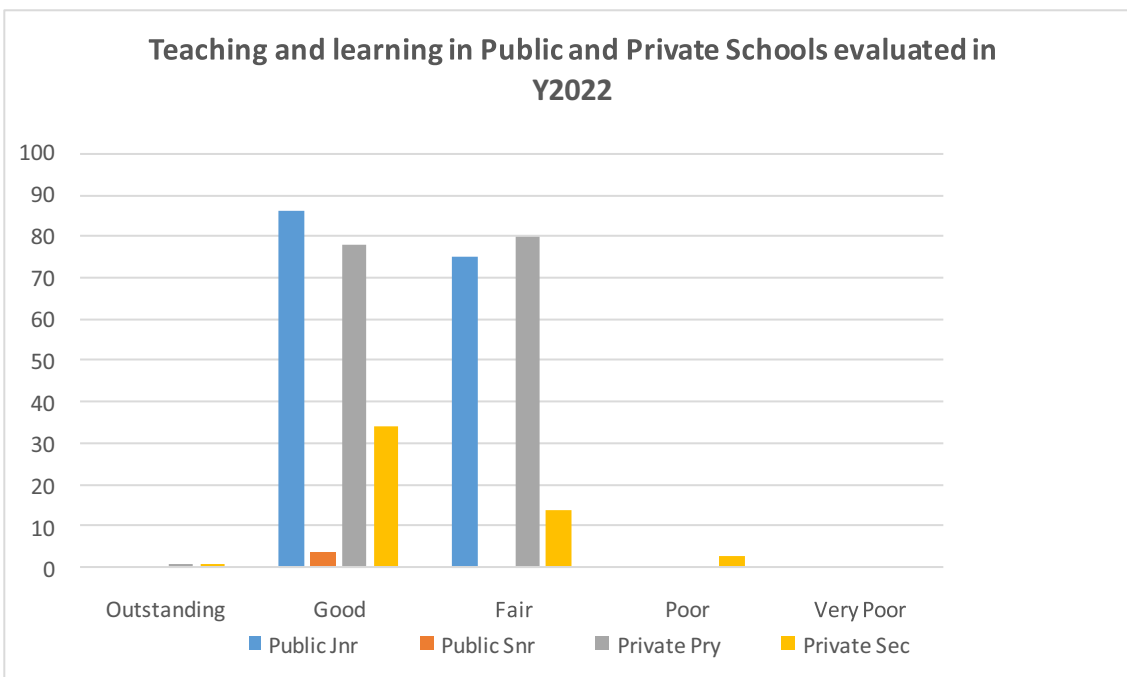
**Analysis of Teaching and learning in 373 (Three hundred and seventy-three) Public and Private Schools quality assured in Y2022 across the State as shown in the table below.**

GRADES	NUMBER AND % OF PUBLIC SCHOOLS				NUMBER AND % OF PRIVATE SCHOOLS				TOTAL	
	Junior		Senior		Primary		Secondary			
	No.	%	No.	%	No.	%	No.	%	No.	%
Outstanding	0	0%	0	0%	1	1%	1	2%	2	0.5%
Good	86	54%	4	100%	78	49%	34	65%	202	54.2%
Fair	72	46%	0	0%	80	50%	14	27%	166	44.5%
Poor	0	0%	0	0%	0	0%	3	6%	3	0.8%
Very Poor	0	0%	0	0%	0	0%	0	0%	0	0.0%
<b>TOTAL</b>	<b>158</b>	<b>100%</b>	<b>4</b>	<b>100%</b>	<b>159</b>	<b>100%</b>	<b>52</b>	<b>100%</b>	<b>373</b>	<b>100.0%</b>

#### SUMMARY OF TEACHING AND LEARNING IN PUBLIC AND PRIVATE SCHOOLS

- 2(0.5%) Schools were Outstanding
- 202 (54.2%) Schools were Good
- 166(44.5%) Schools were Fair
- 3 (0.8%) Schools were Poor
- 0(0%) Schools were Very Poor





Learners perform specific tasks during science practical



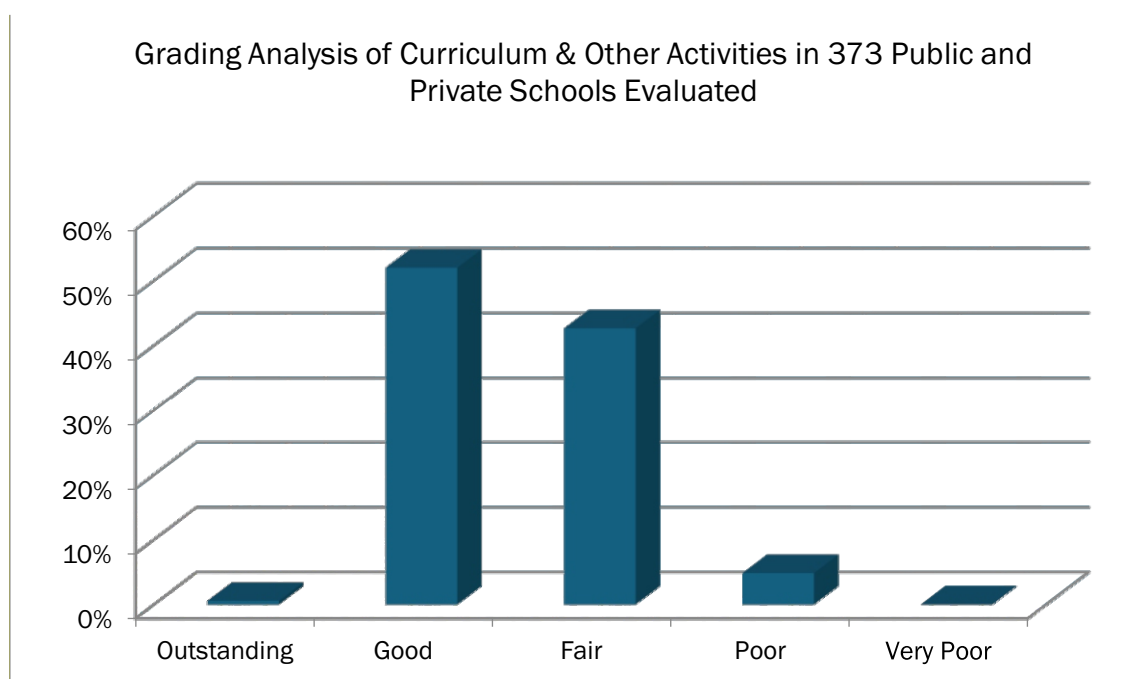
### Curriculum and Other Activities of Public and Private Schools

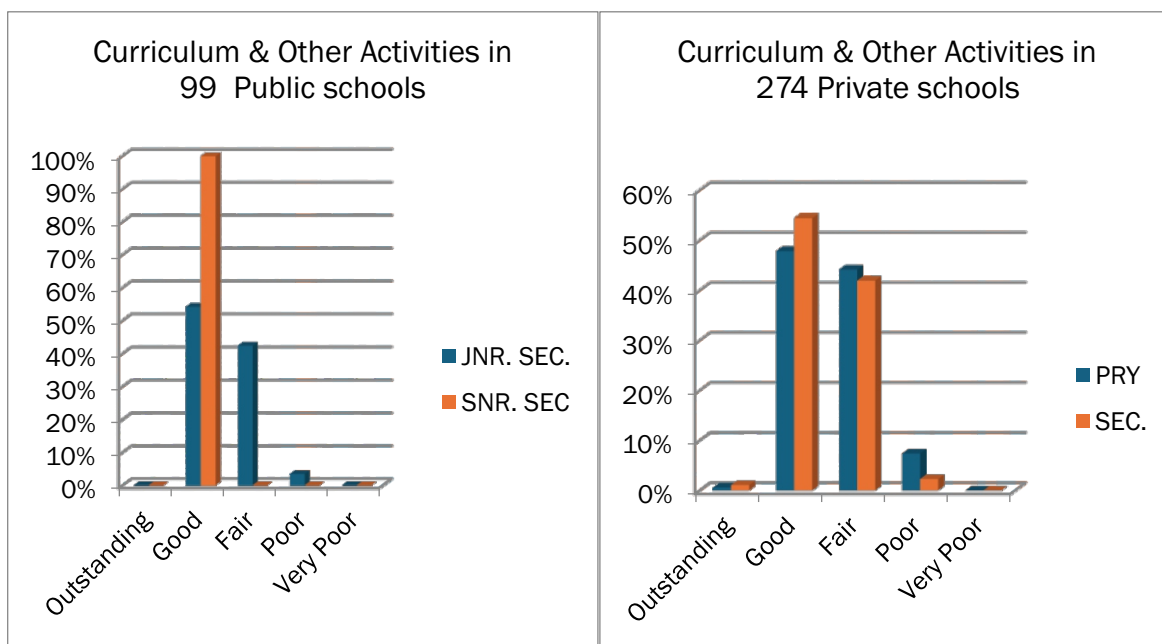
Analysis of Quality of Curriculum and Other Activities in 373 (Three hundred and seventy-three) Public and Private Schools quality assured in Y2022 across the state are shown in the table below.

GRADES	NUMBER AND % OF PUBLIC SCHOOLS				NUMBER AND %OF PRIVATE SCHOOLS				TOTAL	
	Junior		Senior		Primary		Secondary			
	No.	%	No.	%	No.	%	No.	%	No.	%
Outstanding	0	0%	0	0%	1	1%	1	1%	2	0.54%
Good	64	54%	4	100%	78	48%	48	55%	194	52.0%
Fair	50	42%	0	0%	72	44%	37	42%	159	42.63%
Poor	4	3%	0	0%	12	7%	2	2%	18	4.83%
Very Poor	0	0%	0	0%	0	0%	0	0%	0	0.0%
<b>TOTAL</b>	<b>118</b>	<b>100%</b>	<b>4</b>	<b>100%</b>	<b>163</b>	<b>100%</b>	<b>88</b>	<b>100%</b>	<b>373</b>	<b>100.0%</b>

#### SUMMARY OF CURRICULUM AND OTHER ACTIVITIES

- **2 (0.54%)** Schools were Outstanding
- **194 (52.0%)** Schools were Good
- **159 (42.63%)** Schools were Fair
- **18 (4.83%)** Schools were Poor
- **0(0%)** Schools were Very Poor





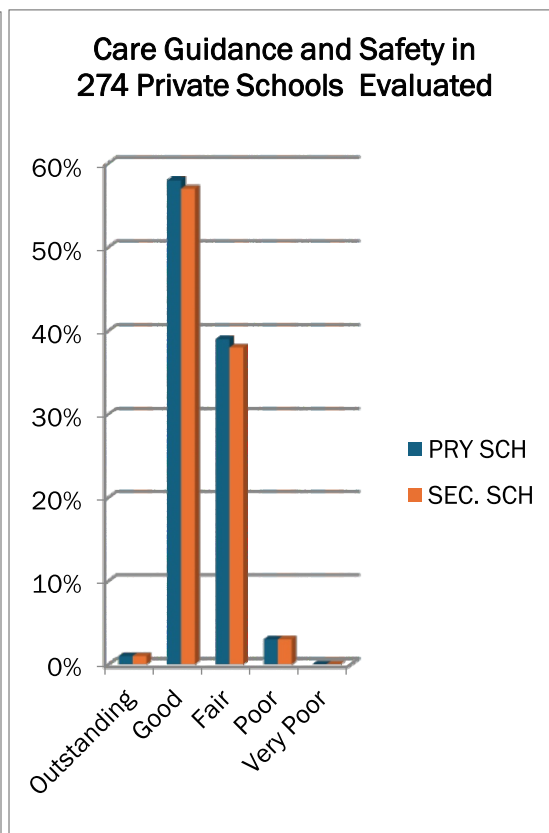
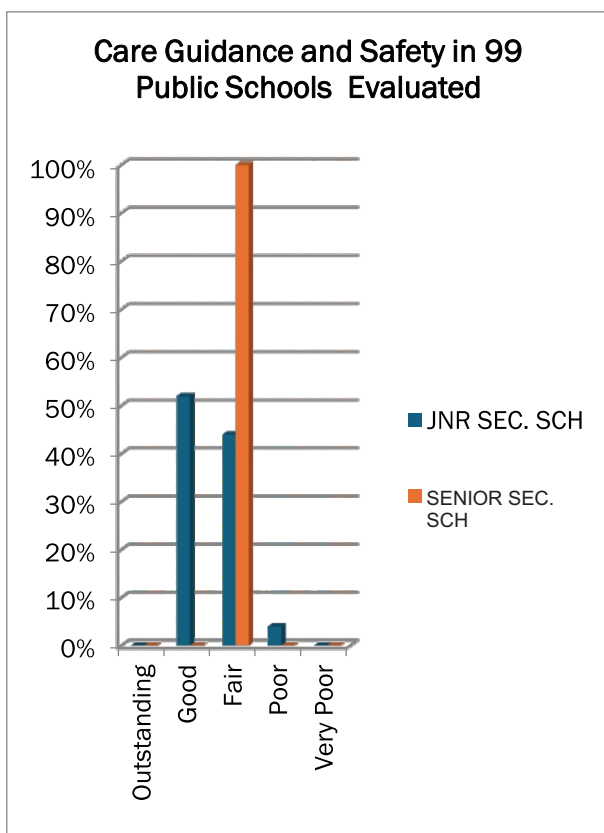
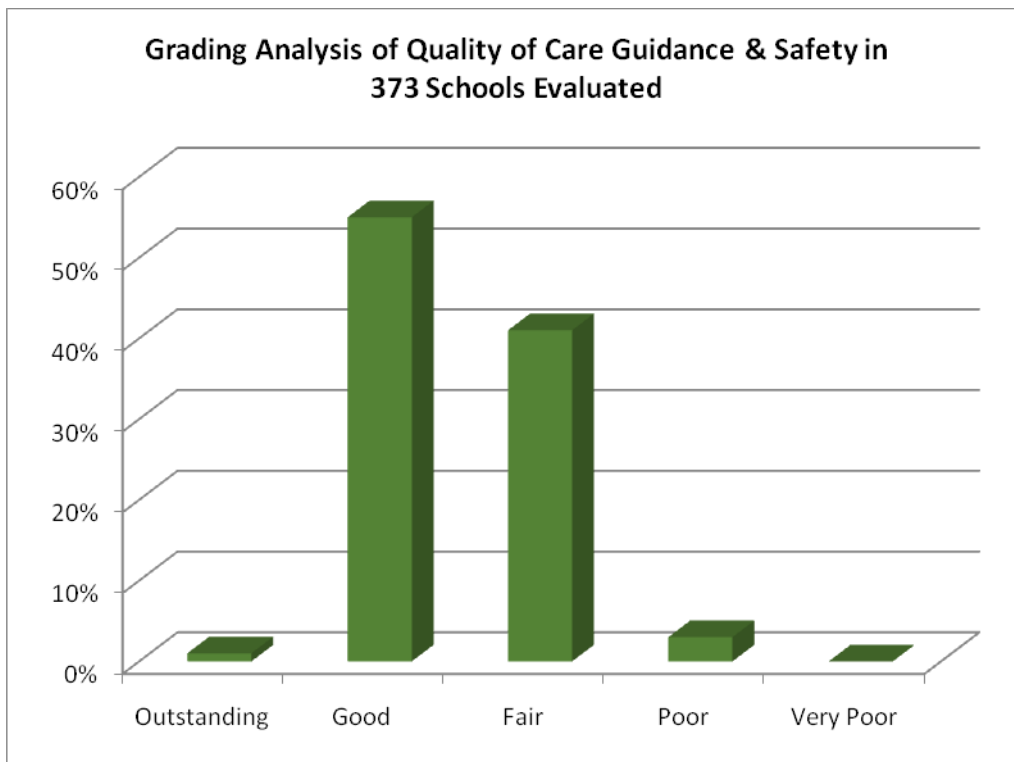
**Analysis of Quality of Care, Guidance and Safety in Public and Private Schools evaluated in Y2022 in 373 (Three hundred and seventy-three) Public and Private Schools quality assured in Y2022 across the State as shown in the table below.**

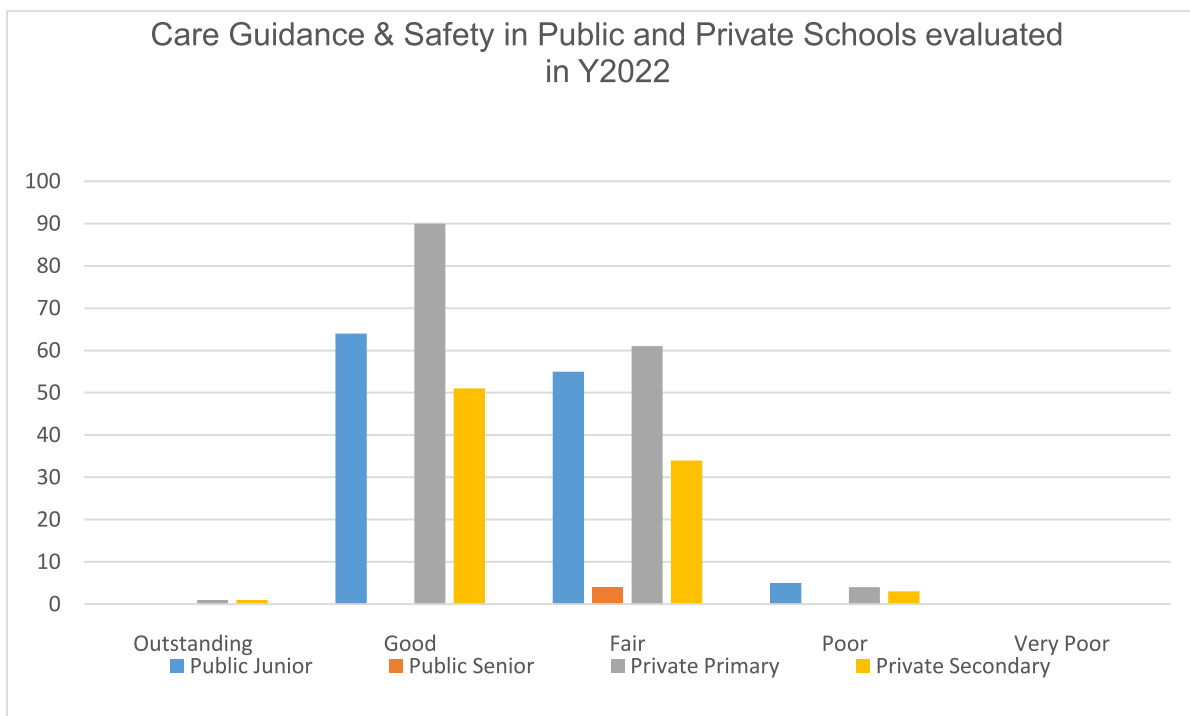
GRADES	NUMBER AND % OF PUBLIC SCHOOLS				NUMBER AND % OF PRIVATE SCHOOLS				TOTAL	
	Junior		Senior		Primary		Secondary			
	No.	%	No.	%	No.	%	No.	%	No.	%
Outstanding	0	0%	0	0%	1	1%	1	1%	2	0.5%
Good	64	52%	0	0%	90	58%	51	57%	205	55%
Fair	55	44%	4	100%	61	39%	34	38%	154	41.3%
Poor	5	4%	0	0%	4	3%	3	3%	12	3.2%
Very Poor	0	0%	0	0%	0	0%	0	0%	0	0%
<b>TOTAL</b>	<b>124</b>	<b>100%</b>	<b>4</b>	<b>100%</b>	<b>156</b>	<b>100%</b>	<b>89</b>	<b>100%</b>	<b>373</b>	<b>100%</b>

**SUMMARY OF CARE GUIDANCE AND SAFETY**

- 2 (0.5%) Schools were Outstanding
- 205 (55%) Schools were Good
- 154 (41.3%) Schools were Fair
- 12 (3.2%) Schools were Poor
- 0(0%) School were Very Poor







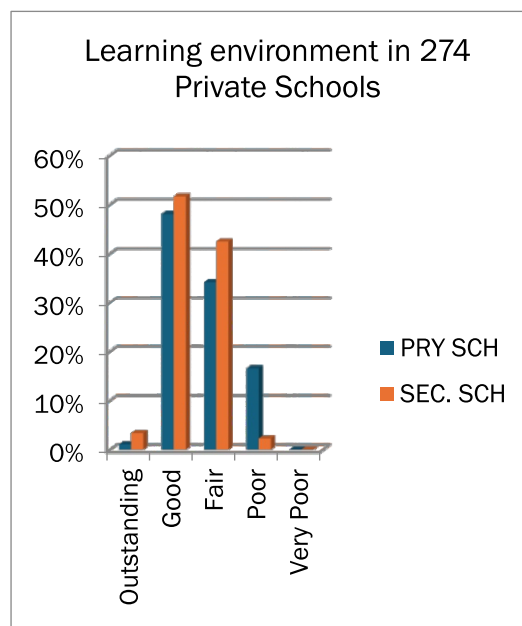
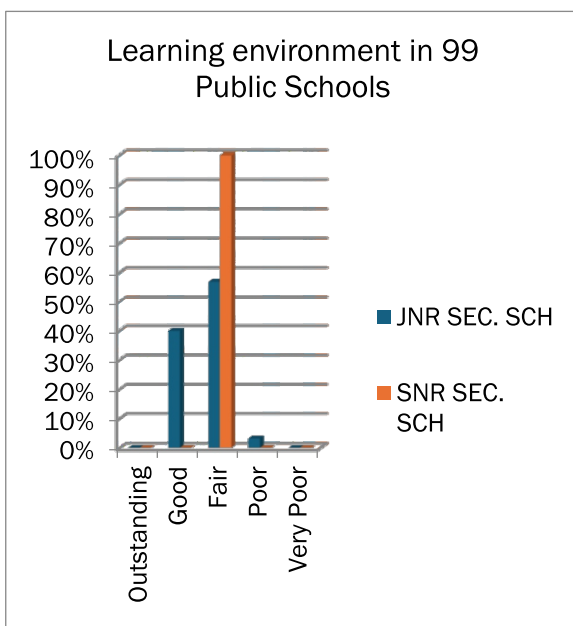
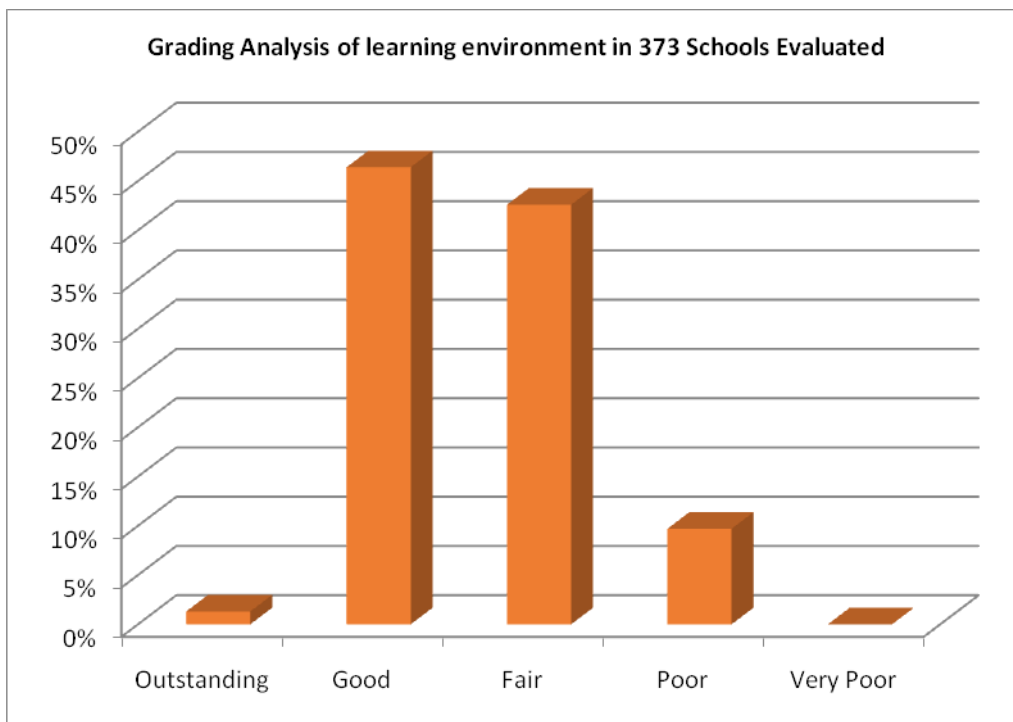
**Learning environment of Public and Private Schools evaluated in Y2022.**

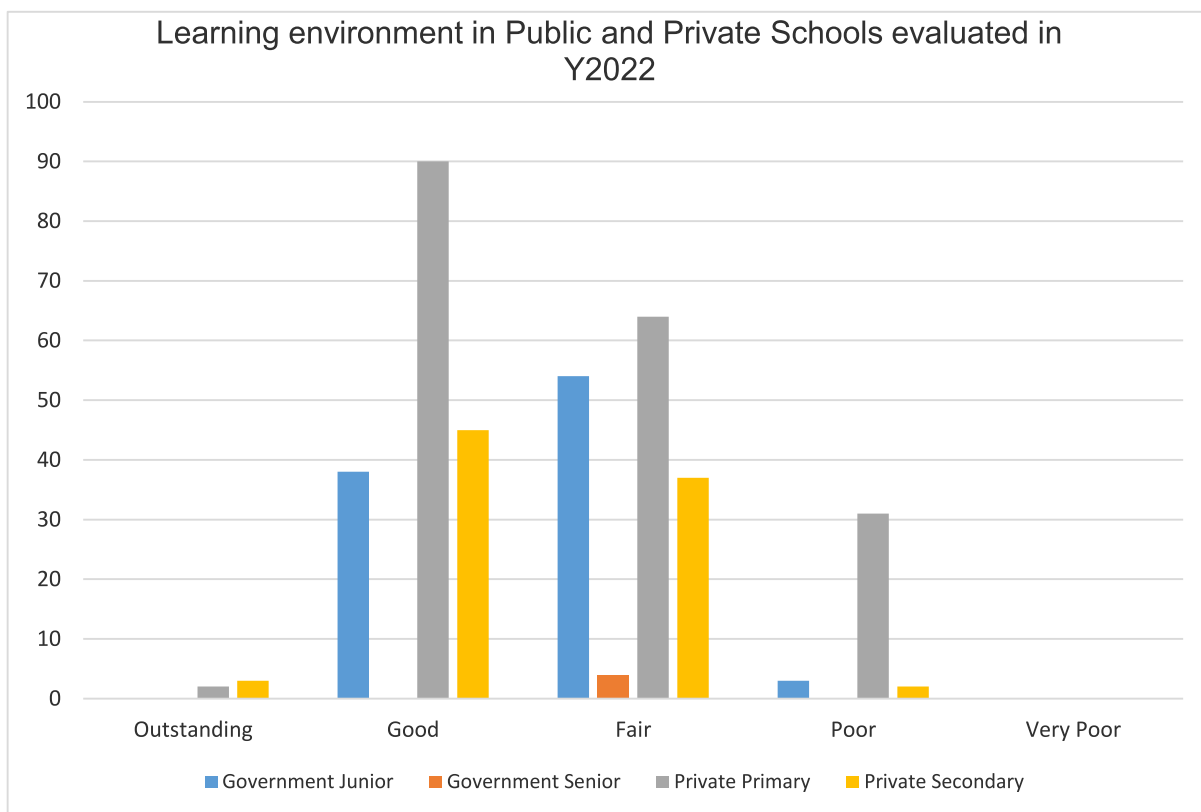
**Analysis of Learning environment** in Public and Private Schools evaluated in Y2022 in 373 (Three hundred and seventy-three) **Public and Private Schools quality assured in Y2022 across the State as shown in table below.**

GRADES	NUMBER AND % OF PUBLIC SCHOOLS				NUMBER AND % OF PRIVATE SCHOOLS				TOTAL	
	Junior		Senior		Primary		Secondary			
	No.	%	No.	%	No.	%	No.	%	No.	%
Outstanding	0	0%	0	0%	2	1%	3	3%	5	1.3%
Good	38	40%	0	0%	90	48%	45	52%	173	46.2%
Fair	54	57%	4	100%	64	34%	37	43%	159	42.6%
Poor	3	3%	0	0%	31	17%	2	2%	36	9.7%
Very Poor	0	0%	0	0%	0	0%	0	0%	0	0%
<b>TOTAL</b>	<b>95</b>	<b>100%</b>	<b>4</b>	<b>100%</b>	<b>187</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>373</b>	<b>100%</b>

**SUMMARY OF LEARNING ENVIRONMENT IN PUBLIC AND PRIVATE SCHOOLS EVALUATED IN Y2022.**

- 5 (1.3%) Schools were Outstanding
- 173 (46.2%) Schools were Good
- 159 (42.6%) Schools were Fair
- 36 (9.7%) Schools were Poor
- 0(0%) School was Very Poor





### Leadership and management in Public and Private Schools evaluated in Y2022.

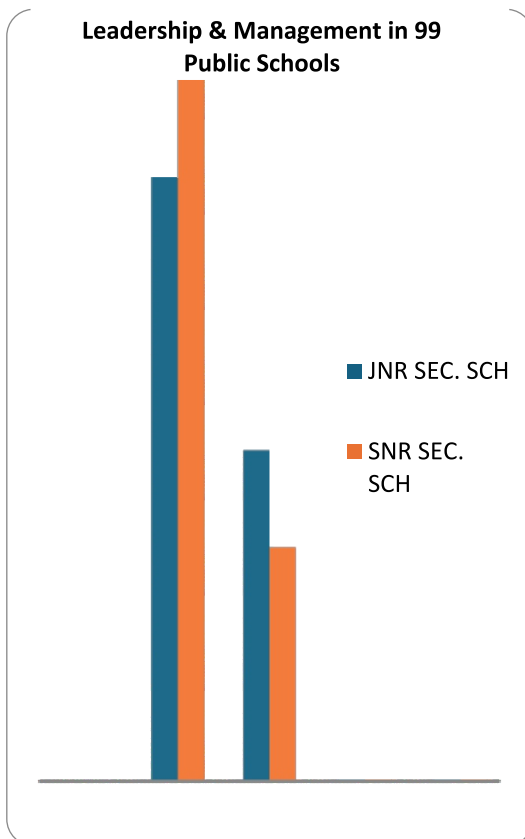
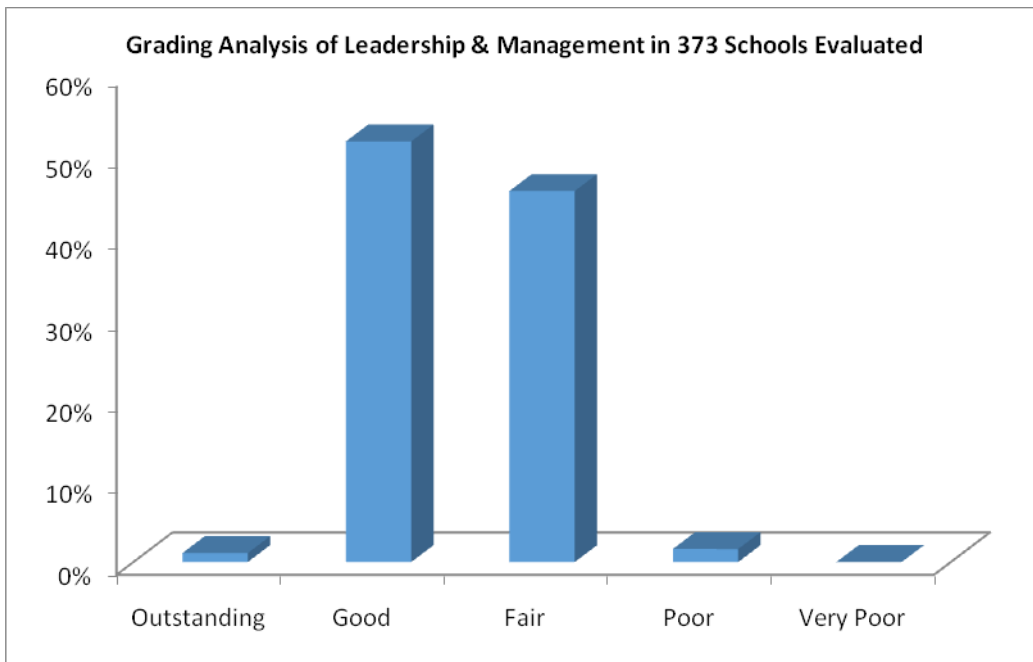
Analysis of Leadership and management in 373 (Three hundred and seventy-three) Public and Private Schools Quality Assured in Y2022 across the state are shown in the table below

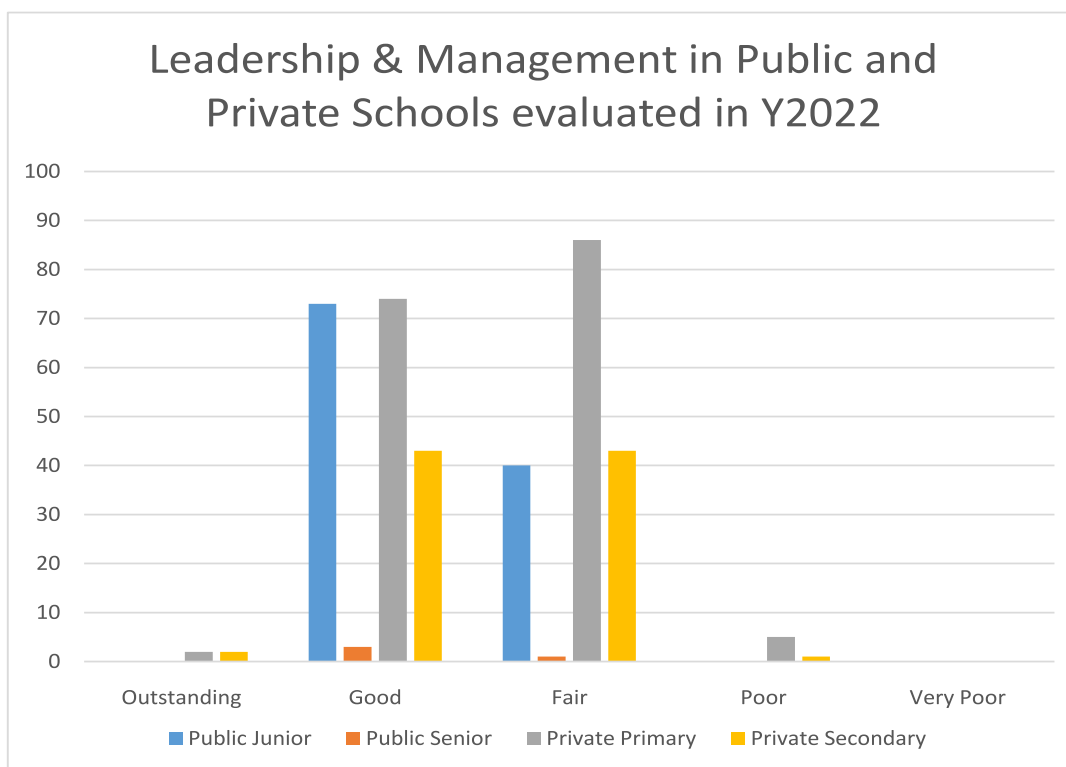
GRADES	NO & % OF PUBLIC SCHOOLS				NO & % OF PRIVATE SCHOOLS				TOTAL	
	Junior		Senior		Primary		Secondary			
	No.	%	No.	%	No.	%	No.	%	No.	%
Outstanding	0	0%	0	0%	2	1%	2	3%	4	1.1%
Good	73	65%	3	75%	74	44%	43	48%	193	51.7%
Fair	40	35%	1	25%	86	52%	43	48%	170	45.6%
Poor	0	0%	0	0%	5	3%	1	1%	6	1.6%
Very Poor	0	0%	0	0%	0	0%	0	0%	0	0%
<b>TOTAL</b>	<b>113</b>	<b>100%</b>	<b>4</b>	<b>100%</b>	<b>167</b>	<b>100%</b>	<b>89</b>	<b>100%</b>	<b>373</b>	<b>100%</b>

### Summary of Leadership and Management of Public and Private Schools evaluated in Y2022.

- 4 (1.1%) Schools were Outstanding
- 193 (51.7%) Schools were Good
- 173 (45.6%) Schools were Fair
- 6 (1.6%) Schools were Poor
- 0(0%) School was Very Poor







## OBSERVATIONS

- I. Many teachers had good knowledge of their respective subjects in the schools evaluated.
- II. A good number of the schools documented their rules and regulations, with appropriate sanctions and they were shared with the learners and other stakeholders.
- III. Safety measures were put in place effectively in many of the schools visited to guide against hazards.
- IV. Most schools had clear vision and mission statements that were consistent with specified goals and shared publicly.
- V. Teaching and statutory records were updated in most of the schools evaluated for effective teaching and learning.
- VI. National Curriculum, Teachers' Guides and current Lagos State Unified Schemes of Work were available in most of the schools visited.
- VII. In several schools, the School Development Plan (SDP) was well structured and utilized to achieve the set goals.
- VIII. Monitoring of teaching and learning activities was adequately done and documented in public schools.
- IX. Fire-fighting gadgets were adequately provided in most private schools visited.
- X. School statutory records such as, admission register, timebook, attendance register, visitors book etc were available in the schools.

## CHALLENGES

- I. Safeguarding and Child Protection Policy was not adopted for implementation in many of the schools evaluated most especially in private schools.
- II. Participations in external competitions were low in most of the schools visited.
- III. Library facilities were not available in some schools to encourage independent learning, while the ones available were not adequately stocked with current textbooks and materials.
- IV. Fire-fighting gadgets were inadequately provided in government schools.
- V. Teaching and learning activities were not effectively monitored by the leadership of most private schools visited.





## RECOMMENDATIONS

- I. Schools and other education stakeholders are encouraged to have more Training/Seminar on Safeguarding and Child Protection Policy at the OEQA website ([www.oeqalagos.com](http://www.oeqalagos.com)) for the adoption and implementation of the policy.
- II. School Leadership should encourage learners to participate more in external competitions to build their mental and physical skills.
- III. Schools are advised to create and stock library with recommended textbooks and other relevant materials.
- IV. Leadership of Government Schools are encouraged to provide Fire-fighting gadgets such as fire extinguishers, sand buckets and fire blankets.
- V. Leadership should monitor teaching and learning activities for effectiveness.

*Implementation of the above recommendations will improve standard and quality of education in the State.*

## CHAPTER 3 ASSESSMENT OF TEACHING AND LEARNING ACTIVITIES IN PUBLIC SECONDARY SCHOOLS.

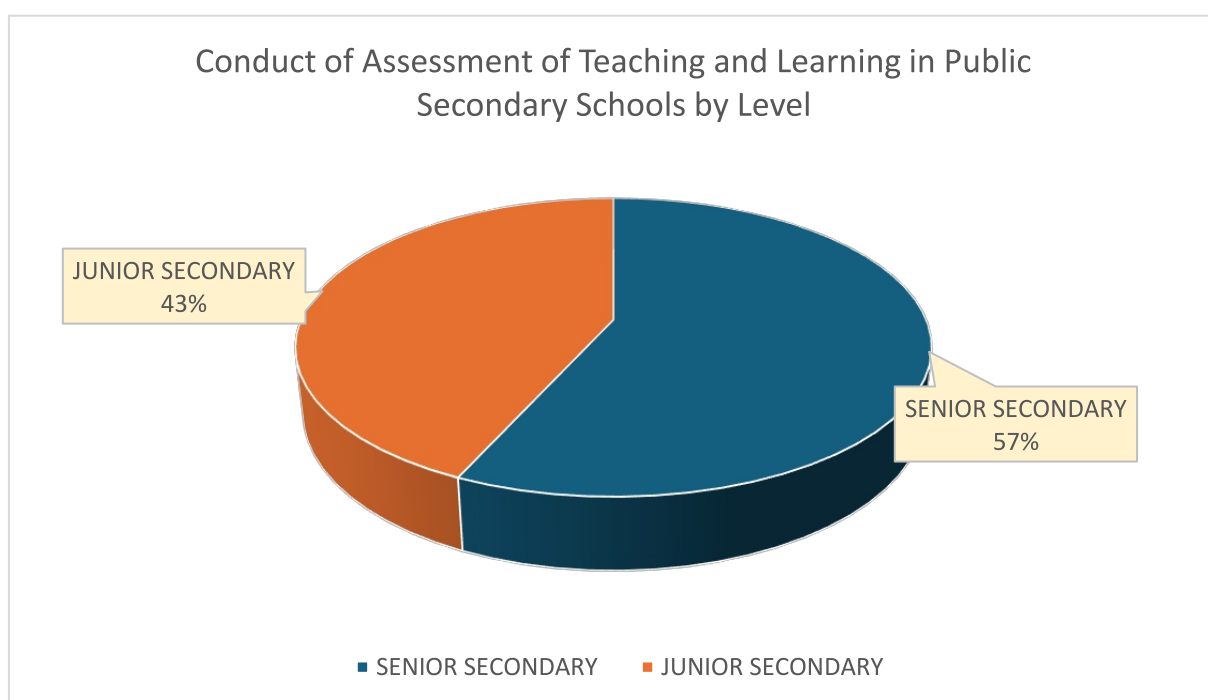
The Office of Education Quality Assurance continues to monitor and assess teaching and learning in public schools as part of the intervention exercise with a view to support teachers towards achieving best learning outcomes.

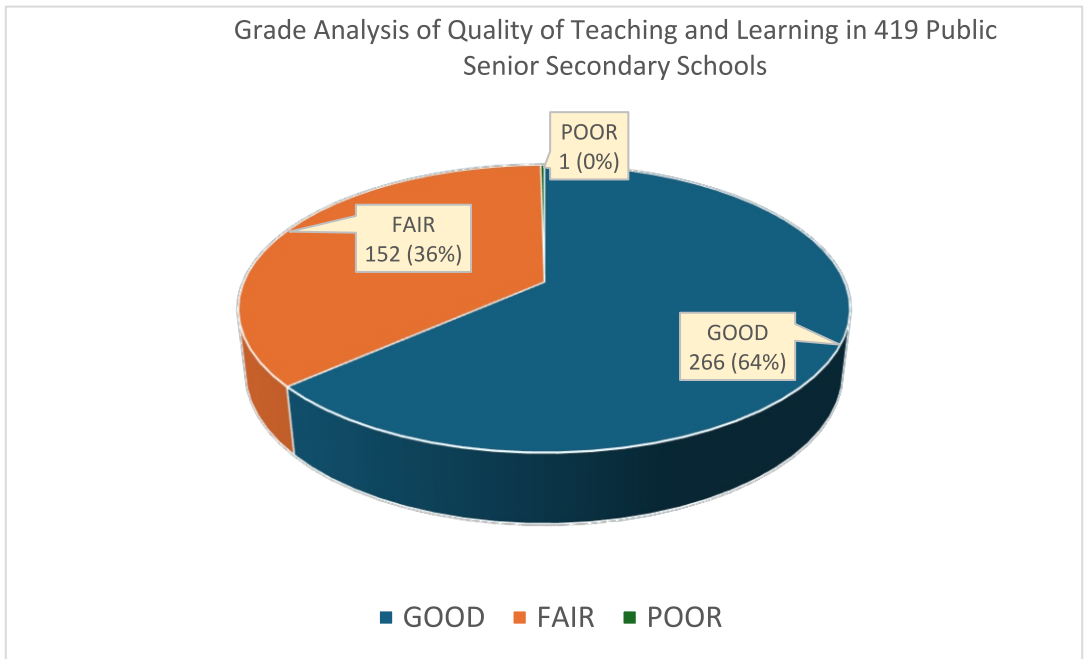
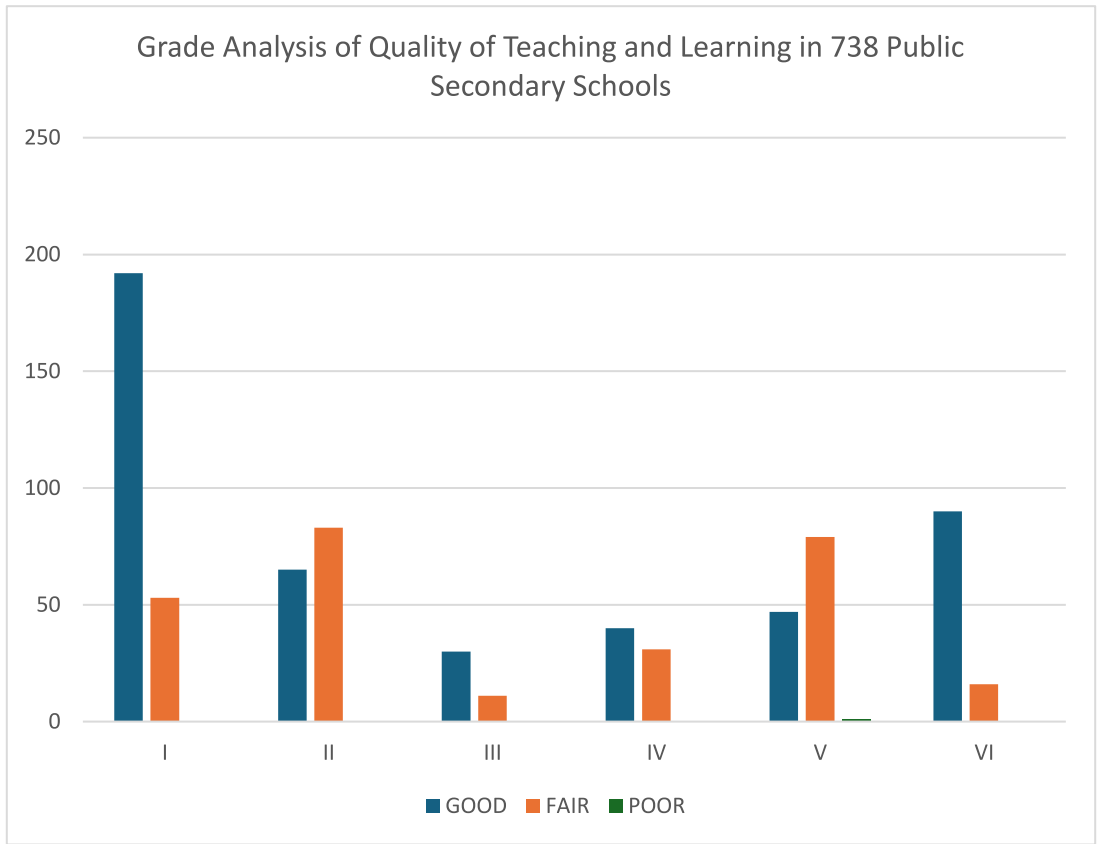
The exercise was carried out in 738 (Seven Hundred and Thirty-Eight) Public Secondary Schools comprising 419 (four hundred and nineteen) Senior Secondary and 319 (three hundred and nineteen) Junior Secondary Schools across the State to evaluate learners’ performance, review the availability and competence of teachers, ascertain coverage of schemes of work, evaluate lesson delivery, check provision of learning materials and evaluate effectiveness of supervision as well as monitoring of lessons.

464 (Four hundred and sixty-four) of the schools evaluated were graded **Good**, 273 (two hundred and seventy-three) graded **Fair** and One (1) graded **Poor**.

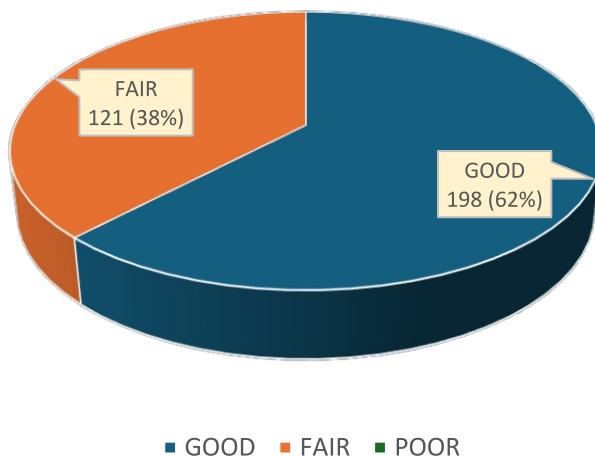
**Analysis of grades on Districts basis is highlighted in the table below:**

DISTRICTS	SENIOR SECONDARY			JUNIOR SECONDARY			TOTAL
	GOOD	FAIR	POOR	GOOD	FAIR	POOR	
I	112	27	-	80	26	-	245
II	35	49	-	30	34	-	148
III	18	5	-	12	6	-	41
IV	20	21	-	20	10	-	71
V	32	43	1	15	36	-	127
VI	49	7	-	41	9	-	106
<b>TOTAL</b>	<b>266</b>	<b>152</b>	<b>1</b>	<b>198</b>	<b>121</b>	<b>-</b>	<b>738</b>





Analysis of Quality of Teaching and Learning in 319 Public Junior Secondary Schools



### 3.2 OBSERVATION/ AREAS OF STRENGTH

- Most teachers demonstrated adequate knowledge of their subjects as the contents of the lessons were properly delivered with relevant examples which enhanced learning.
- Teaching records were properly updated in most schools to facilitate learning.
- Lagos State Unified Schemes of Work (2021 edition) and copies of the National Curriculum on subjects offered were available and used to teach in all the schools visited.
- Lessons were interesting as learners were fully engaged and participated actively through their response to questions and performance of given tasks.
- Teachers stated and shared learning objectives at the beginning of the lessons to make learners focus on expected learning outcomes.
- Gender equality was adequately promoted in most of the lessons observed through even distribution of questions.
- Majority of the teachers observed had well-prepared lesson plans which they used to facilitate teaching and learning.
- Different teaching methods adopted in most of the lessons helped to sustain learners' interest and promote learning through which learners acquired new knowledge.
- The use of multi-media projectors, video clips and other relevant instructional materials helped in facilitating learning.
- Monitoring of lessons and documentations (Shadowing) were not regularly carried out by the management of some schools, to ensure good learning.

### 3.3 CHALLENGES

- Most learners in the schools visited did not have recommended textbooks in their core subjects to encourage independent learning.
- Monitoring of lessons and documentations were not regularly carried out by the management of some schools visited, as a result, the quality of teaching and learning is impaired.
- Professional development training/seminar were not regularly organized for teachers across the Education Districts to keep them abreast of the new development and to improve their performances for better learning outcomes.
- Inadequate furniture was observed in some of the government schools visited.
- Some of the classrooms in government schools visited were congested due to overpopulation and inadequate classrooms.



### 3.4 RECOMMENDATIONS

- School leadership should encourage parents through Parents’ Forum (PF) to provide their wards with recommended textbooks for independent learning, while Government may wish to re-visit the policy of free government textbooks on compulsory and core subjects to learners.
- Teaching and learning activities are to be monitored and documented by leadership and management to ensure progressive learning.
- In-house training by the school leadership on a regular basis is recommended for professional development of teachers to improve learning outcomes. Such training especially on teaching and learning are suggested to be taken at [www.oeqalagos.com](http://www.oeqalagos.com) at no cost.
- Project Unit of the Ministry of Education is encouraged to provide the affected schools with the required number of classrooms and adequate furniture.

#### Pictorial Evidence of Some of the Teaching and learning Activities



A multi-media projector and video clips being used to facilitate learning.



A teacher demonstrating with Real objects at Akintan Junior Grammar School, Surulere.



Teaching and learning activity in English Language @ Jagunmolu Senior Girls Grammar School, Gbagada.



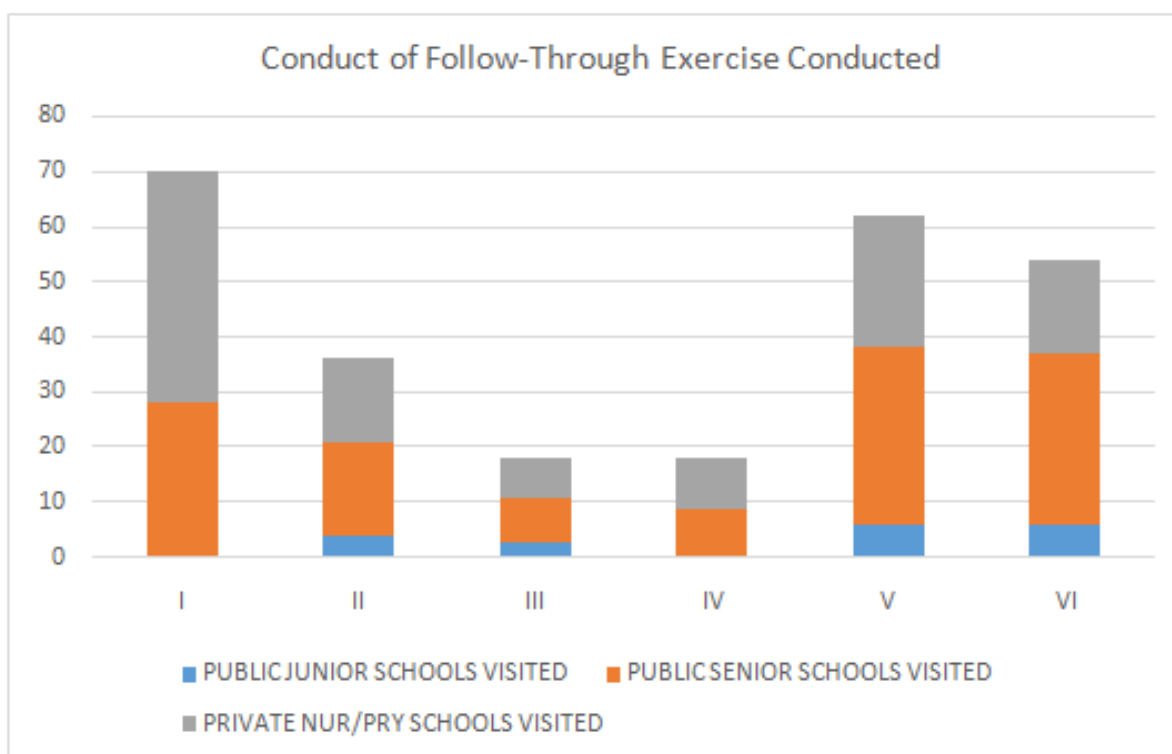
## CHAPTER 4 FOLLOW THROUGH EVALUATION

### 4.1 Main Findings:

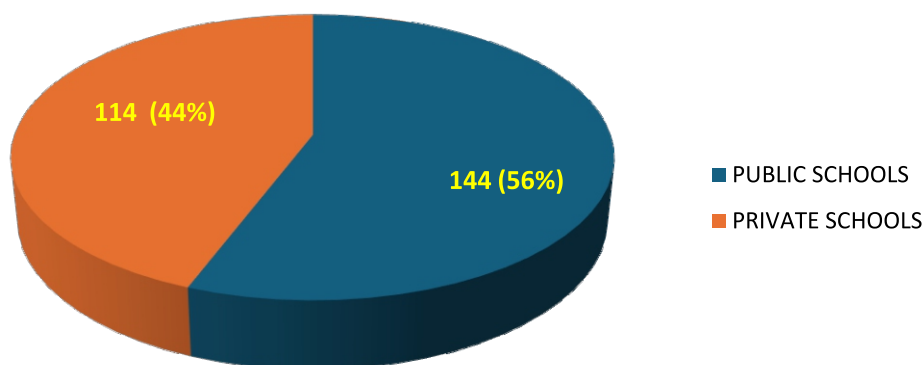
Follow-Through evaluation is carried out in schools to ascertain how well the schools have implemented recommendations made in the last Whole School Evaluation report.

258 (Two hundred and fifty-Eight) schools comprising 19 (Nineteen) public junior, 125 (One hundred and twenty-five) public senior and 114 (One hundred and fourteen) private primary schools were visited for Follow-through evaluation across the six (6) Education Districts.

DISTRICTS	PUBLIC JUNIOR SCHOOLS VISITED	PUBLIC SENIOR SCHOOLS VISITED	PRIVATE NUR/PRY SCHOOLS VISITED	TOTAL
I	-	28	42	70
II	4	17	15	36
III	3	8	7	18
IV	-	9	9	18
V	6	32	24	62
VI	6	31	17	54
<b>TOTAL</b>	<b>19</b>	<b>125</b>	<b>114</b>	<b>258</b>



Follow-Through Conducted in 258 Schools by Categories



#### 4.2 OBSERVATION/ AREAS OF STRENGTH

- Performance in external examinations (WASSCE, BECE and Placement Test) had improved considerably when compared to the level attained as at the last evaluation.
- Learners Representative Councils (LRCs) were functional in some of the schools, mostly public schools, where issues deliberated upon in the council informed decisions made by the school management.
- Leadership and management had improved on supervision of teaching and learning activities in most of the schools visited which improved learning outcomes and better performance.
- Some of the earlier reported challenges of overcrowded classrooms occasioned by inadequate classrooms in some of the public schools had been solved by the relevant government agencies.
- Learners' participation in external competitions had improved and remarkable success made in some of the schools visited.
- Learners' written works were thoroughly checked and marked; hence learners were aware of how well they were doing and how to improve further.
- Assignments were given to learners on a regular basis by their teachers, as these extend learning beyond the classrooms.
- Relevant and impactful instructional materials were used in most lessons to reinforce learning.
- Open Day was regularly organized by the schools with improved number of parents who turned out to monitor their wards' progress.
- Leadership appropriately delegated duties and ensured that such were carried out for smooth running of the school.
- Varied teaching methods which were employed by many teachers during lessons in most of the schools visited, enhanced learning and learners made appreciable progress.

#### 4.3 CHALLENGE

- Safeguarding and Child Protection Policy had not been adopted in some of the schools visited.

#### 4.4 RECOMMENDATIONS

- Training on Safeguarding and Child Protection Policy is suggested to be re-taken at [www.oeqalagos.com](http://www.oeqalagos.com) and Office of Education Quality Assurance is encouraged to effectively monitor the adoption, advocacy and enforcement of Safeguarding and Child Protection Policy in all schools.

## CHAPTER 5 MONITORING OF RESUMPTION OF SCHOOLS

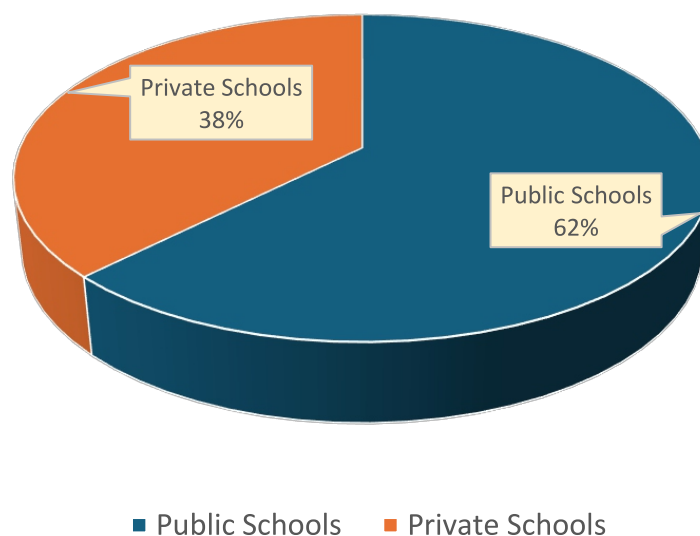
### 5.1 2ND TERM RESUMPTION MONITORING IN PUBLIC AND PRIVATE SCHOOLS

The Second (2nd) Term Resumption for 2021/2022 Academic Session was monitored by evaluators from the Headquarters and the six (6) Education Districts, comprising 20 (twenty) Zonal Offices, in 804 (Eight hundred and four) public and private schools consisting of:

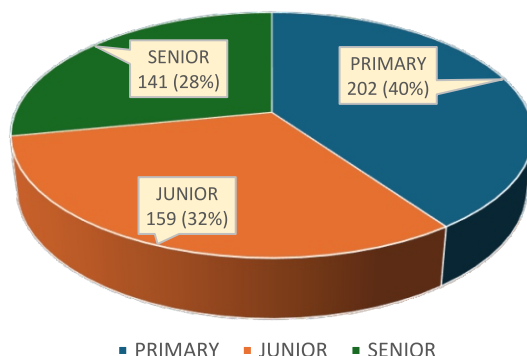
- 141 (One hundred and forty-one) Public Senior Secondary,
- 159 (One hundred and fifty-nine) Public Junior Secondary,
- 202 (Two hundred and two) Public Primary Schools
- 123 (One hundred and twenty-three) Private Secondary Schools
- 106 (One hundred and six) Private Primary Schools
- 73 (Seventy-three) non-compliant Private Schools

DISTRICTS	PUBLIC SCHOOLS			PRIVATE SCHOOLS		TOTAL
	PRIMARY	JUNIOR	SENIOR	PRIMARY	SECONDARY	
I	87	48	34	30	48	247
II	23	18	18	31	30	120
III	7	21	18	4	13	63
IV	21	13	11	26	25	96
V	40	32	35	31	33	171
VI	24	27	25	14	17	107
<b>TOTAL</b>	<b>202</b>	<b>159</b>	<b>141</b>	<b>136</b>	<b>166</b>	<b>804</b>

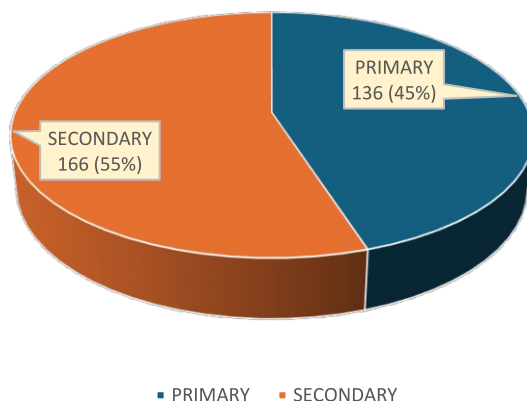
No. of Schools Visited during Resumption Monitoring Exercise



### Resumption Monitoring Exercise in Public Schools



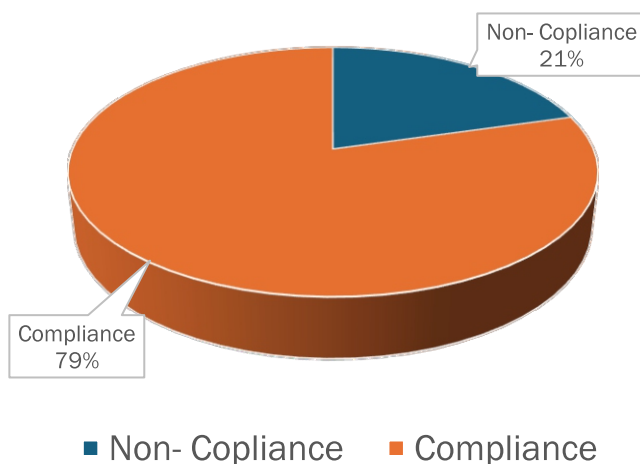
### Resumption Monitoring Exercise in 302 Private Schools



#### 5.1.2 Level of Compliance

All the public schools visited complied with government directive on resumption while 73 (seventy-three) out of 302 (three hundred and two) private schools did not resume as directed.

### Level of Compliance



### 5.1.3 Action Taken on Non-compliant Schools.

Non-compliance Stickers were pasted on the gates of 73 (Seventy-three) Private Schools that did not open for operation in line with the State academic calendar.

### 5.1.4 OBSERVATIONS

- All Public Secondary and Primary Schools monitored complied with the State government’s directive on resumption of schools.
- Welcome test in English and Mathematics were conducted in most Public Schools visited to encourage and improve learners’ attendance.
- Attendance of teachers in Public Schools was impressive in all the schools visited across the State.
- Most of the schools visited had their pre-resumption meetings and the evidence was sighted by the evaluators.
- COVID-19 protocols were adhered to in most of the schools visited.
- Teaching and learning activities resumed fully in Public Primary Schools on the first day of resumption based on Eko Excel Schedule.
- All Model Colleges were opened for resumption at 12 noon on the day preceding the resumption.
- Learners’ attendance was low in some of the public schools visited on the first day of resumption.

### 5.2 3RD TERM 2021/2022 RESUMPTION MONITORING IN PUBLIC AND PRIVATE SCHOOLS

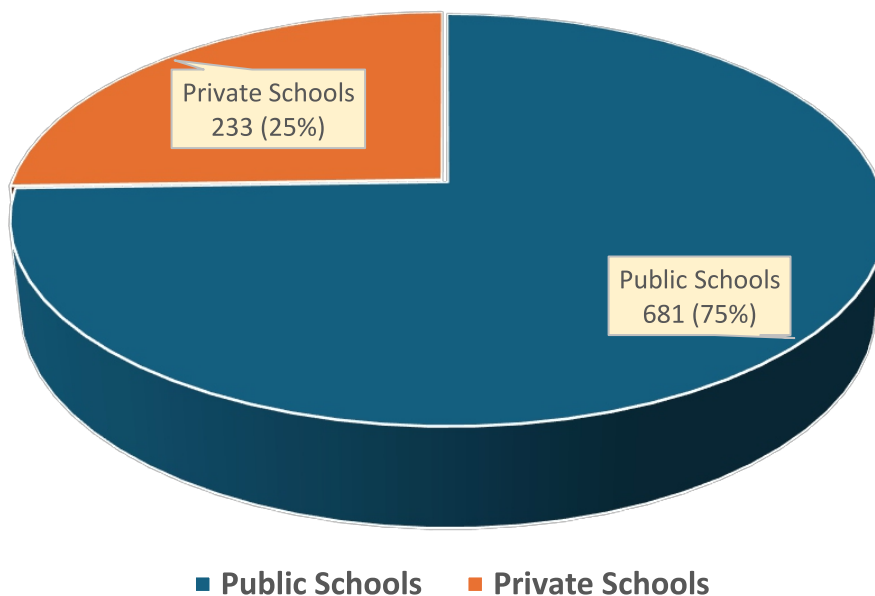
914 (Nine Hundred and Fourteen) Schools were monitored by the evaluators in all the six (6) Education Districts comprising 20 (twenty) Zonal Offices and the Headquarters to ascertain Schools’ compliance to the State directives as well as readiness for the term’s academic work. Analysis of number of categories of schools is given below:

- 291 (Two hundred and ninety-one) Public Primary Schools,
- 206 (Two hundred and six) Public Junior Secondary Schools,
- 184 (One hundred and eighty-four) Public Senior Secondary Schools,
- 103 (One hundred and three) Private Primary Schools
- 130 (One hundred and thirty) Private Secondary Schools.

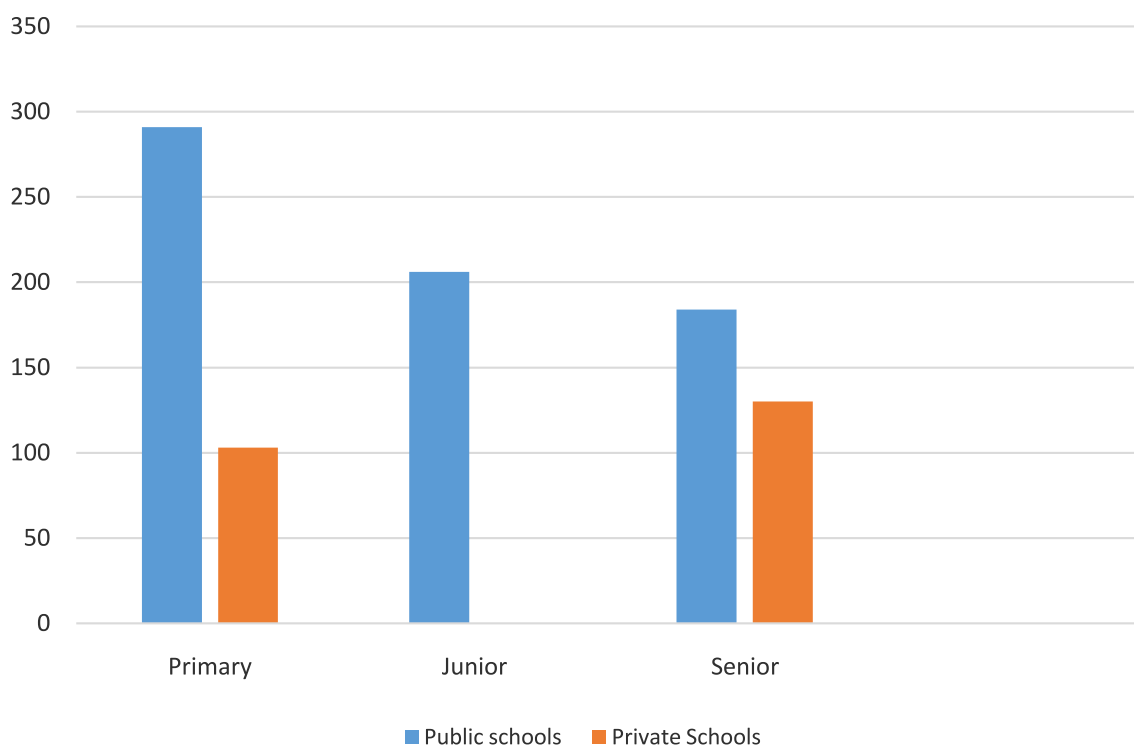
DISTRICTS	PUBLIC			PRIVATE		TOTAL
	PRIMARY	JUNIOR	SENIOR	PRIMARY	SECONDARY	
I	129	54	40	36	50	309
II	52	52	50	10	26	190
III	25	20	19	12	06	82
IV	13	19	13	08	05	58
V	52	34	35	30	31	182
VI	20	27	27	07	12	93
<b>TOTAL</b>	<b>291</b>	<b>206</b>	<b>184</b>	<b>103</b>	<b>130</b>	<b>914</b>



Number of Public and Private Schools visited during Resumption Monitoring (3rd Term) Y2021/2022



### RESUMPTION MONITORING



### 5.2.1 Level of Compliance

All the public and private schools visited complied with government directive on resumption.

### 5.2.2 OBSERVATIONS

- Statutory and teaching records were well kept and updated in almost all the schools visited.
- Learners were engaged with welcome tests and revision of last term's work.
- Learners' attendance was impressive in some of the public secondary schools while low in public primary schools.
- Attendance of teachers was impressive in all the schools visited across the six (6) Education Districts.
- Teaching and learning activities resumed fully in Public Primary Schools on the first day of resumption based on the EKO Excel schedule.
- Most of the schools visited held their pre- resumption meeting on 21st or 22nd April 2022.
- Term Plans were available in most of the schools visited.
- Inadequate furniture was observed in some public schools visited.

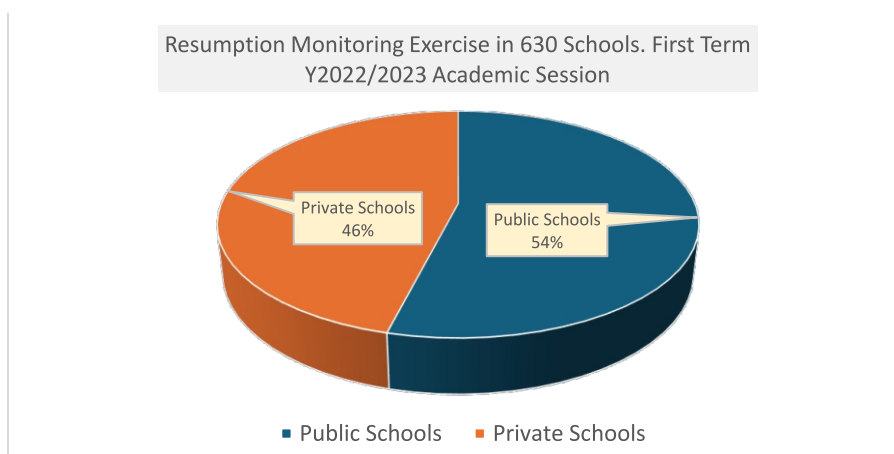
### 5.3 1ST TERM 2022/2023 RESUMPTION MONITORING IN PUBLIC AND PRIVATE SCHOOLS

630 (Six Hundred and Thirty) Public and Private Schools were monitored across the six (6) Education Districts comprising 20 Zonal Offices to ensure compliance with the government's directive on resumption of schools. The breakdowns of schools visited are as follow:

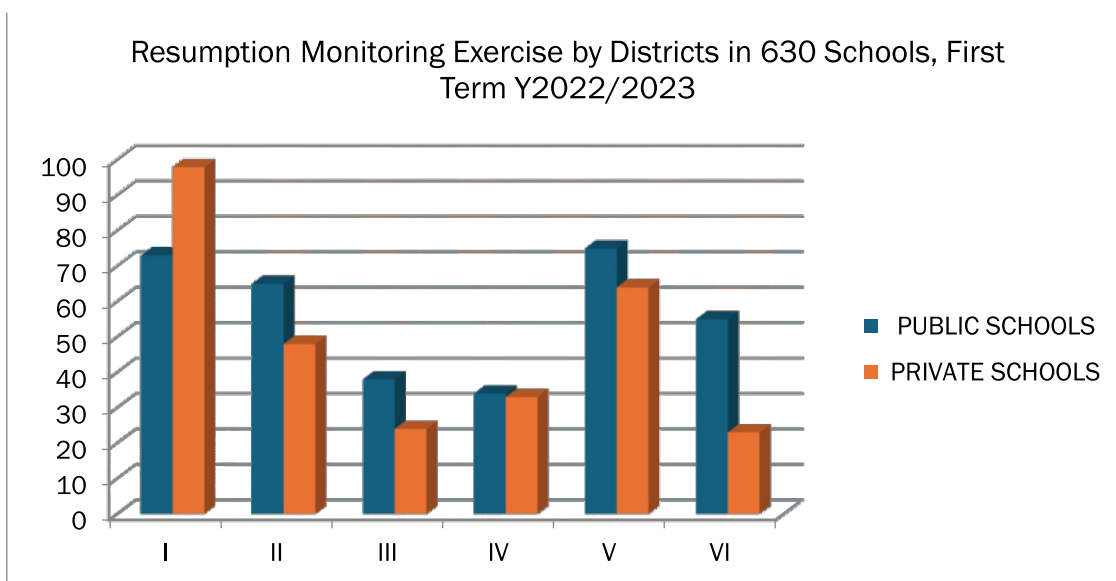
- 90 (Ninety) Public Senior Secondary Schools
- 108 (One hundred and eight) Public Junior Secondary Schools
- 142 (One hundred and forty-two) Public Primary Schools
- 184 (One hundred and eighty-four) Private Secondary Schools
- 106 (One Hundred and six) Private Primary Schools

The table below shows the breakdown of the schools visited during the exercise.

DISTRICTS	PUBLIC SCHOOLS			PRIVATE SCHOOLS		TOTAL
	SENIOR	JUNIOR	PRIMARY	SECONDARY	PRIMARY	
I	13	19	41	69	29	171
II	22	23	20	24	24	113
III	13	14	11	19	05	62
IV	09	14	11	20	13	67
V	23	25	27	40	24	139
VI	10	13	32	12	11	78
<b>TOTAL</b>	<b>90</b>	<b>108</b>	<b>142</b>	<b>184</b>	<b>106</b>	<b>630</b>







### 5.3.1 OBSERVATIONS

- All Public Secondary and Primary Schools monitored complied with the resumption date of 5th September 2022 as directed by the State Government while few private schools did not resume.
- Attendance of teachers in Public Schools visited was impressive.
- Learners' attendance was low in all the schools visited on the first day of resumption, while improvement was observed in the subsequent days.
- Pre-resumption meetings were held by all the schools visited to appraise the last session and plan for the new term. Minutes of the meetings were sighted by the evaluators.
- Resumption tests were conducted to encourage and improve learners' attendance.
- Teaching and learning activities commenced fully after the conduct of resumption tests in all the schools visited.
- Most Schools visited had their term plans in line with the Lagos State Harmonized School Calendar.
- Teaching and Statutory records had been updated and kept properly in most schools visited.
- Most of the schools visited had clean and welcoming environments as refuse was well managed and properly disposed.
- Welcome back to school banners and other charts creating awareness on Monkey Pox virus were sighted at the entrance of some of the schools.
- There were provisions for hand washing points, soap, water, sanitizers, and infrared thermometer in some of the schools visited to promote personal hygiene among learners.



*Morning Assembly at Ikeja Senior Grammar School, Oshodi*



*Teaching and learning activities during monitoring of resumption at Igbo-Owu Senior Secondary School, Mushin.*





*Learners observing hand washing under running water during monitoring of resumption at Obele Community Senior High School, Surulere.*

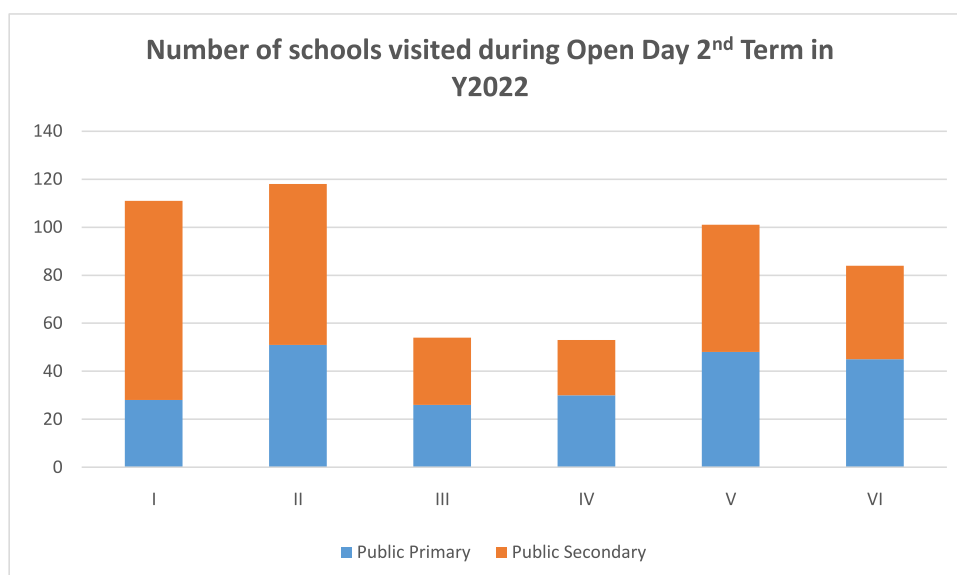
## CHAPTER 6 MONITORING OF OPEN DAY IN PUBLIC SCHOOLS.

Open Day is organised to enable parents/guardians monitor learners’ progress academically, morally and provide opportunity to support weak learners where necessary.

### 6.1 2nd Term Y2021/2022 Academic Session

521 (Five hundred and twenty-one) Public primary and secondary schools were monitored across the State.

DISTRICTS	PRIMARY SCHOOLS VISITED	SECONDARY SCHOOLS VISITED	TOTAL
I	28	83	111
II	51	67	118
III	26	28	54
IV	30	23	53
V	48	53	101
VI	45	39	84
<b>TOTAL</b>	<b>228</b>	<b>293</b>	<b>521</b>



#### 6.1.1 OBSERVATIONS

- Notice of Open Day was given to the parents by the management of the schools through: WhatsApp messages, phone calls, Parents’ Forum, and written notices.
- The Principals, School Counsellors, Class teachers and Subject teachers attended to parents/guardians that visited the schools for the exercise.
- Registers were opened in all schools for parents to register their comments and suggestions for improvement.
- Parents in attendance were impressed with the exercise though the turnout of parents was not encouraging in most schools visited.

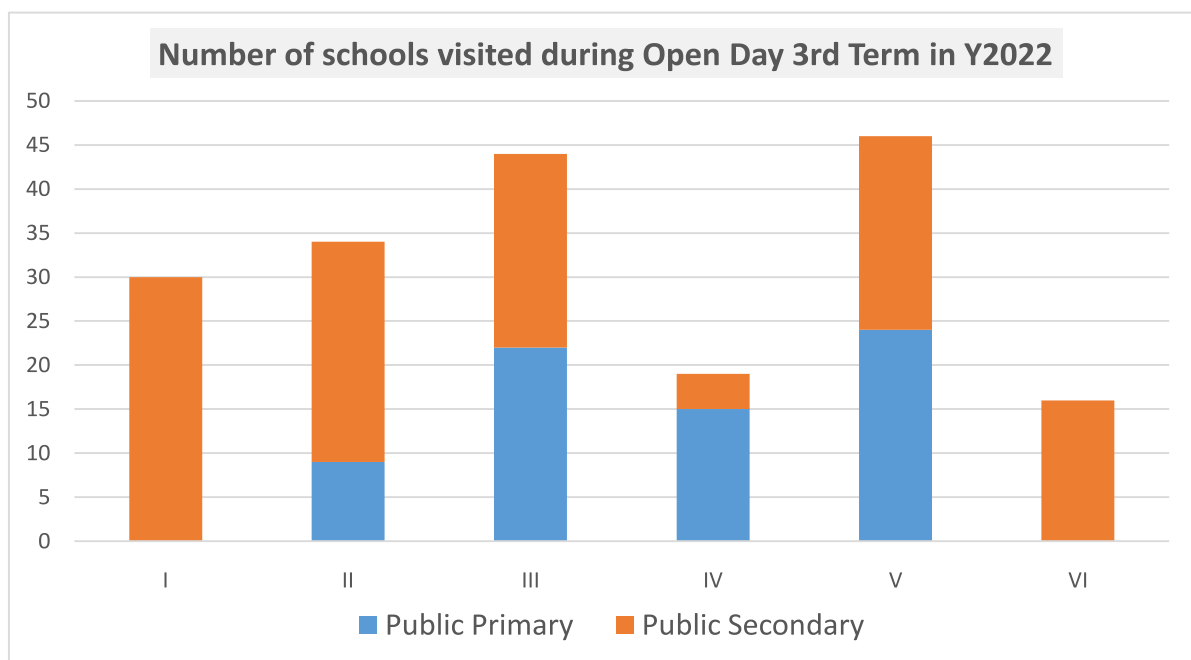




## 6.2 3rd Term 2021/2022 Academic Session

189 (One hundred and eighty-nine) Public Schools comprising 119 (One hundred and nineteen) secondary and 70 (seventy) primary schools were monitored across the State.

DISTRICTS	PRIMARY SCHOOLS VISITED	SECONDARY SCHOOLS VISITED	TOTAL
I	-	30	30
II	9	25	34
III	22	22	44
IV	15	4	19
V	24	22	46
VI	-	16	16
<b>TOTAL</b>	<b>70</b>	<b>119</b>	<b>189</b>



**Oregun Senior High School, Ikeja Teachers attending to Parents**



**Oke Ira Junior High School, Ikeja Open-Day Activity**



Open-Day Activity at Army Children Senior High School, Ikeja



Teacher attending to Parents during Open-Day at Dairy Farm Senior Secondary School, Agege



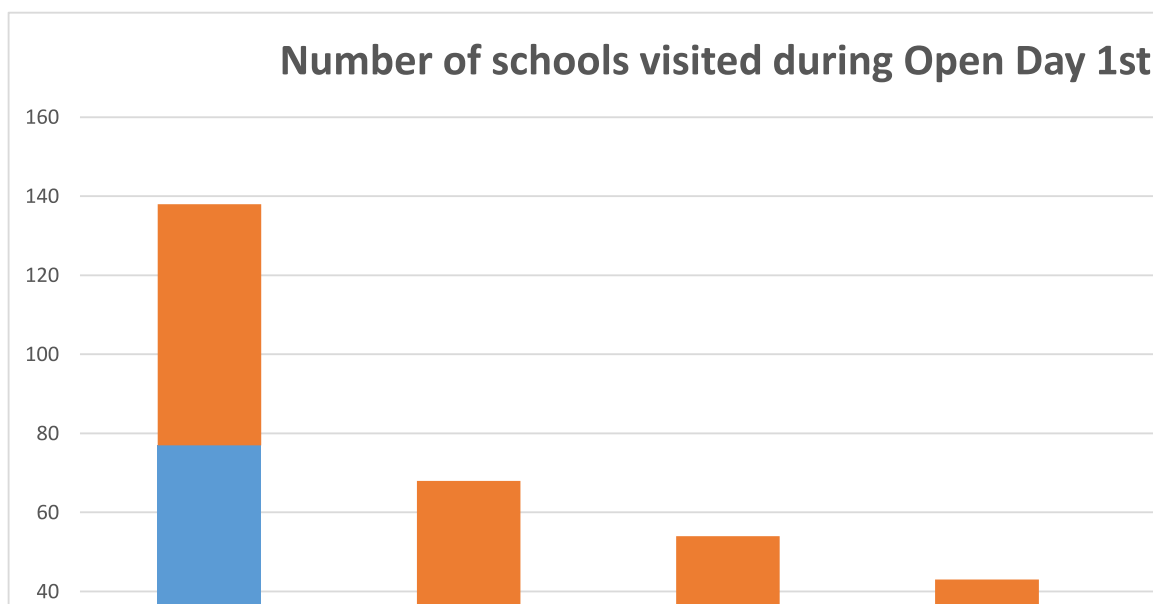
Display of training tablets received by students at Majidun Senior Comprehensive School, Ikorodu

### 6.3 1st Term 2022/2023 Academic Session

489 (Four hundred and eighty-nine) Public Schools, comprising 240 (Two hundred and forty) secondary schools and 249 (Two hundred and forty-nine) primary schools were monitored across the State.

#### OPEN-DAY IN PUBLIC SECONDARY AND PRIMARY SCHOOLS

DISTRICTS	SECONDARY SCHOOLS VISITED	PRIMARY SCHOOLS VISITED	TOTAL
I	61	77	138
II	42	26	68
III	31	23	54
IV	27	16	43
V	22	19	41
VI	57	88	145
<b>TOTAL</b>	<b>240</b>	<b>249</b>	<b>489</b>



#### 6.3.1 OBSERVATIONS

- The Principals, Head teachers, School counsellors, Class teachers and Subject teachers attended to parents and engaged them in discussions that related to students’ welfare and academic performance.
- Parents/guardians commended schools for effective teaching and learning and implored teachers not to relent in striving for quality education in Lagos State.
- Parents commended the government for creating an opportunity for Open Day whereby they had the opportunity to monitor the academic progress of their children/wards.
- Parents and guardians’ turnout for the Open Day in most schools was not encouraging.



**Teachers attending to parents during Open Day at St Lukes’ Junior Grammar School, Bariga.**





## CHAPTER 7 MONITORING OF INTERNAL AND EXTERNAL EXAMINATIONS

### 7.1 INTERNAL EXAMINATIONS

Evaluators from the Office of Education Quality Assurance across all the six (6) Education Districts and the Headquarters monitored conduct of internal examinations in public schools with a view to maintaining orderliness and ensuring a hitch-free examination.

#### 7.1.1 2nd Term Examination, 2021/2022 Academic Session

964 (Nine hundred and sixty-four) schools comprising 328 (Three hundred and twenty-eight) Senior Secondary, 304 (Three hundred and four) Junior Secondary and 332 (Three hundred and thirty-two) Primary Schools were visited.

#### 7.1.2 3rd Term Unified Examination, 2021/2022 Academic Session

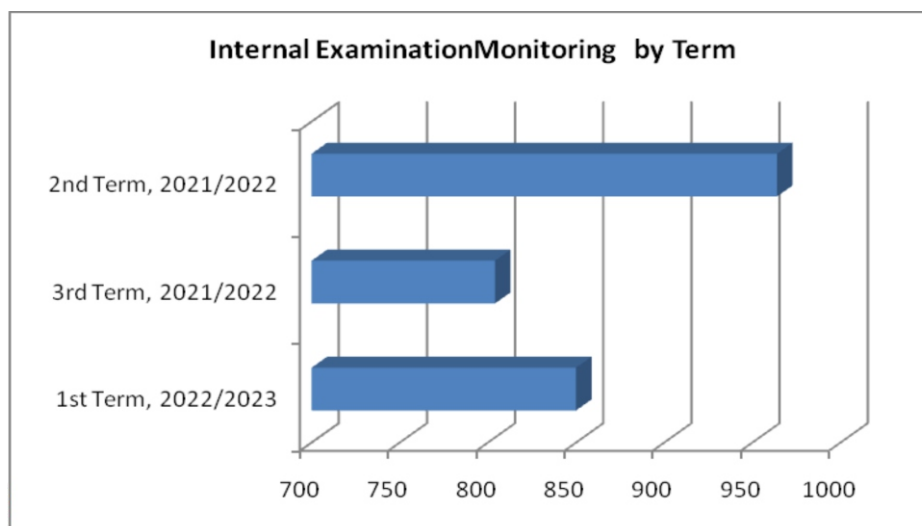
804 (Eight hundred and four) schools comprising 260 (Two hundred and sixty) Senior Secondary, 275 (Two hundred and seventy-five) Junior Secondary and 269 (Two hundred and sixty-nine) Primary Schools were visited.

#### 7.1.3 1st Term Examination, 2022/2023 Academic Session

850 (Eight hundred and fifty) schools comprising 320 (Three hundred and twenty) Public Primary Schools, 274 (Two hundred and seventy-four) Public Junior Secondary Schools and 256 (Two hundred and fifty-six) Public Senior Secondary Schools were visited.

**Analysis of Number and Categories of Schools visited on District Basis**

District	2 <sup>nd</sup> Term, 2021/2022				3 <sup>rd</sup> Term, 2021/2022				1 <sup>st</sup> Term, 2022/2023			
	Pry	Jnr.	Snr	Total	Pry	Jnr.	Snr	Total	Pry	Jnr.	Snr	Total
I	152	58	41	251	130	57	41	228	133	57	39	229
II	46	55	54	155	39	50	50	139	32	56	52	140
III	33	69	66	168	04	41	41	86	35	39	38	112
IV	25	30	45	100	31	37	37	105	49	30	32	111
V	68	60	71	199	51	48	47	146	51	57	60	168
VI	08	32	51	91	14	42	44	100	20	35	35	90
<b>Total</b>	<b>332</b>	<b>304</b>	<b>328</b>	<b>964</b>	<b>269</b>	<b>275</b>	<b>260</b>	<b>804</b>	<b>320</b>	<b>274</b>	<b>256</b>	<b>850</b>





**Third Term Examination at  
Gbagada Girls Junior Secondary School, Gbagada**



**Third Term Examination at  
Araromi Senior Secondary School, Apapa**



**Classroom at Ogudu Senior Grammar School, Ojota**

#### 7.1.4 Observations

- Examination commenced as scheduled in all the schools visited.
- Conduct of the examination was peaceful and hitch-free in all the schools visited.
- Invigilation was satisfactory and the schools adhered strictly to invigilation rosters.
- The examination materials were adequately provided in most of the schools visited.
- Adequate time was allocated to each of the papers monitored.
- The examination was conducted in a conducive, clean, and tidy environment in all the schools visited.
- The conduct of the examination was satisfactory without any case of examination malpractice.
- In some of the secondary schools visited, some of the classrooms were overcrowded due to inadequate classrooms.
- Sitting arrangement was inadequate in some of the secondary schools as learners sat in threes (3s) or fours (4s) on a dual seat due to shortage of furniture.

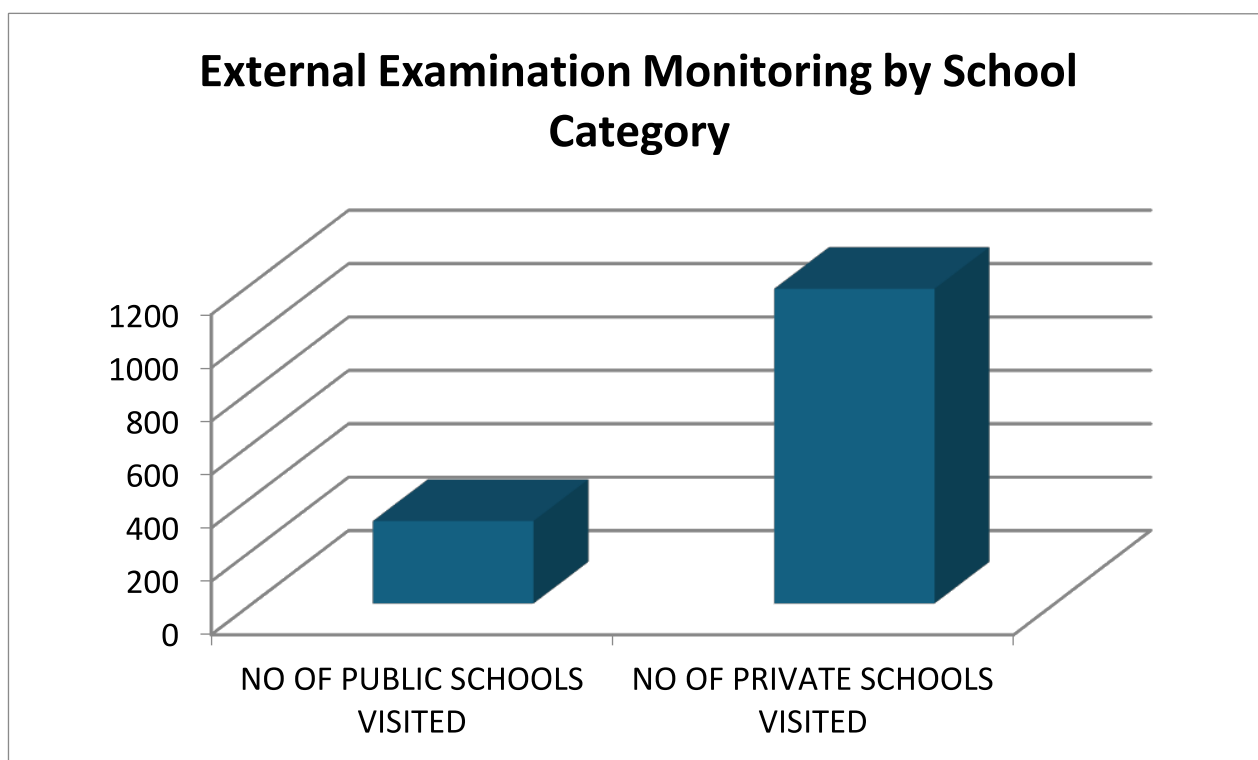
## 7.2 EXTERNAL EXAMINATIONS

### 7.2.1 West Africa Senior School Certificate Examination (WASSCE)

The conduct of Y2022 WASSCE was monitored in 309 (Three hundred and nine) public schools and 1179 (One thousand one hundred and seventy-nine) private schools across the State.

Analysis of number of centres visited is given in the table below:

DISTRICTS	NO OF PUBLIC SCHOOLS VISITED	NO OF PRIVATE SCHOOLS VISITED	TOTAL NO OF SCHOOLS VISITED
I	41	353	394
II	54	362	416
III	62	54	116
IV	42	73	115
V	59	166	225
VI	51	171	222
<b>TOTAL</b>	<b>309</b>	<b>1179</b>	<b>1488</b>





**MONITORING OF 2022 WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATION (WASSCE)  
IN PUBLIC AND PRIVATE SECONDARY SCHOOLS IN THE STATE.**



### 7.2.2 Observations

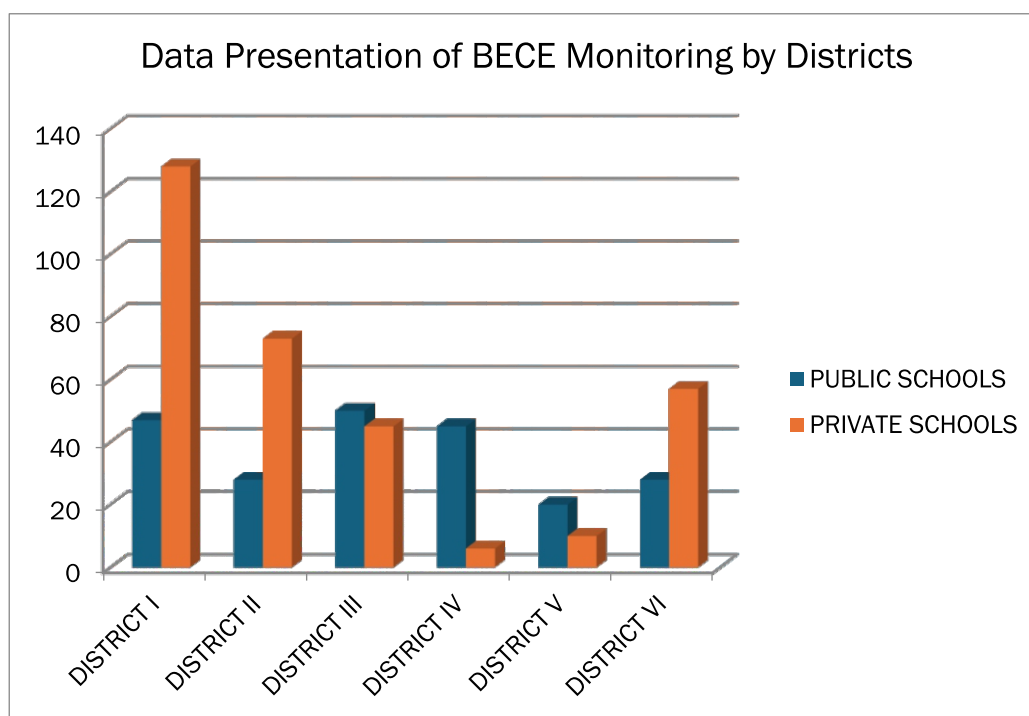
- The examination started as scheduled in most of the centres with adequate provision of examination materials.
- Invigilation was thorough in most of the schools and adequate number of invigilators monitored the examination as provided in the invigilation rosters.
- The halls/classrooms used for the examination in most cases were adequate, clean, and well ventilated.
- Sitting arrangement was good in some centres with single seats while satisfactory in most centres where two (2) candidates sat on a dual seat.
- The conduct of the examination generally was satisfactory in most of the schools.

### 7.2.2 Basic Education Certificate Examination (BECE)

The conduct of Y2022 Basic Education Certificate Examination (BECE) was monitored in 537 (Five hundred and thirty-seven) schools comprising 218 (Two hundred and eighteen) Public Schools and 319 (Three hundred and nineteen) Private Schools across the State.

Analysis of number of schools visited on District basis is given in the table below:

DISITRICTS	PUBLIC SCHOOLS	PRIVATE SCHOOLS	TOTAL
DISTRICT I	47	128	175
DISTRICT II	28	73	101
DISTRICT III	50	45	95
DISTRICT IV	45	6	51
DISTRICT V	20	10	30
DISTRICT VI	28	57	85
<b>TOTAL</b>	<b>218</b>	<b>319</b>	<b>537</b>



**7.2.2.1 Observations**

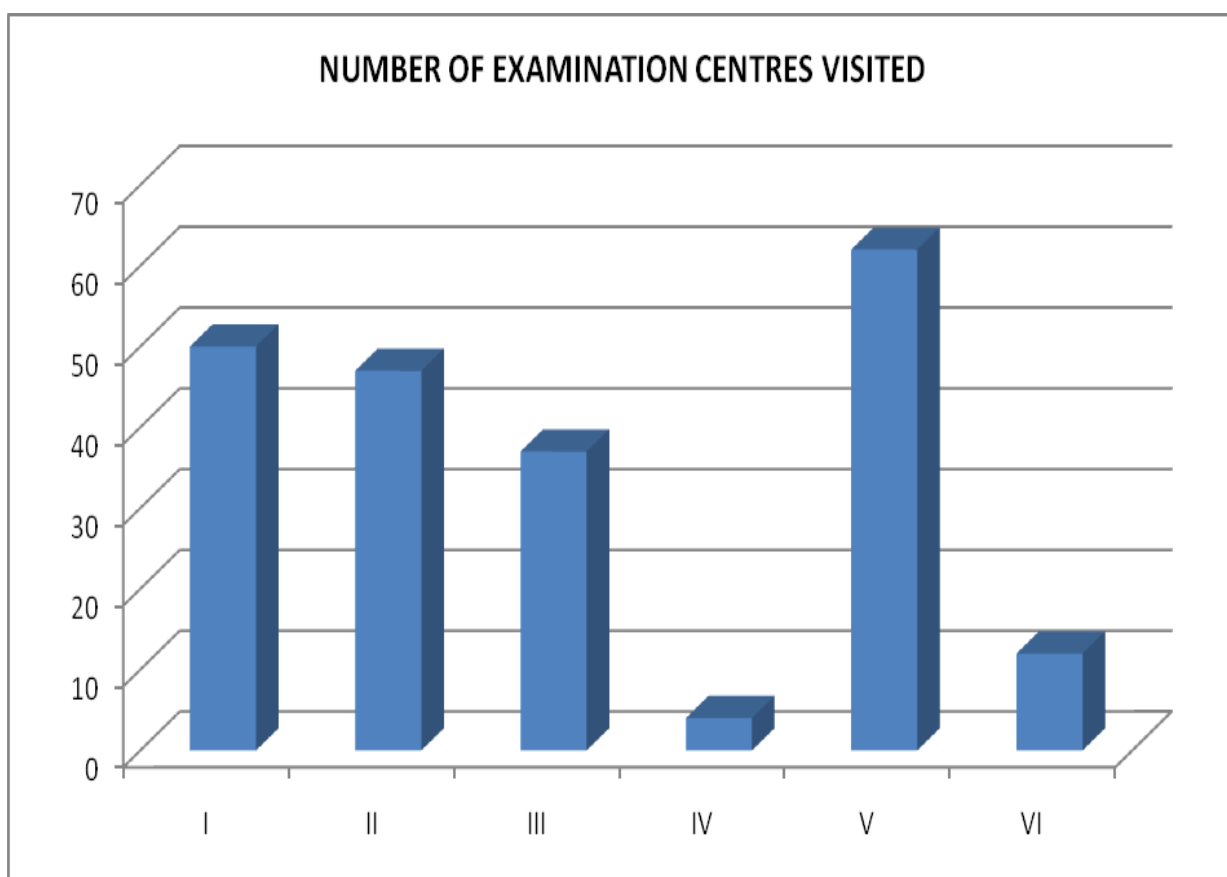
- The examination started as scheduled in most of the schools visited.
- Examination materials like question papers and answer scripts were adequate for all the papers monitored.
- Adequate invigilators on duties ensured orderliness in the examination halls and rooms.
- The Halls / classrooms used were adequate, clean, and well-ventilated in most of the schools visited.
- The conduct of the examination was satisfactory.

**7.2.3 Placement Test**

The conduct of Y2022 Placement Test was monitored in 212 (Two hundred and twelve) centres across the six (6) Education Districts in the State.

Analysis of number of centres visited is given in the table below:

DISTRICTS	NO OF EXAMINATION CENTRES VISITED
I	50
II	47
III	37
IV	4
V	62
VI	12
<b>TOTAL</b>	<b>212</b>



### 7.2.3.1 Observations

- Public Junior and Senior Secondary Schools were used as examination centres for the Placement Test.
- Sitting arrangement was good in most of the centres visited where two (2) candidates sat on dual seat or one per single seat with an average of 50 (Fifty) candidates per class.
- The conduct of the examination was peaceful and orderly in most centres visited.
- Maximum Security was provided in all the centres visited.
- In most of the centres visited, the examination started behind schedule due to logistic problems such as late arrival of question papers and candidates' list, inadequate question papers, irregular candidates in some centres and in most cases the number of candidates present was more than the expected number.
- Some of the registered candidates who were not provided with customised Optical Mark Recognition (OMR) sheets used dummy OMR sheets as an alternative.

### 7.2.3.2 RECOMMENDATIONS:

- i. The Lagos State Examinations Board should acquaint all the designated examination centers with accurate list of schools and numbers of candidates expected on time for adequate preparation.
- ii. Allotment / sorting out of question papers and customized O.M.R sheets to designated examination centres should be improved upon in subsequent examinations by the Basic Education Services Department in the Ministry of Education.
- iii. Accurate population of candidates presented for the examination should be obtained for accurate packaging of adequate examination materials for all the centres by the Lagos State Examinations Board.
- iv. Measures should be put in place by the Lagos State Examinations Board to ensure that examinations commence and end at the same time at all centres
- v. Effort should be intensified by the Lagos State Examinations Board to guide against wrong spelling of candidates' names in subsequent examinations.
- vi. Lagos State Universal Basic Education Board (LASUBEB) and Basic Education Services in the Ministry of Basic Education should fix at least four weeks before the date of the examination as deadline for registration of candidates, to give room for adequate planning.
- vii. Basic Education Services (BES) in the Ministry of Education and Lagos State Basic Universal Education Board (LASUBEB) should note that evaluators involved in monitoring the examination on a Saturday, need to be remunerated.





## CHAPTER 8 INVESTIGATIONS

### 8.1 Main Findings

During the period under review (January - December 2022), a total of 145 (One hundred and forty-five) cases and petitions were received and investigated.

The Cases and Petitions are categorized as follows:

- Child Abuse (Sexual, Physical, Emotional and neglect)
- Relocation / closure of illegal schools
- Examination Malpractice
- Death of learners
- Expulsion of learner`
- Illegal operation of school
- Denial to write examination.
- Illegal activities in schools
- Extortion of money by staff members
- Operation of substandard schools
- Others

#### 8.1.1 CHILD ABUSE

A total of 69 (Sixty-nine) cases were treated in Year 2022, as compared to 27 (Twenty-seven) cases in 2021. This is because of increased awareness amongst stakeholders and prompts attention given to such cases, leading to several convictions. This has led to improved confidence of the public in the prosecution activities of the office. The collaborative efforts of the Domestic and Sexual Violence Agency (DSVA) and other relevant sister MDAs have also helped in this regard.

However, there is a need for continuous and more aggressive sensitization of relevant stakeholders to consolidate the achievement recorded so far.

#### 8.1.2 RELOCATION AND CLOSURE OF ILLEGAL/SUBSTANDARD SCHOOLS

12 (Twelve) schools were shut down in the year under review, this was an increase from 10 (Ten) schools in 2021. 11 (Eleven) cases related to the operation of substandard schools were also treated in the year under review as it was in year 2021. This was due to continuous monitoring of schools, coupled with increased sensitization of school owners on the ease of processing approval for the operation of private schools in the State.

#### 8.1.3 EXAMINATION MALPRACTICE

Three (3) schools were indicted for examination malpractice by the Office during the 2022 WASSCE as compared to 37 (thirty-seven) in 2021. Extensive and continuous monitoring of the examinations coupled with sanctioning of indicted schools in previous years by the Ministry of Education contributed immensely to the drastic reduction in cases of malpractice. However, the Office had not received the list of indicted schools from WAEC for the 2022 examinations.

#### 8.1.4 DEATH OF STUDENTS

In the year under review, seven (07) cases of death of learners were reported and treated as compared to four (04) in 2021. Investigations revealed some of the causes as negligence on the part of school management and members of staff.

#### 8.1. 5 EXPULSION OF LEARNERS

Two (02) cases of expulsion of learners were handled in the year under review, compared to one (01) in 2021 due to indiscipline.

## CHAPTER 9 MONITORING OF SCHOOL DATA UPDATE (VALIDATION EXERCISE)

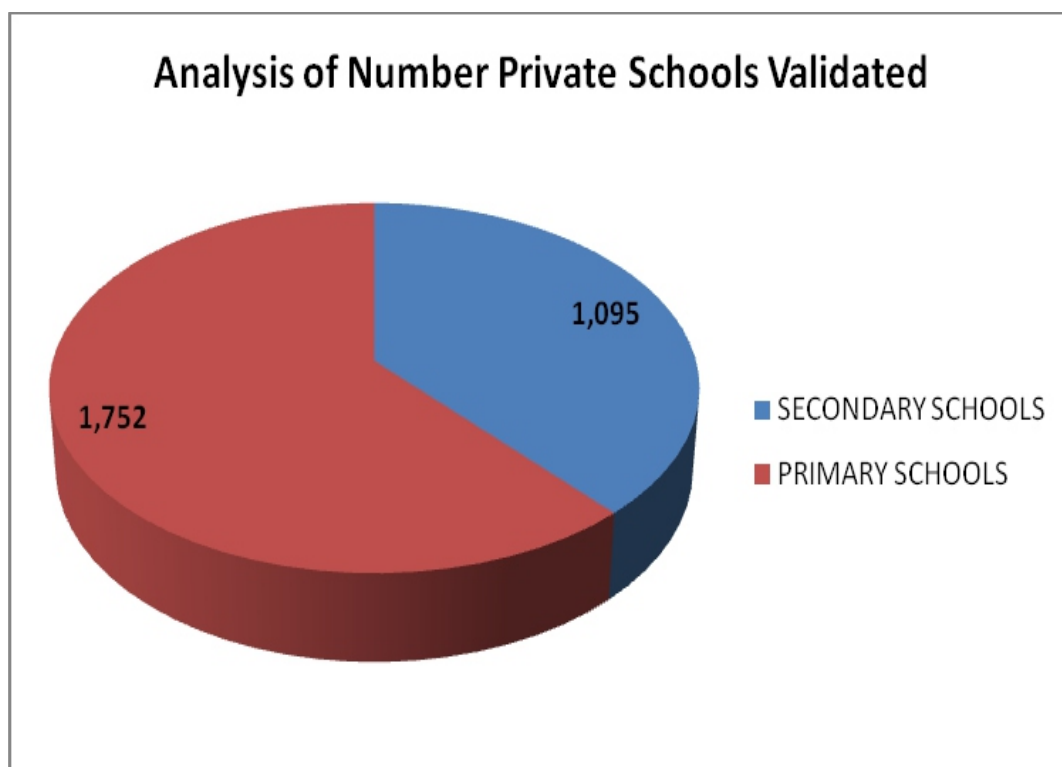
### 9.1 DATA VALIDATION OF PRIVATE SCHOOLS IN THE STATE

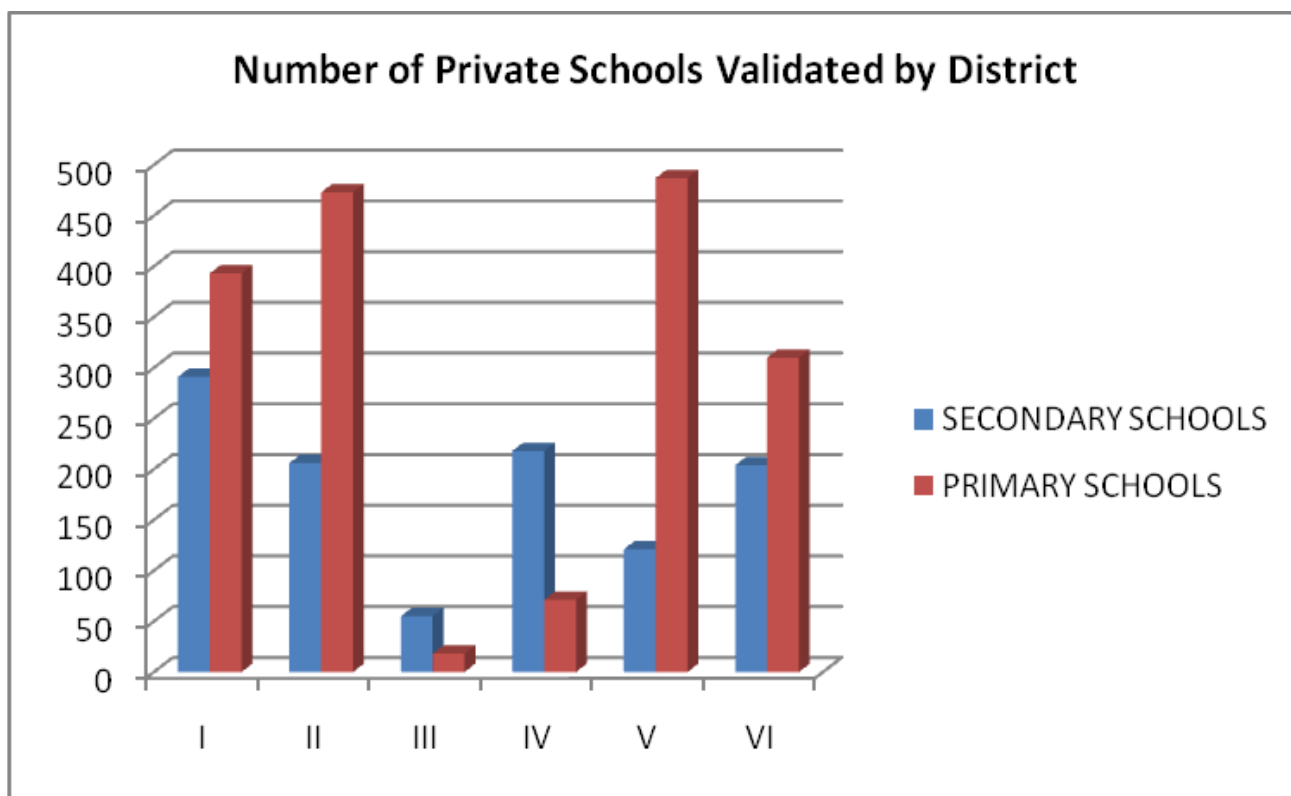
The validation exercise, a child of necessity, was embarked upon with a view to ensuring real time data of all approved private schools in the state and keeping adequate records of all approved schools for easy access, policy formulation and decision making.

Records of 2,847 (Two thousand eight hundred and forty-seven) private schools were validated as at the end of Y2022.

Analysis of number of schools validated is given in the table below:

DISTRICTS	SECONDARY SCHOOLS	PRIMARY SCHOOLS	TOTAL
I	291	393	684
II	206	473	679
III	55	18	73
IV	218	71	289
V	121	487	608
VI	204	310	514
<b>TOTAL</b>	<b>1,095</b>	<b>1,752</b>	<b>2,847</b>





#### 9.1.1 OBSERVATIONS

- Some of the schools visited had already filled the Re-validation form on-line and many had the support of the evaluators.
- Network fluctuations hindered immediate completion of the form in few schools.

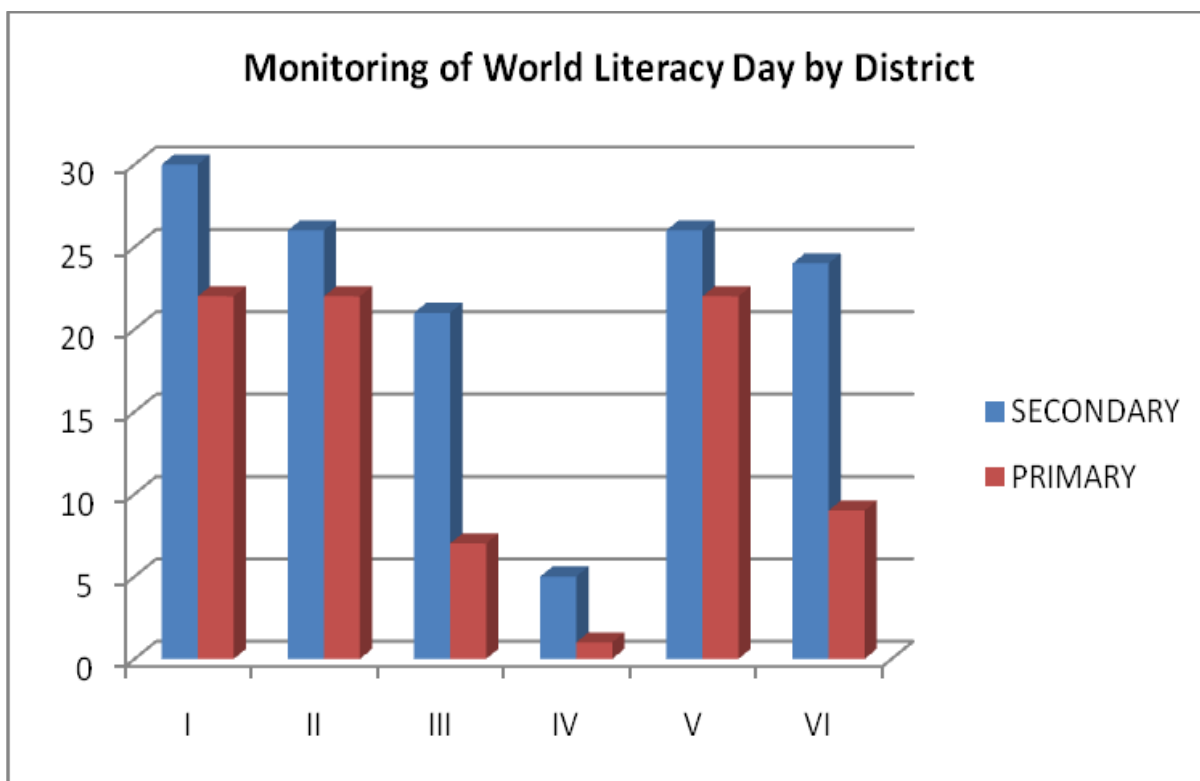
## CHAPTER 10 MONITORING OF WORLD LITERACY DAY

### 10.1 Introduction

Every year, World Literacy Day is celebrated on 8th September with the aim of spreading the importance of literacy among learners. The ability to read and write gives an individual greater strength to deal with the world and greater access to information. In a similar vein, on Thursday 8th September 2022, celebration of World Literacy Day with the theme; “Transforming the Literacy Space” was monitored across the six (6) Education Districts in 215 (Two hundred and fifteen) Public schools.

Analysis of number of schools visited is given in the table below:

DISTRICTS	SECONDARY	PRIMARY	TOTAL
I	30	22	52
II	26	22	48
III	21	07	28
IV	5	01	06
V	26	22	48
VI	24	09	33
<b>TOTAL</b>	<b>132</b>	<b>83</b>	<b>215</b>



### 10.1.1 OBSERVATIONS

- Learners in all the schools visited were sensitized on the importance of Literacy Day.
- In some schools, learners participated in short dramas, debates, quiz competitions and listened to talks on the importance of education in our society.
- Learners were made to read passages and recite poems to their classmates; thereafter questions were asked to test their level of understanding.
- Test on vocabulary development was also conducted in some schools to commemorate the day.
- Posters for awareness of the day were conspicuously displayed in all the schools visited.
- Learners had interactive sessions where they exchanged ideas and information among themselves.



**Learners in a debate on the topic “Public schools are better than Private schools” at Herbert Macaulay Girls’ Senior High School, Mainland**



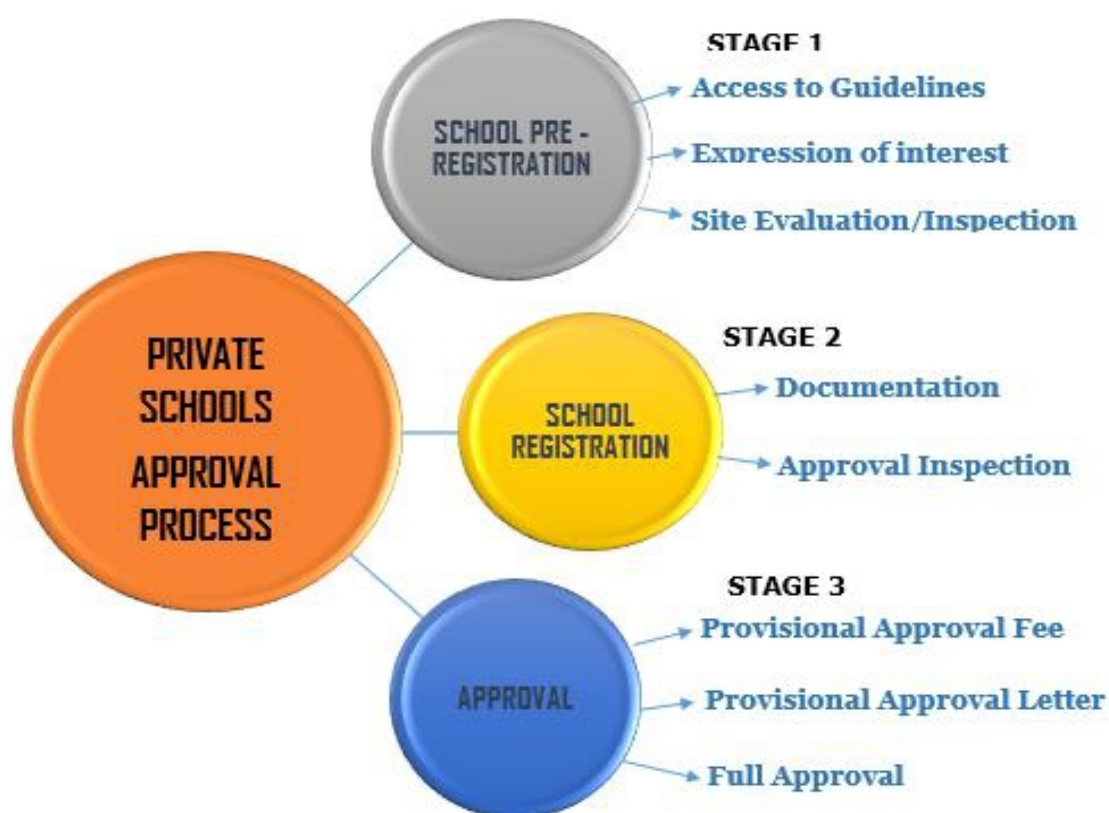
**Celebration of Literacy Day at Euba Senior Secondary School, Mushin**



## CHAPTER 11 PROVISIONAL APPROVAL PROCESS FOR PRIVATE NURSERY, PRIMARY AND SECONDARY SCHOOLS.

The Private Education and Special Programmes Department of the Agency is saddled with the responsibility of coordinating and conducting approval for Private Schools in the State. Provisional approval is granted by the Honourable Commissioner (Education) to Basic and Secondary Schools to operate as Approved Private Schools in the State after they had met the requirements stipulated in the Guidelines on Establishment and Operation of Private Schools in Lagos State. Hereunder is the reviewed process of applying for and getting approval to operate nursery, primary and secondary schools in Lagos State

### 11.1 Provisional / Full Approval Process (Fig. 1)



- **STAGE I - School Pre-Registration**

- i. **Access to guidelines**

The proposed proprietor/proprietress visits the official website of the Office of Education Quality Assurance ([www.oeqalagos.com](http://www.oeqalagos.com)) to download for free, the Guidelines on the Establishment and Operation of Private Schools, and ensure that the contents and requirements are understood.

- ii. **Expression of interest**

The proposed proprietor/proprietress completes and submits the school pre-registration form at a fee. The filled form is submitted to the Director General's office with the following:

- Corporate Affairs Commission (CAC) Certificate of Registration
- An identifiable Proprietor (proven by valid means of National Identification)
- Evidence of payment
- Head Teacher/Principal's credentials.
- National Youth Service Corps (NYSC) Certificate or Letter of Exemption
- Teachers Registration Council of Nigeria (TRCN) Certificate





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A file is opened in the name of the proposed school owner and site evaluation/ inspection is conducted within 14 days of the receipt of the form.

### iii. Site Evaluation / Inspection

This is an advisory visit which entails the evaluation of the following:

- a. Building structure
- b. School plan and design
- c. Physical facilities
- d. Teachers' Quality
- e. Health & Sanitation
- f. Safety Measures
- g. Statutory Records.
- h. School location and environment

**Site-Revisit:** This is applicable where a school does not meet the minimum requirements. It will be done at no cost within the year of the initial visit but will attract a fee after the expiration of a given period to upscale to the minimum requirements.

### **PAYMENT: N25, 000:00 ONLY.**

#### • **STAGE II - School Registration**

##### i. Documentation

This involves the submission of vital documents relating to the establishment of the proposed school such as the approved building plan/ integrity test report, Corporate Affairs Commission Certificate, Constitution of the Board of Governors, and list of members.

##### ii. Approval Inspection.

This is performed by a team of evaluators from different departments of Ministry of Education, Ministry of Environment, and the Office of Education Quality Assurance.

### **PAYMENT: N50,000:00 ONLY.**

Having scaled through the prior stages and the standards have been met, the school move to the Provisional Approval Stage.

#### • **STAGE III - Approval**

##### i. Provisional approval

Provisional approval shall be granted by the Honourable Commissioner for Education after a favourable report from an approval inspection carried out by officers from relevant Departments in the:

- Office of Education Quality Assurance
- Ministry of Education
- Ministry of the Environment.
- Ministry of Physical Planning
- Ministry of Health

The school owner can thereafter advertise the existence of the school to the public and payment of prescribed fee.

Provisional approval shall be subject to renewal every year on the anniversary of the date on which it was granted.

### **Full Approval**

This shall be granted by the Honourable Commissioner for Education after obtaining a series of favourable inspection reports over a period of not less than 10 (ten) years.

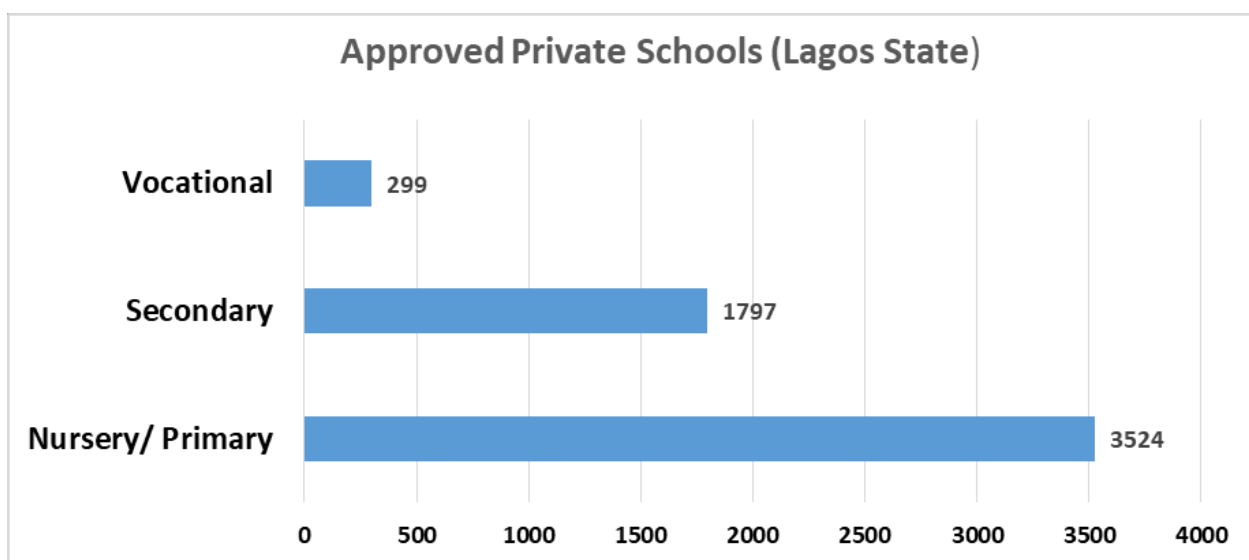
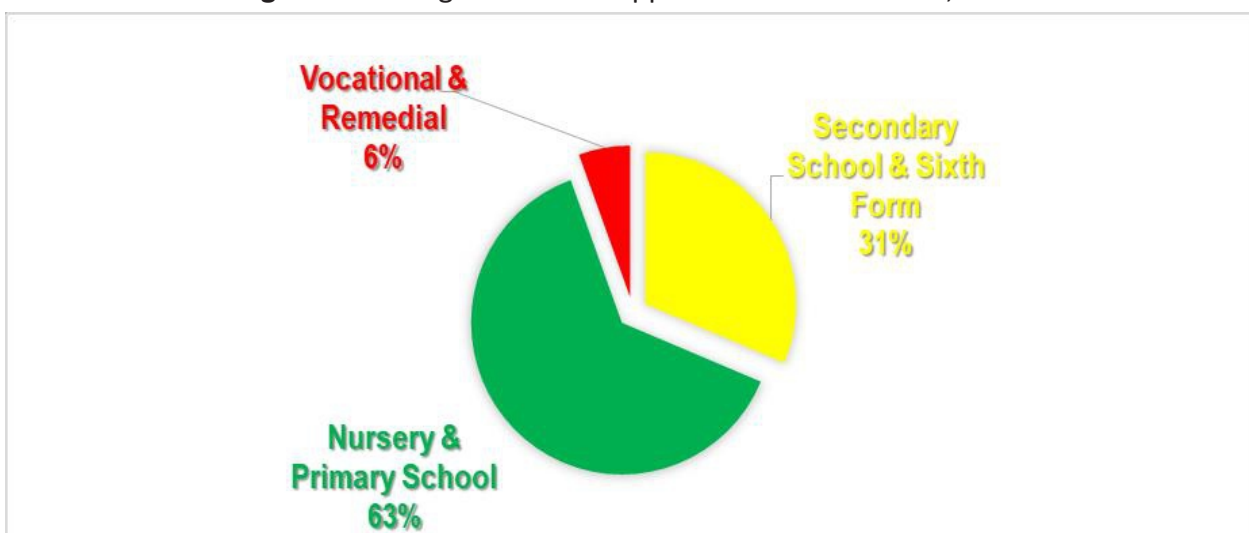
### **1.2. Approved Private Schools in Lagos State as at December 2022**

A total of 5,556 (Five thousand, five hundred and fifty-six) Private Schools have provisional approval as at December 2022 (Table 1; Fig 2)

Table 1: Number of schools approved as at December 2022

Approved Private Schools (Lagos State)		
1	Nursery/ Primary	3,519
2	Secondary	1,738
3	Vocational	299
Total		5,556

Fig. 2: Percentage of Schools approved as at December, 2022



### 11.3 Approved Private Nursery, Primary and Secondary Schools in Y2022

In Y2022, 38 (Thirty-eight) Nursery and Primary Schools and 28 (Twenty-eight) Secondary Schools were granted provisional approval by the Honourable Commissioner for Education to operate as Approved Private Schools in the State after they had met the requirements stipulated in the Guidelines on Establishment and Operation of Private Schools in Lagos State.

The Agency did not issue provisional approval for vocational schools in Y2022.

**Table 2:** Annual Progression of Approved Private Nursery, Primary and Secondary Schools in Lagos state

S/N	Schools	From Inception Till 2017	2018	2019	2020	2021	2022	Total
1	Nursery and Primary	3154	68	0	132	127	38	3519
2	Secondary	1542	41	0	80	47	28	1738
3	Vocational	255	32	6	0	6	0	299
	<b>Total</b>	<b>4951</b>	<b>141</b>	<b>6</b>	<b>212</b>	<b>180</b>	<b>66</b>	<b>5556</b>

### 11.4. School Pre-Registration Analysis for Y2022 (Site Evaluation/Inspection)

- 637 (Six hundred and thirty-seven) applications comprising 474 (Four hundred and seventy-four) Nursery and Primary and 163 (One hundred and sixty-three) Secondary Schools were received for Site Inspection and treated.
- 420 (Four hundred and twenty) Schools comprising 324 (Three hundred and twenty-four) Nursery and Primary schools and 96 (Ninety-Six) Secondary Schools that did not meet the basic requirements were scheduled for re-visit inspections.
- 217 (Two hundred and seventeen) Schools comprising 150 (One hundred and fifty) Nursery and Primary schools and 67 (Sixty-seven) Secondary Schools proceeded on Approval Inspection:

**Table 3:** School Pre-Registration Applications for Y2022 (Site Inspection/Evaluation)

S/N	Activity	Nursery and Primary	Secondary	Total
1	Site Inspection/Evaluation Revisit	324	96	420
2	Successful Site Inspection/Evaluation(s)	150	67	217
	<b>Total School Pre-registration Applications (Site Inspection/Evaluation Conducted)</b>	<b>474</b>	<b>163</b>	<b>637</b>

### 1.5. School Registration Analysis for Y2022 (Approval Inspection)

- 241 (Two hundred and forty-one) applications were received for School Registration (Approval Inspection) comprising 145 (One hundred and forty-five) Nursery and Primary and 96 (Ninety-six) Secondary Schools.
- 127 (One hundred and twenty-seven) Schools are yet to complete documentation, due to unavailability of required documents. 94 (Ninety-four) Nursery and Primary and 33 (Thirty-three) Secondary Schools
- 114 (One hundred and fourteen) Schools comprising 57 (Fifty-seven) Nursery and Primary and 57 (Fifty-seven) Secondary Schools proceeded on Approval Inspection:

**Table 4:** Applications for School Registration Y2022 (Approval Inspection)

S/N	Activity	Nursery/ Primary	Secondary	Total
1	Pending Approval Inspection due to incomplete Documentation	94	33	127
2	Successful Approval Inspection (s)	57	57	114
<b>Total School Registration Applications (Approval Inspection)</b>		<b>151</b>	<b>90</b>	<b>241</b>

**1.6 Issuance of Approval Letters for Y2022**

Provisional Approval was granted by the Honourable Commissioner (Education) to schools to operate as Approved Private Schools in the State after they had met the stipulated requirements in the Guidelines on Establishment and Operation of Private Schools in Lagos State.

Batch A - Y2022: 66 (Sixty-six) schools comprising One (1) Nursery, 37 (Thirty-seven) Nursery and Primary and 28 (Twenty-eight) Secondary schools were granted provisional approval.

**Table 5:** Approval Letter(s) issued for Y2022.

S/N	Activity	Nursery Only	Nursery and Primary	Secondary	Total
1	Issuance of Approval Letter	1	37	28	66

**1.7 Applications for Relocation of Schools - Y2022**

- 15 (Fifteen) applications (7 Nursery and Primary and 8 Secondary Schools) were received and treated in Y2022.
- Six (6) schools (1 Nursery and Primary and 5 Secondary) were cleared.
- Nine (9) Schools (6 Nursery and Primary and 3 Secondary) were recommended for a revisit due to inadequate facilities.

**1.8 Issuance of Demand Notice to Approved Schools – Y2022**

- 3453 (Three thousand, four hundred and fifty-three) - Demand Notices were issued to private schools across the State for the payment of Annual Dues.
- 1984 (One thousand, nine hundred and eighty- four) Nursery & Primary Schools.
- 1456 (One thousand, four hundred and fifty- six) Secondary schools.
- 13 (Thirteen) Vocational Schools.

**1.9 Issuance of Clearance Letters to Approved Schools – Y2022**

- 1525 (One thousand, five hundred and twenty-five) Clearance Letters were issued to Private Schools across the State, after payment of the required annual dues and other requirements
- 774 (Seven hundred and seventy- four) - Nursery & Primary Schools
- 751 (Seven hundred and fifty-one) - Secondary Schools





## 2.0 Accreditation of Schools for External Examination

Full Scale Subject Recognition Inspection (SRI) is conducted for Private and Government Schools in Lagos State to get approval to present their students as internal candidates for external examinations such as WASSCE, NECO & BECE. It is a requirement of external examination bodies to ensure the readiness and quality of school facilities and resources required to take the examination.

The following are steps to access Subject Recognition Inspection (SRI)

- Basic Requirements – The School must be an approved School with qualified teachers, standard facilities and the curriculum must be appropriate and adequately utilized.
- Application – Application Letter is addressed and submitted to the Office of the Director General (OEQA) along with other required documents (Copy of Provisional Approval Letter, Copies of Payment Receipts, General Timetable, Teachers’ Nominal Roll, List of Subjects offered).
- Accreditation – The application letter and required documents are reviewed and the school is visited for the School Recognition Inspection (SRI).

If there are lapses observed during the visit such as inadequate textbooks, inadequate equipment/standard laboratories, and unqualified teachers, the school would be advised accordingly and asked to re-apply after the lapses observed had been fully corrected.

Below is a summary of application received and treated in Year 2022.

- 08 Subject Recognition Inspection (B/F-2021)
- 138 Applications Received for Y2022
- 141 Applications were treated:
  - BECE (Full Scale) 62
  - BECE (Revisit) 05
  - SSCE (Full Scale) 61
  - SSCE (Revisit) 04
  - SSCE (Supplementary) 09
  - Undergoing Verification 05
- 103 Reports were submitted to Examination Bodies:
  - SSCE reports to WAEC & NECO 52
  - BECE reports to Lagos State Examinations Board & NECO. 51

## 3.0 EDUCATION QUALITY ASSURANCE SERVICES

- School Registration** - 307 (Three hundred and seven) applications received for school registration were treated. Name Search & Site Inspection put together attract the sum of N25,000 as a charge to ensure effectiveness in the approval process.
- Renewal of Name Search** – 169 (One hundred and sixty-nine) schools made payment for renewal of name search in April 2022 and were treated before the Introduction of School Registration in May 2022 which put an end to Name Search.
- Replacement of name search clearance letters** – 23 (Twenty- three) applications were received and treated for clearance for use of name and accurate documentation of Provisional Approval Letter.
- Verification of school status** – 71 (Seventy-one) applications were received and treated.
- Change of Address/Relocation** – 21 (Twenty-one) applications comprising 15 (Fifteen) fresh application and six (6) from previous year.
- Change of Name** – 21 (Twenty-one) applications were received for change of name: Eight (8) schools had received letters, while 13 were yet to receive letters as of December 2022 due to incomplete documentation.



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**vii. Re-issuance of misplaced Provisional Approval Letter:**

- Seven (7) applications were received from school's B/F 2021
- 4 fresh applications were received in 2022
- 3 applications were successfully treated, and letters had been re-issued to the schools. However, 8 applications are still pending due to incomplete documentation.

**viii. Modification of Clearance Letter for Use of Name – Two (2) applications were received and treated.**

**ix. Change of Ownership –**

- Seven (7) applications were received and treated:
- Two (2) schools had collected letters.
- Five (5) schools are yet to submit relevant documents; hence, site inspection could not be conducted.





## CHAPTER 12 SPECIAL PROGRAMME & INTERVENTION

**12.1 Spelling Bee Competition** - This is an annual competition initiated in the year 2001 by the former First Lady of Lagos State, Most Distinguished Senator of Federal Republic of Nigeria, Mrs Oluremi Tinubu through the New Era Foundation. It is aimed at promoting academic excellence amongst learners in Public Schools in the State. The competition, which is conducted by the Office of Education Quality Assurance in partnership with the New Era Foundation, has produced 19 (Nineteen) overall winners who had been celebrated as One Day Governors amongst other laudable benefits.

The competition has served as an avenue for boosting self-confidence of learners in the State-owned Schools and propelling them to greater heights. Having gone through the rigors of the preliminaries and final spelling competition among other contestants in the 20 Local Government Area (LGAs) and 37 Local Council Development Areas (LCDAs), the overall winner from secondary category is given a special privilege to act as the Governor of Lagos State for one day.

The 20th Edition of the competition (Primary and Secondary categories) was held on the **16th** and **17th** March, 2022 respectively. The secondary category was won by **Master AbdulAzeez AbdulRahman from Oriwu Senior Model College, Igbogbo, Ikorodu.**



Presentation of Cash Prize to winner of the 20th Edition Spelling Bee Competition  
Master AbdulAzeez AbdulRahmon

**12.2 Celebration of One Day Governor** -The One Day Governor programme is aimed at celebrating the winner of the Spelling Bee Competition at the secondary school level with a view to mentor the winner to take leadership role in nation building. The winner of the 20th Edition Spelling Bee Competition (Secondary Category) Master AbdulAzeez AbdulRahmon from Oriwu Senior Model College, Igbogbo, Ikorodu is yet to be celebrated as One Day Governor.

**12.3 Finland Trip** - Preparations towards Educational and Cultural Exchange trip to Finland by winners of the 18th, 19th, and 20th Editions of Spelling Bee Competition is in progress.

**12.4 Collaborations** - Health Programmes - Collaboration between the Primary Health Care Board and the Office in dissemination of information on:

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- Second Round of Y2022 Community-based Deworming Programme - Mass Administration of Medicines (MAM). Targeted at children between ages 5-14 years in some selected LGA/LCDA within the State.
- Sensitization of School Owners on Measles and COVID-19 Booster Vaccination was carried out in conjunction with Planning, Research and Statistics Department.
- Collaboration between the Ministry of Health and the Office to participate in United Nations World Drug Free Day Celebration.
- Collaboration between Lagos State Driver’s Institute and the Office on training of drivers in Schools.
- In the year under review, the Office initiated virtual meetings between Lagos State Primary Health Care Board and private school owners on creation of awareness on:
  - i. Second round of 2022 Mass Administration of Medicines (MAM) Initiative campaign for soil transmitted helminths.
  - ii. Year 2022 children Rotavirus Vaccination Programme aimed at averting over 50,000 children’s death.
- The office collaborated with Policy, Planning, Research and Statistics (PPR&S) Department of the Ministry of Education on execution of the Nigerian Learning Passport (NLP) project in the aspects of selection of private schools and training of participants. Nigeria Learning Passport is a blended learning tool designed to meet the needs of all learners in case of emergency such as COVID-19 (About 120 private schools participated in the training).



**Sensitization of Private School Teachers and Private schools’ heads on Nigeria Learning Passport.**



## CHAPTER 13

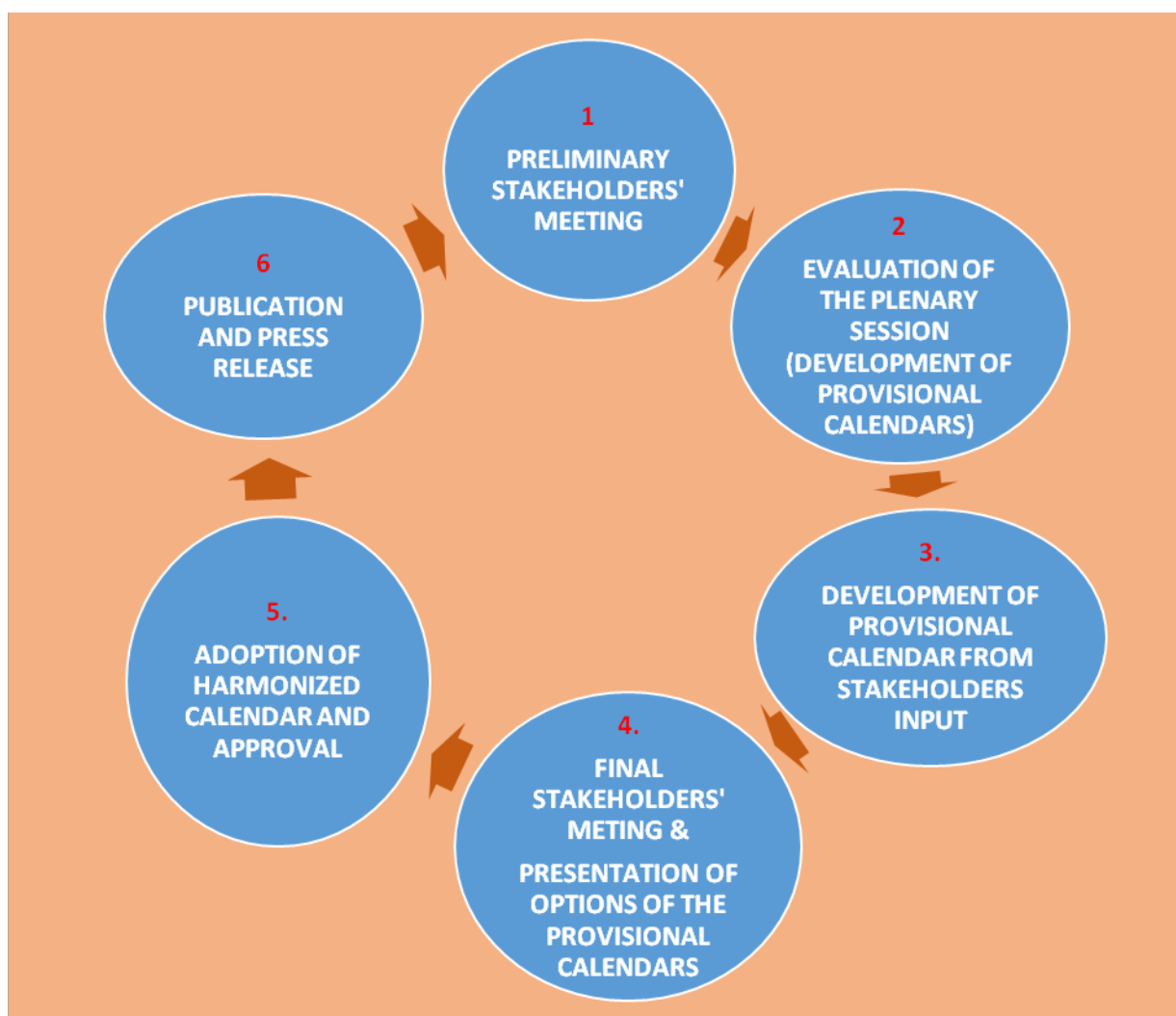
### 13.1 PREPARATION OF ACADEMIC CALENDAR FOR THE YEAR 2022/2023 ACADEMIC SESSION

Academic calendar is a veritable planning tool that serves as pre-emptive measure for unforeseen events or circumstances and assist students of both public and private schools to spend same productive instructional hours in the classrooms.

The process of development of harmonious calendar was modified to ensure more stakeholders' interaction.

The preparation of Year 2022/2023 Harmonized Academic Calendar took a new dimension with the introduction of preliminary stakeholders' forum. This allowed for wider engagement of various stakeholders in the process through a plenary session.

#### PROCESS OF DEVELOPING ACADEMIC CALENDAR







DG (OEQA) interacting with Stakeholder's at the plenary session (Development of Unified Academic Calendar)

187 (One hundred and eighty-seven) stakeholders comprising several government officials from other MDAs, private school owners, principals/heads of schools and administrators attended the meeting.

Among the dignitaries present were; the Permanent Secretary (Education), officials from Lagos State Universal Basic Education Board (LASUBEB), the Teaching Service Commission (TESCOM), the six Education Districts in the State, Lagos State Technical And Vocational Education Board (LASTVEB), Nigerian Union of Teachers (NUT), All Nigerian Conference of Principals of Secondary Schools (ANCOPSS) representatives of Conference of Private Schools Associations in Lagos State (COPSAIL), Association of Primary Schools Head Teachers of Nigeria (AOPSHON), World Organization for Early Childhood Education (OMEP), National Examination Council (NECO) and West African Examinations Council (WAEC) among others.

In the end, one thousand (1000) A4 size laminated copies of the calendar were produced and distributed to all stakeholders. The graphics of the calendar was placed on the OEQA website. Provisions were made for flexibilities in the calendar for standardization and seamless operation. Increased publicity was carried out to ensure total adherence.

### 13.2 SAFEGUARDING AND CHILD PROTECTION

The office collaborated with the Domestic and Sexual Violence Agency (DSVA) to ensure adequate sensitization, monitoring and enforcement of the safeguarding and child protection policy.

Within the year, about 3,000 school administrators and teachers, across the six education districts in the state were sensitized. Also, school leaders and teachers were encouraged to undertake online courses on safeguarding and child protection on OEQA website.





It is noteworthy that the office in collaboration with DSVA, Lagos State Ministry of Youth and Social Development {MYSD} and Lagos State Safety Commission {LSC} carried out enforcement exercise in schools some of which led to prosecution of offenders.



## CHAPTER 14 NATIONAL AWARD

### 14.1 PRESIDENT TEACHERS AND SCHOOLS' EXCELLENT AWARD (PTSEA)

The National award is one of the special events incorporated into the activities to commemorate the annual World Teachers Day (which comes up on 5th October of every year). The award was instituted to motivate, encourage, and recognize deserving teachers, schools, and school administrators in public and approved private schools that have distinguished themselves in high performance, hard work, high productivity and achievements in their fields of endeavour.

In year 2022, two private schools from Lagos State were shortlisted as runners-up by the Federal Ministry of Education namely, S-TEE High School, FESTAC Town, Amuwo Odofin (Best Private Senior Secondary School category) and Caleb British International school (Best Private Senior Secondary School Teacher category).

Mr Oluwasegun Micheal of Caleb British International School eventually came second at the National level.



**Adeniyi Olusegun Michael emerged; First Runner up of Y2022 PTSEA for Best Teacher Senior Private School**





## CHAPTER 15 THE OFFICE OF EDUCATION QUALITY ASSURANCE INTERNALLY GENERATED REVENUE

The sources of revenue of the Office include:

- i. School Pre-registration (School Name Search and Site Inspection)
- ii. School Registration (Approval Inspection & Approval Form)
- iii. Accreditation for External Examinations (Subject Recognition Inspection)
- iv. Annual Due Payment by Approved Schools
- v. Fine For Special Offences

In a bid to improve the internally generated revenue in the State, The Office made the following efforts to create awareness and ensure more schools are engaged.

### 1. Sensitization Meeting & Seminars

The Office created conducive environment to ensure smooth transaction of business and informed the school owners on the expected dues and fees for various business transactions through regular sensitization meetings with private school owners and Associations such as COPSAIL, NAPPS, APEN etc.

In addition, an interactive meeting on the Provisional Approval Process was organised where the Office explained in detail the steps of the Provisional Approval Process, Requirements and Guidelines on the operation and establishment of Private Schools in the State to the Private School Owners and Associations.

### 2. Online Channels for School Registration & Annual Due Request

For customer's easy contact with the office, a link (<https://bit.ly/oeqapreregform>) was created for customers to fill their detailed information online. School Owners seeking approval to establish and operate a private school in Lagos State can access the School Pre-Registration Form online to submit relevant details/information about the proposed school and proprietor.

School owners are encouraged to pay annual dues by requesting for demand notice/payment invoice through the Google link <https://annualduerequest2023> from the comfort of their homes and pick up their bills within 48hrs. This has enabled the Office to keep track of schools making payments for annual dues and defaulters. This had reduced the human traffic previously experienced during the peak period for payment of annual dues.

Furthermore, provisions are made available to the applicants on customer care through 08088084340 or email [oeqacustomercare1@gmail.com](mailto:oeqacustomercare1@gmail.com)



## CHAPTER 16 CONCLUSIONS AND RECOMMENDATIONS

The Office of Education Quality Assurance (OEQA) has worked diligently to ensure that Nursery, Primary, and Secondary schools in the State meet the highest standard of quality. This annual report provides a detailed assessment of our educational practices, highlighting both strengths and inadequacies (areas for improvement). This analysis is crucial for our continuous commitment to academic excellence and the holistic development of learners.

The annual report highlights key accomplishments, challenges, and lessons learned. We are proud of our achievements, which include three schools evaluated as outstanding, while only two were graded poor, compared to eighteen graded poor in 2021. This is a testament to the effective monitoring and continuous intervention programs by the Office. Additionally, the quality of teaching and learning in both public and private schools improved significantly during the year.

However, the impact of using technology in teaching and learning activities in schools is yet to be fully realized. Therefore, it is recommended that schools make effective use of the Lagos State Unified Schemes of Work, which highlights digital resources that can be used as instructional materials to enhance learning.

In our pursuit to engage all stakeholders in decision-making regarding schools and learners, the Office introduced a reformed process of a harmonized academic calendar, allowing for wider engagement of various stakeholders through plenary sessions.

Some of the intervention programs by the Office have yielded positive results, as more schools have embraced and adopted the Safeguarding and Child Protection Policy. This policy has raised awareness among schools on how to discover and report cases of child abuse to the appropriate agencies. More schools are encouraged to undergo training on the Safeguarding and Child Protection Policy via the OEQA website ([www.oeqalagos.com](http://www.oeqalagos.com)) and adopt the policy accordingly.

Moreover, the Office has simplified the approval process for school owners through a seamless system. School owners seeking approval to establish and operate a private school in Lagos State are required to access the School Pre-Registration Form online via the Google link (<http://bit.ly/oeqapreregform>) to submit relevant details about the proposed school and proprietor.

For easy accessibility, reportage and whistleblowing, the Office has available online 'OEQA-Incident Reporting Form' on [Bit.ly/oeqaincidentreportingform](http://Bit.ly/oeqaincidentreportingform)

Finally, the Office solicits continuous support from all education stakeholders towards improving the quality and standard of education in the state.



## ANNEXURE

ACEO	Assistant Chief Education Officer
ADE	Assistant Director of Education
CEO	Chief Education Officer
CPD	Continuous Professional Development
DDE	Deputy Director of Education
DE	Director of Education
DFID	Department for International Development
EE	External Evaluation / Evaluator
EFA	Education for All
ESSPIN	Education Sector Support Programme in Nigeria
EQA	Education Quality Assurance
ICT	Information Communication Technology
JNR	Junior
LGEA	Local Government Education Authority
MDAs	Ministry, Departments and Agencies
NCE	National Council on Education
NECO	National Examination Council
NGO	Non-Governmental Organization
NPE	Nation Policy on Education
OEQA	Office of Education Quality Assurance
ORASS	Operation Reach All Secondary Schools
QA	Quality Assurances
QAed	Quality Assured
QAES	Quality Assurance Evaluators
QMAs	Quality Assurance Mentors
QARS	Quality Assurance Reader
SBMC	School Based Management Committee
SDP	School Development Plan
SEF	School Self- Evaluation Form
SMoE	State Ministry of Education
SoER	State of Education Report
SRC	Students Representative Council
SSS	Senior Secondary School
SSIT	State School Improvement Team
SUBEB	State Universal Basic Education Board
T&L	Teaching and Learning
WAEC	West Africa Examination Council
WASSCE	West Africa Senior School Certificate Examination
WSE	Whole School Evaluation



## Annex 2: Definition of Terms

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

**Achievement-** progress made by learners taking his/her individual starting point into account.

**Assessment-** is the process of finding out how well learners have learnt what they have been taught. It is a continuous process that occurs throughout the school year using a variety of form for different purpose.

**Attainment-** the level learners reach, usually measured by benchmarks such as tests and examination results.

**Code of conduct-** prescribes the standard of professional behaviour expected during the discharge of duties by the external evaluators.

**Curriculum-** anything a school deliberately teaches including subjects and activities inside or outside the classroom as well as extra-curricular activities.

**Evaluation schedule-** a national agreed set of aspects of school provision that will be evaluated in terms of effectiveness and quality in every school. The same set is to be used for both external evaluation and self-evaluation. This schedule is applicable to all public and private education institution below tertiary level in Nigeria. The schedules include the pitched judgments which are used to moderate evaluation across Nigeria.

**External Evaluation-** Describes evaluation carried out by accredited external evaluators (inspectors) that focus on quality.

**Internal Evaluation or school self-evaluation-** self-evaluation is a continuous process which require those within the school to use the quality assurance evaluation schedule to judge the quality of what they are doing themselves. The process is complemented from time to time by external evaluation. Learners- it is used throughout this document to describe persons of ages, below tertiary level, receiving education in formal and non-formal setting.

**Pitched judgments-** agreed judgment/ratings based on observation for each of the quality/standard questions to support both external evaluation and school self-evaluation to arrive at fair judgment. Progress- The gains/ improvement in learning made between two points by learners. This may be outstanding, good, poor, or very poor.

**Quality Assurance-** Involves the processes of monitoring, assessing, and evaluating according to agreed standard, and communicating judgement obtained to all concerned in order to ensure quality with integrity, public accountability and consistent improvement.

**Quality Standards-** national agreed standard which are the goals to which all should aspire for learners, teachers, staff, and those who lead and manage schools. They should not be seen as begin the ceiling for a school's ambition.

**School-** denote all public and private schools, as well as informal and non-formal education centres in which learners below tertiary level are educated.



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

**School Development Plan-** a conceived method of achieving the agreed set of specific short and long goals by stakeholder for a school, based on its vision, mission and an evaluation (internal and external) of the quality of education it provides.

**School Self-Evaluation Form-** Filled by the school after it has evaluated itself.

**Standard-** the level of knowledge, understanding and skills that learners demonstrate at a particular point in time.

**Whole School Evaluation-** describe the process of judging quality across a school, and it involves the school in self- evaluation and regular external evaluation.

**Best practices-** activities that are specially introduced to improve performance.

**Adoption of school** - embracing a school to provide amenities or facilities that will help to enhance learning.

**Subject Clinics** – situation that are set up purposely for problem solving with assistance from subject specialist.



### **Annex 3: Technical Partners: The MDAs that worked with the Office on safety in Y2021**

- Ministry of Youth and Social Development
- Domestic and Sexual Violent Agency (DSVA)
- Ministry of Health
- Lagos State Safety Commission
- Lagos State Material Testing Agency
- Ministry of Environment





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