



Quality Assurance in Basic Education Need for Stakeholders Participation

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Abstract

The aim of basic education in Nigeria is to ensure the acquisition of appropriate levels of literacy, numeracy, manipulation, communicative and life skills as well as the ethnical, moral and civic value needed for a solid foundation for lifelong learning. Despite this promising goal, the products of our basic school have been reduced to mere half baked thus becoming total liability rather than asset to the society. The result has been a defective educational system with loads of challenges and difficulty. To check and correct this anomaly, there is a general consensus that educational administrators should be more proactive and concerned about the quality of secondary school grandeurs. The debate over the quality of our education has been an intense one over the years. Several stakeholders including the mass and social media have raise serious concerns about the way and manner the society is fast losing confidence in the administration of our educational system with respect to quality. This paper therefore examines the concept of quality assurance and how stakeholders can contribute in building a strong, effective and efficient quality assurance index for basic public and private secondary schools in Nigeria. The paper concludes that for quality assurance to be attained there should be an unperturbed collaboration between stakeholders and the Government in realizing the goals of education. It also made useful recommendation on funding, synergy, provision of infrastructural facilities and personal by government and stakeholders.

Keywords: School Based Management Committee, School System, Community Involvement, Policy.

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INTRODUCTION

Sustainable development of any country is measured by the quality to its education and production of graduates who are prepared for higher university education. No nation can rise above the quality and standard of its education. Greatness of society is tied to the comprehensive quality of its educational policies, intellectual competencies, and standards of education when compared to other nations and quality education is not given on platter. It is gotten through a deliberate conscious doggedly sustained effort by the Government and key policy stakeholders in education. It is therefore imperative that educational administrators realized the important role quality assurance plays in the delivery of educational goals. Those specifically entrusted with the responsibility of implementing educational programmes and policies must be adequately trained in the area of quality assurance.

Over the years, the mode of quality assurance mechanism implored by operators of our educational system in Nigeria has been narrow. The pattern of inspection by the inspectorate unit or department saddled with the responsibility of supervision has not provided the desired effect on improvement of quality of education and performance of the students owing to the fact that the focus of the inspectorate units was largely diagnostic, lack the efficacy of law to sanction erring proprietors and school administrators. This mode of inspection was also not uniform. Hence, prompting the use of different parameters and styles for inspection. With such approach in supervision, the outcome could best be imagined.

Recent activities in quality assurance have clearly shown \a paradigm shift from the traditional approach of school inspection to quality assurance which is a more proactive broad based monitory and evaluation process and practice. The new process is participatory and devoid of fear, and it enjoys evidence based outcomes. It can thus be said that the introduction of a department of quality assurance to replace the erstwhile inspectorate department is indeed a bold step of the UBE commission to address the challenges associated with quality assurance at all levels of basic education.

If the administration of education is to be enhanced sustained and maintained, quality assurance must be sustained with vigor by relevant stakeholders in the educational system. Herein, lies our hypothetical question as to the level of stakeholders involvement and how much has stakeholders participation promoted the course of quality assurance in basic primary and junior secondary schools in Nigeria.

Background

Historically, the way and manner, inspectors of schools, teaching and learning outcomes have not created the desired result in terms of improvement of the quality of education and performance of the learner has been a source of concerned (Ibiayemie, 2018). The guidelines set for inspectors of schools never followed a uniform prescribed pattern, hence, was left at the mercy of the individual inspector. The choice to deal or sanction erring officials and school heads is treated with kid gloves. School outcomes fell below standards. Effort to institute a world class inspectorate service that meets global best practices led to the establishment of Education Quality Assurance System with the objective of ensuring that educational policies and programmes are quality assured (Adegbesan, 2011).

CONCEPTUAL CLARIFICATION

Quality Assurance

Quality assurance is a vital ingredient of successful internalization and mechanism for building institutions reputation in a competitive local and global scene and needed foundation for consumer protection (NUC, 20107). Quality is the degree with which a process conforms to established professional standards that makes it preferably superior to other alternatives.

Quality assurance in education is borrowed signage from business organizations with respect to the management of goods, services and activities from the inputs stage, process stage, through the output stage of production. Quality assurance in education mans the correctness of educational programme to meet the needs of the institution and achieve the expected school outcome (Fadipe, 2009). Quality assurance in education is thus the systematic review of educational policies such that acceptable global standards of education is maintained and executed.

Quality assurance refers to the planned and systematic actions necessary to provide adequate confidence that a product or service will satisfy given requirements for quality (Borahm & Ziarati, 2010). The purpose of quality assurance anywhere in the world is to avoid quality problems such that only conforming products gets out to the final consumer (Fadipe, 2009). According Arikewuyo (2005) argues that quality assurance in education is drawn from the perspective of student's ability to pass standard examinations and their relevance to society as a whole. Ajayi and Adegbesan, (2007), argued that quality assurance is closely related to accountability from the perspective of maximizing the effectiveness and efficiency of educational systems in relation to goal, aim and objectives.

Ehindero (2004) views quality assurance from four major perspectives which include:

- Learners' entry behavior characteristics and attributes including some demographic factors that can inhibit their study;
- The benchmark for teacher's entry qualification, values pedagogic skills, professional preparedness, subject background philosophical orientation;
- The teaching and learning processes including curriculum development;
- The definition of outcomes of the different levels in terms of knowledge, skills and attitudes, etc.

However, Ololube (2017) sees quality assurance from the angle of supervision which is the core of teaching. He argued that the teacher will continue to give wrong information if not properly supervised and monitored. Fadokun (2005) sees the definition of quality assurance in education from the angle of a programmed system of education system. This means that quality assurance is a combination of attitudes, objectives, actions and procedures that through its existence and consistent usage, quality control measures are directed at ensuring that appropriate academic standards are being maintained and enhanced.

However, quality assurance in basic education as an all embracing concept which include all processes, policies and actions through which the quality of education is created, improved and maintained (UBEC, 2015).

From the above definition, it is clearly evident that quality assurance is an extension of quality control because it maintains that minimum standards. Hence, quality assurance is the totality of what transpires in molding the learner and learning outcomes (Ibiyemie, 2008).

Fadipe (2009) argues that the real control of quality in education lies with the implementation of education laws in all aspect of basic education taking into account international best practices. This justifies the position of Universal Basic Education Commission as a regulatory commission saddled with the responsibility of ensuring that all the prescribed standards are met and that the required appropriate quality is not compromised (UBEC, 2010).

The implementation of quality is a function of the UBEC nonetheless with a high degree of support from stakeholders. Stakeholders must be involved in the implementation process. This is in conformity with the vision of the Federal Ministry of Education Inspectorate Services (2010), that quality assurance service ensured the delivery of high quality education for every child through collaboration with other stakeholders.

Specifically, the mission goal of the Government in support of improvement in quality of educational provision and outcome for learners in all schools below University level by adopting the following:

- Monitoring quality assurance in all other agencies whose functions are related to quality assurance and
- Developing a system to ensure harmonization of education quality assurance services in the country.

Method of Quality Assurance Usage in Education

The method of usage of quality assurance usage in education are numerous, however, the following stands above others:

- **Monitoring:** this means the process normally on-going process which allows stakeholders in education obtain regular feedback on the progress being made in education (UNDP, 2009). This is an important source of information which aids the process of programme evaluation (Ibiyemie, 2018).
- **Evaluation:** this process enables stakeholders to assess collected data in order to determine the value of quality assurance practices in education. Evaluation helps to determine progress by checkmating the consistent implementation of predetermined educational goals. The aim is to assess activities that endanger successful administration in the school. Evaluation may be formative giving feedback for improvement or otherwise. Monitoring and evaluation are used interchangeably by officials to improve school systems because they both play key role in the transformation process of the school.
- **Supervision:** This is one process of stimulating, improving, guiding, refreshing, supporting, overseeing certain groups with the intent of seeking their cooperation in order for the supervisors to succeed in the process of school supervision (Fadipe, 2009). Supervision is essentially the act of monitoring and evaluation of teachers, with the aim of correcting deficiencies noticed and effecting best acceptable practices, hence, increasing the school standards and achieve educational goals.

- Inspection: this is the critical examination and evaluation of all that happens within the school (Ojelabi, 2011). Through the instrument of inspection, necessary inputs and advice relevant in the school is given for the improvement of the school. Through inspection, available human and material resources in the school are evaluated with the view to ascertain if they met the approved standards. Its purpose is primarily for assessment rather than improvement (West-Burham, 2004).
- Quality control: the idea is strictly for improvement in the use of facility. It is one of the known vehicles of quality assurance in educational system at all levels. Ojedele (2007) argued that quality control should be of concern of the country in its drive towards technological and scientific growth.
- Classroom management: This method is often implored by principals of schools to achieve quality assurance. The argument here is that teacher's effective use of the classroom creates the enabling learning atmosphere for students to utilize available time and resources and to create the needed student-student relationships which will in turn ensure produce quality learning. The position of the teacher as a quality assurance person is to boost the learning potentials of the learner and avoid as much as possible acts of disruption which has the potentials to affect classroom culture. For this reason, Carter and Carter (2011) gave three goals of classroom management which include:
 - To create and maintain a highly supportive learning environment
 - To promote a safe classroom community that will maintain students interest, motivation and involvement in the learning process and
 - Students are allowed to established relationship openly and to set targets for themselves.

Concept of Basic Education

According to UBE Act (2004), basic education is the form of education offered to pupils between the ages of 3 and 14 years. It is principally made up of three years of early childhood care education, six years of primary and three years of junior secondary education (FME, 2009). While universal basic education entails early childhood care education and nine years of formal schooling, adult literacy and non formal education, skills acquisition programmes and the education of special groups such as nomads and migrant, girl child, women, almajirai street child and those with disabilities. The fact remains that the Universal Basic Education in Nigeria came into existence in 1999 to add value to Nigeria's educational system.

The policy goal is aimed at primary and junior secondary school education which is the very foundation of education globally. The programme was also aimed as a stimulant to accelerate national development, political consciousness and national integration (Fadipe, 2009). According to Fafunwa (2004), the objective of UBE Scheme include the following:

- Ensure unfettered access to nine years of formal basic education.
- The provision of free universal basic education for every Nigerian child of school going age.
- Reducing drastically the incidence of dropout from the formal school system, through improved relevance, quality and
- Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulation, communicative and life skills as well as the ethnical, moral and civic value needed for laying a solid foundation for lifelong learning.

Stakeholders Participation in Basic Education

Stakeholder participation explains the role individuals, groups, organizations, and the society at large plays in maintaining a stake in the business of a thing. In education, for one to be considered a stakeholder, it must be established that the person has vested interest in the growth and development of the education. Stakeholders have the propensity to affect the education's objectives, programmes and policies. Stakeholders' participation is therefore the involvement of individuals and organizations in the growth and development of educational policies and programmes in education (Abdulrahaman, 2014).

The fact remains that the individual, groups, Parents Teachers Association and the host community are considered critical stakeholders because they make and play significant roles in support of education. When the policy of education enjoys stakeholders' participation, it builds stronger community and goes further in preparing the ordinary learner to become a successful functional community member (Abdulrahaman, 2014).

In other words, for the school to exist and work towards the achievement and advancement of the core mandate of education there must be some serious degree of synergy between government agencies and the school community pursuing predetermined school goals. Stakeholders, such as the community leadership breeds a sense of programmed ownership of the school among the different identified stakeholders (Adegbesan, 2011).

Accordingly, UBEC, (2010) stakeholders that are relevant in the improvement of UBE programmed include, Parents, School, Community, Local Leaders, School Based Management Committee, Colleges or University of education, Local Government Education Authorities, State Universal Basic Education Board, and Civil Society Organizations and Religious Leaders.

The UBEC guidelines for quality assurance in Basic Education in Nigeria (2000), specifically, mandates head teachers and principals of schools to ensure that they work in partnership with the above mentioned stakeholders and encourage them to play its statutorily defined and expected roles. The heads of Basic Schools have a duty to properly sensitize parents and host community leaders to endeavor to:

- Participation in school programmes;
- Provide materials for learners;
- Support school activities;
- Support the policies of the ministry of education and help implement them accordingly.

To demonstrate the role of the principal school heads in relation to stakeholders' participation, consideration will be given to the following five critical stakeholders in the Universal Basic Education Scheme.

School Based Management Committee (SBMC) Level: The principal and head teacher is expected to liaise with the committee by sharing Government policies concerning education (Adegbesan, 2011). School Based Management Committee (SBMC) is a combination of individuals selectively drawn from various sources to give effect to the concerns of the school. The composition of the committee is a clear departure of sole school management of the principal (Berhanu, 2011). According to Ibiyemie (2018), the School Based Management Committee (SBMC) superintend on virtually on all aspect of school finance. Members are duty

bound to internalize their role and Government policies, to the end that the needed infrastructure to push the course of the school is created and achieved.

Local Community Leaders Level: This point stress that School Based Management Committee (SBMC) operates at the community / school level and forms the macro level of school based administration of basic educational institutions (Anad. 2004). It is thus expected that School Based Management Committee (SBMC) will be established in all schools of the federation as postulated by the provision of the National Council on Education (FGN, 2014). Their function shall be to ensure frequent internal supervision of schools, provision of support services in schools, maintenance, security and infrastructural development and community relations among others (UBEC, 2014). Their function is tied to community participation and community involvement in the business of the school (Anad. 2004).

This according to (Egbule, 2009), it involves evaluation of the school performance which could contribute to the external whole school evaluation by inspectors and quality assurance officers. It is thus expected that the School Based Management Committee (SBMC) will facilitate the process of child's emolument by ensuring that parents and guardians resident in the community live above board by guaranteeing that learners are enrolled and remained so in school for the period of nine years continuously. To do this effectively, Anad (2004) argues that both the teacher and the School Based Management Committee (SBMC) must evaluate the plans that have been implemented, devise strategies for further improvement, determine whether resources are being effectively utilized and more importantly that the impact of actions taken within the school affect the school and the learner positively (Adegbesan, 2011).

According to UBEC (2014), local leaders identified were the traditional rulers, chiefs, the community development committee, social clubs and organizations and youth leadership of the committee. The principal and school head teacher has a legitimate duty to sensitize the locals to enable them interpret Government policies on education because they are the leaders of the people in the community.

From the above submission, Berhanu (2011) argues that local leaders should be able to champion the following:

- Mobilize resources for the school;
- Formulate local policies to support national policies; and
- Allocate resources to educational programmes.

Accordingly, Fadipe, (2009) argues that the effective implementation of School Based Management Committee (SBMC) stakeholders driven objective is best measured by the effectiveness of the school head because the principal remains the leader and chief executive officer of the school (Anad. 2004). He plays leading role in the growth and development of teaching and learning through effective instructional supervision. To do this unhindered, Giofiye (2016) outlined key roles expected of the school head to include:

- Clarity of the school's mission and what it means for teaching.
- Establish high expectation and standards for teaching and learning.
- Monitor learner's progress in learning.
- Maintain good teacher and learner morale at school. This is helpful to learning as well as establishing a school climate that support progress towards goals and expectation.

- Teach by demonstrating to teachers, good teaching and learning approaches.
- Help teachers in a supportive or corrective manner , and
- When necessary, use parents and community resources to promote learning.

The above clearly demonstrate that the task of the principal and head teacher is demanding (Fadipe, 2009). Hence, the head teacher needs to organize and prioritize his/her duties such that both the administrative and professional issues receive due attention in the process of ensuring that effective learning and teaching occurs (Fadipe, 2009).

- At the Local Government Education Authority Level. According to Giofiye (2016) a lot of stakeholders driven participation occurs at the local Government levels. The principal is expected to work with LGEA from time to time as the event permit in order to strengthen and maintain the achievement accomplished at the local community level. Specifically, the LGEA is duty bound to;
 - To allocate resources to educational programmes
 - Conduct and support supervision; and
 - Formulate policies

According to Adegbesan, (2011), the LGEA plays critical stakeholder role in the advancement of education. The aim of the SUBEB is saddled with the responsibility of proper implementation of UBE programme. This role as stipulated by UBE Guidelines (2010) to include but not limited to:

- Accessing and utilizing the FGN UBN Intervention fund for implementation of the UBE programme;
- Making adequate budgetary provisions for implementing quality assurance mechanism in SUBEBs, LGEAs, and School;
- Collating, storing and retrieving basic education data in SUBEB, LGEAs and Schools;
- Ensuring equity in the distribution of UBE resources and all other issues and contained in the customized state UBE laws and LGEA bye laws;
- Ensuring orderly and systematic implementation of the programme following prescribed minimum standards to give access, maintain equity and ensure quality basic education service delivery to all school age children informal setting adult in non-formal settings;
- Ensuring that the services include provision of the textbooks, classroom, furniture and midday meals where appropriate;
- Collaborating and partnering other stakeholders to render other necessary services that are not free to the clientele under the UBE Act 2004 provision. Such services could include provisions, uniforms, transportation allowance, etc.

At the University or College of Education Level: The university or colleges of education are statutorily empowered to produce manpower for schools. The training of teachers is the core duty of teachers of teacher training institutes like the colleges of education (Ibiayemie, 2018). The purpose of quality assurance is essentially to produce a learner that will be useful to himself and the society at large (Patton, 2007). The relationship between the school and teaching training institutes is like relating the management and instructional processes. The school management implements appropriate specific quality standards while the training institutions provide the instructional processes. They are both pivot on which quality assurance dynamics operates. They

both support and ensure that the prescribed minimum standards are observed, and when fully operated translate into full fledged quality standards. Quality standards mean continuous improvement (Ojelabi, 2011). They focus on quality delivery (Materu, 2007). They are simply defined as the goals to which all learners, teachers, staff and those who lead and manage schools should aspire to achieve (UBEC, 2010).

Quality standards in education include appropriate and adequate infrastructure, consistently high learners achievement, effective teaching and learning, purposeful and inclusive management and leadership, satisfactory care, ample support and sufficient guide (Patton, 2007). Therefore, producing quality is one duty of principal stakeholders that will build capacity and human resource skills of the school clearly, the school cannot operate in isolation of the teacher training institution. If an effective school is to be built, the principal should regularly work in synergy with the appropriate teacher training institution (West-Burnham, 2004). The teacher training institutes as critical stakeholders provide:

- in-service training;
- support supervision and monitoring; and
- teachers professional development.

Professional teachers development according to Patton,(2007) can assist teachers over come short coming that may have been experienced in relation to pre-service education and keep teachers abreast of new knowledge and practice in the field (Ojelabi, 2011).

According to Kalagbor, (2015) the main reason for developing staff is to help the school achieve its core mission and objective. It helps the classroom management skills of the teacher, knowledge and attitudes to perform well. It is therefore argued that teachers supported in service as well as external workshops training, will be more effective in using child centered teaching and learning behavior as well as contributing significantly to learners learning and retention (West-Burnham, 2004).

Principals' regular interface with colleges of education will help improve teaches job performance and prepare them for greater responsibilities (Ibiayemie, 2018). Staff development can be beneficial to both new and old teachers in a number of ways, including:

- Rendering special assignment;
- Delegation of duties;
- Giving them useful materials to read;
- Providing feedback about their performance;
- Conducting or arranging training workshops, seminars demonstrations; sending them to external outcome and programmes.

According to Ololube (2014), the principal head teacher is duly bound to identify, the training needs of the teacher. This he can do through a number of mechanisms slated by UBEC, (2010) to include:

- Asking individual staff to identify what he/she needs in order to perform his duty well;
- Assessing each teachers performance and finding out areas of help and assistance;
- Identifying school problem and training needs;

- Reviewing the school mission, objectives and future plans and identify possible needs areas;
- Considering new need areas in the school while will be beneficial to the school.

It is insufficient to identify teachers training need without ranking them according to their importance and urgency and began with those of utmost importance (Wokocha, 2009).

Universal Basic Education Commission UBEC Level

The Universal basic education commission is the statutory body charged and vested with the coordination and implementation of basic education. For the financing of quality basic education, it has adopted several strategies for effective financing of quality basic education in Nigeria in collaboration with major critical stakeholders, one of which is quality assurance (UBEC, 2010). The head teacher has to work with the UBEC by regularly attending meetings, conferences, workshops, etc. He has to get the right information through official memos, circulars and disseminate same to the teachers' members of SBMC, parents and the students and the host community.

UBEC, as a critical stakeholder moves the engine for stakeholders' participation by mobilizing the country's creative, energies to ensure that education for all is indeed the responsibility of all. The role of UBEC as encapsulated in Part 11 sections 9 of the UBE Act, 2004 among others is to:

- Prescribe the minimum standard for basic education throughout Nigeria in line with the National Policy on Education and further directives from National Council on Education.
- Mobilize all other stakeholders support for the effective and efficient implementation of the UBEC Scheme.
- Present periodic progress report on the implementation of UBE to the management board of UBE.
- Establish a basic education back.

According to Wokocha (2009), these roles are effectively carried out and sustained by quality assurance department at the national, zonal offices in collaboration with the relevant state offices and a plethora of stakeholders. For basic education to flourish and perfect the mission and objective of the UBE Programme, there is need for partnership between key education planners and key stakeholders in the system. Such partnership or collaboration will inculcate a sense of inconclusiveness. The stakeholders relevant in pursuing the UBE scheme are numerous ranging from students, old students union, parents, the school community leadership, SMOEs, FIS, UBEC, Civil society organizations, the press, religious leaders, etc.

When all these stakeholders are actively involved in the educational activities of the school, then the school will have succeeded in establishing an effective school. Stakeholders' participation in quality assurance processes are very crucial in supporting the quality of learning and welfare for all learners in schools. It contributes to capacity building and ownership. It allows for a grass root approach to identifying local community needs and resources and identification of local needs (UNDP, 2009).

Reasons for Quality Assurance in Education

The purpose of quality assurance in the UBE Scheme is essentially to respond to main question which will be linked up with the progress of prescribing, meeting and maintaining required minimum standards in basic educational institutions (UBEC, 2010). The two questions according to UBEC, (2010) are:

- Quality Assurance of what? And
- Quality Assurance for what?
 - Quality Assurance of what explains quality assurance from the perspective of effective and efficient implementation of basic education in Nigeria, in terms of input, processes and output and outcomes.
 - Quality Assurance for what? This question allows the educational system to attain beyond the minimum standards in the inputs, processes and output and outcomes that will push for the production of a useful and functional Nigerian Child. According to Ibiayemie (2018), each of these areas are interrelated in a chain and an interlocking relay to complete the race towards bracing the tape for qualitative final product from basic education.

The key elements of quality assurance for what are further explained as:

- Inputs: in other to build an effective brand, the first step involves selection of effective inputs and ability to manage these inputs properly (Wokocha, 2009). These inputs includes, educational administrators, teaching and non teaching staff, students instructional materials, social infrastructure like classroom blocks, toilets, libraries and laboratories, technological workshops, staffrooms, administrative blocks, office equipments, dining halls, dormitories, computer rooms, clinic/sick bays, potable drinking water, furniture, games and sports, etc.
- Processes: simply put, that explains the teaching process made up of management and instructional processes. It explains the means by which instruction is passed from teacher to pupil and whether the process is student centered (Fadipe, 2009). According to TRCN (2004), the ideal ratio for teacher student-teacher ratio for junior secondary school remains 1-40, while those of primary is put at 1-35 or less. In all circumstances, the teacher must be able to communicate effectively. It is expected that the school should have affected guidance and counseling unit, school based management committee and other school processes, including, those of works, due process unit.
- Output/Outcomes, Giofiye (2016) argues that at the end of the 9 year calendar, the grandaunts should at least have the ability to communicate effectively, and be able to manipulate numbers, read and write and be useful functional member of the society. This is in addition, to developing appropriate skills for continuous learning and living in such a manner that boast Nigeria's dream of becoming one of the 20 leading economics in the world.

CONCLUSION

Decisive innovations is needed in the basic secondary schools and the school principal as key administrator holds a critical place in this change agenda through effective quality assurance

practices. From the above discus, it is arguably certain that need for stakeholder participation is tailored on the need for consented effort to push the wheel of enlightenment and involvement to the end that the business of basic education should not be left in the hands of Government. Stakeholders' participation is needed in the areas of:

- Creating a conducive teaching and learning atmosphere;
- Provision of adequate quality infrastructure and instructional materials to push the teaching and learning culture in schools;
- Ensure that staff and students live by the rules as stipulated by relevant laws;
- Promoting the tenants of supervision, monitoring, evaluations of the school and school activities;
- Mainatenance of school discipline on teachers and students; and
- Quality assurance guides the implementation of curriculum of schools.

The summary is that quality assurance is a product of sincere collaboration of critical stakeholders, including parents, teachers and students who are at the receiving end. The end product is that quality standards are recorded and achieved and quality manpower needed for the growth and development of the country is produced. It also highlighted that proper fund utilization be adopted and global best practices be the guiding sequence for stakeholder's involvement in the business of quality assurance.

Recommendations

From the study, the following recommendations are hereby made:

- There should be serious collaboration and synergy between supervising bodies and stakeholder to ensure that quality assurance guideline and policies are effectively implemented;
- There should be proper monitoring of how quality assurance practices are executed in schools by officials entrusted with such responsibilities;
- More quality assurance personnel be recruited, trained and posted to schools;
- The Government and stakeholder's forum should embark on periodic reviews of quality assurance practices to examine process and challenges encountered.

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