

KINGDOM OF ESWATINI



MINISTRY OF EDUCATION
AND TRAINING

Eswatini Inspection Standards for Primary Schools

2025



Copyright: Eswatini Ministry of Education and Training, 2025®

Publication date: November, 2025

unicef 

for every child

Foreword

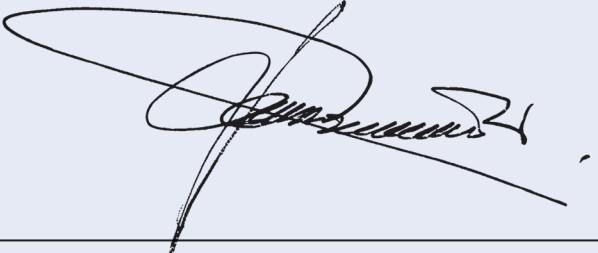
The Ministry of Education and Training (MoET) is proud to present the *Eswatini Inspection Standards for Primary Schools (2025)*, a transformative framework designed to elevate the quality, inclusivity and accountability of primary education across Eswatini. The standards are inspired by the principles of the Inqaba Framework. An educational framework that puts the learner at the centre of teaching, while pursuing to improve all other school functions in the process.

This handbook serves as a guiding compass for inspectors, school leaders and educators, offering structured indicators that align with national policies, global benchmarks such as SDG 4 and Eswatini's evolving educational priorities. It emphasises learner-centred teaching, inclusive practices, psychosocial support and the integration of life skills, health and nutrition into the daily rhythm of schooling.

The indicators herein are not merely evaluative; they are aspirational. They challenge us to create safe, responsive and empowering environments where every child can thrive. By embedding values of equity, dignity and resilience into our inspection standards, we reaffirm our belief that quality education is the foundation of national development and social transformation.

We invite all stakeholders to use this document as a living tool; one that informs practice, inspires innovation and strengthens our collective pursuit of excellence in primary education.

Hon. Minister of Education and Training



Mr. Owen S. Nxumalo

Acknowledgements

The Ministry of Education and Training extends heartfelt appreciation to all individuals and schools who contributed to the development of the Eswatini Inspection Standards for Primary Schools (2025). This document is the product of collaborative expertise, field experience and a shared vision for learner-centered education.

Special thanks go to the Chief Inspector for Primary Education, Dr. Thamsaqa Dlamini, whose leadership and dedication ensured that the framework reflects both policy alignment and classroom realities.

These standards are the result of a collaborative effort led by a dedicated Inspection Task Team, comprising:

- Senior Inspector for Social Sciences – Mr. Herbert Dlamini
- Senior Inspector for French – Ms. Annelisa Stoffels
- Inspector of Schools for Agriculture – Mr. Bongani Siyaya
- Inspector of Schools for ICT – Mr. Nkululeko Dlamini
- Inspector of Schools for Geography – Ms. Sibuko Dlamini
- Inspector of Schools for Primary – Mrs. Sibongile Magagula-Mavuso
- Inspector of Schools for Primary – Mrs. Thabsile Dlamini-Hlatshwayo
- Inspector of Schools for Primary – Ms. Dumie Gumbi
- Inspector of Schools for Primary – Ms. Nomsa Mndzebele

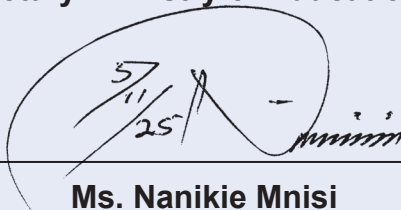
We are grateful to the National Curriculum Centre, Examination Council of Eswatini, Education Testing Guidance and Psychological Services, In-service Training Department and representatives from the Teaching Service Commission, Swaziland National Association of Teachers, Eswatini Principal Association and Swaziland Association of School Administrators for their input during validation workshops and consultative meetings. Their perspectives ensured that the indicators are inclusive, practical and responsive to the needs of learners and educators alike.

Finally, we acknowledge UNICEF Eswatini for its unwavering support in promoting inclusive and rights-based education. Their partnership has been instrumental in aligning inspection standards with global best practices and ensuring that no learner is left behind.

Special appreciation is extended to Mr. Victor Nkambule, UNICEF Education Specialist, whose technical guidance and steadfast support throughout the drafting process enriched the framework's responsiveness to equity, inclusion and global best practices.

Together, we move forward with purpose, unity and a shared commitment to ensure excellence in the Eswatini's primary education sector.

Principal Secretary: Ministry of Education and Training



Ms. Nanikie Mnisi

Table of Contents

Foreword	i
Acknowledgements	ii
Table of Contents.....	iii
List of Figures.....	v
List of Tables.....	v
Acronyms.....	vi
Glossary of Terms.....	vii

Introduction..... viii

Inspection Standards for Primary Schools	viii
Intended Users	ix
Legislative Framework for the Inspection of Primary Education in Eswatini	x
Primary Education Quality Areas.....	xi
Overall Effectiveness.....	xii
The Structure of a Quality Area	xii

1. Safety, Protection and Psychosocial Support..... 1

Domains and Standards:	
Physical Safety	2
Personal Safety and Awareness	2
Emotional Safety.....	2
Child Protection.....	2
Risk Management.....	2
Mental Health Support	2
Social Emotional Learning (SEL).....	3
Support for Vulnerable Learners	3
Inclusive Environment.....	3
Levels of Performance.....	3
Operationalisation: Safety, Protection and Psychosocial Support.....	8

2. Rights-Based, Inclusive School and Materials Support..... 12

Domains and Standards:	
Child Rights and Inclusive Governance	12
Inclusive Teaching and Learning Environment	13
Accessible and Equitable Learning Materials	13
Professional Development and Accountability	13
Levels of Performance.....	13
Operationalisation: Rights-Based, Inclusive School and Materials Support	16

3. Nutrition and Food Security..... 18

Domains and Standards:	
Nutritional Programs	18
Food Safety	18
Sustainability.....	19
Levels of Performance.....	19
Operationalisation: Nutrition and Food Security	20

4. Health and Wellness	22
Domains and Standards: Health Education.....	23
Disease Prevention.....	23
Healthcare Access	23
Health Promotion	23
Recreation and Internal Competitions.....	23
Levels of Performance.....	24
Operationalisation: Health and Wellness	26
5. Water, Sanitation, Hygiene and Environmental Health.....	29
Domains and Standards: Water Access	30
Sanitation Facilities	30
Hygiene Practices	30
Environmental Health.....	30
Levels of Performance.....	30
Operationalisation: Water, Sanitation, Hygiene and Environmental Health	33
6. HIV Prevention, Gender Equality, Life Skills Development and Reproductive Health	35
Domains and Standards: HIV Prevention.....	36
Gender Equality	36
Life Skills Development.....	36
Levels of Performance.....	36
Operationalisation: HIV Prevention, Gender Equality, Life Skills Development and Reproductive Health.....	38
7. Quality Teaching, Learning and Assessment.....	40
Domains and Standards: Learner-Centered Instruction.....	41
Holistic Development.....	41
Inclusive Engagement	41
Nurturing Learning Environment	41
Family and Community Involvement	41
Professional Growth and Innovation	41
Formative and Summative Assessment	41
Integration of Technology	42
Teaching Resources	42
Curriculum Implementation.....	42
Instructional Impact and Curriculum Alignment	42
Levels of Performance.....	43
Operationalisation: Quality Teaching, Learning and Assessment	49
8. Effective School Leadership, Management and Administration	53
Domains and Standards: School Leadership and Decision Making.....	54
Policy and Planning	54
Inclusive Participation	54

Transparency and Accountability	54
Strategic Financial Planning	54
Responsive and Responsible Spending	54
Instructional Supervision.....	54
School Inventory Management and Asset Care.....	54
Equality and Learner Well-being.....	54
Levels of Performance.....	55
Operationalisation: Effective School Leadership, Management and Administration	58
Annexures.....	62
References	86

List of Figures

Figure 1.1: Core Principles of the Inqaba Framework.....	viii
Figure 1.2: Safety, Protection and Psychosocial Support	1
Figure 2.1: Rights-Based, Inclusive School and Materials Support	12
Figure 3.1: Nutrition and Food Security.....	18
Figure 4.1: Health and Wellness	22
Figure 5.1: Water, Sanitation, Hygiene and Environmental Health	29
Figure 6.1: HIV Prevention, Gender Equality, Life Skills Development and Reproductive Health.....	35
Figure 7.1: Quality Teaching, Learning and Assessment	40
Figure 8.1: Effective School Leadership, Management and Administration	53

List of Tables

Table 1.1: Domains and Standards for Safety, Protection and Psychosocial Support.....	2
Table 1.2: Grade Descriptors for Safety, Protection and Psychosocial Support	3
Table 2.1: Domains and Standards for Rights-based, Inclusive School and Materials Support.....	12
Table 2.2: Grade Descriptors for Rights Based, Inclusive School and Materials Support ...	13
Table 3.1: Domains and Standards for Nutrition and Food Security	18
Table 3.2: Grade Descriptors for Nutrition and Food Security	19
Table 4.1: Domains and Standards for Health and Wellness	23
Table 4.2: Grade Descriptors for Health and Wellness.....	24
Table 5.1: Domains and Standards for Water, Sanitation, Hygiene and Environmental Health.....	30
Table 5.2: Grade Descriptors for Water, Sanitation, Hygiene and Environmental Health....	30
Table 6.1: Standards and Domains for HIV Prevention, Gender Equality, Life Skills Development and Reproductive Health	36
Table 6.2: Grade Descriptors for HIV Prevention, Gender Equality, Life Skills Development and Reproductive Health	36
Table 7.1: Domains and Standards for Quality Teaching, Learning and Assessment	41
Table 7.2: Grade Descriptors for Quality Teaching, Learning and Assessment.....	43
Table 8.1: Domains and Standards for Effective School Leadership, Management and Administration.....	54
Table 8.2: Grade Descriptors for Effective School Leadership, Management and Administration.....	55

Acronyms and Abbreviations

AI	Artificial Intelligence
AIDS	Acquired Immunodeficiency Syndrome
CBE	Competency-Based Education
CPD	Continuous Professional Development
EPA	Eswatini Principals Association
EMIS	Education Management Information System
GBV	Gender-Based Violence
HIV	Human Immunodeficiency Virus
HR	Human Resources
ICT	Information and Communication Technology
IEP	Individualised Education Plan
INSET	In-service Training
MoU	Memorandum of Understanding
NGO	Non-Governmental Organization
OVC	Orphans and Vulnerable Children
PD	Professional Development
SASA	Swaziland Association of School Administrators
SDG 4	Sustainable Development Goal 4 (Quality Education)
SEL	Social-Emotional Learning
SEN	Special Education Needs
SNAT	Swaziland National Association of Teachers
UDL	Universal Design for Learning

Glossary of Terms

Term	Definition
Assessment Rubrics	Tools or rating scale that define performance levels (e.g., Outstanding, Good, Requires improvement and Inadequate) for each inspection standard
Domains	These are the key performance areas under each quality area.
Inclusion and Equity	Practices that ensure all learners, regardless of background or ability, are supported equally.
Learner Welfare	Measures to ensure learners' safety, well-being, and protection from harm.
Operationalisation	Practical examples and indicators that are used to apply standards
Quality Area	It is an area of focus during an inspection that affects the quality of education.
Self-Evaluation	Internal review processes used by schools to assess and improve their own performance.
Sources of Evidence	Information and data used to inform conclusions and judgements
Stakeholder Engagement	Collaboration with parents, community members, and external partners.
Standard	It is a level of quality that must be achieved. It usually represents a characteristic of practice in a well-functioning or effective school.
Statement of Practice / Grade Descriptors	These are statements that describe different levels of performance according to the rating scale. They are used to judge the level of practice in each standard.

Introduction

Inspection Standards for Primary Schools

Learners enrolled in Eswatini schools are entitled to comprehensive support that enables them to thrive, develop and achieve their full potential, under the Schools as Centers of Care and Support (SCCS) program, or Inqaba. This commitment reflects a fundamental rights-based approach that champions child-friendly education systems and creates nurturing learning environments where every learner can flourish.

The Inqaba Schools Program forms the foundation of Eswatini's Inspection Frameworks, driving quality teaching, learning and assessment across the education system. It takes a holistic approach by systematically addressing the key factors that impact the child's well-being and rights, recognising the learner as the central beneficiary of the educational journey. While its primary focus is on enriching the learner's experience, the program also reinforces broader school operations and institutional performance, ensuring a more effective and responsive education environment.

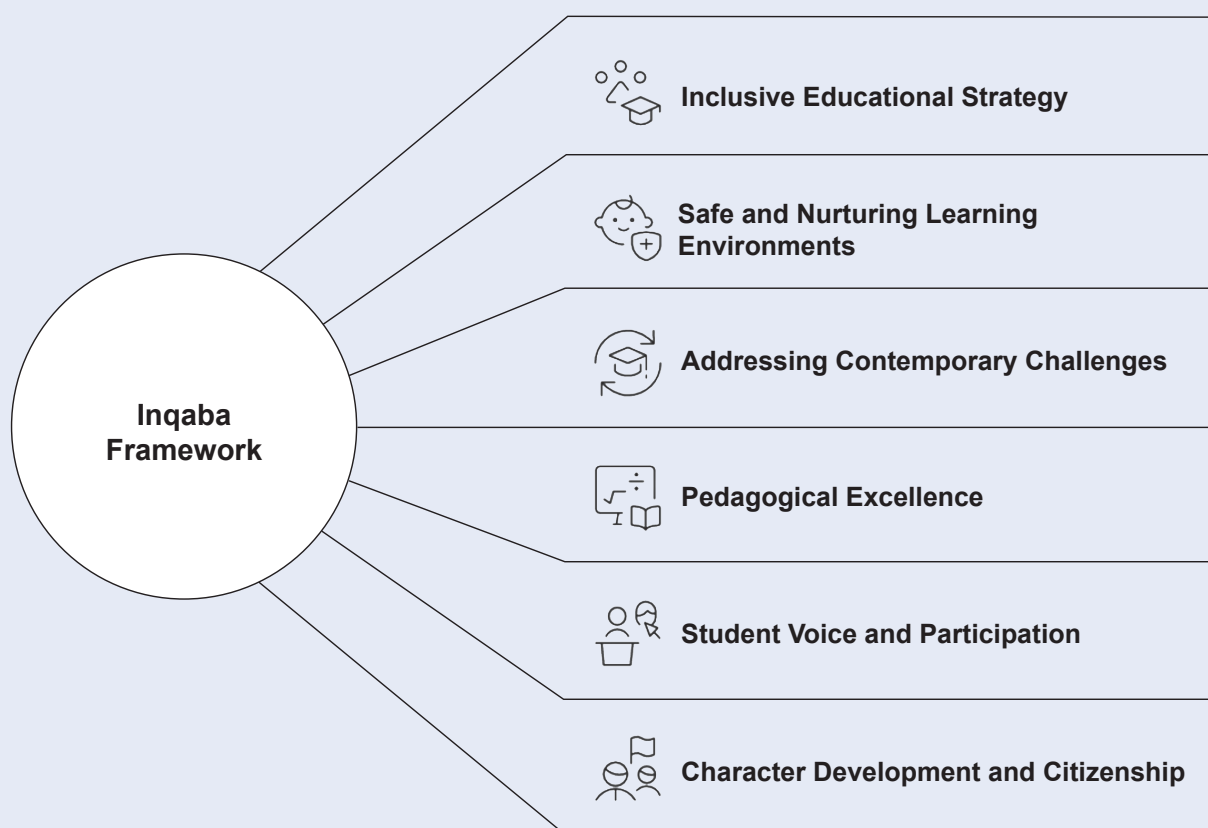


Figure 1.1: Core Principles of the Inqaba Framework

Inclusive Educational Strategy: The framework embraces an inclusive approach that accommodates all learners regardless of their diverse needs, age, gender, capacity to learn and backgrounds or circumstances. This comprehensive strategy operates in the best interests of the whole child, ensuring no learner is left behind in their educational journey.

Safe and Nurturing Learning Environments: The framework promotes the establishment of healthy, protective, safe and secure learning environments that prioritise both the nutritional status and psychological well-being of every child. These foundational elements create the optimal conditions necessary for effective learning and personal development.

Addressing Contemporary Challenges: Recognising the complex realities facing modern education, the framework proactively responds to significant barriers, including the ongoing impact of HIV and AIDS, environmental challenges such as drought, community violence and food insecurity. By addressing these interconnected challenges, the framework removes obstacles that impede quality teaching and learning.

Pedagogical Excellence: The framework emphasises the critical importance of appropriate teaching methodologies and learning resources, ensuring that educational approaches are both effective and suitable for the diverse learning needs of all learners.

Learner Voice and Participation: Central to the framework is the promotion of meaningful child participation, creating structured opportunities for learners to express their views, opinions and perspectives. This approach recognises learners as active participants in their educational experience rather than passive recipients.

Character Development and Citizenship: The framework supports learners in developing essential life skills, including the ability to understand and follow rules and regulations while maintaining appropriate respect for school authorities. This balanced approach fosters responsible citizenship while encouraging critical thinking and personal growth.

Intended Users

This document is intended to guide all stakeholders involved in the inspection, evaluation and continuous improvement of primary education in Eswatini. It provides a structured framework for professional accountability, learner-centred development and school excellence. Specifically, it serves:

- **Inspectors of Schools:** To conduct standardised, evidence-based evaluations across primary schools using national benchmarks and global best practices.
- **Chief and Senior Inspectors:** To lead inspection teams, validate findings and ensure alignment with strategic priorities and legal mandates.
- **School Administrators and Senior Teachers:** To understand inspection expectations, prepare documentation and implement improvement strategies.

- **Teachers and Educators:** To reflect on instructional practices, learner outcomes and professional development in line with inspection standards.
- **Ministry Senior Management:** To oversee policy implementation, resource allocation and strategic planning in support of the inspection processes.
- **Regional Education Officers (REOs):** To coordinate inspection logistics, monitor school performance and support regional improvement plans.
- **Teacher Trade Unions (e.g. SNAT, EPA and SASA):** To advocate for professional standards, teacher welfare and constructive engagement with inspection outcomes.
- **Tertiary Institutions:** To align teacher training, curriculum development and research with national inspection frameworks.
- **National Curriculum Centre (NCC):** Curriculum designers need inspection tools to understand how the intended curriculum translates into the implemented and achieved curriculum in actual classroom settings.
- **Examination Council of Eswatini (ECESWA):** ECESWA requires inspection tools to ensure alignment between what is taught in schools, what is assessed and what the national standards prescribe.
- **School Committees and Governance Bodies:** To engage with inspection feedback and promote inclusive, safe and effective learning environments.
- **Development Partners and Policy Makers:** To harmonise support initiatives with Eswatini's inspection standards and strategic education goals.
- **Learners and Parents:** To understand the quality expectations of primary education and the role of inspection in safeguarding learner achievement and well-being.
- **INSET Department:** Facilitate professional development and training for educators.

Legislative Framework for the Inspection of Primary Education in Eswatini

The foundation for the inspection regime in Eswatini's primary education sector is established by the **Education Act of 1981**, which mandates the **Inspectorate of Education** (hereafter "the Inspectorate") to assess and promote the quality of educational provision across all primary schools. This framework applies to public and private primary schools, special education centres and remedial learning institutions.

Core Legislative and Policy Documents

- **Education Act, 1981** Establishes the legal basis for school inspection and the role of the Inspectorate.
- **School Guide Regulations and Procedures, 1978** Provides operational guidelines for school management and inspection processes.
- **Teaching Service Act, 1992** Regulates the employment, conduct and professional standards of teachers.
- **Selected Circulars (1970–1974 and 2017)** Offer directives and clarifications on school operations and inspection protocols.
- **School Committee Constitution, 2011** Defines the governance structure and responsibilities of school committees.
- **Schools Accounting Regulations and Procedures, 2024** Sets financial accountability standards for school operations.
- **Policy Framework on Care and Support for Teaching and Learning, (CSTL) 2015** Promotes inclusive education and psychosocial support for learners.
- **Education Sector Strategic Plan (ESSP) 2022–2034** Outlines long-term goals for improving education quality and access.
- **Eswatini National Framework for General Education, 2018** Provides curriculum and pedagogical standards for all levels of general education.
- **Eswatini National Curriculum Framework for General Education, 2018** Specifies learning outcomes, competencies and curriculum structure for primary education.
- **National Education and Training Sector Policy, 2018** Guides the development and implementation of education reforms across all levels.
- **Sexual Offences and Domestic Violence (SODV) Act, 2018** Protects learners from abuse and mandates reporting and safeguarding procedures.
- **Child Protection Act, 2012** Ensures the rights and welfare of children in educational settings.
- **School Management Guide – Inqaba Schools Program (2011, 2019)** Offers leadership and management strategies tailored to primary school contexts.

Primary Education Quality Areas

Inspectors will make key judgements about the following areas:

1. Safety, Protection and Psychosocial Support
2. Rights-Based Inclusive School and Materials Support
3. Nutrition and Food Security
4. Health and Wellness
5. Water, Sanitation, Hygiene and Environmental Health
6. HIV Prevention, Gender Equality, Life Skills Development and Reproductive Health
7. Quality Teaching, Learning and Assessment
8. Effective School Leadership, Management and Administration

Overall Effectiveness

The overall effectiveness judgement is an evaluation of all the evidence about the quality and standards of education in the primary school setting. In forming this judgement, inspectors will consider the eight (8) key quality areas outlined above, which reflect the holistic needs of young learners and the foundational role of primary education.

Inspectors should begin by assessing the core areas that directly impact teaching and learning:

- Quality Teaching, Learning and Assessment
- Safety, Protection and Psychosocial Support
- Rights-Based Inclusive School and Materials Support
- Nutrition and Food Security

These areas are central to learner development and academic progress. Inspectors should then evaluate:

- Health and Wellness
- Water, Sanitation, Hygiene and Environmental Health
- HIV Prevention, Gender Equality, Life Skills Development and Reproductive Health

Finally, inspectors should make the key judgement on:

- Effective School Leadership, Management and Administration

The Structure of a Quality Area

A quality area refers to a distinct aspect of school operations that directly or indirectly influence the standard of educational provision. Each area is structured around key performance domains that support targeted evaluation and continuous improvement. Within each domain, are performance standards that define what constitutes effective practice. These standards are further articulated through grade descriptors or assessment rubrics that classify performance into different levels of quality, as “outstanding,” “good,” “requires improvement,” or “inadequate.” To facilitate consistent and evidence-based assessments, each quality area is supported by examples of operational practices and sources of evidence. This structured approach equips educators with transparent evaluation tools, and provides policy-makers with a coherent framework for monitoring and enhancing educational quality across the system.

1.

Safety, Protection and Psychosocial Support

Creating a safe, inclusive and responsive school environment is essential to learner well-being and academic success. This quality area evaluates how effectively schools safeguard learners physical and emotional health through child protection policies, infrastructure safety, emergency preparedness and inclusive facilities for all, including those with disabilities. It also emphasises holistic development through mental health support, social-emotional learning (SEL) and targeted interventions for vulnerable children. Schools are expected to implement systems for early identification, abuse reporting, bullying prevention and crisis response, alongside counseling services and peer mentorship. Through proactive leadership, stakeholder engagement and continuous monitoring, schools foster a culture of care, dignity and emotional resilience, ensuring every learner feels secure, respected and supported.

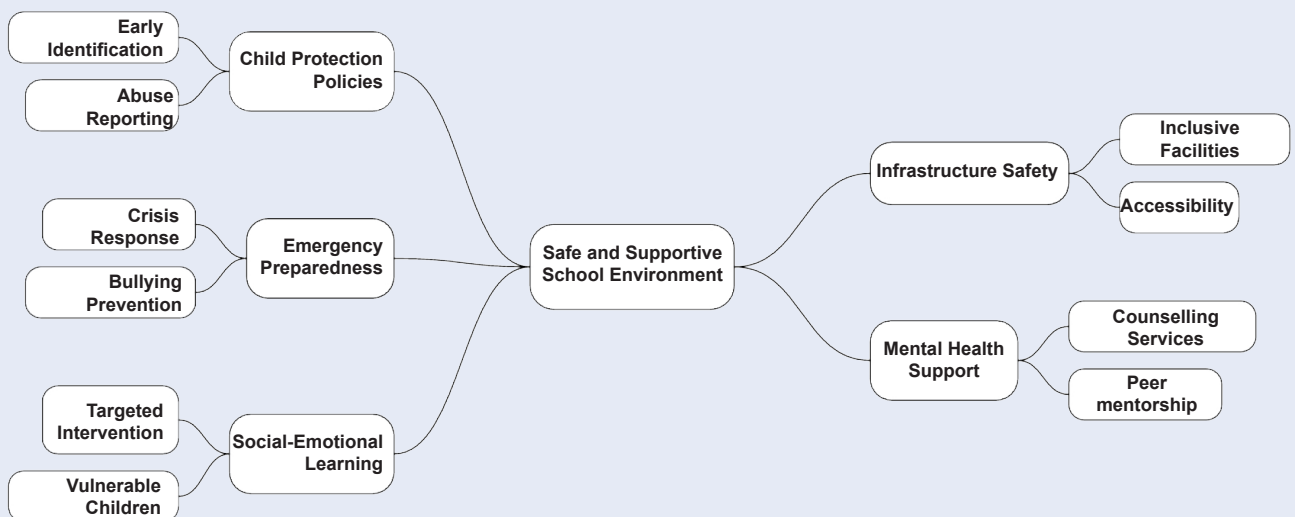


Figure 1.2: Safety, Protection and Psychosocial Support

The table below presents domains and standards derived from the Inqaba Framework, which are the bases of inspection standards for Primary School Inspectors.

Domains and Standards

Table 1.1: Domains and Standards for Safety, Protection and Psychosocial Support

Domain	Standards
Physical Safety	<ul style="list-style-type: none"> • Safe infrastructure and hazard-free facilities • Emergency response protocols • Ventilation and lighting • Age-appropriate classrooms with space for activities • Facilities for learners with disabilities • Child-friendly reporting channels • Stakeholder decision-making • Classroom safety inspections • Secure perimeter and access • Maintain school grounds to prevent snake hazards. • Remove or repair unsafe structures like old toilets. • Support younger learners during rainy seasons. • Train peer volunteers with swimming skills for emergencies • Train volunteers as safety escorts
Personal Safety and Awareness	<ul style="list-style-type: none"> • Educate learners on human trafficking and reporting. • Encourage walking in groups for safer commutes. • Organise patrols or guardians in high-risk areas. • Establish peer safety mentorship programs.
Emotional Safety	<ul style="list-style-type: none"> • Anti-bullying policies and interventions • Trauma-informed practices • Dignified disciplinary approaches • Open communication and peer support systems
Child Protection	<ul style="list-style-type: none"> • Implementation of child protection policies • Staff training on child protection act • Mandatory reporting procedures • Abuse prevention mechanisms
Risk Management	<ul style="list-style-type: none"> • Risk assessments and health/safety monitoring • Incident reporting and follow-up • Crisis communication protocols
Mental Health Support	<ul style="list-style-type: none"> • Early identification of learners needing support • Referral pathways to professional services • Mental health awareness activities • Counseling services and crisis intervention

Domain	Standards
Social Emotional Learning (SEL)	<ul style="list-style-type: none"> • SEL curriculum integration • Conflict resolution and emotional regulation strategies • Activities promoting resilience and self-esteem • Supportive relationships among learners and staff
Support for Vulnerable Learners	<ul style="list-style-type: none"> • Identification and individualised support for OVCs • Community partnerships and referral systems • Monitoring and follow-up mechanisms
Inclusive Environment	<ul style="list-style-type: none"> • Inclusive facilities for learners with special needs • Cultural inclusivity in programs and facilities • Child-friendly reporting channels • Leadership and stakeholder engagement in safety planning

Levels of Performance

Table 1.2: Grade Descriptors for Safety, Protection and Psychosocial Support

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Physical Safety	Safe infrastructure and hazard-free facilities	Facilities exceed safety standards, proactive hazard management	Facilities meet safety codes, minor issues addressed	Some hazards present; inconsistent maintenance	Unsafe infrastructure, hazards unaddressed
	Emergency preparedness protocols	Plans are rehearsed regularly, staff and learners are well-trained	Plans exist and are occasionally practiced	Plans present but poorly understood	No emergency protocols in place
	Ventilation and lighting	All areas well-maintained, regular inspections	Facilities generally adequate; occasional issues	Basic standards met, maintenance irregular	Poor conditions, health risks present
	Age-appropriate classrooms with space for activities	Classrooms are spacious, well-equipped and tailored to age groups	Classrooms meet basic space and age-appropriate needs	Limited space or mismatched classroom setups	Overcrowded or unsuitable classrooms for learner age
	Facilities for learners with special needs	Inclusive design with accessible facilities and support services	Basic accessibility features in place	Limited accessibility; some barriers remain	No provisions for learners with disabilities
	Child-friendly reporting channels	Multiple safe, confidential channels for learners to report concerns	Reporting mechanisms exist and are generally trusted	Reporting options are unclear or underused	No clear or safe way for learners to report concerns

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
	Stakeholder decision-making	Safety decisions involve staff, learners and community input	Stakeholders are occasionally consulted on safety matters	Limited stakeholder involvement in safety decisions	Safety decisions made without stakeholder input
	Classroom safety inspections	Regular, documented inspections with prompt follow-up	Inspections conducted periodically; most issues addressed	Inspections are irregular; some issues persist	No inspection system; safety issues ignored
	Maintain school grounds to prevent wild life hazards	Grounds are consistently cleared; snake risks actively managed	Grounds are maintained; occasional snake sightings addressed	Grounds are sometimes overgrown; snake risks present	Grounds are neglected; high risk of snake encounters
	Remove or repair unsafe structures like old toilets	Unsafe structures are promptly removed or renovated	Most unsafe structures are addressed in a timely manner	Some unsafe structures remain; slow response	Unsafe structures are ignored; pose serious risks
	Support younger learners during rainy seasons	Clear protocols and trained peers/staff assist learners in wet conditions	Assistance is available; some peer support in place	Limited support during rainy seasons; ad hoc help	No support system; learners face risks in wet conditions
	Train peer volunteers with swimming skills for emergencies	Peer volunteers are trained and ready to assist in water-related emergencies	Some trained peers available; basic support provided	Few trained peers; emergency readiness is low	No trained peers; high risk in water-related emergencies
	Train peer volunteers as safety escort	Peer escorts are trained and actively support younger learners	Peer escorts exist and assist occasionally	Escort system is informal or inconsistent	No peer escort system in place
Personal Safety and Awareness	Educate learners on human trafficking and reporting	Learners receive regular, age-appropriate training and know how to report	Awareness sessions held; most learners understand reporting	Limited education; learners unsure how to respond	No education on trafficking; learners unaware of risks
	Encourage walking in groups for safer commutes	Group walking is actively promoted and supported by staff/community	Learners are encouraged to walk in groups; informal support exists	Group walking is mentioned but not supported	No promotion of group walking; learners commute alone
	Organize patrols or guardians in high-risk areas	Patrols/guardians are consistently present and coordinated	Patrols exist in some areas; coverage is partial	Occasional patrols; limited visibility and impact	No patrols or guardians; high-risk areas unmonitored

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
	Establish peer safety mentorship programs	Peer mentors are trained and actively engaged in safety support	Peer mentorship exists; some learners participate	Mentorship is informal or lacks structure	No peer safety mentorship program in place
Emotional Safety	Anti-bullying policies and interventions	Comprehensive policy with proactive prevention and effective response	Policy in place and enforced; some interventions used effectively	Policy exists but is inconsistently applied; limited impact	No anti-bullying policy or response mechanisms
	Trauma-informed practices	Staff fully trained; school culture actively supports trauma recovery	Staff aware of trauma issues; occasional support provided	Minimal understanding or support	No recognition or support for trauma-affected learners
	Dignified disciplinary approaches	Restorative practices used, discipline promotes respect and learner dignity	Fair and respectful discipline; policies encourage positive behavior	Discipline is inconsistently applied, lacks dignity or clarity	Punitive discipline, no emphasis on respect or learner dignity
	Open communication and peer support systems	Learners actively engage in peer support and open dialogue, trusted communication channels	Systems in place, moderate participation and trust among learners	Limited communication channels, peer support under developed	No peer support systems or open communication mechanisms
Child Protection	Implementation of child protection policies	Policies fully implemented and reviewed regularly	Policies in place and mostly followed	Policy exists but inconsistently applied	No child protection policy or enforcement
	Staff training and screening	Comprehensive and ongoing training; rigorous screening	Initial training provided; screening mostly complete	Limited training, gaps in screening	No training or screening protocols
	Mandatory reporting procedures	Staff fully understand and follow procedures	Staff aware, occasional lapses	Procedures unclear or inconsistently applied	No reporting procedures, staff unaware
	Abuse prevention mechanisms	Proactive strategies, high learner confidence	Mechanisms in place, moderate effectiveness	Limited prevention efforts	No abuse prevention mechanisms

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Risk Management	Risk assessments and health/safety monitoring	Regular assessments, action plans implemented	Assessments occur periodically, minor delays	Sporadic assessments, actions delayed	No assessments or monitoring
	Incident reporting and follow-up	Effective systems, timely resolution	Incidents documented, follow-up generally occurs	Reporting inconsistent, follow-up unclear	No incident tracking or resolution
	Crisis communication protocols	Clear plans: roles defined, stakeholders informed	Plans exist, communication adequate	Procedures unclear or poorly communicated	No crisis communication strategy
Mental Health Support	Early identification of learners needing support	Systematic screening, early signs consistently identified	Identification occurs, some learners supported	Identification inconsistent, many overlooked	No identification system
	Referral pathways to professional services	Active referral network; timely access	Referral options exist; access occasionally delayed	Referral process unclear; limited access	No referral pathways or partnerships
	Mental health awareness activities	Regular campaigns, high learner engagement	Activities held occasionally, moderate awareness	Minimal activities, low engagement	No mental health awareness initiatives
	Counseling services and crisis intervention	On-site counseling, trained staff, rapid response	Counseling available, response functional	Limited counseling, slow or unclear response	No counseling services or crisis protocols
Social Emotional Learning (SEL)	SEL curriculum integration in CBE lessons	Fully embedded, in CBE lessons regularly assessed	Curriculum present; taught periodically	SEL taught informally; lacks structure	No SEL curriculum
	Conflict resolution and emotional regulation strategies	Learners demonstrate strong skills, staff model practices	Skills taught; learners apply occasionally	Skills introduced but not reinforced	No instruction in these skills
	Activities promoting resilience and self-esteem	Frequent, inclusive activities, strong participation	Activities held, moderate participation	Few activities, limited impact	No resilience or self-esteem activities

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
	Supportive relationships among learners and staff	Strong culture of trust and respect	Positive relationships, occasional tension	Relationships strained, limited support	Hostile or disconnected environment
Support for Vulnerable Learners	Identification and individualised support for OVCs	OVCs consistently identified tailored support plans	Most OVCs identified, support provided	Some OVCs overlooked, generic support	No identification or support
	Community partnerships and referral systems	Strong partnerships, active referrals and follow-up	Partnerships exist, referrals occasionally used	Limited partnerships, weak referral system	No community engagement or referrals
	Monitoring and follow-up mechanisms	Regular tracking, adjustments made	Monitoring occurs, follow-up sometimes delayed	Inconsistent tracking, minimal follow-up	No monitoring or follow-up processes
Inclusive Environment	Equal access policies	Fully implemented; all learners included	Policies in place, minor gaps	Policies exist but inconsistently applied	No policies ensuring access
	Cultural inclusivity in programs and facilities	Diverse representation, inclusive practices embedded	Cultural diversity acknowledged, some cultural inclusivity activities	Limited representation, sporadic efforts	No cultural inclusivity
	Child-friendly reporting channels	Trusted channels, learners use confidently	Channels available; moderate usage	Channels exist but unclear or underused	No reporting mechanisms
	Leadership and stakeholder engagement in safety planning	Inclusive planning, stakeholders actively involved	Stakeholders consulted, moderate engagement	Limited input, planning lacks transparency	No stakeholder involvement

Operationalisation: Safety, Protection and Psychosocial Support

Physical Safety

Examples of School Actions

- Maintain hazard-free classrooms and facilities suited to age and activity level
- Ensure functional emergency exits and conduct routine safety drills
- Upgrade ventilation systems and ensure adequate lighting in all learning spaces
- Assign learners to age-appropriate classrooms with space for movement and activities
- Install ramps, accessible toilets and visual aids for learners with disabilities
- Provide visible and anonymous child-friendly reporting channels
- Involve stakeholders (parents, community leaders) in safety planning and decision-making
- Conduct regular classroom safety inspections and document findings
- Cut grass and clear vegetation to prevent snake hazards around school grounds
- Conduct regular safety drills including fire, lockdown, and evacuation procedures
- Maintain clean toilets, ensure proper lighting, active airflow and lockable doors in the toilet
- Demolish or renovate unsafe structures such as old toilets
- Assign older learners or staff to assist younger learners during rainy seasons
- Identify and train peer volunteers with swimming skills for emergency support
- Train peer volunteers to serve as safety escorts for younger learners

Sources of Evidence for Inspectors

- Observation of school infrastructure, classroom layout and cleanliness
- Logs from safety drills, emergency exit checks and inspection reports
- Maintenance records for lighting and ventilation systems
- Classroom assignment lists and photos of age-appropriate setups
- Accessibility audits and photos of inclusive features for learners with disabilities
- Child reporting system usage records and feedback from learners
- Minutes from stakeholder meetings and documented input on safety decisions
- Safety inspection forms and corrective action reports
- Toilet cleaning checklist where teachers sign after all inspections, and schedule for cleaning.
- Grounds keeping schedules, photos of cleared areas and contractor records
- Documentation of demolished or renovated structures with before/after photos
- Duty rosters and supervision logs during rainy seasons
- Training records for peer volunteers with swimming skills
- Escort schedules, peer mentor lists and feedback from younger learners

Personal Safety

Examples of School Actions

- Integrate human trafficking awareness into Social Studies lessons
- Host workshops or assemblies with NGOs, law enforcement, or social workers

- Display posters and distribute pamphlets on recognizing and reporting trafficking
- Embed safety themes such as road safety, online safety, and bullying prevention into subjects like Social Studies and General Studies
- Use role-play and scenario-based learning to teach safety responses
- Promote “buddy systems” for walking to and from school
- Create designated meeting points for group walks and educate learners on safe commuting etiquette
- Collaborate with community policing forums or neighborhood watch groups for patrols
- Assign staff or volunteers to monitor school entrances/exits during peak hours
- Use student safety officers or prefects to report safety concerns
- Train older learners as peer mentors on safety topics
- Facilitate peer-led discussions or clubs focused on safety
- Recognize and reward student safety ambassadors

Sources of Evidence

- Lesson plans and schemes of work with safety and trafficking content
- Photos or records of guest speaker events, workshops, and safety drills
- Samples of educational materials such as posters, handouts, and student work
- Student feedback, reflection journals, and teacher observation notes
- School policy documents and circulars promoting group commuting
- Maps or guides of safe walking routes and buddy system logs
- Parent communication records including newsletters and SMS alerts
- Patrol schedules, duty rosters, and partnership letters with safety organizations
- Incident logs, safety reports, and photos or videos of patrols
- Mentor training materials, program outlines, meeting minutes, and certificates

Emotional Safety

Examples of School Actions

- Implement anti-bullying policies and peer mediation programs
- Provide anonymous reporting tools for emotional safety concerns
- Train staff in trauma-informed practices and create safe spaces for reflection
- Use positive discipline and promote positive behavior strategies
- Establish peer mentors and host open forums for learner expression
- Install suggestion boxes to encourage open communication

Sources of Evidence

- Policy documents and incident logs related to bullying and emotional safety
- Learner surveys and feedback forms
- Trauma-awareness training certificates and staff interviews
- Support program records and behavior tracking sheets
- Peer mentor logs, forum minutes, and communication records

Child Protection

Examples of School Actions

- Display child protection policies and conduct regular reviews
- Vet staff before hiring and provide annual child protection training
- Share mandatory reporting flowcharts and conduct staff meetings
- Run awareness campaigns and establish safe reporting channels

Sources of Evidence

- Policy documents, review logs, and staff briefing records
- Human Resource records, training logs, and screening certificates
- Reporting flowcharts, staff interviews, and reporting logs
- Posters, campaign materials, and learner interviews

Risk Management

Examples of School Actions

- Conduct quarterly risk assessments and map school hazards
- Use digital logbooks to report incidents and hold follow-up meetings
- Develop SMS alert systems and brief stakeholders on crisis communication

Sources of Evidence

- Risk assessment reports and action plans
- Incident logs, resolution records, and meeting minutes
- Communication plans, message logs, and stakeholder feedback

Mental Health

Examples of School Actions

- Use screening tools and encourage teacher referrals for early identification
- Partner with clinics and school health nurses for professional referrals
- Host mental health awareness weeks, display posters, and hold assemblies
- Provide on-site guidance and counselling teachers and establish emergency response protocols

Sources of Evidence

- Screening results, referral logs, and support plans
- Establish and keep referral records by the schools health nurse
- Event schedules, photos, and learner feedback
- Guidance and Counselling room, logs, usage data, and crisis response records

Social Emotional Learning (SEL)

Examples of School Actions

- Embed SEL into weekly lessons and across subjects
- Conduct role-play sessions and teach calming techniques
- Organize clubs, awards, and journaling exercises to promote resilience
- Promote mentorship and host team-building events to foster supportive relationships

Sources of Evidence

- Lesson plans, teacher reports, and Scheme of work
- Activity logs, learner reflections, and classroom observations
- Participation records, learner journals, and event photos
- Mentor logs, event documentation, and survey results

Support for Vulnerable Learners

Examples of School Actions

- Maintain a confidential database and develop tailored support plans for OVCs
- Collaborate with NGOs and run feeding and care programs
- Conduct monthly check-ins and track learner progress

Sources of Evidence

- OVC register, support documentation, and case notes
- MoUs with NGOs, referral logs, and program reports
- Monitoring sheets and follow-up records

Inclusive Environment

Examples of School Actions

- Enroll all learners and seek support services
- Host inclusive cultural events
- Provide child-friendly reporting channels such as suggestion boxes
- Host parent forums and involve learner councils in safety planning

Sources of Evidence

- Enrollment records, policy documents, support logs and school policy special needs learners
- Curriculum plans, event calendars, and learner feedback
- Reporting logs and learner usage data
- Meeting minutes, attendance registers, and planning documents

2.

Rights-Based, Inclusive School and Materials Support

In alignment with Eswatini’s commitment to equitable and quality education for all, the Rights-Based, Inclusive School and Materials Support quality area emphasises the creation of learning environments that uphold the dignity, rights and diverse needs of every learner. This quality area ensures that schools actively promote inclusion, protect learners from discrimination and provide appropriate learning materials that reflect the values of equity, accessibility and cultural relevance.

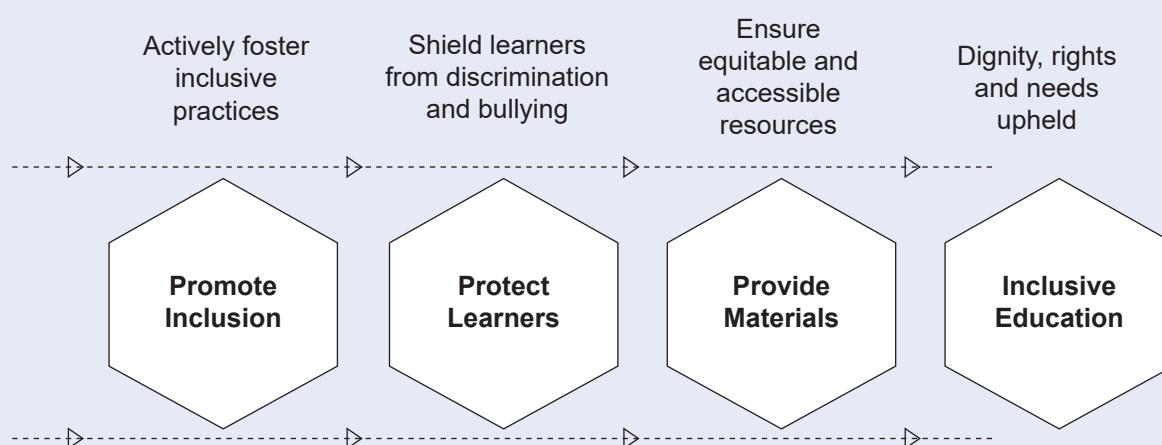


Figure 2.1: Rights-based, Inclusive School and Materials Support

Domains and Standards

Table 2.1: Domains and Standards for Rights-based, Inclusive School and Materials Support

Domain	Standard
Child Rights and Inclusive Governance	<ul style="list-style-type: none"> • School leadership and staff demonstrate understanding of child rights • Mechanisms exist to protect learners from abuse, neglect and discrimination • Learners are aware of their rights and responsibilities • Learners, parents and community members are meaningfully involved in school governance • Learner councils or representation structures are active and supported • Clear policies exist to prevent discrimination based on gender, disability, ethnicity or socioeconomic status • Staff are trained in inclusive practices and equity-based approaches

Domain	Standard
Inclusive Teaching and Learning Environment	<ul style="list-style-type: none"> Teachers adapt instruction / differentiated teaching strategies to meet diverse learning needs Individualised support plans are developed and implemented Collaboration with specialists (e.g., therapists, SEN coordinators) is evident Teaching methods and materials reflect Eswatini's cultural diversity Gender stereotypes are actively challenged in classroom discourse
Accessible and Equitable Learning Materials	<ul style="list-style-type: none"> Learning materials are provided in accessible formats and distributed equitably to ensure all learners can benefit. Classrooms and facilities are accessible to learners with physical disabilities. Sanitation, lighting and seating arrangements support learner dignity and comfort.
Professional Development and Accountability	<ul style="list-style-type: none"> Teachers and staff receive regular training on inclusive education and child rights School self-assessments include indicators on rights-based and inclusive practices Learners and parents can safely report concerns, and schools respond promptly as well as transparently to their feedback

Levels of Performance

Table 2.2: Grade Descriptors for Rights-Based, Inclusive School and Materials Support

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Child Rights and Inclusive Governance	Understanding and Promotion of Child Rights	Leadership and staff actively promote child rights; learners demonstrate strong awareness and advocacy	Staff understand child rights; learners show basic awareness	Limited staff understanding; learners have minimal exposure to rights education	No evidence of child rights awareness among staff or learners

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
	Protection Mechanisms	Robust systems in place to prevent and respond to abuse, neglect, and discrimination	Mechanisms exist and are generally effective	Mechanisms are weak or inconsistently applied	No protection mechanisms evident
	Learners are aware of their rights and responsibilities	Learners demonstrate strong awareness of their rights and responsibilities	Learners show basic awareness of their rights and responsibilities	Learners have minimal exposure to rights and responsibilities	No advocacy of child's rights and responsibilities among staff
	Inclusive Governance and Participation	Learners, parents, and community members are actively involved in decision-making processes	Some stakeholder involvement in governance structures	Limited or tokenistic involvement of stakeholders	No stakeholder involvement in school governance
	Learner Representation	Learner councils are active, well-supported, and influence school decisions	Learner representation exists and is functional	Learner representation exists and is functional Learner structures are weak or inactive No learner representation structures exist	No learner representation structures exist
	Anti-Discrimination Policies	Clear, enforced policies prevent discrimination across all dimensions	Policies exist and are generally followed	Policies are vague or inconsistently applied	No policies to prevent discrimination
	Staff Training in Inclusion and Equity	All staff trained in inclusive practices and equity-based approaches	Most staff have received basic training	Few staff trained; limited understanding of inclusion	No staff training in inclusive or equity-based practices
	Inclusive Teaching and Learning Environment	Instructional Differentiation	Teaching consistently adapts to diverse learner needs using varied strategies and tools	Differentiated strategies used regularly to support most learners	Limited differentiation; some learners not adequately supported

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
	Individualised Support	Individualised plans are well-developed, implemented, and reviewed with learner input	Support plans exist and are generally followed	Plans are inconsistent or lack follow-through	No individualised support provided
	Collaboration with Specialists	Strong, ongoing collaboration with specialists enhances learner support	Specialists consulted as needed; collaboration is evident	Minimal collaboration; specialist input rarely used	No collaboration with specialists
	Cultural Responsiveness	Teaching reflects Eswatini's cultural diversity and promotes inclusion	Cultural elements are occasionally integrated into lessons	Limited cultural relevance in teaching practices	Teaching ignores or misrepresents cultural diversity
	Gender Equity in Classroom	Gender stereotypes are actively challenged; inclusive discourse is the norm	Teachers address gender bias when it arises	Gender stereotypes occasionally go unchallenged	Gender bias is present and unaddressed
Accessible and Equitable Learning Materials	Availability of Inclusive Learning Resources	Materials available in multiple formats (Braille, large print, etc.); reflect learner diversity	Basic materials available; some effort to accommodate diverse needs	Materials limited in format and representation	No inclusive materials available
	Resource Allocation and Equity	Resources distributed fairly; marginalized learners receive targeted support	Most learners have access; some support for vulnerable groups	Distribution uneven; support mechanisms weak	Resources unavailable or unfairly allocated
	Safe and Inclusive Physical Environment	Facilities fully accessible; sanitation and layout support dignity	Facilities mostly accessible; minor gaps in comfort or safety	Accessibility limited; environment not fully supportive	Unsafe or inaccessible facilities
Professional Development and Accountability	Staff Capacity Building	All staff trained in inclusive education and child rights; ongoing development evident	Most staff trained; refresher courses available	Some staff lack training; development sporadic	No training provided
	Monitoring and Evaluation of Inclusion Practices	Regular self-assessment and external evaluation using inclusive indicators	Some monitoring conducted; basic tools used	Monitoring informal or irregular	No evaluation of inclusion practices

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
	Feedback and Redress Mechanisms	Safe, confidential channels for feedback; timely and transparent response	Feedback mechanisms exist; responses occasionally delayed	Feedback channels unclear; responses inconsistent	No feedback or redress systems in place

Operationalisation: Rights-Based, Inclusive School and Materials Support

Child Rights and Inclusive Governance

Examples of School Actions

- Conduct regular child rights workshops for staff and learners
- Establish and monitor safeguarding protocols with clear reporting channels
- Conduct regular learner sensitization activities advocating for their rights and responsibilities
- Create platforms for meaningful learner and community participation in governance
- Support and mentor learner councils to ensure active engagement
- Review and update anti-discrimination policies annually
- Provide ongoing training in inclusive education and equity for all staff

Sources of Evidence

- Staff training records and professional development logs
- School policies and safeguarding protocols
- Minutes from school governance meetings with community participation
- Learner council charters and activity reports
- Surveys or interviews with learners about rights awareness
- Incident logs and response documentation related to abuse or discrimination
- Visual evidence (e.g., posters, campaigns) promoting child rights and inclusion

Inclusive Teaching and Learning Environment

Examples of School Actions

- Provide professional development on differentiated instruction and inclusive pedagogy
- Ensure all learners with additional needs have individualised support plans
- Establish regular collaboration between teachers and support specialists
- Audit teaching materials for cultural relevance and inclusivity
- Promote gender-sensitive teaching practices and challenge stereotypes through curriculum and discussion

Sources of Evidence

- Lesson plans and classroom observation reports
- Individualised support plans and learner progress records
- Logs or reports of collaboration with specialists
- Teaching materials showcasing cultural relevance
- Classroom discourse analysis or recordings
- Feedback from learners and parents on inclusivity

Accessible and Equitable Learning Materials

Examples of School Actions

- Schools provide learning materials in braille, audio and large print formats.
- Resource distribution prioritises vulnerable learners and ensures equity.
- Physical spaces are adapted for accessibility and learner comfort.

Sources of Evidence

- Inventory of inclusive learning materials.
- Distribution logs and equity audits.
- Facility inspection reports and learner feedback on accessibility.

Professional Development and Accountability

Examples of School Actions

- Staff attend regular workshops on inclusive education and child protection.
- Schools conduct self-assessments and use inclusive indicators in evaluations.
- Feedback systems allow learners and parents to report concerns safely.

Sources of Evidence

- Training certificates and attendance records.
- Evaluation tools and reports on inclusion practices.
- Feedback logs and documentation of redress actions

3.

Nutrition and Food Security

Ensuring that learners have access to nutritious, safe and sustainable food is a cornerstone of equitable education. This quality area addresses the critical role of school based nutritional programs in promoting health, concentration and overall wellbeing. Schools are expected to implement balanced feeding schemes, educate learners on healthy eating habits and monitor nutritional status. Food safety protocols including proper handling, storage and hygiene are essential to protect learners from health risks. In addition, sustainable practices such as school gardens, local sourcing and waste reduction, foster community engagement and environmental stewardship.

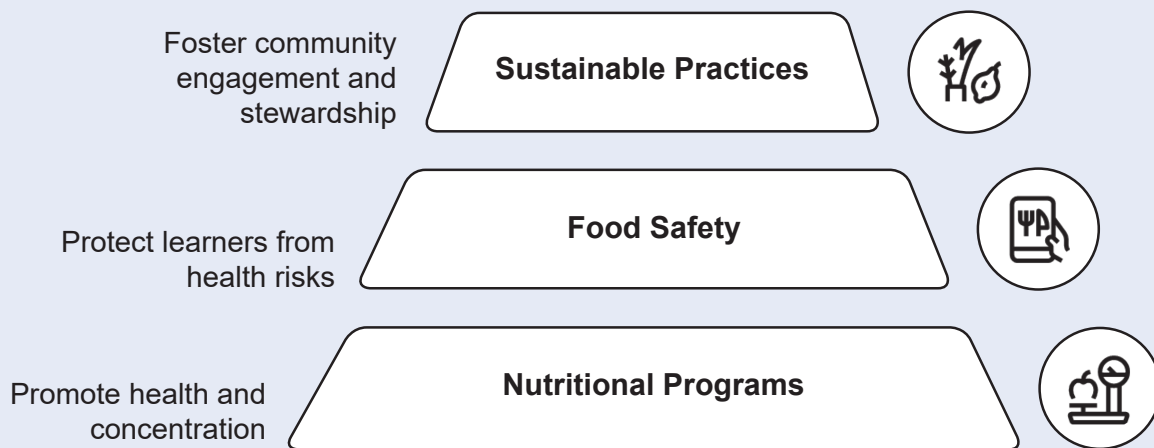


Figure 3.1: Nutrition and Food Security

Domains and Standards

Table 3.1: Domains and Standards for Nutrition and Food Security

Domain	Standard
Nutritional Programs	<ul style="list-style-type: none"> Balanced school feeding programs Nutrition education and awareness campaigns Dietary guidelines and planning standards Monitoring of learner nutritional status
Food Safety	<ul style="list-style-type: none"> Food handling and storage practices Regular health inspections of food facilities Staff training on food safety protocols Clean water access for food preparation

Domain	Standard
Sustainability	<ul style="list-style-type: none"> • School gardens and agricultural programs • Community partnerships for food supply • Waste reduction and composting initiatives • Local food sourcing and production support

Levels of Performance

Table 3.2: Grade Descriptors for Nutrition and Food Security

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Nutritional Programs	Balanced school feeding programs	Meals are consistently nutritious, balanced and culturally appropriate	Meals meet basic nutrition goals; occasional variety	Meals provided inconsistently; nutritional balance needs attention	Meals are insufficient, poorly planned or absent
	Nutrition education and awareness campaigns	Integrated into curriculum with regular campaigns and learner engagement	Periodic awareness activities conducted	Campaigns rare or disconnected from learning	No nutrition education efforts present
	Dietary guidelines and planning standards	Meal plans adhere to national/ international dietary standards	Basic meal planning follows some dietary recommendations	Plans exist but lack consistency or official alignment	No planning standards used in meal preparation
	Monitoring of learner nutritional status	Regular tracking and follow-up for at risk learners	Periodic assessments conducted	Monitoring is sporadic and undocumented	No monitoring of learner nutrition status
Food Safety	Food handling and storage practices	Strict protocols followed, facilities clean and organized	Generally safe practices, minor lapses	Inconsistent hygiene practices observed	Unsafe handling and storage posing health risks
	Regular health inspections of food facilities	Frequent inspections with timely action on issues	Health inspections conducted but not always timely or documented	Inspections infrequent or not well followed up	No health inspections or records available
	Staff training on food safety protocols	All food staff trained and certified	Most food staff trained, certification gaps noted	Some food staff lack training or refresher courses	No training provided to food service staff

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
	Clean water access for food preparation	Water is safe, regularly tested and consistently available	Clean water is usually available, testing irregular	Water access inconsistent; safety not routinely tested	No clean water available for food related tasks
Sustainability	School gardens and agricultural programs	Gardens are actively used for learning and meal supplementation	Gardens exist with moderate educational integration	Gardens underused, educational link weak	No gardens or agricultural programming
	Community partnerships for food supply	Strong collaborations with local farms, suppliers and donors	Some partnerships in place; support is intermittent	Few external links: partnership opportunities missed	No community engagement for food sourcing
	Waste reduction and composting initiatives	Active composting programs and learner involvement	Some composting or recycling happening	Waste management exists but is informal or minimal	No practices for waste reduction or composting
	Local food sourcing and production support	Majority of food sourced locally, sustainable and seasonal practices adopted	Local sourcing happens occasionally	Some effort but limited source from local providers	All food sourced externally with no sustainability effort

Operationalisation: Nutrition and Food Security

Nutritional Programs

Examples of School Actions

- Teaching on balanced diets and feeding programs is inclusive for all learners during assembly.

Sources of Evidence

- Creation of awareness on good and bad health habits is incorporated in the school development plan.

Food Safety

Examples of School Actions

- School set up strategies on food handling practices, storage methods and water sanitation.

- Provision of serving dishes for all learners in the school.
- The school make guidelines and monitoring principles on food serving for the learners during break time.
- Appoint class monitors to supervise feeding time.

Sources of Evidence

- Availability of class monitors to facilitate and oversee dishing time.
- Availabilities of dishes and utilities for serving food.
- Availability of a class teacher during serving time per class.

Sustainability

Examples of School Actions

- Learners engage in school garden initiatives, working in teams to promote sustainable food production.

Sources of Evidence

- Availability of a kitchen school garden.

4.

Health and Wellness

A comprehensive approach to learner’s health is essential for fostering academic achievement and lifelong wellbeing. This quality area outlines the standards for delivering age appropriate health education, promoting healthy lifestyles and ensuring access to essential healthcare services. Schools are expected to integrate health topics across the curriculum, conduct awareness campaigns and implement disease prevention protocols such as vaccinations and screenings. Accessible healthcare, whether through onsite services or partnerships is vital for timely intervention and emergency response. Additionally, health promotion initiatives, including physical fitness programs and mental health awareness, support both learners and staff in cultivating a culture of wellness, resilience and dignity.

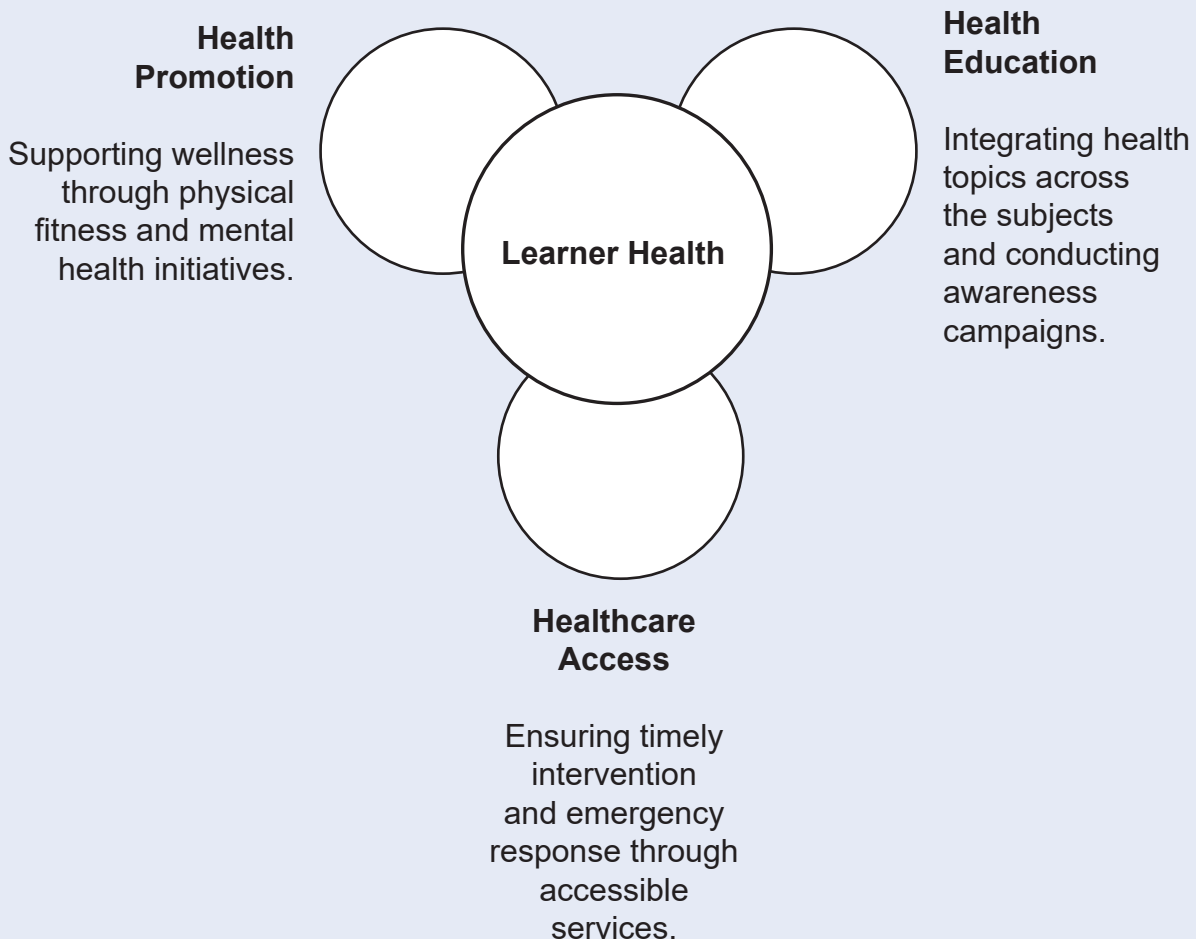


Figure 4.1: Health and Wellness

Domains and Standards

Table 4.1: Domains and Standards for Health and Wellness

Domain	Standard
Health Education	<ul style="list-style-type: none"> • Use of morning assemblies to deliver consistent and age-appropriate health messages • Support for learner-led health clubs promoting peer-to-peer health education • Visual and creative media used to reinforce health messages • Engagement of parents and community in informal health education activities
Disease Prevention	<ul style="list-style-type: none"> • Vaccination and health screening • Infectious disease protocols • Health monitoring systems • Quarantine/isolation procedures
Healthcare Access	<ul style="list-style-type: none"> • Healthcare provider partnerships • Regular checkups by school health nurse
Health Promotion	<ul style="list-style-type: none"> • Physical activity/fitness programs • Mental health awareness and stigma reduction • Healthy lifestyle promotion • Staff health and wellness
Recreation and internal competitions	<ul style="list-style-type: none"> • Allocated time for physical games (weekly or monthly) • Flexible formats including intra-class competitions (within the same class) and inter-stream competitions (between different classes/streams) • Emphasis on fun and participation rather than high-stakes competition • Inclusive engagement across all student groups

Levels of Performance

Table 4.2: Grade Descriptors for Health and Wellness

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Health Education	Use of morning assemblies to deliver consistent, age appropriate health messages	Assemblies feature regular, themed health messages with learner and expert involvement	Health messages delivered occasionally during assemblies; some learner participation	Health topics mentioned sporadically; limited engagement	No health messaging during assemblies
	Support for learner-led health clubs promoting peer-to-peer health education	Active health club with trained peer educators and regular activities	Health club exists and meets occasionally; some peer-led initiatives	Club is informal or inactive; minimal peer education	No health club or peer-led health activities
	Visual and creative media used to reinforce health messages	Health messages displayed through posters, murals and learner-created content; regularly updated	Visual materials present but updated infrequently; limited learner involvement	Few health visuals; outdated or generic content	No visible health promotion materials
	Engagement of parents and community in informal health education activities	Parents and community actively involved in health events and campaigns	Occasional involvement of parents or community in health-related activities	Minimal engagement; few joint initiatives	No parent or community involvement in health education
Disease Prevention	Vaccination and health screening	Coordinated vaccination drives and screenings with high participation	Programs exist with moderate participation	Limited campaigns, lack of consistent follow-up	No vaccination or screening efforts
	Infectious and chronic diseases	Clear protocols applied quickly, staff trained and updates shared	Protocols in place, applied inconsistently	Procedures unclear or outdated	No protocols for disease prevention
	Health monitoring systems	Regular monitoring systems and early intervention practices	Monitoring occurs occasionally, reactive rather than proactive	Minimal systems for detection	No health monitoring present

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
	Quarantine/ isolation procedures	Proper infrastructure and procedures, timely response during outbreaks	Procedures exist but implementation inconsistent	Spaces or procedures inadequate	No quarantine plans or facilities
Health Access	Healthcare provider partnerships	Strong and active partnerships supporting school health needs	Partnerships exist but engagement is limited	Few provider relationships; inconsistent collaboration	No established relationships with healthcare providers
	Regular checkups	Routine health assessments for learners and staff documented and followed up	Checkups conducted occasionally by school nurses	Irregular or voluntary assessments	No system for health checks
Health Promotion	Physical activity/ fitness programs	Daily or frequent programs with inclusive activities	Regular activities offered but limited variety	Activities available to few learners	No physical activity programs
	Mental health awareness and stigma reduction	Ongoing campaigns, open conversations and supportive school culture	Campaigns conducted occasionally	Minimal focus on stigma; low awareness	Mental health not addressed or acknowledged
	Healthy lifestyle promotion	Integrated with school policies; nutrition, sleep and hygiene addressed regularly	Some efforts visible; awareness moderate	Lifestyle promotion sporadic or learner led only	No healthy lifestyle programs or initiatives
	Staff health and wellness	Comprehensive support systems for staff wellbeing	Wellness initiatives in place; participation moderate	Limited programs for staff; not widely used	No attention to staff wellness
Recreation and Internal Competitions	Scheduled recreational play time	Weekly or bi-weekly allocated time slots with consistent scheduling across all classes	Monthly sessions scheduled; some classes participate regularly	Irregular or sporadic recreational time; inconsistent scheduling	No dedicated time allocated for recreational play
	Intra-class and Inter-stream competitions	Well-organized competitions between streams/ classes with rotating sports/ games; inclusive participation	Periodic competitions held; participation varies across streams	Minimal inter-stream activities; limited variety of games offered	No inter-stream or inter-class competitions

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
	Emphasis on fun and participation	Clear focus on enjoyment, inclusivity and participation over winning; all skill levels welcomed	Some emphasis on fun but competitive elements occasionally dominate	Limited attention to inclusivity; focus primarily on skilled players	Recreation not prioritized or highly competitive atmosphere discourages participation
	Variety and inclusivity of activities	Diverse range of games/sports offered; activities adapted to engage students of all abilities and interests	Moderate variety; some attempt to include different student groups	Limited variety; few options for students with different interests or abilities	No variety in activities or no consideration of diverse student needs

Operationalisation: Health and Wellness

Health Education

Examples of School Actions

- A comprehensive health curriculum is delivered through engaging teaching tailored to diverse learners needs.
- Teachers apply low, mid and high order questioning to explore age appropriate health topics, promoting deeper understanding.
- Health awareness campaigns are integrated with formative and summative assessments across subjects, allowing learners to actively reflect.
- Lesson time is structured to allow ample practice, reinforcing cross curricular health education.

Sources of Evidence

- Observations of knowledge transfer from health lessons into broader curriculum work.
- Written work showing progression in health literacy based on teacher feedback and assessment.

Disease Prevention

Examples of School Actions

- Lessons incorporate vaccination awareness and screening protocols through interactive case studies and roleplaying.
- Teachers implement clear classroom rules tied to infectious disease protocols, consistently enforced to promote safety.
- Learners explore the use of health monitoring systems and the logic behind quarantine procedures, developing critical thinking and empathy.

Sources of Evidence

- School submit plan on disease prevention strategies.
- Teacher logs demonstrating how falling behind learners are supported during illness related absences.

Healthcare Access

Examples of School Actions

- Teaching includes simulations on how to respond to emergencies and navigate onsite or accessible services.
- Learners investigate real world healthcare provider partnerships and explore the impact of regular check ups on long term wellness.
- Feedback is aligned with school policy to help learners connect healthcare access with self advocacy and life skills.

Sources of Evidence

Learners reflections on access to medical services and the role of community healthcare.

- Feedback from parents on support structures around healthcare provision in schools.

Health Promotion

Examples of School Actions

- Fitness programs and active learning sessions promote engagement and reinforce learner effort and pride in physical wellness.
- Mental health awareness is embedded through discussions and stigma reduction activities, encouraging learners to speak up and support each other.
- Teachers foster healthy lifestyle choices, incorporating formative assessments and feedback to solidify behavior change.
- Staff wellness programs enhance community morale and model lifelong habits.

Sources of Evidence

Observation of learners participating enthusiastically in wellness activities.

- Learner work showing improved understanding of mental and physical health.

Recreational and Internal Competitions

Examples of School Actions

- Scheduled Recreational Play Time Weekly or bi-weekly time slots consistently scheduled across all classes, ensuring equitable access to recreational play.
- Intra-Class Competitions Regular within-class games organized to foster team spirit, with high levels of student participation and enjoyment.
- Inter-Stream/Inter-Class Competitions well organized competitions between streams or classes feature rotating sports and games, promoting inclusive participation.

- Emphasis on Fun and Participation activities prioritize enjoyment, inclusivity and participation over winning, welcoming students of all skill levels.
- Variety and Inclusivity of Activities A diverse range of games and sports is offered, with adaptations made to engage students of varying abilities and interests.

Sources of Evidence

- Timetables and class schedules showing frequency and consistency of recreational play.
- Student reflections and feedback on intra- and inter-class competitions.
- Observations of participation levels across skill groups and inclusive practices during recreational activities.
- Records of games and sports offered, including adaptations for diverse learners.
- Teacher logs detailing planning and outcomes of recreational sessions and competitions

5.

Water, Sanitation, Hygiene and Environmental Health

A safe and healthy school environment is essential for learner wellbeing, dignity and academic success. This quality area evaluates the adequacy and safety of water supply, sanitation infrastructure, hygiene practices and environmental health systems. Schools are expected to provide clean water (minimum 15L per learner per day), maintain gender sensitivity and disability accessible toilets and promote personal hygiene through education and facilities. Menstrual hygiene management, waste disposal and pest control are critical components of this domain. By ensuring proper drainage, regular inspections and inclusive access, schools foster equity, reduce disease risk and support learners' right to a safe and enabling learning environment.



Water Supply

Ensuring access to clean water for learners



Sanitation Infrastructure

Maintaining gender-sensitive and accessible toilets



Hygiene Practices

Promoting personal hygiene through education and facilities



Environmental Health Systems

Managing waste disposal and pest control



Water Harvesting Maintenance

Ensures systems remain functional, efficient and sustainable for reliable access.

Figure 5.1: Water, Sanitation, Hygiene and Environmental Health

Domains and Standards

Table 5.1: Domains and Standards for Water, Sanitation, Hygiene and Environmental Health

Domain	Standard
Water Access	<ul style="list-style-type: none"> • Adequate clean water supply ($\geq 15\text{L}/\text{learner}/\text{day}$) • Safe water storage and distribution • Regular water testing/treatment • Accessible water points • Functional rain water harvesting infrastructure
Sanitation Facilities	<ul style="list-style-type: none"> • Latrine-to-learner ratio (1:25 girls, 1:30 boys) • Separate facilities for girls/boys • Accessible toilets for learners with disabilities • Regular cleaning and maintenance
Hygiene Practices	<ul style="list-style-type: none"> • Hand washing facilities with soap • Personal hygiene education • Menstrual hygiene management • Waste management systems
Environmental Health	<ul style="list-style-type: none"> • Clean and safe school environment • Pest/vector control • Drainage and sewage systems • Environmental health monitoring

Levels of Performance

Table 5.2: Grade Descriptors for Water, Sanitation, Hygiene and Environmental Health

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Water Access	Adequate clean water supply ($\geq 15\text{L}/\text{learner}/\text{day}$)	Water quantity fully meets standards, consistently available and safe	Water is mostly sufficient, minor shortfalls occasionally	Water supply unreliable or below minimum standard	Insufficient or no clean water available
	Safe water storage and distribution/harvesting	Covered, hygienic storage systems, regularly maintained availability of tanks and gutter	Safe systems with minor gaps	Storage vulnerable to contamination, maintenance irregular	Unsafe storage or distribution practices

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
	Regular water testing/ treatment	Testing conducted frequently, swift corrective action	Testing done periodically, results usually addressed	Testing infrequent or results not acted upon	No water testing or treatment practices
	Accessible water points	Multiple, conveniently placed water points functioning properly	Water points available; some accessibility issues	Few or poorly placed water points	No accessible water sources on school grounds
	Functional rainwater harvesting infrastructure	Rainwater harvesting infrastructure is fully functional, well-maintained and consistently utilised across the school. Storage tanks, gutters and filtration systems are in excellent condition, with regular monitoring and maintenance logs. Water collected is safe for designated uses	Rainwater harvesting systems are operational and generally well-maintained. Minor repairs may be needed, but the infrastructure supports routine water collection and use. Water safety protocols are followed and there is moderate student awareness of rainwater use and conservation.	Rainwater harvesting infrastructure exists but is partially functional or inconsistently used. Maintenance is irregular and components such as gutters or tanks show signs of wear. Water collected may not be safe for use due to lack of filtration or oversight. Student engagement in water conservation is minimal.	No functional rainwater harvesting infrastructure is present. Existing systems are broken, neglected, or unsafe. There is no evidence of water collection, maintenance, or student involvement in rainwater-related activities.
Sanitation Facilities	Latrine to learner ratio (1:25 girls, 1:30 boys)	Ratios fully met or exceeded; reduces waiting and supports dignity	Acceptable ratios; occasional overcrowding	Ratios below standard; queues and discomfort common	Ratios far below standard or toilets unavailable
	Separate facilities for girls/boys	Clearly marked and separate facilities in good condition	Separation present, facility quality mixed	Shared or unclear access; girls' privacy not ensured	No separation, sanitation is unsafe or stigmatising
	Accessible toilets for learners with disabilities	Universal design integrated, dignity and ease ensured	Accessibility present with minor physical barriers	Some accessible toilets, features incomplete or unusable	No facilities meet accessibility standards

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
	Regular cleaning and maintenance	Cleaning schedules followed rigorously, toilets hygienic	Toilets generally clean, cleaning sometimes delayed	Cleaning irregular; sanitation deteriorates often	Toilets consistently dirty or nonfunctional
Hygiene Practices	Hand washing facilities with soap	Stations available at all key locations, well stocked with water and soap	Facilities are present but occasionally lack soap or water	Facilities exist but are poorly placed or stocked	No handwashing stations or supplies
	Personal hygiene education	Hygiene taught across grades; campaigns and modeling by staff	Hygiene taught in some grades; periodic awareness	Hygiene discussed sporadically; not reinforced	No hygiene education or promotion
	Menstrual hygiene management	Supplies, privacy and education readily available for girls	Basic support exists; some gaps in education or supply	Limited access or information; discomfort persists	No menstrual hygiene support or provisions
	Waste management systems	Safe waste collection, sorting and disposal routines in place	Waste generally handled safely; disposal sometimes delayed	Inconsistent collection or disposal; some unsafe practices	Waste unmanaged, posing health risks
Environmental Health	Clean and safe school environment	Grounds clean, landscaped, free of pollutants and hazards	Clean environment maintained with minor issues	Litter or environmental hazards observed occasionally	Environment neglected; widespread hazards or filth
	Pest/vector control	Regular control measures; safe products used effectively	Pest control occurs occasionally; effectiveness varies	Control reactive rather than preventive	No pest/vector management; infestations common
	Drainage and sewage systems	Infrastructure well built, functional and regularly serviced	Systems functional with occasional issues	Drainage or sewage backups observed periodically	Systems broken or absent; sewage unmanaged
	Environmental health monitoring	Ongoing assessment and response planning; data used for improvements	Assessments conducted occasionally; results inform planning	Few assessments; little application of findings	No environmental health assessments or response mechanisms

Operationalisation: Water, Sanitation, Hygiene and Environmental Health

Water Access

Examples of School Actions

- Teaching incorporates analysis of water supply needs ($\geq 15\text{L}/\text{learner}/\text{day}$) through engaging scientific inquiry, catering to diverse learners.
- The school explores safe water storage and distribution models using low and high order questioning.
- Regular testing/treatment becomes a school based monitoring activity.
- Setting up water harvesting system
- School installs rainwater harvesting systems including gutters, downpipes, filtration units and storage tanks sized appropriately for local rainfall.
- Regular inspections and maintenance schedules are established to ensure all components remain functional and safe.
- Maintenance logs are kept and reviewed periodically to track repairs, cleaning and upgrades.

Sources of Evidence

- Photographic documentation and physical inspection of rainwater harvesting infrastructure.
- Maintenance records and water quality testing reports.
- Logs of rainwater usage for school operations and any recorded savings or benefits.
- Availability of enough water
- Reliable source of water

Sanitation Facilities

Examples of School Actions

- Lessons on infrastructure design include exploration of latrine-to-larger-ratios and accessibility standards.
- Teachers consistently enforce respectful behavior in sanitation themed lessons, modelling health responsibility.

Sources of Evidence

- Inspector reports on how learners apply sanitation knowledge in practical settings.
- Parental feedback on the quality and inclusivity of school facilities.

Hygiene Practices

Examples of School Actions

- Hygiene education leverages hand washing stations and soap access for hands-on learning.

- Teachers present menstrual hygiene management in a stigma free and supportive manner, using mid and high order questioning.
- Schools develop waste management systems.

Sources of Evidence

- Observations of learner participation in hygiene improvement projects.
- Schools conduct peer education campaigns and hygiene habit tracking.

Environmental Health

Examples of School Actions

- Learners assess the cleanliness and safety of school grounds using structured walks around the school
- Lessons addressing pest control, sewage systems and drainage solutions.

Sources of Evidence

- Direct observation of learners conducting health risk assessments on school property.
- Learner work demonstrating understanding of environmental systems and improvement strategies.

6.

HIV Prevention, Gender Equality, Life Skills Development and Reproductive Health

This quality area focuses on equipping learners with the knowledge, values and competencies necessary for holistic development and lifelong wellbeing. It encompasses HIV prevention through education, testing and stigma reduction; promotes gender equality via inclusive policies, violence prevention and empowerment initiatives; and fosters essential life skills such as critical thinking, communication and leadership. Age appropriate reproductive health education including family planning and sexuality awareness ensures learners are informed and protected. Together, these standards support a safe, equitable and empowering school environment where learners thrive socially, emotionally and intellectually.

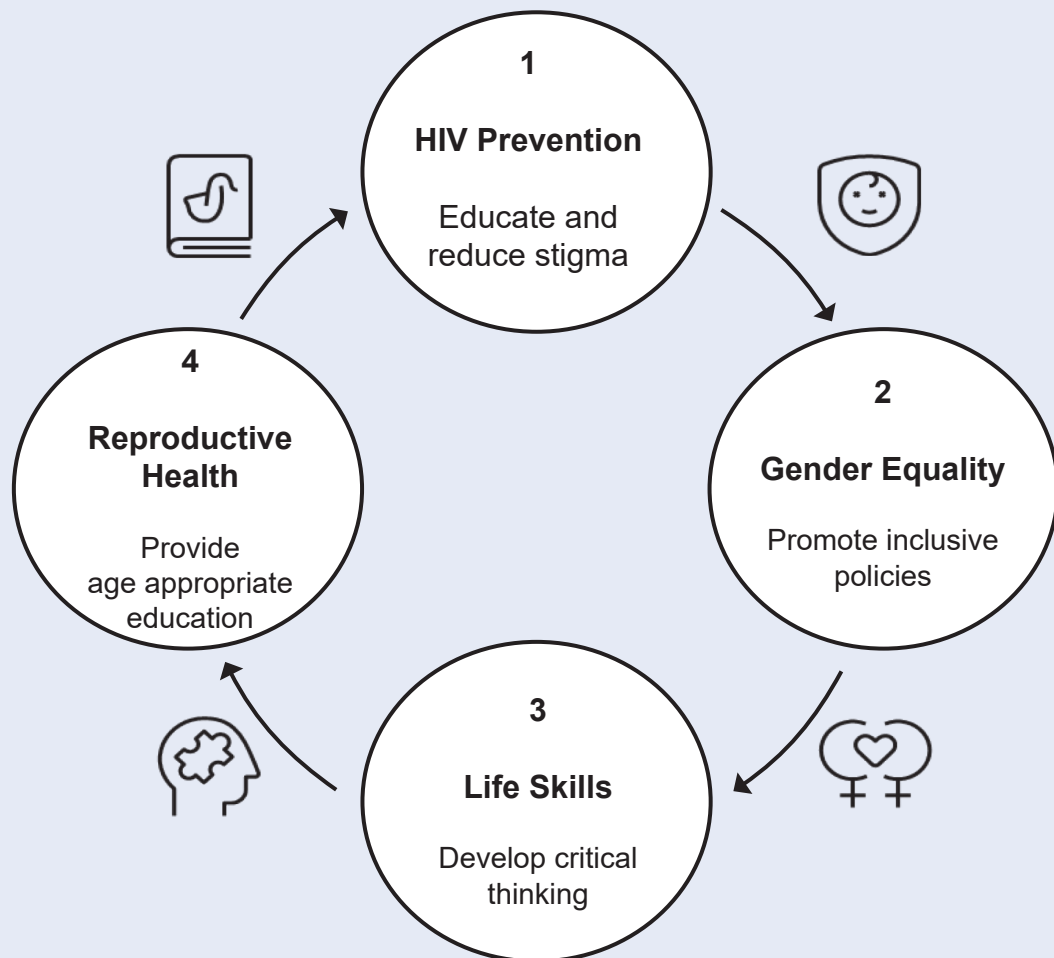


Figure 6.1: HIV Prevention, Gender Equality, Life Skills Development and Reproductive Health

Domains and Standards

Table 6.1: Domains and Standards for HIV Prevention, Gender Equality, Life Skills Development and Reproductive Health

Domain	Standard
HIV Prevention	<ul style="list-style-type: none"> • HIV/AIDS education • Prevention campaigns • Testing and counseling • Stigma reduction
Gender Equality	<ul style="list-style-type: none"> • Gender sensitive policies • Equal participation • Violence prevention • Empowerment initiatives
Life Skills Development	<ul style="list-style-type: none"> • Critical thinking and decision making • Communication and interpersonal skills • Problem solving and conflict resolution • Leadership and teamwork • Age appropriate education

Levels of Performance

Table 6.2: Grade Descriptors for HIV Prevention, Gender Equality, Life Skills Development and Reproductive Health

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
HIV Prevention	HIV/AIDS education programs	Comprehensive, age appropriate, delivered regularly across all grades	Programs in place but not consistent across all levels	Limited delivery; lacks clarity or depth	No HIV/AIDS education program
	Prevention strategies and awareness campaigns	Frequent campaigns with strong learners and community engagement	Occasional campaigns with moderate impact	Rare or poorly executed campaigns	No campaigns or prevention strategies
	Access to testing and counseling	Testing and counseling available, confidential and widely used	Services available but underutilised or not well promoted	Limited access or awareness of services	No access to HIV testing or counseling
	Stigma/discrimination reduction	School fosters inclusive attitudes: stigma actively addressed	Some efforts present; moderate culture shift	Minimal activities; stigma still evident	No initiative; discrimination unaddressed

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Gender Equality	Gender sensitive policies and practices	Policies implemented and monitored; school culture promotes equity	Policies exist; applied with some inconsistencies	Policies drafted but not enforced	No gender-related policies or practices
	Equal participation opportunities	All genders participate fully in academics, leadership and extracurricular	Most learners have access; minor disparities exist	Participation uneven; barriers persist	Gender exclusion or discrimination present
	Violence prevention programs	GBV awareness integrated, reporting mechanisms and interventions active	Programs exist; some gaps in training or response	Limited GBV awareness, no formal reporting structure	No prevention measures, GBV incidents ignored
	Leadership/empowerment for girls	Programs foster leadership in girls; strong representation in school roles	Leadership encouraged, moderate representation	Few opportunities, participation rates low	Girls not encouraged or supported in leadership roles
Life Skills Development	Critical thinking and decision making	Skills taught across subjects, real life applications emphasized	Some subjects incorporate these skills	Mentioned occasionally, poorly integrated	Not taught or practiced
	Communication / interpersonal skills	Curriculum includes targeted training and peer collaboration	Skills encouraged through activities and subjects	Limited focus, informal or sporadic	No training or skill building programs
	Problem solving/ conflict resolution	Actively taught and reinforced in behavior management and classwork	Taught occasionally, mixed effectiveness	Addressed minimally, not embedded in curriculum	Not included or modeled in school culture
	Leadership/ teamwork development	Learners engage in structured leadership roles and team-based learning	Some opportunities for collaboration and leadership	Few opportunities: roles unclear	No emphasis on leadership or teamwork skills
	Age appropriate health education	Delivered across age levels with cultural sensitivity and scientific accuracy	Taught in some grades, moderate effectiveness	Education sporadic or vague	Not provided at any grade level

Operationalisation: HIV Prevention, Gender Equality, Life Skills development and Reproductive Health

HIV Prevention

Examples of School Actions

- HIV/AIDS through dynamic and inclusive instruction, adapted to diverse learner needs.
- Learners engage in prevention campaigns using inquiry based activities and reflection to internalize risks and protective behaviors.
- Active guidance and counseling services

Sources of Evidence

- Learners' portfolio work showing understanding of HIV transmission and prevention.
- Classroom observation of stigma reduction dialogues and community outreach planning.
- Parental feedback on the school's openness and educational approach to HIV related topics.

Gender Equality

Examples of School Actions

- Policies promoting gender sensitivity are modelled and reinforced by educators in everyday instruction and behavioural expectations.
- Equal participation is promoted through classroom leadership roles, collaborative projects and inclusive language.
- Violence prevention themes are embedded in conflict resolution lessons and debated through structured questioning.
- Empowerment is cultivated via storytelling, advocacy projects and recognition of learner voice.

Sources of Evidence

- Observation of learners challenging stereotypes and initiating equity discussions.
- Parent and learner feedback on school climate and inclusivity.
- Responsibility schedules for all learners e.g classroom cleaning duty roster

Life Skills Development

Examples of School Actions

- Setting clubs that foster assertiveness.
- Provide opportunities for debates and public speaking activities.
- Learners engage in team based projects to enhance communication, interpersonal skills and leadership.
- Time is structured for practice, reflection and feedback to build conflict resolution techniques and teamwork habits.

Sources of Evidence

- Assessment of learner growth in expressing ideas and resolving conflicts.
- Learner journals and portfolios demonstrating skill progression and self evaluation.
- Observation of participation and collaboration effectiveness in projects and simulations.
- Guidance and counselling teachers' plans indicate continuity of reproductive health education across school stages.

7.

Quality Teaching, Learning and Assessment

This quality area defines the foundational expectations for primary educators in Eswatini, placing emphasis on learner-centred instruction, holistic development and inclusive engagement. Educators are expected to design and deliver lessons that cultivate essential competencies, core skills, knowledge and attitudes required for learner success in both academic and personal spheres.

Effective teaching is characterised by the use of differentiated instruction, responsive pedagogies and contextually relevant learning materials. Through formative and summative assessments, teachers monitor learner progress and adapt strategies to meet diverse needs. Continuous professional development, integration of appropriate technologies and the application of positive discipline are key pillars in supporting every learner’s potential.

The standards also underscore the importance of safe, nurturing learning environments, strong partnerships with families and communities adherence to ethical and professional conduct. These elements ensure that teaching is not only instructional but transformative; empowering learners to thrive in a dynamic and inclusive society.

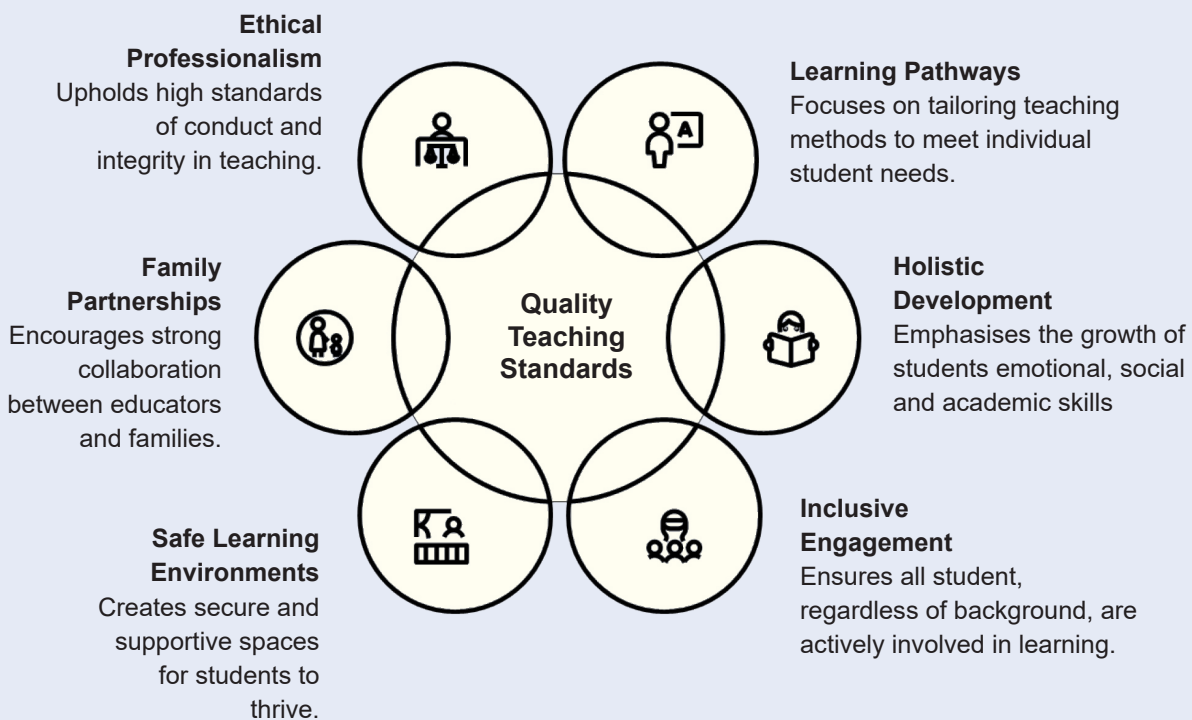


Figure 7.1: Quality Teaching, Learning and Assessment

Domains and Standards

Table 7.1: Domains and Standards for Quality Teaching, Learning and Assessment

Domain	Standard
Learner-Centred Instruction	<ul style="list-style-type: none"> Teachers design and deliver lessons that foster essential competencies and core skills Instruction promotes learner success in academic and personal spheres Differentiated teaching strategies are used to meet diverse learner needs
Holistic Development	<ul style="list-style-type: none"> Teaching supports emotional, social, cognitive and physical development Positive discipline is applied to promote learner dignity and growth Teachers foster emotional resilience and curiosity
Inclusive Engagement	<ul style="list-style-type: none"> All learners are actively engaged regardless of background or ability Teaching practices reflect inclusive values and equitable access Learning materials are adapted to reflect learner diversity
Nurturing Learning Environment	<ul style="list-style-type: none"> Classrooms are print rich with evidence of learning content Celebration of Excellence and display of exemplary work in recognition of effort Collaborative Seating Arrangement
Family and Community Involvement	<ul style="list-style-type: none"> Families are actively involved in supporting learner development Regular open days for parent-teacher meetings Parental involvement in setting learning goals
Professional Growth and Innovation	<ul style="list-style-type: none"> Teachers engage in continuous professional development Educators reflect on and improve their practice Ethical standards and professional conduct are consistently upheld
Formative and Summative Assessment	<ul style="list-style-type: none"> Teachers use formative assessment to monitor and guide learning Summative assessment is used to evaluate learner achievement and inform planning Assessment practices are aligned with curriculum goals and learner needs

Domain	Standard
	<ul style="list-style-type: none"> • Standardised tests and end-of-term exams are administered consistently across subjects • Marking schemes and rubrics are applied uniformly and transparently • Results are analysed to inform school wide performance and reporting • Assessment data is securely stored and used for decision making and accountability
Integration of Technology	<ul style="list-style-type: none"> • Teachers use digital tools and AI to enhance teaching and learning • Technology is integrated to support curriculum delivery and learner engagement • Educators apply blended methodologies while maintaining pedagogical soundness
Teaching Resources	<ul style="list-style-type: none"> • Schools provide adequate and equitable access to teaching and learning materials • Resources are used effectively to support curriculum delivery and learner engagement • Resource allocation prioritizes marginalized and vulnerable learners
Curriculum Implementation	<ul style="list-style-type: none"> • Teachers adhere to national curriculum frameworks and subject syllabi • Curriculum delivery reflects competency-based and inclusive approaches • Schools monitor curriculum coverage and learner progression
Instructional Impact and Curriculum Alignment	<ul style="list-style-type: none"> • Teaching aligns with national curriculum goals • Supervisors evaluate learner outcomes and instructional effectiveness • Teaching contributes to systemic improvement and national education priorities

Levels of Performance

Table 7.2: Grade Descriptors for Quality Teaching, Learning and Assessment

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Learner-Centred Instruction	Teachers design and deliver lessons that foster essential competencies and core skills	Lessons are consistently engaging, learner-driven and competency-focused	Lessons are well-structured and cover core skills effectively	Lessons show limited focus on competencies; delivery is uneven	Lessons lack structure and do not address core skills
	Instruction promotes learner success in academic and personal spheres	Instruction supports holistic growth and high achievement	Instruction supports most learners with clear outcomes	Instruction is inconsistent; limited personal relevance	Instruction fails to support academic or personal success
	Differentiated teaching strategies are used to meet diverse learner needs	Differentiation is embedded and responsive to all learners	Differentiation is evident and mostly effective	Differentiation is minimal or inconsistently applied	No differentiation, learners' needs ignored
Holistic Development	Teaching supports emotional, social, cognitive and physical development	All domains are actively supported and integrated; learners thrive academically and personally	Most domains are addressed through teaching; learners show balanced growth	Some domains are neglected or weakly supported; uneven learner development	No evidence of holistic development focus; teaching is narrow and fragmented
	Positive discipline is applied to promote learner dignity and growth	Discipline is restorative, respectful and promotes accountability and self-worth	Discipline is fair and consistent, learners feel safe and respected	Discipline is inconsistently applied; lacks clarity or dignity	Discipline is punitive or harmful, undermines learner well-being
	Teachers foster emotional resilience and curiosity	Learners demonstrate strong resilience and curiosity, teachers model and reinforce these traits	Teachers encourage curiosity and emotional strength in most learners	Limited encouragement; learners show low engagement or confidence	No effort to foster resilience or curiosity, learners appear withdrawn or disengaged

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Inclusive Engagement	All learners are actively engaged regardless of background or ability	Engagement is universal; inclusive strategies are exemplary and consistently applied	Most learners are engaged; inclusive practices evident in most lessons	Engagement is uneven; some learners are excluded or overlooked	Many learners are disengaged; exclusion is evident or systemic
	Teaching practices reflect inclusive values and equitable access	Practices consistently promote equity, respect and full participation	Practices mostly inclusive; minor gaps in consistency or reach	Practices inconsistently inclusive; equity not fully ensured	Practices are discriminatory, biased, or exclusionary
	Learning materials are adapted to reflect learner diversity	Materials reflect diverse cultures, languages, abilities and learner identities	Materials show some diversity and adaptation to learner needs	Limited adaptation; materials do not fully reflect diversity	Materials exclude or misrepresent learner diversity; reinforce stereotypes
Nurturing Learning Environment	Print rich classrooms with evidence of learning content on display	Learning spaces are vibrant, print-rich	Classrooms show clear evidence of learning content	Limited print materials	Classrooms lack visible learning content
	Celebration of Excellence and display of exemplary work in recognition of effort	Visibly celebrate learners' achievement	Limited learners' work on display	Very minimal display of learners' work	No evidence showing recognition of learners' effort
	Classroom Seating arrangement	Seating arrangements consistently promote collaboration and active engagement in a safe, supportive environment	Seating supports group interaction and the environment is generally safe and welcoming	Seating arrangements occasionally support group work but lack consistency; safety and emotional support are uneven	Seating inhibits collaboration the environment does not support physical or emotional safety

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Family and Community Involvement	Families are actively involved in supporting learner development	Families are consistently engaged through structured programs, regular communication and shared decision making	Families are involved in school activities and receive regular updates	Family involvement is sporadic or limited to passive participation	No engagement with families; communication is absent or ineffective
	Open days are held regularly for parents to meet teachers and discuss learner performance	Open days are well-organized, frequent, and include detailed discussions on learner progress and goals	Open days are held consistently with general performance updates shared with parents	Open days are infrequent or lack meaningful engagement between parents and teachers	No open days are held; parents are not informed about learner performance
	Parents help set learning goals and support their children's academic progress through feedback and collaboration	Parents and teachers co-develop learning goals and regularly monitor progress together	Parents contribute to goal-setting and provide occasional feedback on learner progress	Parents are informed of goals but rarely participate in feedback or collaboration	Parents are excluded from goal-setting and have no role in supporting academic progress
Professional Growth and Innovation	Teachers engage in continuous professional development	Teachers participate in regular, targeted CPD aligned with school improvement goals, they apply new learning effectively	Teachers attend CPD sessions and show evidence of applying some new practices	CPD is irregular or generic, limited impact on teaching quality	No CPD participation, professional stagnation is evident
	Educators reflect on and improve their practice	Reflection is embedded in teaching; educators consistently refine and innovate based on feedback and outcomes	Educators reflect occasionally and make some adjustments to practice	Reflection is minimal; changes are superficial or inconsistent	No reflection, poor practices persist without review
	Ethical standards and professional conduct are consistently upheld	Conduct is exemplary, educators model integrity, respect and professionalism in all interactions	Conduct is appropriate, minor lapses are addressed promptly	Conduct is inconsistent, some ethical concerns arise	Conduct breaches professional standards, serious violations present

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Formative and Summative Assessment	Teachers use formative assessment to monitor and guide learning	Formative assessment is ongoing, varied and clearly informs teaching strategies and learner support	Formative assessment is regular and guides instruction in most subjects	Formative assessment is sporadic or lacks depth; limited impact on instruction	No formative assessment evident; teaching is not informed by learner progress
	Summative assessment is used to evaluate learner achievement and inform planning	Summative assessments are rigorous, well-aligned to curriculum and used to plan future learning	Summative assessments are consistent and appropriate across subjects	Summative assessments are weakly aligned or inconsistently applied	No summative assessments conducted, learner achievement not evaluated
	Assessment practices are aligned with curriculum goals and learner needs	Assessment tools and tasks reflect curriculum standards and learner diversity	Most assessments align with curriculum goals; minor gaps exist	Partial alignment; assessments lack relevance or inclusivity	Assessments are misaligned or irrelevant to curriculum goals
	Standardised tests and end-of-term exams are administered consistently across subjects	Exams are well-managed, equitable and standardised across all subjects	Exams are administered with minor inconsistencies or delays	Exams are irregular or poorly coordinated across subjects	No standardised exams; assessment practices are fragmented
	Marking schemes and rubrics are applied uniformly and transparently	Rubrics are clear, consistently applied and shared with learners; marking is fair and timely	Rubrics are used in most subjects; some inconsistencies in application	Rubrics are unclear or inconsistently applied; feedback is delayed	No rubrics used; marking is arbitrary or biased
	Results are analysed to inform school wide performance and reporting	Data is systematically analysed to guide school improvement and learner support	Results are reviewed and inform some decisions; analysis is basic	Data analysis is minimal or informal; limited impact on planning	No analysis of results; decisions are made without evidence
	Assessment data is securely stored and used for decision making and accountability	Data is securely stored, ethically managed and used for planning, reporting and accountability	Data is stored and used appropriately; some gaps in security or access	Data storage is weak; limited use in decision making	Data is insecure, inaccessible, or misused; no accountability mechanisms

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Integration of Technology	Teachers use digital tools and AI to enhance teaching and learning	Digital tools and AI are seamlessly embedded in lessons; they enhance learner engagement, creativity and outcomes	Technology is used effectively in most lessons; supports curriculum delivery and learner interaction	Technology use is limited, inconsistent, or lacks pedagogical purpose	No use of technology; teaching relies solely on traditional methods
	Technology is integrated to support curriculum delivery and learner engagement	Technology enriches curriculum content and fosters active, inclusive participation	Technology supports curriculum delivery; learners are moderately engaged	Technology is weakly aligned with curriculum; engagement is low	Technology is absent or misused; no link to curriculum or learner needs
	Educators apply blended methodologies while maintaining pedagogical soundness	Blended learning is well-structured, inclusive and aligned with best practices	Blended methods are used appropriately; some gaps in structure or consistency	Blended learning is poorly implemented or lacks coherence	No blended learning; instruction is rigid and outdated
Teaching Resources	Schools provide adequate and equitable access to teaching and learning materials	Resources are abundant, current and fairly distributed across all grades and subjects; access is inclusive and proactive	Resources are sufficient and accessible to most learners; minor gaps exist in distribution or updating	Resources are limited, outdated, or unevenly distributed; some learners lack access	Severe shortages or inequities in access; learners are consistently under-served
	Resources are used effectively to support curriculum delivery and learner engagement	Materials are consistently integrated into lessons; they enhance curriculum delivery and learner participation	Materials are used in most lessons; they support curriculum delivery and engagement	Materials are underused or poorly integrated; limited impact on learning	Materials are unused, irrelevant, or unavailable; curriculum delivery is hindered
	Resource allocation prioritises marginalised and vulnerable learners	Resource planning actively targets disadvantaged learners; inclusive strategies are evident and impactful	Some targeted support exists; vulnerable learners benefit from resource access	Support is inconsistent or informal; vulnerable learners are not consistently prioritised	No targeted support; resource allocation excludes or neglects vulnerable learners

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Curriculum Implementation	Teachers adhere to national curriculum frameworks and subject syllabi	Curriculum is fully implemented with fidelity; lessons reflect depth, progression and innovation	Curriculum is followed; minor deviations or gaps in coverage	Curriculum is partially followed; some subjects or competencies are under developed	Curriculum is not followed; teaching is misaligned or fragmented
	Curriculum delivery reflects competency-based and inclusive approaches	Teaching is learner-centered, inclusive and competency-driven; learners demonstrate mastery	Teaching reflects most competencies and inclusive strategies; some gaps exist	Competency-based delivery is weak or inconsistently applied	Teaching ignores competencies and inclusivity; learners are disengaged
	Schools monitor curriculum coverage and learner progression	Monitoring is systematic, data-informed and used to guide planning and support	Coverage and progression are tracked; some inconsistencies in documentation	Monitoring is irregular or informal; limited impact on planning	No monitoring; learner progression is unclear or neglected
Instructional Impact and Curriculum Alignment	Teaching aligns with national curriculum goals	Teaching is fully aligned with curriculum frameworks; lessons reflect depth, progression and innovation	Teaching aligns well with curriculum goals; minor gaps in coverage or delivery	Partial alignment; some subjects or competencies are under-developed	Teaching is misaligned or disconnected from curriculum standards
	Supervisors evaluate learner outcomes and instructional effectiveness	Evaluation is rigorous, evidence-based and triangulated across multiple sources; feedback drives improvement	Evaluation is consistent and reliable; feedback informs planning	Evaluation is weak or inconsistent; limited impact on teaching or learning	No evaluation conducted; instructional effectiveness is unknown
	Teaching contributes to systemic improvement and national education priorities	Teaching practices model innovation, equity and relevance; they support national goals and inspire replication	Teaching supports school improvement and aligns with national priorities	Teaching has limited systemic impact; lacks strategic alignment	Teaching undermines national priorities; contributes to stagnation or inequity

Operationalisation: Quality Teaching, Learning and Assessment

Learner-Centred Instruction

Examples of school actions

- Use of competency-based lesson plans
- Differentiated instruction strategies
- Contextualised teaching materials

Sources of Evidence

- Lesson plans and schemes
- Classroom observation
- Learner workbooks and portfolios
- Teacher interviews

Holistic Development

Examples of school actions

- Integration of SEL, physical education and cognitive tasks
- Use of positive discipline strategies
- Activities that promote curiosity and resilience

Sources of Evidence

- Timetables and activity logs
- Discipline records
- Learner journals and feedback
- Observation of classroom climate

Inclusive Engagement

Examples of school actions

- Inclusive seating and participation tracking
- Use of adapted learning materials
- Differentiated instruction for diverse learners

Sources of Evidence

- SEN records and IEPs
- Teaching aids and resource samples
- Learner interviews
- Observation of classroom practices

Nurturing Learning Environments

Examples of school actions

- Print-Rich Classrooms: Stimulating Literacy and Curiosity
- Evidence of awarding excellence among learners
- Seating arrangement consistently promote collaboration

Sources of Evidence

- Word walls, anchor charts, labeled diagrams, and thematic displays reinforce vocabulary and concepts
- Displayed exemplary work and recognizing effort
- Learners sitting in arrangements that fosters group work

Family and Community Partnerships

Examples of school actions

- Parent meetings and feedback systems
- Parental involvement in school activities
- Scheduling regular open days for parent-teacher meetings
- Sharing learner performance records and progress reports during open days
- Involving parents in setting academic goals for their children
- Providing structured feedback channels between teachers and families
- Encouraging parent participation in school-based learning support programs

Sources of Evidence

- Meeting minutes
- Communication logs
- Photos of events
- Parental feedback
- School calendar and open day attendance registers
- Records of learner performance shared with parents
- Samples of goal-setting forms co-signed by parents and teachers
- Parent feedback forms and communication logs
- Interviews with parents, teachers, and school leadership

Professional Growth and Innovation

Examples of school actions

- Participation in CPD workshops
- Use of reflection journals and peer reviews
- Adherence to ethical codes

Sources of Evidence

- CPD records and certificates
- Teacher portfolios
- Performance appraisals
- Staff handbook

Formative and Summative Assessment

Examples of school actions

- Use of quizzes, tests, classworks and projects
- Administration of term exams and standardised tests
- Data analysis for school improvement

Evidence for Inspectors

- Assessment records and rubrics
- Exam scripts and schedules
- Analysis reports
- EMIS data and storage protocols

Integration of Technology

Examples of school actions

- Use of tablets, apps and AI tools
- Blended learning implementation
- Digital lesson planning

Sources of Evidence

- Classroom observation
- Tech usage logs
- Platform analytics
- Teacher interviews

Teaching Resources

Examples of school actions

- Equitable distribution of materials
- Use of visual aids and manipulatives
- Prioritisation of vulnerable learners

Sources of Evidence

- Inventory books
- Resource usage logs
- SEN support records
- Learner interviews

Curriculum Implementation

Examples of school actions

- Use of approved syllabi and pacing guides
- Competency-based lesson delivery
- Monitoring of learner progression

Sources of Evidence

- Curriculum maps
- Coverage reports
- Learner profiles
- Staff meeting minutes

Instructional Impact and Curriculum Alignment

Examples of school actions

- Curriculum-linked instruction
- Use of performance data for planning
- Alignment with national education priorities

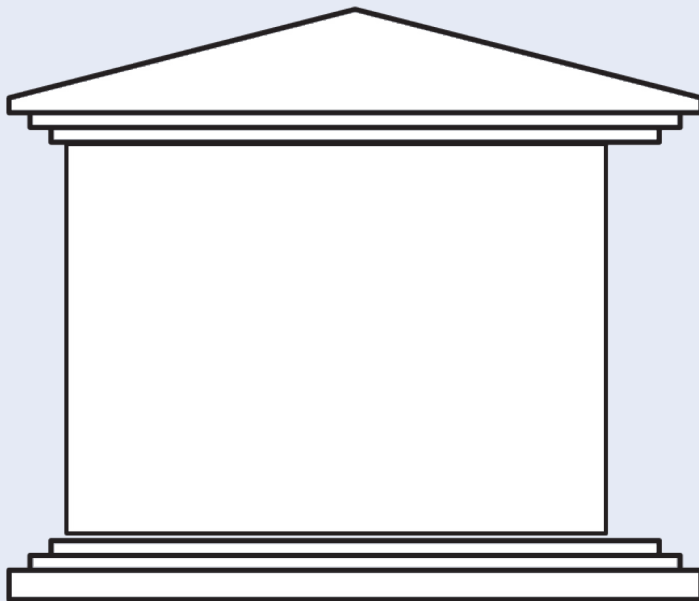
Sources of Evidence

- Lesson observation
- Assessment results
- School improvement plans
- Stakeholder interviews

8.

Effective School Leadership, Management and Administration

Strong school governance is essential for fostering transparency, equity and strategic development. This quality area evaluates how leadership structures, policy frameworks and financial systems work together to ensure effective decision making and inclusive participation. Schools are expected to uphold ethical governance practices, regularly review policies and use data to inform planning. Inclusive committees and learner representation are key to democratic engagement, while financial transparency, including budgeting, audits and stakeholder feedback, ensures accountability. Strategic financial planning must align with school priorities and spending should be responsive to community needs, promoting sustainability and responsible resource use.



School Leadership Structures

Effective leadership roles and responsibilities within the school



Policy Frameworks

Comprehensive policies that guide school operations decision-making



Financial Systems

Transparent and accountable financial management practices.



Ethical Practices

Upholding high standards of integrity and ethical conduct.



Inclusive Committees

Committees that ensure diverse participation and representation.



Strategic Planning

Aligning school priorities with community needs for sustainable growth.



Instructional Leadership

Guides teaching practices and curriculum decisions to improve student learning outcomes.

Figure 8.1: Effective School Leadership, Management and Administration

Domains and Standards

Table 8.1: Domains and Standards for Effective School Leadership, Management and Administration

Domain	Standard
School Leadership and decision making	<ul style="list-style-type: none"> • Establishment of effective leadership structures • Transparent and accountable decision-making processes • Ethical governance practices
Policy and Planning	<ul style="list-style-type: none"> • Regular school policies review and improvement • Development and implementation of the school development plans • Use of data to inform strategic decisions
Inclusive participation	<ul style="list-style-type: none"> • Inclusive school committees with diverse representation • Active learner representation in governance • Engagement of all stakeholders in governance processes
Transparency and Accountability	<ul style="list-style-type: none"> • Clear and accessible budget transparency • Regular financial reporting and independent audits • Forums for financial feedback and public scrutiny
Strategic Financial Planning	<ul style="list-style-type: none"> • Alignment of funding with strategic priorities • Monitoring of resource allocation to ensure efficiency • Promotion of cost-effective practices
Responsive and Responsible Spending	<ul style="list-style-type: none"> • Investment in environmental and health related expenditures • Stakeholder engagement in financial decision making • Responsiveness to community needs in financial planning
Instructional Supervision	<ul style="list-style-type: none"> • Regular classroom observation and feedback cycles • Use of data to inform instructional improvement • Support for differentiated instruction
School Inventory Management and Asset Care	<ul style="list-style-type: none"> • Furniture adequacy and maintenance routines • Accountability for government-supplied textbooks and stationery • Monitoring of Practical Subjects inventory • Oversight of school feeding program equipment and stock • General upkeep of learning and working spaces
Equity and Learner Well-being	<ul style="list-style-type: none"> • Affordable and durable uniforms • Uniform design maintained for seven years • Flexible uniform wear throughout the week

Levels of Performance

Table 8.2: Grade Descriptors for Effective School Leadership, Management and Administration

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
School Leadership and Decision Making	Effective leadership structures	Leadership roles clearly defined; collaborative and visionary leadership	Leadership structures functional; some collaboration	Roles unclear; leadership lacks strategic direction	No formal leadership structure or clarity of roles
	Transparent and accountable decision making	Decisions documented, inclusive and regularly reviewed	Decisions mostly transparent; occasional stakeholder input	Decision making lacks transparency; limited stakeholder involvement	Decisions made without consultation or documentation
	Ethical governance practices	Ethical standards upheld and modelled consistently	Ethical practices generally followed; minor gaps	Ethical issues occasionally arise; limited accountability	No ethical framework; frequent governance concerns
Policy and Planning	Regular policy review and improvement	Policies reviewed annually with stakeholder input	Policies reviewed periodically, some updates made	Policies outdated or inconsistently reviewed	No policy review process in place
	Development and implementation of school development plans	Clear, data driven plans with measurable goals and community alignment	Plans exist and guide improvement, limited data use	Plans vague or disconnected from actual school needs	No development plans or strategic direction
	Use of data for strategic decisions	Data consistently informs planning and resource allocation	Data used occasionally in decision making	Data collection exists but rarely used	No data used in planning or decision making
Inclusive Participation	Diverse school committees	Committees include staff, parents, learners and community members	Committees formed with some diversity	Committees lack representation or regular engagement	No functioning committees or stakeholder involvement
	Learner representation	Learners actively participate in governance and decision making	Learner voice considered occasionally	Learner involvement minimal or symbolic	No learner representation in governance
	Stakeholder engagement	Regular forums and feedback mechanisms for all stakeholders	Stakeholders consulted occasionally	Engagement limited to select groups	No stakeholder engagement mechanisms

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Transparency and Accountability	Budget transparency	Budget publicly shared, easy to understand and regularly updated	Budget available with basic details	Budget shared irregularly or lacks clarity	No budget transparency or public access
	Financial reporting and audits	Timely, independent audits with corrective actions taken	Audits conducted but not always timely or acted upon	Financial reporting inconsistent; audits rare	No financial reporting or audit processes
	Financial feedback forums	Open forums held regularly; feedback informs financial decisions	Forums held occasionally; limited impact	Feedback collected informally; rarely used	No financial feedback opportunities
Strategic Financial Planning	Funding aligned with priorities	Budget aligns with strategic goals and learner needs	Funding supports key areas; some gaps remain	Funding allocation lacks strategic alignment	Funding decisions made without strategic planning
	Resource allocation monitoring	Resources tracked and evaluated for impact	Resource use monitored occasionally	Resource tracking informal or incomplete	No monitoring of resource allocation
	Cost effective practices	Procurement and spending optimized for value and sustainability	Some cost saving measures in place	Spending practices inefficient or inconsistent	No effort to ensure cost effectiveness
Responsive and Responsible Spending	Investment in health/ environment	Budget includes proactive spending on health, safety and sustainability	Some investment in health/ environmental needs	Minimal spending in these areas; reactive rather than proactive	No consideration of health or environmental needs
	Stakeholder input in financial decisions	Stakeholders actively shape financial priorities and decisions	Input sought occasionally; limited influence	Stakeholder input informal or not documented	No stakeholder involvement in financial planning
	Responsiveness to community needs	Financial plans reflect community priorities and evolving needs	Some responsiveness to community concerns	Plans rarely reflect community needs	Financial decisions ignore community input

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Instructional Supervision	Classroom observation and feedback	Regular, structured observations with timely, actionable feedback	Observations conducted with some feedback provided	Observations infrequent or feedback lacks depth	No classroom observation or feedback processes
	Data-informed instructional improvement	Instructional decisions consistently guided by robust data analysis	Data used occasionally to inform instruction	Limited use of data; decisions often anecdotal	No use of data to guide instructional practices
	Differentiated instruction support	Teachers consistently supported to tailor instruction to diverse learner needs	Support provided for some differentiation strategies	Minimal support for differentiated instruction	No support for differentiated instruction
School Inventory Management and Asset Care	Furniture adequacy and maintenance routines	Furniture is adequate, well maintained and inspected regularly; proactive repairs and replacements are documented	Most furniture is in good condition; maintenance occurs periodically	Furniture is inconsistently maintained; repairs are reactive	Furniture is inadequate or neglected; no maintenance system in place
	Accountability for government supplied textbooks and stationery	Accurate records of receipt, distribution and usage; losses are minimal and well-accounted for	Records are maintained with minor gaps; some losses occur but are addressed	Records are incomplete or outdated; losses are common	No clear records; frequent loss or misuse of materials
	Monitoring of Practical Subjects inventory	Inventory is up-to-date, secure and regularly audited; usage is well monitored	Inventory is maintained with occasional updates; some monitoring of usage	Inventory is outdated or incomplete; limited oversight	No inventory records; tools and materials are unmanaged
	Oversight of school feeding program equipment and stock	Equipment is functional and clean; food stock is well-managed and documented daily	Equipment is mostly functional; food stock records are kept but not always up-to-date	Equipment is mostly functional; food stock records are kept but not always up-to-date	Equipment is broken or unhygienic; no stock records exist

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
	General upkeep of learning and working spaces	Classrooms, offices and staffrooms are clean, orderly and conducive to learning; cleaning schedules are followed	Most spaces are clean and functional; minor lapses in upkeep	Cleanliness and order are inconsistent; some areas are neglected	Spaces are dirty, disorganized, or unsafe; no upkeep routines evident
Equity and Learner Well-being	Affordable and durable uniforms	Uniforms are low-cost, high-quality, and accessible to all learners; proactive support for vulnerable families	Uniforms are generally affordable and durable; support is available for some families	Uniforms are costly or wear out quickly; limited support for families in need	Uniforms are unaffordable or poor quality; no support mechanisms in place
	Uniform design maintained for seven years	Uniform design is consistent across all grades for seven years; clearly communicated to families	Uniform design is mostly consistent; minor changes occur with adequate notice	Uniform design changes occasionally without clear communication	Frequent uniform changes; families are burdened by unclear or costly updates
	Flexible uniform wear throughout the week	Learners may wear any approved uniform item any day; flexibility is encouraged and respected	Learners have some flexibility; occasional enforcement of fixed-day uniform rules	Uniform wear is rigid; learners are penalized for wearing available items	Strict uniform rules with no flexibility; learners face disciplinary action for non-compliance

Operationalisation: Effective School Leadership, Management and Administration

Leadership and Decision Making

Examples of School Actions

- School leaders promote inclusive and ethical decision making
- Leadership ensures teaching is engaging and inclusive
- Clear rules are enforced consistently to manage learner behaviour

Sources of Evidence

- Interviews with school leaders and staff
- Observation of leadership meetings and decision making processes
- Feedback from stakeholders on governance transparency

Policy and Planning

Examples of School Actions

- Teachers use data to identify learners falling behind and support them
- School develops the school development plan and adhere to it.
- Policies reviewed timely to guide effective leadership and implementation of projected practices

Sources of Evidence

- School improvement plans and policy documents
- Observations of planned projects
- Parent feedback on school planning and communication
- Comments on school development relating to progress of projects

Inclusive Participation

Examples of School Actions

- Learners are involved in school committees and decision making
- Parents receive timely updates and guidance to support their children
- Teachers encourage pride and effort in learners' work

Sources of Evidence

- Committee membership records and meeting minutes
- Surveys of learners and parents
- Observations of stakeholder engagement activities

Transparency and Accountability

Examples of School Actions

- Financial reports are shared with stakeholders
- Forums are held to discuss budget priorities
- Spending decisions reflect community needs

Sources of Evidence

- Financial statements and audit reports
- Stakeholder feedback forums
- Public access to financial documentation

Strategic Financial Planning

Examples of School Actions

- Funding supports learner achievement and teacher development
- Resources are allocated to maximise impact
- Cost effective practices are embedded in procurement

Sources of Evidence

- Budget plans and expenditure tracking
- Evaluation of resource use in classrooms
- Strategic planning documents

Responsive and Responsible Spending

Examples of School Actions

- Spending supports health and safety in schools
- Community input shapes financial priorities
- Learners benefit from targeted investments

Sources of Evidence

- Records of stakeholder consultations
- Environmental and health-related expenditure reports
- Community feedback and needs assessments

Instructional Supervision

Examples of School Actions

- Each teacher receives a minimum of 3 formal observation per year
- Headteachers plan for observing all teachers

Sources of Evidence

- Curriculum document cross referenced with lesson plans
- Scheme of work aligned to syllabus
- Submission of report in classroom observation

School Inventory Management and Asset Care

Examples of School Actions

- Furniture is regularly inspected, repaired and replaced to ensure safety and comfort.
- Textbooks and stationery are securely stored, accurately recorded and equitably distributed.
- Practical subjects inventory tracked, audited and replenished to support hands-on learning.
- Feeding program equipment maintained hygienically; food stock is monitored and documented.
- Classrooms, offices and staffrooms are cleaned routinely and kept in good condition.

Sources of Evidence

- Furniture maintenance logs and asset registers
- Textbook and stationery distribution records and reconciliation reports
- Practical subjects inventory lists and audit reports
- Food stock ledgers, kitchen equipment registers and hygiene inspection reports
- Cleaning schedules, duty rosters and space inspection checklists

Equity and Learner Well-being

Examples of School Actions

- School leadership ensures uniforms are affordable and sourced from reliable suppliers
- Uniform design is standardized and maintained for the full seven-year primary cycle
- Learners are allowed to wear any available uniform item regardless of weekday schedules
- Parents are consulted in uniform policy decisions to reflect diverse family circumstances
- Schools promote dignity and inclusion through flexible and respectful uniform practices

Sources of Evidence

- Interviews with school leaders, parents, and suppliers
- Review of uniform policy documents and procurement records
- Observation of learner uniform variety and enforcement practices
- Feedback from families on affordability and inclusivity
- School communication logs and meeting minutes with stakeholder

9.

Annexure: Judging Tools for Primary Schools

THE MINISTRY OF EDUCATION AND TRAINING ASSESSMENT TOOL

Name of School: _____

Region: _____

Date: _____

Quality Area 1: Safety, Protection and Psychosocial Support

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Physical Safety	Safe infrastructure and hazard-free facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Emergency preparedness protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Ventilation and lighting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Age appropriate classrooms with space for activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Facilities for learners with special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Child-friendly reporting channels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Stakeholder decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Classroom safety Inspection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Maintain school grounds to prevent wildlife hazards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Repair or remove unsafe structures like old toilets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Support younger learners during rainy seasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
	Train peer volunteers with swimming skills for emergencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Train peer volunteers as safety escort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Safety and Awareness	Educate learners on human trafficking and reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Encourage walking in groups for safer commutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Organize patrols or guardians in high-risk areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Establish peer safety mentorship programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Safety	Anti-bullying policies and interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Trauma-informed practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Dignified disciplinary approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Open communication and peer support systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child Protection	Implementation of child protection policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Staff training and screening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Mandatory reporting procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Abuse prevention mechanisms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk Management	Risk assessments and health/safety monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Incident reporting and follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Crisis communication protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Mental Health Support	Early identification of learners needing support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Referral pathways to professional services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Mental Health awareness activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Counselling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Emotional Learning (SEL)	SEL curriculum integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Conflict resolution and emotional regulation strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Activities promoting resilience and self-esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Supportive relationships among learners and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support for Vulnerable Children	Identification and individualised support for OVCs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Community partnerships and referral systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Monitoring and follow-up mechanisms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusive Environment	Equal access policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Cultural inclusivity in programs and facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Child-friendly reporting channels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Leadership and stakeholder engagement in safety planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Judgement

Safety, Protection and Psychosocial Support	Outstanding	Good	Requires Improvement	Inadequate
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on Safety, Protection and Psychosocial Support

Recommendations

Name of Head Teacher: _____ Signature: _____

Name of Assessor: _____ Signature: _____

Quality Area 2: Rights-Based, Inclusive School and Materials Support

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Child Rights and Inclusive Governance	Understanding and promotion of child's rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Protection mechanisms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Anti-Discrimination and Equity Policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Learner representation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Staff training and equity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusive Teaching and Learning Environment	Instructional differentiation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Individualised support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Collaboration with specialists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Cultural responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Gender equity in classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessible and Equitable Learning Materials	Availability of Inclusive Learning Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Resource Allocation and Equity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Safe and Inclusive Physical Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development and Accountability	Staff Capacity Building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Monitoring and Evaluation of Inclusion Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Feedback and Redress Mechanisms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Judgement

Rights-Based, Inclusive School and Materials Support	Outstanding	Good	Requires Improvement	Inadequate
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on Rights-Based, Inclusive School and Materials Support

Recommendations

Name of Head Teacher: _____ Signature: _____

Name of Assessor: _____ Signature: _____

Quality Area 3: Nutrition and Food Security

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Nutritional Programs	Balanced School Feeding Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Nutritional Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Dietary Guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Nutritional Monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food Safety	Safe Food Handling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Regular Health Inspections of food facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Staff Training on food safety protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Clean Water Access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	School Gardens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Community Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Waste Reduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Local Food Sourcing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Judgement

Nutrition and Food Security	Outstanding	Good	Requires Improvement	Inadequate
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on Nutrition and Food Security

Recommendations

Name of Head Teacher: _____ Signature: _____

Name of Assessor: _____ Signature: _____

Quality Area 4: Health and Wellness

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Health Education	Use of morning assemblies to deliver consistent, age appropriate health messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Support for learner-led health clubs promoting peer-to peer health education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Visual and creative media used to reinforce health messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Engagement of parents and community in informal health education activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disease Prevention	Vaccination and screening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Infectious disease protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Health monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Quarantine procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Care Access	Healthcare provider partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Regular checkups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Promotion	Physical activity programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Mental health awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Healthy lifestyle promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Staff wellness programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Recreational and Internal Competitions	Scheduled recreational play time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Intra-class and Inter-stream competitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Emphasis on fun and participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Variety and inclusivity of activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Judgement

Health and Wellness	Outstanding	Good	Requires Improvement	Inadequate
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on Health and Wellness

Recommendations

Name of Head Teacher: _____ Signature: _____

Name of Assessor: _____ Signature: _____

Quality Area 5: Water, Sanitation, Hygiene and Environmental Health

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Water Access	Clean water supply	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Safe water storage and distribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Water quality testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Accessible water points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Functional rainwater harvesting infrastructure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sanitation Facilities	Latrine to learner ratios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Gender separated facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Disability access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Cleaning schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hygiene Practices	Handwashing stations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Personal hygiene education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Menstrual hygiene management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Waste disposal systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environmental Health	Clean school environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Pest control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Drainage and sewage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Environmental monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Judgement

Water, Sanitation, Hygiene and Environmental Health	Outstanding	Good	Requires Improvement	Inadequate
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on Water, Sanitation, Hygiene and Environmental Health

Large empty rectangular box for providing comments on the inspection findings.

Recommendations

Large empty rectangular box for providing recommendations based on the inspection findings.

Name of Head Teacher: _____ Signature: _____

Name of Assessor: _____ Signature: _____

Quality Area 6: HIV Prevention, Gender Equality, Life Skills Development and Reproductive Health

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
HIV Prevention	HIV/AIDS education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Prevention campaigns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Testing and counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Stigma reduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender Equality	Gender-sensitive policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Equal participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Violence prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Leadership/ Empowerment initiatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Life Skills Development	Critical thinking and decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Communication and interpersonal skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Problem solving and conflict resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Leadership and teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reproductive Health	Age appropriate health education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Family planning info	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Pregnancy prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Sexuality education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Judgement

Prevention, Gender Equality, Life Skills Development and Reproductive Health	Outstanding	Good	Requires Improvement	Inadequate
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on Prevention, Gender Equality, Life Skills Development and Reproductive Health

Recommendations

Name of Head Teacher: _____ Signature: _____

Name of Assessor: _____ Signature: _____

Quality Area 7: Quality Teaching, Learning and Assessment

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Learner-Centred Instruction	Teachers design and deliver lessons that foster essential competencies and core skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Instruction promotes learner success in academic and personal spheres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Differentiated teaching strategies are used to meet diverse learner needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holistic Development	Teaching supports emotional, social, cognitive and physical development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Positive discipline is applied to promote learner dignity and growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teachers foster emotional resilience and curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusive Engagement	All learners are actively in learning activities engaged regardless of background or ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teaching practices reflect inclusive values and equitable access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Learning materials are adapted to reflect learner diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Nurturing Learning Environment	Classrooms are print rich with evidence of learning content Classrooms are physically and emotionally safe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Celebration of Excellence and display of exemplary work in recognition of effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Collaborative Seating Arrangement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family and Community Involvement	Families are actively involved in supporting learner development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Open days are held regularly for parents to meet teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Parent involved in setting learning goals and offer support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Growth and Innovation	Teachers engage in continuous professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teachers reflect on and improve their practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Ethical standards and professional conduct are consistently upheld	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formative and Summative Assessment	Teachers use formative assessment to monitor and guide learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Summative assessment is used to evaluate learner achievement and inform planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Assessment practices are aligned with curriculum goals and learner needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
	Standardised assessments and end of term exams are administered consistently across all subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Marking schemes and rubrics are applied uniformly and transparently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Results are analysed to inform school wide performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Assessment data is securely stored and used for decision making accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integration of Technology	Teachers use digital tools and AI to enhance teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Technology is integrated to support curriculum delivery and learner engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Educators apply blended methodologies while maintaining pedagogical soundness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Resources	Schools provide adequate and equitable access to teaching and learning materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Resources are used effectively to support curriculum delivery and learner engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Resource allocation prioritises marginalized and vulnerable learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Curriculum Implementation	Teachers adhere to national curriculum frameworks and subject syllabi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Curriculum delivery reflects Competency-Based and inclusive approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Schools monitor curriculum coverage and learner progression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Impact and Curriculum Alignment	Teaching aligns with curriculum goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Supervisors learner outcomes and instructional effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teaching contributes to systemic improvement and national education priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Judgement

Quality Teaching, Learning and Assessment	Outstanding	Good	Requires Improvement	Inadequate
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on Quality Teaching, Learning and Assessment

Recommendations

Name of Head Teacher: _____ Signature: _____

Name of Assessor: _____ Signature: _____

Quality Area 8: Effective School Leadership, Management and Administration

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
School Leadership and Decision Making	Effective School Leadership Structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Transparent and accountable decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Ethical governance practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Policy and Planning	Regular policy review and improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Development and implementation of school development plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Use of data for strategic decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusive Participation	Diverse school committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Learner representation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Stakeholder engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transparency and Accountability	Budget transparency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Financial reporting and audits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Financial feedback forums	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Funding aligned with priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategic Financial Planning	Resource allocation monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Cost effective practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain	Standard	Outstanding	Good	Needs Improvement	Inadequate
Effective Leadership, Management and Administration	Investment in health/ environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Stakeholder input in financial decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Responsiveness to community needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Supervision	Regular classroom observation and feedback cycles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Use of data to inform instructional improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Support for differentiated instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Inventory Management and Asset Care	Furniture adequacy and maintenance routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Accountability for government supplied textbooks and stationery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Monitoring of Practical Subjects inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Oversight of school feeding program equipment and stock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	General upkeep of learning and working spaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equity and Learner Well-being	Uniform design maintained for seven years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Flexible uniform wear throughout the week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Judgement

Effective School Leadership, Management and Administration	Outstanding	Good	Requires Improvement	Inadequate
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on Effective Leadership, Management and Administration

Recommendations

Name of Head Teacher: _____ Signature: _____

Name of Assessor: _____ Signature: _____

9. Overall School Effectiveness Judgement

Judgement Area	Outstanding	Good	Requires Improvement	Inadequate
Safety, protection and Psychosocial Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rights-Based, Inclusive School and Materials Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutrition and Food Security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health and Wellness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Water, Sanitation, Hygiene and Environmental Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HIV Prevention, Gender Equality, Life Skills Development and Reproductive Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality Teaching, Learning and Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective School Leadership, Management and Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Final School Rating

Overall School Effectiveness	Outstanding	Good	Requires Improvement	Inadequate
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Comments on the School (Strengths and Weaknesses)

Overall Recommendations

Name of Head Teacher: _____ Signature: _____

Name of Assessor: _____ Signature: _____

Selected References

1. Government of Eswatini. (1977). *School Rules*. Mbabane: Government Printer.
2. Government of Eswatini. (1978). *School Guide Regulations and Procedures*. Mbabane: Government Printer.
3. Government of Eswatini. (1981). *Education Act*. Mbabane: Government Printer.
4. Government of Eswatini. (1992). *Teaching Service Act*. Mbabane: Government Printer.
5. Government of Eswatini. (2011). *School Committee Constitution*. Mbabane: Ministry of Education and Training.
6. Government of Eswatini. (2024). *Schools Accounting Regulations and Procedures*. Mbabane: Ministry of Education and Training.
7. Ministry of Education and Training. (2011). *Education and Training Sector Policy (EDSEC)*. Mbabane: MoET.
8. Ministry of Education and Training. (2015). *Policy Framework on Care and Support for Teaching and Learning*. Mbabane: MoET.
9. Ministry of Education and Training. (2018). *Eswatini Curriculum Framework*. Mbabane: National Curriculum Centre.
10. Ministry of Education and Training. (2022–2034). *Education Sector Strategic Plan (ESSP)*. Mbabane: MoET.
11. United Nations. (2015). Transforming our world: *The 2030 Agenda for Sustainable Development*. <https://sdgs.un.org/goals>
12. Ofsted. (2023). *School Inspection Handbook for September 2023*. UK Government. <https://www.gov.uk/government/publications/school-inspection-handbook-eif>
13. Ministry of Education and Sports. (2017). *Uganda School Inspection Handbook*. Government of Uganda.
14. Department of Education and Skills. (2016). *School Self-Evaluation Guidelines 2016–2020: Post-Primary*. Inspectorate, Government of Ireland. This will take you to https://pdst.ie/sites/default/files/School-Self-Evaluation-Guidelines-2016-2020_Post-Primary_English_WEB.pdf
15. *Government of Eswatini*. (2022). Multi-Year Action Plan 2022/23–2024/25: Implementation of the Education Sector Strategic Plan (ESSP) 2022–2034. *Ministry of Education and Training*. This will take you to https://planipolis.iiep.unesco.org/sites/default/files/ressources/esatini_multi-year-action-plan-implementation-esp.pdf
16. *The Republic of Zambia*. (2019). Standards of Practise for the Teaching Profession in Zambia. *Ministry of General Education*.
17. *The Republic of Zambia*. (2019). Implementation Guidelines: Standards of Practice for the Teaching Profession in Zambia. *Ministry of General Education*.

Kingdom of Eswatini Ministry of Education and Training
Ministry of Education and Training Building
Hospital Hill Road
Mbabane

Postal address: P.O. Box 39, Mbabane, Eswatini
Tel: +268 2408 8300, +268 2408 3307, +268 2408 2491
Fax: +268 2404 3880
Website: www.gov.sz