



POLICY BRIEF | MARCH 2026

Enhancing Education Outcomes in Public and Private Schools in Kaduna State: Key Insights from School Self-Graded Assessment

Executive Summary

Education plays a fundamental role in promoting social inclusion, active citizenship and personal development. It also contributes to employability, innovation and competitiveness of societies. However, ensuring quality, inclusive, and safe learning environments remain a central challenge in Kaduna State's basic and post-basic education system.

A self-graded assessment of 198 schools¹ comprising public and private primary schools and public secondary, indicated that all school types struggle with infrastructure deficits, overcrowded classrooms, weak sanitation facilities, inclusion and safety challenges, and uneven quality assurance practices. The assessment also showed systemic constraints with only 2.5% of schools assessed rated as 'excelling'.

A larger percentage (57.6%) was rated as 'enhancing'². This brief highlights the most policy-relevant findings from the assessment and proposes priority actions for the Kaduna State Government to strengthen school quality assurance, improve learning conditions, and accelerate progress toward equitable education outcomes.



Context/ Background

Kaduna State Government is committed to building an inclusive, technology-driven, and resilient education system that improves learning outcomes and addresses long-standing disparities in access and quality. This commitment reflects a shift from fragmented interventions toward a unified, data-driven, and future-ready education strategy. Key priorities include improving the quality of teaching and learning; increasing access, retention, and completion across all levels for boys and girls, including learners with special needs or disabilities; ensuring adequate and safe school infrastructure; and strengthening education systems to improve efficiency, coordination, and accountability.



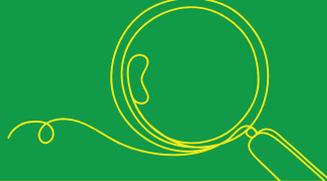
To support this agenda, in 2023, the School Self-Graded Assessment, implemented by the Kaduna State Schools Quality Assurance Authority with support from the UK-funded Partnership for Learning for All in Nigeria (PLANE) programme was conducted to provide system-wide evidence on school quality.

Covering school governance, learning environments, infrastructure, teacher availability, and inclusion, the assessment offers a comparative snapshot of both public and private schools across multiple local government areas.

1. PLANE (2023) School Self Graded Assessment Report of Private and Public Schools In Kaduna State

2. Excelling schools demonstrate strong compliance with quality standards; Establishing schools meet most standards with some gaps; Enhancing schools show partial compliance requiring improvement; and Emerging schools fall significantly below minimum standards. Classification is based on a weighted scoring system. Grades were assigned using a weighted scoring system: 80–100% (Excelling), 60–79% (Establishing), 40–59% (Enhancing), below 40% (Emerging)

Key Findings



HIGHLIGHTS



Only **2.5%** of schools are rated “excellent,” highlighting systemic quality constraints.



Overcrowding is severe, with an average classroom hosting over **100** learners.



Inclusion for learners with disabilities is weak, with limited accessible facilities.



Quality assurance tools exist, but their impact depends on follow-through and investment.

01. School Quality is Improving but Remains Constrained

Only **2.5%** of schools were classified as excellent, while over **80%** fell within enhancing or emerging categories. No public schools reached the excellent category.

02. Severe Infrastructure and Overcrowding Challenges

- The average learner–classroom ratio is **103:1**, far above acceptable benchmark of 40:1, particularly in public primary and secondary schools.
- 28.3%** of schools lack perimeter fencing, raising safety and security concerns.
- More than **50%** of schools have no access to electricity, and **32.8%** lack any water source, with public primary schools most affected.

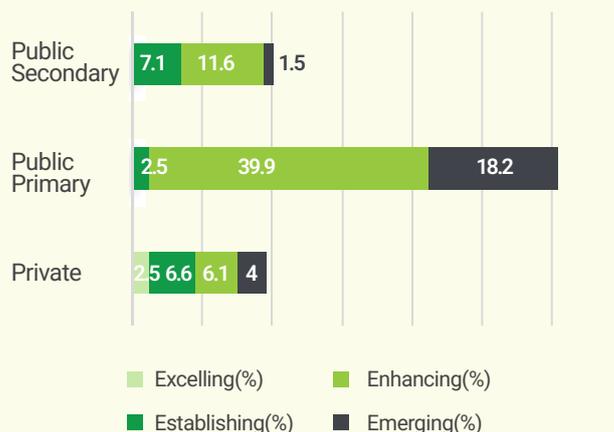
03. Sanitation and Inclusion Gaps Persist

- Learner’s toilets ratio stood at **28:1** in private schools, **427:1** in public primary and **293:1** in public secondary. The overall state learner’s toilet ratio was **269:1**.
- Toilets accessible to learners with disabilities were found only in public secondary schools, highlighting major inclusion gaps.

04. Teacher Distribution and Learning Conditions Are Uneven

Teacher–pupil ratios vary widely: **1:12** in private schools, **1:54** in public primary, and **1:36** in public secondary schools.

Schools Graded Assessment by Sector



Policy Implications

- The absence of excellent public schools and higher male enrolment in private schools point to emerging gender inequities in access to quality education, with girls disproportionately reliant on lower-performing public schools, highlighting the need for targeted investment in public school quality.
- Without clear links between quality assurance findings and infrastructure investment, quality assurance reforms will have limited impact on learning outcomes and service delivery
- Investments in teacher quality alone will yield limited returns unless overcrowding is addressed through classroom expansion and improved pupil–teacher ratios.

Conclusion

The Kaduna State School Self-Graded Assessment provides compelling evidence that most schools are striving to improve but are constrained by systemic infrastructure, resourcing, and inclusion challenges. By acting on this evidence, particularly through targeted investment, strengthened quality assurance, and inclusive planning, Kaduna State Government can move more schools from “enhancing” to “excellent” and ensure that gains in access translate into meaningful learning outcomes for all children.