

**Education Sector Support Programme in Nigeria
(ESSPIN)**

Input Visit Report

**An Assessment of Teacher Education in Jigawa State:
Task Specialists Visit 2**

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JG 301	An Assessment of Teacher Education in Jigawa State: Task Specialists Visit 1
JG 302	An Assessment of Teacher Education in Jigawa State: Task Specialists Visit 2
KD 301	Institutional Analysis of Teacher Education Structures in Kaduna State with Particular Focus on Gidan Waya College of Education
KN 301	Education Institutional Development: Teacher Education Strategy, Kano State, Task Specialists Visit 1
KN 401	IQTEB Proposal for the Approval of Kano State Government, Jun 09
KW 301	An Assessment of the Development needs of Teachers in Nigeria – Kwara State Case Study
KW 302	Oro College Review of Strategic Priorities
KW 303	Curriculum Transformation for College of Education Oro
KW 304	Towards a Transformed Pre-Service Teacher Education Curriculum for College of Education Oro
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Acronyms & Abbreviations

ANE	Association for Nomadic Education
BE	Basic Education
BETT	Basic Education Teacher Training
CUBE	Capacity for Universal Basic Education
CWIQ	Core Welfare Indicators Questionnaire
DFID	Department for International Development
ESSPIN	Education Sector Support Programme in Nigeria
ESA	Education Sector Analysis
EQ	Education Quality
GEP	Girls Education Programme (UNICEF)
ICT	Information Communication Technology
JSCOE	Jigawa State College of Education
JSESP	Jigawa State Education Strategic Plan 2009-2018
LGEA	Local government education Authority
NECO	National Examination Council
NERDC	National Education Research Development Council
NCCE	National Commission for Colleges of Education
NCE	National Certificate of Education
NTI	National Teachers Institute
NUT	Nigerian Union of Teachers
SUBEB	State Universal Basic Education Board
MoES&T	Ministry of Education, Science & Technology
NYSC	National Youth Service Corps
TRCN	Teachers Registration Council of Nigeria
UBEC	Universal Basic Education Commission
WAEC	West African Examinations Council
WASC	West African School Certificate

Abstract

- 1 Jigawa State Teacher Education Report 2, a continuation of the work presented in Report 1 (May 2009), documents a) the results of a SWOT analysis of JSCOE's provision for Basic Education Teacher Training (BETT), b) the resulting revised vision and curriculum model for BETT with prioritised outlines for a specific JSCOE strategic plan and recommendations for completing the task. The Annexure contains the inputs and outputs from the two workshops to indicate a) the process by which participants drafted the prioritised outlines and b) the basis for the recommendations.

Executive Summary

- 2 The work undertaken in Jigawa State between 28 June and 11 July formed the second part of an assignment to generate greater understanding of teacher education in the state, with particular focus on the actual and potential contribution of JSCOE Gumel.
It was unfortunate that our first report had not been made available to the college or State authorities until our arrival for this second visit. By the end of the visit, all who had read the report concurred with its main analyses and recognised its overall message – that much work is needed, including changes in daily business if JSCOE Gumel is to produce for quality teachers for the State's basic education schools. This perspective was further confirmed on analysis of four questionnaires given to samples of staff and students in the college.
- 3 The core of the work for this visit lay in two workshops. First, we facilitated a two-day workshop in Gumel at which the JSCOE and State representatives developed a SWOT analysis for teacher education in the State. The second two-day workshop, in Dutse, began the process of developing a strategic planning framework for JSCOE, while simultaneously raising key issues about the way in which teachers are prepared for the basic education schools of Jigawa State. The degree of commitment to the two workshops was very high, both from State officials and JSCOE tutors. The work was much aided by the participation of Dr M. Aliyu, as a representative of NCCE. Both workshops welcomed the new Provost of JSCOE, Dr Abdulkabir, who took precious time to participate in his second and third weeks in post.
- 4 The key outcomes are:
 - A new vision statement for the college, which reads:

“JSCOE Gumel aspires to become a centre of excellence for preparing high-quality teachers for the basic education schools of Jigawa State”

- A cadre of senior staff from JSCOE recognising the extent of change needed for the college to deliver on its new vision
 - An agreed proposal for a new BETT curriculum structure which will prepare all the students in the college to teach a minimum of the four core subjects of the basic school curriculum, with a particular emphasis on the teaching of reading, writing and number
 - Recognition that implementation of the proposed curriculum will require significant professional staff development
 - Development of stronger links with the public basic education schools of the State, both for providing stronger practical experience for the college students, and, possibly through the attachment of high-quality primary teachers to the college, to enhance the practical aspects of work in the college
 - Recognition that virtually all the facilities of the college are in very poor shape, creating an environment which is not conducive to learning which may sometimes create health and safety risks for those who work on the campus. Reliable, safe water, sanitation and electricity are key issues here.
 - Recognition that the introduction of an ICT-led approach to record keeping is crucial for the efficient operation of the college
 - Progress towards the proper integration of interests between JSCOE and SUBEB in particular, but also other relevant State bodies such as SEIMU and LGEAs
- 5 A further visit was proposed to finalise the strategic plan for Basic Education Teacher Training (BETT) at JSCOE and ensure it is firmly situated within an overall teacher education strategy for Jigawa State and properly represented in the emerging MTSS.
- 6 Key actions highlighted for attention, in the short term, from the Prioritised Topic Outlines of the Strategic Plan Framework (Annex 13) are:
- 7 Reliable water & electricity provision / centralised computerised record keeping systems with sufficient power for its maintenance / adequate management structures and systems to deliver the reform / BETT curriculum development with particular reference to literacy development and the 4 core subjects which would include embedding of the schools experience and TP component.

Purpose of the Consultancy

- 8 The consultancy for Teacher Education has been divided into two visits to Jigawa. The purpose of the second visit was two-fold. First, to support JSCOE and State teacher education related institutions to validate the findings in Report 1, of the initial institutional analysis of the Teacher Education structures within Jigawa State with a particular focus on Jigawa State College of Education in Gumel. Second to use the accumulated data to commence development of a strategic plan for Basic Education Teacher Training (BETT) at JSCOE that is firmly situated within an overall teacher education strategy for Jigawa State.

Achievement of the Terms of Reference

TOR Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
Review institutional & financial structures, programmes and policy & planning processes in Jigawa state	<p>1. SWOT analysis of provision of teacher education in JSCOE agreed through:</p> <p>a) 2 questionnaires for JSCOE staff (one for School of Education lecturers and one for Subject lecturers)</p> <p>b) 2 questionnaires for JSCOE students (one for first year up-graders and one for third year students)</p> <p>c) A workshop with selected staff from JSCOE led by the Provost in collaboration with State representatives for quality teacher education (Office of the PS; MOES&T represented by Tertiary Education, SUBEB, SEIMU, LGEA, Gumel & JSCOE Demonstration school).</p> <p>2. Formulation of JSCOE’s vision, curriculum model and prioritised topic outlines for JSCOE’s strategic plan for BETT through:</p> <p>a) a workshop comprising the same State</p>	<p>a) State representatives to share the preliminary outputs of the two workshops and circulate this report with the Hon Commissioner for Education, the Hon Permanent Secretary of MOES&T and other State Quality Committee members</p> <p>b) JSCOE to share outputs of the workshops with staff via this report and a JSCOE Newsletter;</p> <p>c) ESSPIN Jigawa to facilitate the establishment of the proposed BETT communication strategy for regular meetings for JSCOE and between JSCOE and the State</p> <p>d) JSCOE and the State to discuss and agree which steps from the prioritised topic outlines they can take forward immediately. The following have been proposed:</p> <p>a) Water assessment for JSCOE</p> <p>b) centralised record keeping system.</p>
Review the College departmental structure and management structure, including ICT& make recommendations for improvements		
Review the delivery of the NCE curriculum with a specific focus on the preparation of teachers to teach literacy and numeracy		
Review the policies and systems for academic and pastoral supervision, practice teaching, partnerships with TP schools, recruitment & tracking of students and make recommendations for improved quality.		
Hold meetings to discuss, agree and take action in accordance with the steps and timeframes agreed for each topic in the prioritised strategic plan outline.		

	<p>representatives and JSCOE participants as at the SWOT analysis workshop plus teachers from Gumel basic education schools and other key JSCOE staff.</p>	<p>c) renewed management system for teacher education to improve JSCOE and State communications d) BETT Curriculum development with specific attention to i) methods to teach reading and writing across 3 levels of basic education and ii) school-based experiences including TP and iii) M&E</p>
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Background

- 9 Jigawa State Government demonstrates strong political commitment to implement its education policy through the 10-year Education Sector Plan to empower people through improved and non-discriminatory access to *quality education* to be productive members of society and contribute positively to social transformation. The teaching profession is highly valued in Jigawa State and numerous strategies, including the provision of funds and new policies, have been, or are about to be initiated to meet the education challenges in general and in teacher education specifically.
- 10 ESSPIN, in support of Jigawa State's programme for improved quality education, conducted an initial institutional analysis of the Teacher Education structures within the State with a particular focus on Jigawa State College of Education in Gumel and made recommendations to contribute towards the development of a) an overall teacher education strategy for Jigawa State and b) a specific strategic plan for the Jigawa State College of Education.
- 11 The findings and recommendations resulting from the institutional analysis were encapsulated in the ESSPIN Teacher Education Jigawa State Report 1. However, the report, although available by early May 09, was not circulated to the key teacher education stakeholders in Jigawa State and JSCOE until the start of the second visit, which meant no further discussions nor action had taken place either at State or JSCOE level as agreed at the end of the first visit. Time to read and respond to the report subsequently had to be built into the programme of this second visit.
- 12 The report highlighted two major inter-related needs that JSCOE, the only College of Education in Jigawa State, should address: a) clarify its purpose as it is not currently providing quality Basic Education Teacher Training (BETT) and b) generate large numbers of well qualified teachers to enhance the quality of teaching in Jigawa's basic education schools, particularly in the key areas of reading, writing and numeracy.
- 13 Significant related needs for attention were:
 - (i) Inadequate management systems with no visible JSCOE vision/mission statement poor communication channels and record keeping, particularly in tracking and documenting student progress.
 - (ii) A largely dilapidated learning environment whose academic and residential infrastructure is inadequate to provide the existing student enrolment with a quality education.

- (iii) Low representation of females in both the staff and the student body with currently no female lecturers in the School of Education.
 - (iv) Water, electricity, equipment and consumable resources in short supply.
 - (v) A Primary Education Studies (PES) component was included to cover primary school topics when the NCE was declared to be the minimum qualification for teaching in all schools in Nigeria, but despite public statements from the NCCE, no other curriculum changes have been made and no staff development at any level provided to support the change. Consequently few, if any, JSCOE staff have the competences required for basic education teacher training practices, particularly for enabling the JSCOE students to demonstrate competence in teaching reading and writing as well as the four core subjects¹ across the 3 levels of basic education. A gap exists between what an effective basic education teacher should know and be able to do in terms of teaching the NERDC revised schools basic education curricula (2007) in line with the National Strategy for Teacher Quality and Development (2007) and the actual knowledge and skills of the JSCOE students on graduation.
 - (vi) The JSCOE NCE programme is largely theoretical with student practice limited to one micro-teaching session in College and approximately six weeks of Teaching Practice (TP) period in State schools towards the end of the third year.
 - (vii) The college has no interaction with the State SUBEB for planning related to teacher supply and demand and interaction with the State schools is limited to the requirements of TP.
- 14 A new provost Dr Abdulkabir had been appointed to Jigawa State College of Education in June 09 and he was in the second week of his tenure at the start of this consultancy visit.
- 15 A member of NCCE, Dr M.S.Aliyu, was appointed to join the team for the work of this second consultancy visit.
- 16 It is noted that a Committee on Teacher Education, comprising selected professors from academia and senior State officials, chaired by Prof Kabiru Isyaku, is currently analysing the teacher demand and supply in Jigawa State, especially at basic education level. Its mandate is to examine and suggest viable options for addressing the teacher quality and supply problems. (see Committee report 2 June 2009).

¹ Language, Maths, Social Studies, Science

Findings and Issues Arising

Activity June 29 th	<p>ESSPIN Jigawa State Team Leader (STL) and his Quality adviser met and briefed the two ESSPIN consultants and Dr M. Aliyu from NCCE in Kano after which all, except the STL, travelled to Gumel.</p> <p>Meetings were held at JSCOE with the new Provost & senior staff to a) circulate Report 1 for reading, b) approve draft copies of staff and student questionnaires and c) finalise preparations for the S.W.O.T. workshop.</p>
Findings & Issues	<p>JSCOE under the new Provost responded positively to the purpose of the visit. The Provost articulated support for JSCOE reform and actively engaged in finalising the 2-week consultancy programme and selecting appropriate JSCOE participants.</p> <p>JSCOE senior staff articulated full support for the Provost and identified this time as a window of opportunity for teacher education reform.</p> <p>Draft questionnaires for JSCOE staff and students were discussed and approved, respondents selected and a process to ensure maximum returns was agreed.</p>
Annexes	<p>1: Programme for consultancy 2: Approved Questionnaires (2 for staff and 2 for students)</p>
Activity June 30 th	<ul style="list-style-type: none"> • 2 Student Questionnaires (±25 Year 1 Up-graders and ±25 Year 3) and 2 Staff questionnaires (±25 School of Education lecturers and ±25 Subject lecturers) administered by JSCOE staff and supported by the consultants • Afternoon meeting held with JSCOE senior staff for feedback from ESSPIN Report 1 and corrections made. • Venue for the workshop was made ready.
Findings & Issues	<ul style="list-style-type: none"> • Many Year 1 and some Year 3 students had a low level of English evident in terms of capacity to a) understand instructions given in English b) comprehend printed questions and c) answer the questions in writing. . • The Report was acknowledged to provide a fair reflection of Basic Education Teacher Training (BETT) at JSCOE. • The Venue was suitable and the manager very supportive for a successful workshop.
Annexes	
Activity July 1 st & 2 nd	<ul style="list-style-type: none"> • SWOT Analysis of BETT at JSCOE undertaken through a workshop of ±20 persons comprising selected JSCOE staff and Quality teacher education State representatives, including the Hon Permanent Secretary. • Participants engaged, in mixed groups, with 9 key topics through specific questions. Each group's work was shared during the first day, then typed and presented to participants for checking and use in tasks for Day 2. • Reflections on each day's progress in line with the purpose were presented by participants from NCCE, the State bodies and JSCOE.

	<ul style="list-style-type: none"> • Key issues were identified at the end of Day 2 for taking forward to the workshop planned for Week 2 when participants would initiate the development of JSCOE's strategic plan for BETT.
Findings & Issues	<p>The workshop evidenced serious commitment to the task of teacher education reform led by the Hon Permanent Secretary who convened one group throughout Day 1. And although this workshop was the first opportunity for the majority to actively participate in a SWOT analysis, the task was competently performed.</p> <p>The Ground rules, drawn up at the start were adhered to, including a promise to share knowledge and experiences on all 9 topics openly. Time was insufficient so although all 9 topics were analysed, only 7 were addressed in-depth.</p> <p>The weaknesses were larger in number than the strengths and were noted to be the same or similar to those identified in the ESSPIN Report 1 Although no specific funds have been agreed yet for the reform, many varied Opportunities were raised; some with funding considerations. A robust list of Threats/risks was identified for which mitigating action has yet to be discussed and agreed.</p> <p>The child/the learner has become 'lost' it is necessary to relocate the child/learner back in the centre of all education programmes, including teacher education.</p>
Annexes	<p>3: Workshop agenda</p> <p>4. Attendance Sheet for Workshop Day 1 and 2</p> <p>5. SWOT Analysis Topic sheets</p> <p>6. List of Key Issues</p>
Activity July 3 rd	<p>LGEA Gumel arranged visits to 3 schools: a) Nasoro which included a visit to the Female Second Chance programme; b) Dahiru Atta primary School and c) Dahiru Atta Model Junior Secondary School. Visits were followed up with a discussion at LGEA Gumel.</p> <p>Meeting with the Provost JSCOE to finalise and agree the agenda and JSCOE participants for the following week's workshop.</p>
Findings & Issues	<p>The following findings and issues have been shared with the LGEA Gumel</p> <ul style="list-style-type: none"> • Nasoro school with a population close to 8000 students receives no regular funding from the State; all costs are borne by the families of the children or school staff e.g. medical costs • Teaching and learning resources were, as a result of the above, inadequate to meet the needs of the school population and consequently those that were available were inequitably allocated. • Some very expensive resources were available (satellite dish) but rarely used and /or available to only a few students while basic needs of all (e.g. textbooks) were lacking. • Electrical items (six new computers, four electric sewing machines, four

	<p>electric cookers etc) provided for the Female Second Chance programme were not in use because of lack of power /generator but no discussions held to find ways to augment or more equitably share the whole school's resources, at least temporarily, until more appropriate solutions could be found.</p> <ul style="list-style-type: none"> • HR was poorly utilised e.g. Dahiru Atta primary school. 23 teachers, 20 of whom were NCE holders, were responsible for 720+ students. However, with only one class for each year P1-P6, only 6 of the 23 teachers were teaching at any one time. This resulted in detriments to learning a) high PTR, particularly in P1-3 and b) teachers only coming to school when they had a class. • A lack of textbooks and particularly readers for P1-3 learners may be the main reason for poor reading and writing skills. Copying from the blackboard provided learners with good handwriting but comprehension of texts was not clear. • Much code-switching of Hausa and English was heard in all classes. This usually leads to a dependency on the teacher and Hausa for learning which does not bring good examination results through English medium.
Annexes	
Activity July 4 th & 5 th	<p>Documents were prepared for the Strategic Planning Workshop in Week 2</p> <p>a) questionnaires analysed and summarised</p> <p>b) SWOT analysis data synthesised and summarised by topics</p> <p>c) templates prepared to serve as strategic plan outlines</p>
Findings & Issues	<p>English Language difficulties with questionnaires</p> <ul style="list-style-type: none"> • Questions that requested information in relation to " In what ways/How/to what extent" did not get adequate responses from either Year 1 or Year 3 students. The cause (a lack of knowledge or difficulties in reading and /or writing in English) could not be determined from the written papers. However, this raises a question as to whether some students can listen, take proper notes and research more information about topics in the library through English. This finding also substantiates the lecturers' statements that students often request to have lectures given in Hausa. • A few completed staff questionnaires exhibited English language difficulties similar to those of the students i.e. questions not specifically answered • The SWOT analysis had been thoroughly addressed and the workshop findings provided no major new insights to those outlined in Report 1.
Annexes	<p>7a-8d Summaries of staff and student questionnaires</p> <p>8. Summarised SWOT analysis by topic</p>

Activity July 6 th	Travel to Dutse and held update meeting with ESSPIN STL Documents printed and venue prepared for workshop.
Findings & Issues	Jigawa State Team leader works under some difficulties with no internet service and computers not in use. However, administrative support is efficient.
Annexes	
Activity July 7 th & 8 th	Workshop 2, to initiate the JSCOE Strategic plan for BETT, was held at 3-Star Hotel in Dutse with the same participants as week 1 plus additional members from JSCOE and the State, including two classroom teachers. Data from the first workshop was shared, agreed and used to develop a) JSCOE's vision for BETT b) a curriculum model for BETT and c) the framework for a Strategic plan for BETT via 9 topic plans
Findings & Issues	<p>The workshop outputs evidence a committed cadre of teacher educators professionally interested in meeting the needs of the child and teacher education in Jigawa State.</p> <p>The original focus of NCE on preparing teachers for secondary education made it difficult for the participants to <i>detail</i> the specific action steps for each topic area of the strategic plan within the 3-level BETT programme, particularly in relation to the first two levels Lower Basic (LB) and Middle Basic (MB). However a good start has been made although more work is required on a) most of the individual topic outlines to ensure a logical sequence of actions and b) on all topic plans to ensure they are fully integrated within JSCOE's specific strategic plan which is, in turn, fully integrated within the overall strategy for teacher education in the State.</p> <p>The following findings present one major issue from each of the nine Topic areas chosen to construct the Strategic Plan Framework:</p> <p>a) The <i>Learning Environment</i> is in need of major renovations and extensions to meet the programme needs in terms of both quantity and quality which has high cost implications. The situation with regard to power and water being of critical concern for health and safety. A proposal was even discussed to rebuild the COE.</p> <p>b) The <i>Leadership and Management</i> of a reform of teacher education requires new approaches and an operational management system based on commitment, communication and collaboration for full transparency both within JSCOE and across State education institutions, including JSCOE, the LGEAs and the schools used for TP, SUBEB, SEIMU and all those related to the provision of quality teacher education. It cannot be 'business as usual' for any institution.</p> <p>c) <i>JSCOE and State institutions</i> will need to identify agents of change within their bodies who will drive/lead their specific teacher education reform actions forward and forge the necessary links with each other to ensure the</p>

	<p>integration of their actions with others and to promote overall success. For example, SUBEB should take the lead to initiate a teacher demand and supply survey which would involve support from change agents in LGEAs, schools and then be integrated into the JSCOE student recruitment process. A question arose as to who would be responsible for monitoring the JSCOE BETT programme to ensure the reform agenda stays on track and via what instruments. This should be an agenda item at the first quarterly meeting of the JSCOE/State Teacher Education Steering Committee.</p> <p><i>d) Student recruitment</i> raised the issue that the State needs to open negotiations with national bodies to ensure that decisions are a) in line with national rulings but also b) are affordable and meaningful within the specific Jigawa education context. For example, JSCOE proposes to follow the university system and interview all students who are accepted via the JAMB admission process <i>before entry</i> so as to a) provide access programmes or to defer entry until language skills are adequate. <i>Centralised records</i> need to be kept up to date and used in decision making; decision making needs to be de-centralised in all bodies to increase informed decision making and promote ownership of the changes which can sustain the reform.</p> <p><i>e) Teacher education curriculum</i> development was clarified by the NCCE representative; all COEs contributed, if they chose, to the development of the NCCE generic curriculum guidelines and then these were flexible and could be adjusted to meet specific State needs. The BETT curriculum model, agreed at the workshop, was endorsed by the NCCE representative who challenged JSCOE to pioneer the BETT curriculum which NCCE was about to set in motion and coordinate.</p> <p>f) In terms of <i>course content</i>, a sound plan was proposed and agreed, based on the action research cycle, to <i>balance the theory with the practical</i> aspects which would, in turn, serve to greatly increase a student's opportunities for ongoing supported practical school experiences through each academic course but without impinging on the current 12 weeks' TP.</p> <p>g) More collaboration and interaction for mutual benefit was proposed between JSCOE and the schools used for TP, particularly the demonstration school and close neighbouring schools. Plans to mentor and supervise students over the 3 year programme were outlined ready for further discussion.</p> <p>h) An <i>integrated staff development programme</i> for BETT that thoroughly addresses the specific needs of each topic area remains to be outlined as requests for staff development are stated in general or via preferred mode of support (seminar, conference) rather than individual specific areas of need. One area that was highlighted was the need for technical assistance (TA) to demonstrate practical ways to train students to teach reading writing and number in Lower and Middle Basic classrooms, while adhering</p>
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	<p>to the language policy.</p> <p>Regular and consistent access to information, both in print and electronic form, for JSCOE and State to update their knowledge and skills in ways appropriate and relevant to their needs for improving their performance and so enabling them to contribute to improving the quality of teacher education for all.</p> <p><i>i) Staff and student welfare</i> findings generally served to reinforce the shortcomings of the learning environment in terms of lack of power, water, space, equipment, materials and opportunities/channels to share in decision-making for improvements.</p> <p>The following overall issues were identified:</p> <p>As the only institution providing teachers for basic education in Jigawa State, there was a keen realisation that if JSCOE does not provide quality BETT then <i>all</i> the current and future children of Jigawa State are ‘lost’; that is they are without full opportunities to learn basic knowledge, skills and attitudes for life-long learning.</p> <p>A major concern was how the JSCOE Strategic plan (material, human, financial, time etc) and the overall teacher education reform strategy can be resourced and over what time period? This issue needs to be discussed, agreed and communicated with at least some resources guaranteed <i>before</i> a manageable strategic plan can be formulated with specific costs and timeframes. Without this resourcing information, the topic outlines risk being labelled as ‘wish’ lists with expectations being raised that may not be met: this could serve to demotivate and lower commitment to the reform which would, in turn, threaten the goal of improving the provision of quality teacher education in Jigawa State.</p>
Annexes	<p>9. Agenda for Workshop 2</p> <p>10. Attendance sheet Day 1 and 2</p> <p>11. JSCOE’s revised vision statement</p> <p>12. JSCOE’s proposed BETT curriculum model</p>
Activity July 9 th	<p>The two consultants and Dr Aliyu (NCCE) held a meeting to debrief the ESSPIN Jigawa STL of the two week work in progress and discuss the next steps.</p> <p>Travel to Abuja</p>
Findings & Issues	<p>The main questions posed to ESSPIN in relation to taking the work forward:</p> <ul style="list-style-type: none"> • Can the ESSPIN Jigawa office provide the human and material resources required for the reform of teacher education in the State? Can the Quality technical adviser provide the regular, face to face support that is needed to ensure monthly teacher education reform meetings are held at JSCOE and quarterly meetings of JSCOE and State take place with

	<p>agendas to continue the work, report progress and decide next steps.</p> <ul style="list-style-type: none"> • How would communications between JSCOE and the State and ESSPIN , be managed and operationalised; how would the activities be resourced? • ESSPIN technical staff are to be accountable to individual work plans that would include the above support; internet connection is imminent and communication with JSCOE would be made by vehicle if necessary. • The issues of water and electricity supply were discussed. No NEPA power supply any day in Gumel coupled with lack of water is a major risk to health and safety as well as success of the reform. Alternative sources to generators should be explored (solar) and where generators are used, finances for regular maintenance and fuel must be included in annual costs. More extensive use of cell phones for updating progress between meetings should be discussed with reasonable monthly top up funds provided. • It is critical to ensure focused linkages between the components of ESSPIN programme both within Jigawa State and across the other 4 States which ESSPIN supports; in relation to this Report and Jigawa, a line item for teacher education reform included in the MTSS.
Annexes	
Activity July 10 th	<ul style="list-style-type: none"> • The consultants had a debriefing meeting with ESSPIN Coordinator in Abuja to discuss major issues and next steps for the work • The 9 topic plans were synthesised with priorities and time frames as the first stage of the development of a Strategic Plan for JSCOE • Various workshop documents were reviewed and compilation of ESSPIN Report 2 was started.
Findings & Issues	<p>The following major issues were discussed and next steps proposed.</p> <ol style="list-style-type: none"> a) Ways to link the work in teacher education across the States which ESSPIN supports b) The NEPA power situation and its implications for Jigawa State reforms, particularly JSCOE c) Ways in which ESSPIN in general and ESSPIN Jigawa specifically would be able to support the teacher education reform agenda with specific resources.
Annexes	<p>13. Prioritised JSCOE strategic plan outline by topic (Stage 1) for a quality BETT programme</p> <p>14. Consultants' Activity Programme</p>
Activity July 11 th	Consultants depart Abuja

Limitations

- 17 All work has limitations and those that have relevance to the proposed next steps are outlined.
- 18 Participants stated that the delayed circulation of Report 1 meant they had not had time to read it through carefully or discuss points with their colleagues. This was reflected in the low level of specificity in the action planning at topic level. Secondly, if the workshop in week 2 had not been reduced from 3 to 2 days, more substantial strategic planning, in interaction with the consultants (ESSPIN and NCCE) and direct relation to the Report and the SWOT analyses findings, would have increased understanding of the steps and levels of specificity required in the strategic planning process.

Options and Next Steps

- 19 **ESSPIN Jigawa** will be responsible for ensuring:
 - The Report is disseminated to the relevant stakeholders; the Hon. Commissioner, the PS for Education and other senior officials in the education sector, including the staff of the JSCOE.
 - Sufficient time is allowed for the stakeholders to fully read this report, **together with report 1**, including both Annexures, **before** they refine and complete the topic outlines of the JSCOE strategic plan to required levels of specificity.
 - Support to continuing the JSCOE strategic planning work through a) sourcing appropriate technical assistance and b) monthly dedicated time periods from the ESSPIN Jigawa technical person for Quality teacher education for the tasks that include:
 - (i) identifying the resource envelope with short, medium and long term timeframes identified to facilitate the coherent sequencing of the specific action steps for each topic against the SWOT analyses presented in both Reports 1 and 2 and then to address the vertical and horizontal integration of the data within and across the nine topics.
 - (ii) discussing and agreeing a management operational system that establishes a transparent, decentralised communications system within JSCOE and across JSCOE and its teacher education partners for the improved quality of BETT at both JSCOE and State level.
 - (iii) A BETT curriculum that is based on Performance competences and Programmes of Study as proposed in the documents of the Annexure of this report
 - (iv) A strategy and approach for training teachers to teach reading and writing across the 3 levels of Basic Education.

- (v) A School Experience programme that brings the BE schools and the College closer together via a focus on BE curricula for schools (NERDC)
- (vi) A staff needs assessment survey for BETT
- (vii) A renovation /construction programme for a conducive learning environment for both staff and students at JSCOE

20 **ESSPIN HQ Abuja** in conjunction with NCCE will be responsible for

- (i) inviting representatives from a) the COEs in the 5 States with which ESSPIN is working, b) NTI c) NERDC responsible for the school syllabuses and d) the consultants working with the COEs in the 5 ESSPIN supported States to discuss with NCCE the BETT curriculum guidelines, including school experiences &TP.

Technical assistance for Teacher Education Curriculum development would provide support here as well as to JSCOE specifically.

- (ii) providing immediate specific support to JSCOE is proposed in terms of a) a needs assessment survey of the water supply to JSCOE in relation to health and safety of both staff and students with the requisite power supply to provide and maintain its consistent operation b) establishing a centralised record keeping system at JSCOE with the power requirements met. (This will be done through ESSPIN Abuja Water and Sanitation Team).

Annex 1: Consultancy Programme for Teacher Education Jigawa: Visit 2

Week 1: (June 29th – July 4th 2009)

Monday June 29th 2009

a.m. ESSPIN Jigawa meeting to finalise activity schedule for 2 weeks

p.m. A meeting at JSCOE, Gumel with the Provost and senior staff

Purpose

- Greet new Provost and share proposed programme of work
- Agree workshop plan , roles and responsibilities for 2 day SWOT analysis

Tuesday June 30th

Meeting with senior staff at Gumel

Administer questionnaires to JSCOE staff and students

Purpose

- Share feedback on the report
- Arrange distribution and return of questionnaires
- Prepare for SWOT analysis possibly at Gumel Conference Centre

Wednesday and Thursday July 1st and 2nd

2 full days' workshop at Foundation, Gumel

Purpose

- SWOT analysis of Teacher education in Jigawa via JSCOE based on professional experiences and the ESSPIN Report

Expected Participants:

- Hon Permanent Secretary for Education
- Quality Committee (6)
- JSCOE (6 - one from each School + Head of Demonstration school at JSCOE)
- SUBEB (2) Director of SUBEB + Director Planning
- SEIMU (Chair of Quality Committee + 1 female)
- Reps from LGEA Gumel (2 – one male and female)

Expected Workshop Outputs

An agreed document for use at Workshop 2 that represents a SWOT analysis of JSCOE's provision of basic education teachers:

- Strengths to address key issues
- Weaknesses prioritised as Key issues
- Opportunities to shift focus where needed
- Risks to proposed changes

Friday July 3rd

Visit schools in Gumel via LGEA, Gumel

Debrief ESSPIN Jigawa Team leader

Saturday July 4th

Questionnaire analysis; SWOT summary and document preparation for Workshop 2

Week 2 (July 6-10th 2009)

Monday July 6th

Finalising documents for Strategic Planning Workshop

Tues July 7th – Wed July 8th

2 full days' workshop at 3-Star hotel Dutse

Purpose:

To initiate a Strategic plan to improve the quality of teacher education with particular reference to the pre-service provision at JSCOE for basic education.

Expected Participants: (26 in total + NCCE and TP school representatives)

- Hon Permanent Secretary for Education
- 15 members of JSCOE: (the Provost + 6 reps. From the JSCOE Schools from Week 1 workshop + Bursar, registrar and other staff from PES; the Head of TP; 1 senior staff from Assessment/Examinations (including 2 female staff members)
- Chair of the NUT
- Demonstration School Head from week 1
- 6 members of the Quality Committee from Week 1 workshop which will include at least one member from SUBEB and one from SEIMU)
- 2 representatives from LGEA, Gumel from Week 1 workshop

PLUS

- NCCE representative
- 4 TP School representatives at least one from lower, mid and upper basic education levels.

Expected Workshop Outputs

An agreed framework for a strategic plan for teacher education in Jigawa with particular reference to pre-service provision at JSCOE for basic education.

Thursday July 9th

Full debriefing meeting with ESSPIN Jigawa Team leader (Consultants and NCCE representative) and share ideas for next steps.

Friday July 10th

Full debriefing meeting with ESSPIN Teacher Education Coordinator in Abuja (Consultants) and discussion of next steps.

Annex 2: Blank Questionnaires (2 for staff and 2 for students as titled)

2.1 Questionnaire for School of Education Lecturers

Please write ALL the course(s) you teach and to which student groups at the top of your response sheet.

1. How much planning do you do with the other education departments in defining the knowledge, skills, and attitudes required of a quality graduate (i.e. competences)
2. In what ways do you provide leadership to guide the other schools/departments in planning their subject content knowledge and related classroom methods to promote consistency and complementarity?
3. How do you relate the education content knowledge, including methods and approaches, to teaching children in lower, middle and upper basic education classes?
4. How do you prepare students to teach literacy and numeracy at lower, middle and upper levels of basic education?
5. What would be your mission/vision statement for the JSCOE for the 21st century?
6. In what ways do you support the students to become aware of the language needs of teaching, both in the College and in basic school classrooms?
7. To what extent do you base your education courses on the NCCE and school basic education syllabuses?
8. When did you last teach in a basic education school and at which level?
9. What do you consider to be *two* priorities for your own professional development?

THANK YOU FOR TAKING TIME TO COMPLETE THIS QUESTIONNAIRE.

2.2 Jigawa State College of Education: Questionnaire for Year One Students

Please write your answers on the paper provided.

Question 1:

What were you doing in the last three years before you joined the College of Education? Explain the relevance of this experience to your preparation as a teacher?

Question 2:

Think of a good teacher you have known; write a few sentences saying what made them a good teacher.

Question 3:

Answer three questions about your experience at the College of Education so far:

- Is the teaching relevant to your becoming a quality teacher in basic education schools?
- To what extent do your teachers provide guidance for practical classroom teaching?
- How far do the assessments allow you to demonstrate the knowledge and skills you are learning?

Question 4:

How are you learning to use the syllabuses/curriculum of the schools in which you will be teaching when you graduate?

Question 5:

How are you being prepared to teach literacy and numeracy in basic schools?

Question 6:

What do you expect to do when you graduate from the College of Education?

Question 7:

Write about one thing which would improve the quality of your experience at the College of Education.

Question 8:

Please draw a picture to illustrate the way the college is training teachers for basic schools

Thank you for completing this questionnaire

2.3 Jigawa State College of Education: Questionnaire for Year Three Students

Please write your answers on the paper provided.

Question 1:

Describe what sort of teacher you would like to be.

Question 2:

Answer three questions about your experience at the College of Education:

- Is the teaching relevant to your becoming a quality teacher in basic education schools?
- To what extent do your teachers provide guidance for practical classroom teaching?
- How far do the assessments allow you to demonstrate the knowledge and skills you have learned?

Question 3:

How have you learned to use the syllabuses/curriculum of the schools in which you will be teaching when you graduate?

Question 4:

How have you been prepared to teach literacy and numeracy in basic schools?

Question 5:

Please write three sentences about your experience of teaching practice.

Question 6:

What do you expect to do when you graduate from the College of Education?

Question 7:

Write about one thing which would improve the quality of your experience at the College of Education.

Question 8:

Please draw a picture to illustrate the way the college is training teachers for basic schools

Thank you for completing this questionnaire.

Annex 3: Programme for Workshop: Wed July 1st and Thurs July 2nd

“Exploring ways forward through a SWOT analysis”

Wednesday July 1st

9.00 – 12.00	2.00 – 4.00
<p>Introduction to the workshop</p> <p>Purposes of the workshop</p>	<p>Group work:</p> <p>Considering WEAKNESSES</p> <p>Panel feedback</p>
<p>Group work in three groups:</p> <p>Considering STRENGTHS</p> <p>Each group to present findings on flipchart paper</p> <p>Each group to present their main findings orally</p>	<p>Summary of key points from the day's discussions: Dr Alieu NCCE</p>

Thursday July 2nd

9.00 – 12.00	2.00 – 4.00
<p>Agree summary of outputs from Day 1</p>	<p>Reflections on the report prepared by Lindsay Howard & Terry Allsop in April 2009</p>
<p>Group work:</p> <p>Considering OPPORTUNITIES and THREATS</p> <p>Findings presented by flipcharts with group scrutiny</p>	<p>Plenary session to identify the key issues for the development of teacher education in Jigawa</p> <p>Introduction to the work for next week's workshop in Dutse</p>

Annex 4: Attendance Sheet for SWOT Analysis Workshop, Gumel

ATTENDANCE SHEET FOR SWOT ANALYSIS WORKSHOP, GUMEL STATE

Sl. No.	Name	Organization	Address	Phone No.	Signature
1	Salifu Mushi	DEED (Gumel)	SEMIWA BULGE	09061111111	[Signature]
2	Haruna Saidu	JEK. STATE/STATE	JECOC.	08031857191	[Signature]
3	Abubakar A. Yusuf	TEACHER EDUCATION	J.E.C.O.C.	08021671114	[Signature]
4	Abubakar S. Yusuf	TEACHER EDUCATION	J.E.C.O.C.	08021671114	[Signature]
5	Abubakar S. Yusuf	TEACHER EDUCATION	J.E.C.O.C.	08021671114	[Signature]
6	Abubakar S. Yusuf	TEACHER EDUCATION	J.E.C.O.C.	08021671114	[Signature]
7	Abubakar S. Yusuf	TEACHER EDUCATION	J.E.C.O.C.	08021671114	[Signature]
8	Abubakar S. Yusuf	TEACHER EDUCATION	J.E.C.O.C.	08021671114	[Signature]
9	Abubakar S. Yusuf	TEACHER EDUCATION	J.E.C.O.C.	08021671114	[Signature]
10	Abubakar S. Yusuf	TEACHER EDUCATION	J.E.C.O.C.	08021671114	[Signature]
11	Abubakar S. Yusuf	TEACHER EDUCATION	J.E.C.O.C.	08021671114	[Signature]
12	Abubakar S. Yusuf	TEACHER EDUCATION	J.E.C.O.C.	08021671114	[Signature]
13	Abubakar S. Yusuf	TEACHER EDUCATION	J.E.C.O.C.	08021671114	[Signature]
14	Abubakar S. Yusuf	TEACHER EDUCATION	J.E.C.O.C.	08021671114	[Signature]
15	Abubakar S. Yusuf	TEACHER EDUCATION	J.E.C.O.C.	08021671114	[Signature]

1	Dr. A. A. Kadi	Faculty/Division	ESPPIN Team	0802258814	0802258814	Prof. A. A. Kadi
2	Senior Lecturer	Department of Education	ESPPIN Team	0802258814	0802258814	Prof. A. A. Kadi
3	Dr. A. A. Kadi	Faculty/Division	ESPPIN Team	0802258814	0802258814	Prof. A. A. Kadi
4	Dr. A. A. Kadi	Faculty/Division	ESPPIN Team	0802258814	0802258814	Prof. A. A. Kadi
5	Dr. A. A. Kadi	Faculty/Division	ESPPIN Team	0802258814	0802258814	Prof. A. A. Kadi
6	Dr. A. A. Kadi	Faculty/Division	ESPPIN Team	0802258814	0802258814	Prof. A. A. Kadi
7	Dr. A. A. Kadi	Faculty/Division	ESPPIN Team	0802258814	0802258814	Prof. A. A. Kadi
8	Dr. A. A. Kadi	Faculty/Division	ESPPIN Team	0802258814	0802258814	Prof. A. A. Kadi
9	Dr. A. A. Kadi	Faculty/Division	ESPPIN Team	0802258814	0802258814	Prof. A. A. Kadi
10	Dr. A. A. Kadi	Faculty/Division	ESPPIN Team	0802258814	0802258814	Prof. A. A. Kadi

205: Jigawa State University
Kaduna

Annex 5: S.W.O.T Analysis Topic Guidelines for Group Work

<p>FABRIC OF THE COLLEGE:</p> <ul style="list-style-type: none"> • buildings • equipment • facilities 	<p>LEADERSHIP, MANAGEMENT & ADMINISTRATION</p> <ul style="list-style-type: none"> • Communications • Record keeping • Management structures
<p>RELATIONSHIPS WITH OTHER EDUCATION BODIES AT STATE LEVEL</p>	<p>CURRICULUM: TEACHING, LEARNING & ASSESSMENT IN COLLEGE AND IN SCHOOLS FOR</p> <ul style="list-style-type: none"> • Regular intakes • Up-graders
<p>PREPARATION OF BASIC EDUCATION TEACHERS</p> <ul style="list-style-type: none"> • Literacy and numeracy • Child development • Role of PES 	<p>RELATIONSHIPS WITH SCHOOLS</p> <ul style="list-style-type: none"> • TP • Demonstration school
<p>RECRUITMENT, TRACKING OF STUDENTS & DESTINATIONS</p> <ul style="list-style-type: none"> • Regular Intake • Upgraders 	<p>STAFF DEVELOPMENT FOR BASIC EDUCATION TEACHERS</p>
<p>STAFF & STUDENT WELFARE</p> <ul style="list-style-type: none"> • Gender • Residential 	<p>AN OTHER BOX for any omissions.</p>

Annex 6: Key issues identified at the end of SWOT Analysis Workshop

Participants identified 19 key issues in total. Those highlighted indicate there was more than one citation. Curriculum reform far exceeded all other issues.

#	KEY ISSUES	CITATIONS
1	Revised Vision and Mission for JSCOE	
2	Conduct a teacher demand and supply survey and sensitise all to the data	
3	Supply sufficient and relevant instructional materials for basic education reform.	
4	Curriculum reform	7
5	Teacher re-orientation	
6	Environmental Improvement	
7	Improved educational COE facilities	
8	Over population of COE	
9	Students motivated to take up teaching as a profession	
10	Improved Leadership for effective management	3
11	Position the child at the focal centre of the reform	2
12	Improved admission policy (Quality assurance)	2
13	Change of attitude of staff and students to PES	
14	Focus on literacy and numeracy development	
15	Facilities, infrastructure, equipment and HR should be synergised to improve child education	2
16	Improved quality of education	3
17	Re-training of COE staff for basic education needs	2
18	More emphasis given to revising PES	3
19	Student-teacher relation should be the focus of the curriculum	

Annex 7: Summaries of Analysed Staff and Student Questionnaires

SUMMARY OF LECTURERS' QUESTIONNAIRES: EDUCATION & SUBJECT LECTURERS

A. SUMMARY FROM EDUCATION LECTURERS (18 males)

Question 1

How much planning do you do with the other education departments in defining the knowledge, skills, and attitudes required of a quality graduate (i.e. competences)

Various somewhat contradictory statements e.g.

- We work together to harmonise EDU courses led by the largest dept: curriculum vs
- We plan to follow NCCE guidelines
- We plan PES content as it is not in the NCCE guidelines
- We should research to update our lecture notes each semester
- We plan sparingly
- Each lecturer is given a timetable and they plan or update their lectures alone for their timetable

Question 2:

In what ways do you provide leadership to guide the other schools/departments in planning their subject content knowledge and related classroom methods to promote consistency and complementarity?

Almost 50% of the respondents understood the question to relate to teaching leadership to the students.

- None as each school/dept works independently./ None outside own dept.

Question 3:

How do you relate the education content knowledge, including methods and approaches, to teaching children in lower, middle and upper basic education classes?

- At Lower Basic via play; At Middle basic via read & write; At Upper Basic via read, write & communicate
- I adhere strictly to content of course outline which gives no room for that.
- Via play; part learning and demonstration and instruction suit level of child
- deliver seminars on teaching methods
- clear definitions of terms and simple methods

Question 4:

How do you prepare students to teach literacy and numeracy at lower, middle and upper levels of basic education?

40% of the respondents either gave no reply or did not comprehend the question.

- via practical demonstration
- Follow Piaget's stages: Lower Basic = concrete operations stage; MB= conservation stage UB= formal ops stage

- Via use of other methods /different methods/appropriate methods (no elaboration)
- imitate or teach them the methods /explain e.g. play way and then demonstrate via a topic and then allow the students to try
- Not done at all as this is not in the curriculum

Question 5:

What would be your mission/vision statement for the JSCOE for the 21st century?

- Produce more qualified competent teachers for primary and JSS across state
- Produce students that can effectively teach in primary and jun sec schs.
- Produce sufficient number of teachers for the State
- Become a degree awarding body as a state university

Question 6:

In what ways do you support the students to become aware of the language needs of teaching, both in the College and in basic school classrooms?

No respondents suggested ways to specifically help students to identify the specific language skills needed for teaching (i.e. language used for explanation, instruction etc.) but instead suggested ways to improve the students' general language competence

- make English a higher requirement for admission
- compulsory courses that all students who are deficient in English must attend at end of each semester
- Extra coaching
- Intensive English classes

Question 7:

To what extent do you base your education courses on the NCCE and school basic education syllabuses?

All that replied to this question gave variations on the statement below:

- Adhere (strictly) to NCCE minimum standards

Question 8:

When did you last teach in a basic education school and at which level?

At least half the respondents either did not reply or gave answers related to teaching College students. Those that replied in terms of teaching a class of primary or JSS children the time ranged from early 1980s to 2009

Question 9:

*What do you consider to be **two** priorities for your own professional development?*

- On job training via seminars conferences etc and inset for a further qualification
- Further my studies for higher qualification and organise/attend workshops, seminars
- Motivation

No respondent gave a specific area of professional need.

7B: SUMMARY FROM SUBJECT LECTURERS' (22 male and 3 female)

Question 1:

In what ways do you link your subject content knowledge and related classroom methods with that taught in Primary Education Studies?

- Use lecture and some other methods/ simple language, methods and teaching aids
- use of appropriate teaching aids/activity learning/micro teaching for primary curriculum
- activities/allow kids to contribute/focus on specific lang items/variety appropriate methods
- group work/play/child-centred methods/field trips

Question 2:

How do you relate your subject knowledge to methods and approaches to teaching children in lower, middle and upper basic education classes?

No respondents mentioned the revised Basic Education Curricula for schools

- Use activities/allow children to contribute/focus on specific language items
- use a variety appropriate methods
- explain how to group knowledge from lower to higher order /show students how to select according to child experience
- Simplify methods and approaches and use more activities
- practical life skills and participatory approaches

Question 3:

What would be your mission/vision statement for the JSCOE in the 21st century?

- Vision: improved teaching & learning environment and mission is to award degrees
- Produce competent basic education teachers for primary and JS schools which needs staff trained in relevant content and delivery methods for basic education
- well equipped COE

Question 4:

In what ways do you support the students to become aware of the language needs of your subject both in the College and in basic school classrooms?

- write most difficult words on bb and ensure they take notes
- correct mistakes/ share Nigerian writers/encourage them to read and write to newspapers/share students essays from competitions
- discourage the use of translating basic concepts in Hausa/use charts and posters
- promote self study : students to practice more

Question 5:

How much planning do you do with the other schools/departments, particularly in terms of knowledge, skills, and attitudes required of a quality graduate (i.e. competences)?

- none

This question was largely understood to relate to activities with other depts. rather than discussion regarding competences that a quality NCE graduate should demonstrate

- via debates, science clubs, science week
- field trips and sight seeing
- seminars, conferences workshops to update lecturer (invalid0
- inter-department debate and sport

Question 6:

Explain the extent to which you base your subject courses on the NCCE and school basic education syllabuses?

- Attention to NCCE for Maths but not strict adherence as content has to be reviewed annually to maintain quality
- NCCE English needs reviewing to meet basic education needs
- Strict adherence to NCCE minimum standards
- Relate courses to needs of students

Question 7:

*When did you last teach your subject in a basic education school and at which level?
Males experience ranged from 1985 to 2002 and no females had had any teaching experience at basic education level.*

Question 8:

What do you consider to be two priorities for your own professional development?

- further studies for degree & career development
- attend seminars, conferences and workshops in my area

No respondent gave a specific area of professional need.

GENERAL ENGLISH LEVEL

ALL LECTURERS' QUESTIONNAIRES

On the whole the answers were coherent but often they were vague or not appropriate in terms of the specific question being asked. It was not clear if some respondents did not understand a question or did not know how to express their reply to it.

About 10% of the respondents' papers showed weak English skills.

7C SUMMARY FROM YEAR ONE STUDENTS

“Importance of this profession is to build the nation, because teacher is a nation builder”

Responses are summarised below each question; useful quotations are added. There were 7 female and 24 male respondents

Question 1: What were you doing in the last three years before you joined the College of Education? Explain the relevance of this experience to your preparation as a teacher?

Teaching	26
Headteacher	1 [female]
Teaching/farming	1
Trader	1
Clerical officer	1
Voluntary teacher	1

“The head-teacher is very important in primary schools because I am head of all teachers”

“I want to teach our children to be good students”

“I know the benefit of education among people”

“To build the nation on education”

“Farming will help me to get food and money in order to feed myself and help my father, mother and sisters. Teaching will help me to get money.”

“Already I am a teacher in primary school, then I need to go to secondary as a Principal”

“Importance of this profession is to build the nation, because teacher is a nation builder”.

Question 2: Think of a good teacher you have known; write a few sentences saying what made them a good teacher.

Comes to school every day	6
Has good experience	5
Knowledge of subject matter	3
Explains well	3
Obeys rules of the school	2

This question produced interesting longer responses. Here are the best:

“Kasim was a good teacher because over 70% of his students are passing examination each year”

“He has different teaching methods for the interest of the students”

“He knows how to explain very well and he is treating us equally” [of a college lecturer]

“He translates the topic as precisely and logically as possible” [of a college lecturer]

Question 3: Answer three questions about your experience at the College of Education so far:

- **Is the teaching relevant to your becoming a quality teacher in basic education schools?**

Most respondents could only answer 'yes' to this question; no one really expanded on this. This was partly the fault of the question.

- **To what extent do your teachers provide guidance for practical classroom teaching?**

Again, the majority response was simply a 'yes' or 'very good'. A few expanded their response to say:

"They teach us very active with practicals and more ideas"

"They occasionally do practical class teaching"

"Teachers, ie lecturers, are using teaching aids"

"With a good explanation for ways of methods our teachers teach us or give us a knowledge and demonstrate to know how to teach when we go to teach the younger ones"

- **How far do the assessments allow you to demonstrate the knowledge and skills you are learning?**

Respondents seemed quite unable to answer this question.

Question 4: How are you learning to use the syllabuses/curriculum of the schools in which you will be teaching when you graduate?

Almost all the students responded in a similar way, probably because they were given a strong prompt by the tutor supervising the questionnaire completion. They refer to courses EDU113 and PES112. The response can be taken from one answer:

"I will use the syllabuses/curriculum for learning what is the syllabuses and breaking down the scheme of work, record of work and lesson plans for arrange what I teach pupils accordingly."

Question 5: How are you being prepared to teach literacy and numeracy in basic schools?

NB Almost no one answered the question. They failed to respond to the 'how' in the question. This is very disappointing. They simply reported that their preparation was 'very good' or 'excellent'. Exceptions were:

"I have been taught to teach pupils how to trace numbers and pronunciation of numbers but it is fair"

"The way of preparing to teach literacy and numeracy in basic education are demonstration method"

Question 6: What do you expect to do when you graduate from the College of Education?

Be a good teacher	24
Primary school inspector	1

Lecturer in COE Gumel 1
 Secondary school teacher 1

"I am expecting to be a good ambassador for SUBEB as a teacher"

"I want to build my nation"

Question 7: Write about one thing which would improve the quality of your experience at the College of Education.

Electricity	12
Water	5
Textbooks in library	5
Internet access	3
Good lecturers	2
Govt allowance	2
Good teaching	1
Good accommodation	1
Adequate lecture rooms	1

"If we get NEPA very well"

"At COE, experience of good teaching from the lecturers, especially from School of education"

"Provide instructional materials, building more classrooms; also having good ventilation, electricity, chairs and water supply".

Quick assessment of English capabilities of respondents:

Good 13 [Female : 3 Male : 10]

Adequate 14 [Female : 1 Male : 3]

Very weak 4 [Female : 3 Male : 1]

7D: SUMMARY FROM YEAR THREE STUDENTS

Responses were analysed from 8 female and 20 male students

Question 1: Describe what sort of teacher you would like to be.

'First of all I would look at the condition of the students and the culture of the society, so also the nature of the subject I teach.'

NB Many of the respondents answered this question by saying 'primary' or 'biology' teacher. This is covered in Question 6 below.

'Hard working teacher'

'Honest, loyal and qualified'

'... in order to develop our female children to become educated because we lack educated females in our area.'

'To contribute to the development of Islamic education'

'The reason why I like to be a teacher is in order to improve our pupils to have a good background knowledge, because the primary school is the first stage of education of the child so that there is need for the child to have good background of education.'

Question 2: Answer three questions about your experience at the College of Education:

Most respondents simply quoted back the questions, so there were few useful replies to analyse.

a) Is the teaching relevant to your becoming a quality teacher in basic education schools?

'Yes, because lecturers use appropriate methods while conducting lectures'

'Teach us how to write a lesson plan and arrange the classroom'

b) To what extent do your teachers provide guidance for practical classroom teaching?

'Only partially employed because of lack of materials'

'Our teachers teach us very good teaching – they show us some teaching aids and they do it very good'

'My teachers provide guidance – however much of the work is done theoretically which has not made learning more permanent'

c) How far do the assessments allow you to demonstrate the knowledge and skills you have learned?

'The examinations will not allow us to demonstrate the knowledge and skills because of the many problems contained in examinations. In the college for instance, the duration of the examinations is not enough and congestion of students writing three examinations in one day which is a problem that leads to failure in the examinations'

Question 3: How have you learned to use the syllabuses/curriculum of the schools in which you will be teaching when you graduate?

A number of respondents articulated the sequence: curriculum – syllabus – scheme of work – lesson plans. They recognised that the lesson plan was their most important daily support.

‘I have made to know that lesson plan is used daily in classroom, but the syllabus and curriculum I have no idea’

‘I will pick one subject after another from the syllabus’

‘I have learned that the effective curriculum to be employed, especially in the primary school, should be of a more practical aspect ...’

Question 4: How have you been prepared to teach literacy and numeracy in basic schools?

A number of ideas had clearly been retained from lectures, being listed below:

Play way method	10
Teaching aids	4
Demonstration method	2
Songs	1

‘I can use play way method to teach in the classes because when I just stand in front without play the child cannot understand’

‘The method to teach P1 or P2 literacy and numeracy is by using play away method or in calculation with stones or any available teaching aids’

‘By applying the appropriate method to teach which suits the developmental needs of the child especially by using method mainly which involves playing’

Question 5: Please write three sentences about your experience of teaching practice.

NB This question was set with the assumption that TP would by now have been carried out by Year 3 students. It has not. The quotations below give a sense of the thinking of those who were mentally preparing for it.

‘I prepare myself to go on TP with reading so many books relating to TP’

‘It will help me to use what I learned in college and put it into practice’

‘I am curious, interested and well prepared for the teaching practice. I am anxious to go out and practice what I have learned for the past three years, yet college is not ready to send us for teaching practice’

Question 6: What do you expect to do when you graduate from the College of Education?

There was a wide range of answers which are difficult to categorise:

Specified primary teacher	5
Specified JSS teacher	2
Specified SSS teacher	4

Many subjects mentioned which suggest JSS or SSS preferences – Biology [2], Chemistry [1], Computing [3], Integrated Science [2], Islamic studies [2], Social Studies [1], Maths [3]

And: Motorcycle mechanic [1], psychologist [1], and medical doctor [1]

Further study, ie university degree course, is mentioned by 5 respondents.

'I would not like to become a teacher, but however, I would become a teacher , only when teachers are well paid, good welfare package, good working conditions, etc'

'Even though so far I said I would teach in primary school, but in this situation, when I graduate from the college, I will not teach. This is because of lack of teaching materials in the primary schools, lack of good salary for basic teachers, lack of image of teachers in the eyes of the public, etc'

'My opinion is to be a biology teacher, but if not a policeman, in order to give my contribution towards the development of society'

'I expect to teach for 2 years before my degree education and after that I will like to be a principal before getting married' [male student]

'I like to become a good housewife that means I want marriage'

'After graduation, firstly I would like to marry and get children, if possible then to go for further study. After that would like to be a politician'

Question 7: Write about one thing which would improve the quality of your experience at the College of Education.

Many responses related to facilities:

- Practical working materials
- Learning materials
- Electricity (Main problem)/Water/Ventilation
- Internet
- Laboratories
- Modern library

Others to teaching/learning:

- Good and effective lectures
- Regular classes
- Social amenities

'To provide equipment to all departments of the college'

'One thing which would improve the quality of my experience at the COE is availability of learning materials, conducive atmosphere and good methods of teaching'

Quick assessment of English capabilities of respondents:		
Good	11	[Female: 2 Male: 9]
Adequate	15	[Female: 6 Male: 9]
Very weak	2	[Female: 0 Male: 2]

ANNEX 8: Summary of JSCOE SWOT Analysis: Strengths, Weaknesses, Opportunities & Threats/Risks July 2009

1 TOPIC 1 : FABRIC OF THE COLLEGE			
	STRENGTHS	WEAKNESSES	OPPORTUNITIES & OPTIONS
	Buildings		
a	Necessary infrastructure for a COE is present	Almost all infrastructure is dilapidated Many buildings inadequate in size for student population e.g. library	<ul style="list-style-type: none"> • Renovate all existing infrastructure, construct more hostels, lecture halls and staff offices since there is room to expand on the college campus • Renovate the existing infrastructure, provide facilities for utilities and increase availability of facilities for classrooms and lecture halls • Reduce intake
b	Room for future expansion		
	Equipment		
c	Some equipment exists	Outdated and inadequate equipment	<ul style="list-style-type: none"> • Conduct equipment needs assessment for the whole college and then (a) purchase more equipment for labs, staff offices and workshops , (b) repair existing equipment and purchase more to supplement it, (c) Reduce intake and thus reduce equipment needs but purchase modern state-of-the art equipment for labs, offices and workshops.
	Facilities		
d		Water and electricity totally inadequate for needs Toilet provision unacceptable	<ul style="list-style-type: none"> • Increase borehole provision from one and purchase heavy-duty generators; provide toilets in hostels and academic areas that meet female sanitation needs • Increase pipelines, provide more overhead tanks and provide medium-sized generators to be placed strategically on campus and renovate existing toilets

			<ul style="list-style-type: none"> • Drill more hand-pumps, provide a water reservoir, place overhead tanks at strategic places on campus and improve sanitation
2	TOPIC 2: LEADERSHIP, MANAGEMENT & ORGANISATION		
	STRENGTHS	WEAKNESSES	OPPORTUNITIES & OPTIONS
	Communication		
a	Traditional modes of dissemination of information to staff and students exists and are largely used		
b	All Deans officially provided with mobile phones	<ul style="list-style-type: none"> • Outdated, non-functional and inefficient electronic communications system • Communication gap between COE and NCCE 	<ul style="list-style-type: none"> • Improve the communication system by providing modern communication facilities and trained personnel to use ICT • Update the electronic communications system <p>Options:</p> <ol style="list-style-type: none"> 1: Extend the internet facilities from 100 computers upwards and ensure power supply 2: Establish wi-fi device for various parts of college campus 3: Provide all academic/administrative staff with 1:1 or 1:2 access to computers for capacity building for staff For ICT. 4. Replace chalkboards with interactive whiteboards 5. Improve communications with NCCE: (a) by periodic visits to NCCE (b) establish a working relationship with staff PRS and AP departments (c) keeping in touch with the college desk officer at NCCE HQ 6. Improve storage capacity of all computers
c	Internet facilities are installed but not functional unless electricity (max	Lack of trained ICT personnel	<ul style="list-style-type: none"> • Identify and purchase ICT application software • Utilise all available professional and support staff at college to

	3 hrs a day but rarely adhered to)		<p>train other staff</p> <ul style="list-style-type: none"> • Involve the professionals in the purchase of ICT materials
	Record Keeping		
d	Filing system in place – central registry and central examinations office. Sub units in each school keep own records	Modern facilities for record keeping are lacking + lack of personnel trained in their use	<ul style="list-style-type: none"> • Improve and modernise the record keeping systems <p>Options</p> <p>1: Totally revolutionise the filing system with a central computerised system and networked to all Depts.</p> <p>2: Review admission policy to conform with the carrying capacity of the college</p>
		Many students’ exam results are delayed and / or lost	Network the Examinations Office of the college to Depts
	Management Structures		
e	Management structures are in place	Management decisions are centralised.	<ul style="list-style-type: none"> • Involve all in the decision making process including roles and responsibilities and organise workshops to sensitise staff <ul style="list-style-type: none"> • Improve committee system for better administration • Improve flow of information upwards and downwards
f	Organogram of structure and system on paper	No defined roles and responsibilities delegated to staff	<ul style="list-style-type: none"> • Update, collate and ensure proper use of existing schedule of responsibilities as per each office of the college
g	A vision/mission statement exists (Government edict)	Vision/mission statement not sharp enough to give COE direction to staff and students	<ul style="list-style-type: none"> • Generate a realistic vision/mission statement TO SHOW WHAT JSCOE intends to achieve and to act as a source of inspiration for COE staff and students <p>Options:</p> <p>1: V/M statement to reflect the needs of the Jigawa environment</p> <p>2: All stakeholders to be involved in generating and implementing the V/M statement.</p>

h	Network of committees to support senior management	Lack of proper incentives for college committees to function effectively	<ul style="list-style-type: none"> • Improve incentives to the standing and all other committees
3	TOPIC 3: RELATIONSHIPS WITH OTHER EDUCATION BODIES AT STATE LEVEL		
	STRENGTHS	WEAKNESSES	OPPORTUNITIES & OPTIONS
a	A structural relationship exists with MOEST, its parastatals, including LGEAs and schools	Inadequate synergy with SUBEB and LGEAs specifically in relation to State demand and supply of graduate teachers	<ul style="list-style-type: none"> • Create forum for discussion for discussion between SUBEB, LGEAs and college to meet demand/supply of NCE graduates and teachers
b	Positive relationships have been developed with DPs (DFID, UNICEF, ESSPIN)	Lack of evaluation of students after graduation to review quality of COE programme	<ul style="list-style-type: none"> • Track and assess NCE graduates in their areas to which they are assigned • Devise the means of evaluating students after graduation.
c	Community relations are excellent. Communities use the COE facilities		
d	Good working relations exist with examination bodies		
4	TOPIC 4: STUDENT RECRUITMENT, TRACKING & DESTINATIONS		
	STRENGTHS	WEAKNESSES	OPPORTUNITIES & OPTIONS
a	Recruitment of prospective students is done centrally by JAMB	Great disparity found between paper qualifications and student performance on entry	<ul style="list-style-type: none"> • Improve the quality of SSCE graduates by way of improving the quality of teaching at secondary school level • Emphasis to be placed on interviewing prospective students before being admitted to COE
b	Combining up-graders and regular intake can provide for the exchange of ideas	Teaching experiences of the up-graders are not recognised in terms of recruitment to NCE programme.	<ul style="list-style-type: none"> • Upgraders should be trained separately from the regular intake • Design a suitable curriculum for the Upgraders • Organise a refresher course for the Upgraders before they are

		Upgrading programme does not provide for a refresher course to prepare students for NCE programme	absorbed into their NCE programme.
c		Tracking of students progress from entry to graduation is not properly done	
d		COE does not keep records of the destinations of students after graduation	
e		Wider concern: 11000 unqualified teachers in State and no clear policy for fast tracking the upgrading so as to avoid draining schools of teachers over long term	
5	TOPIC 5: CURRICULUM: TEACHING, LEARNING & ASSESSMENT		
	STRENGTHS	WEAKNESSES	OPPORTUNITIES & OPTIONS
a	The curriculum is fully utilised and adhered to as required by NCCE	No specific curriculum for the upgrading students	
b	A full range of modes for continuous assessments are used (40%) and an examination (60%) annually		
c		Curriculum has little emphasis on the teaching of literacy and numeracy	<ul style="list-style-type: none"> Provision of improved curriculum content for basic literacy and numeracy Options: 1. Organize capacity building for all stakeholders

			2. Provide an induction programme for all up-graders
d		Except for the up-graders and few PES students, COE is not producing teachers for lower and middle basic education schools	
e		Teaching is mostly teacher-centred with very little participation from students.	
f		Learners rely heavily on lecturers due to language deficiencies (English) and lack zeal for research/lack commitment to their studies	<ul style="list-style-type: none"> • Students be encouraged to be enterprising and keen to inquire by various learning activities and the use of guidance and counselling.
g		Students are passive and the spirit of inquiry is not there	
h		Many up-graders do not have sufficient literacy and numeracy skills to follow NCE programme	
i		Students encouraged to cram to pass exams many students cannot understand and apply knowledge and skills	
J		Some lecturers do not use teaching methods that prohibit cramming	
k		NCCE curriculum overloaded students have lectures 7am to 6pm	
l		NCCE curriculum needs review to	

		provide focus on Basic education	
6	TOPIC 6: PREPARATION OF BASIC EDUCATION TEACHERS		
	STRENGTHS	WEAKNESSES	OPPORTUNITIES & OPTIONS
	Literacy and Numeracy		
a	Strict compliance for pass grades in English and maths as a pre-condition for admission		
b		Great disparity can be found between paper qualifications and student performance in COE	<ul style="list-style-type: none"> • Post MPCE and interviews –select candidates with special interest for teaching
c	There are general education/ communication skills and maths courses in GSE as pre-requisite courses that must be passed by graduates		
d		Primary 1-3 literacy is via vernacular but there are no teaching or learning materials for this.	<ul style="list-style-type: none"> • Provide necessary teaching and learning materials
e		If students own literacy and numeracy skills are weak, they cannot grasp teaching the skills	<ul style="list-style-type: none"> • Conduct extra lessons for the identified weaker students in literacy and numeracy.
	Child Development:		<ul style="list-style-type: none"> •
f	Demonstration school exists as a child study centre for the college	Courses are largely theoretical. The Demonstration school and other nearby primary schools are not used for child study.	<ul style="list-style-type: none"> • Course content to be more practical. • Dem School and nearby schools to be used as the micro-teaching laboratory.

g	Various courses could be offered for child development by trained lecturers		
	PES		
h	COE has all courses that are needed in initial literacy and numeracy in the primary school.	No lecturers trained to teach knowledge and skills required for PES. NCCE content is oriented to producing secondary teachers, not primary	<ul style="list-style-type: none"> • A significant number of lecturers should be re-trained on knowledge and skills of PES. • Advise Govt on the need to sponsor some lecturers to re-train lecturers on PES. • The re-trained lecturers should step – down their experiences with their colleagues.
i		PES stigmatised - only one COE offers PES as a degree course	<ul style="list-style-type: none"> • Undertake constructive output advocacy both on lecturers and prospective students of JSCO
j		PES curriculum needs to be revamped to recognise it is a core course and not an optional one.	<ul style="list-style-type: none"> • Making PES as a core course for all prospective students of the COE. • To plan ahead to start a degree programme in PES.
7	TOPIC 7: RELATIONSHIPS WITH SCHOOLS		
	STRENGTHS	WEAKNESSES	OPPORTUNITIES & OPTIONS
	TP		
a	The TP schools are consulted through forms requesting the Head teacher to indicate interest in the specific subject areas & number of student teachers required	<p>No pre-deployment or post face to face meetings with Head teachers of TP schools</p> <p>No post face to face meetings to evaluate student progress and impact on school with Head teachers of TP schools</p>	<ul style="list-style-type: none"> • Hold pre-deployment meeting with the Head teachers of TP schools

b	Staff visit the TP schools to assess/evaluate students' performance	No mentoring or action research relationships with COE	<ul style="list-style-type: none"> • After supervision, mentoring should follow.
c	Only qualified lecturers able to supervise TP	'Supervision is a farce' – fire brigade image	<ul style="list-style-type: none"> • Supervision should be comprehensive by improving logistics.
d		Position of TP changed from Year 2 to Year 3 after all semester 2 exams are complete	<ul style="list-style-type: none"> • Split the period of TP into Year 2 and 3
e		12 weeks' TP is reduced to 6 weeks because of inability of COE to meet logistic requirements (funds etc)	<ul style="list-style-type: none"> • First 6 weeks of the second semester Year 2 and final 6 weeks of the first semester of Year 3.
f		No opportunity for students to reflect on TP experiences with the COE before assessment	
Demonstration School			
g	It is a staff school and sole interaction of staff is at PTA meetings	There is no academic relationship with COE staff except those selected to teach there on routine duties.	
h	Students are deployed to the school just as to other state schools	No action research or demonstration teaching for orienting the students at the school before TP	
8	TOPIC 8: STAFF DEVELOPMENT FOR COE LECTURERS		
	STRENGTHS	WEAKNESSES	OPPORTUNITIES & OPTIONS
a	Opportunities are available for staff to go for training,	Lecturers lack PES training and currently no opportunities for PES refresher courses of all staff for PES	

b	Staff encouraged to attend and produce papers for seminars and conferences	No system for regular professional development to meet lecturers' needs, particularly for updating knowledge and skills	
c		No competences set out for quality of a Basic education teacher at any level.	
9	TOPIC 9: STAFF AND STUDENT WELFARE		
	STRENGTHS	WEAKNESSES	OPPORTUNITIES & OPTIONS
	Gender:	Gender:	
a	There is now affirmative action to attract female students: More comfortable hostels/free education	Basic facilities e.g. water, electricity, medical are inadequate	
b	Females are fully involved in the affairs of the student union and other ad hoc committees	Inadequate number of support staff to maintain proper sanitation and hygiene	
c	Improved number of female staff employed at COE (8)	There is no supervision to ensure proper utilisation of the few facilities	
d	Adequate accommodation for female lecturers and given consideration for better office accommodation		
	Residential		
e	Fully renovated hostels	Hostel facilities still overcrowded (6 to a room) No common room outside the hostels	

		for female students to meet visitors	
f	Provision of 10 new staff houses	Staff quarters inadequate and mostly dilapidated	
	Financial		
g	Full HATISS (iv) salary package offered		
h	Regular promotion for staff when merited	Lack of recreational facilities for staff e.g. canteen, social club, reading centre etc.	
i	Soft loan scheme available and some financial support for medical problems	No staff member qualified for First Aid	

SUMMARY JSCOE SWOT ANALYSIS : GENERAL RISKS /THREATS

1. Financial

- Insufficient finances lead to making choices/compromises
- Delays in funding flows
- Any funds not accessed swiftly according to the programme risk being lost

2. Political

- Politicisation of education can lead to imbalance of resource allocation
- New change of government may threaten continuity of reform
- Unequal geographical dissemination of resources
- Post secondary priorities may compete for limited resources

3. HR/Personnel

- Lack of numbers, capacity for tasks, trained personnel
- M&E personnel (both internal and external)capable to oversee all aspects of the reform

4. Cultural

- Gender issue – lack of female due to expectation of early marriage
- Access to JSCOE from **all** backgrounds
- Stigma attached to joining PES course

5. Change Factors

- Resistance to change from COE staff and students. All must be involved in the change process led by COE administration.
 - Sustainability of the reform is dependent on the means of interaction between ESSPIN and Jigawa State Government t.
 - Who is responsible for monitoring and evaluating the reform of teacher education? Risk if it is not monitored rigorously by Jigawa State. CATI to be upheld.
-

Annex 9: Programme for Strategic Planning Workshop 2 (July 7-8, 2009)

Building a Strategic Plan for Basic Education Teacher Training at JSCOE

Tuesday July 7th

9.00 – 12.00	2.00 – 4.00
<p>Introductions</p> <p>Purpose of the workshop</p> <p>Revising JSCOE Vision statement via key words – suggested statement on flip chart</p> <p>Drafting the aim of BETT on flip chart</p>	<p>Group work:</p> <p>Complete Planning Matrix for each of nine topics – one topic per group with some groups taking two topics</p>
<p>Revisiting Key issues, Vision and Aim to present a proposal for a BETT Curriculum</p> <p>– discussion in small groups and feedback to plenary</p>	<p>Reflections / key points from the day's discussions:</p> <p>Director SEIMU; Dep Director Tertiary; Dr M Aliyu NCCE; Provost of JSCOE</p>

Wednesday July 8th

9.00 – 12.00	2.00 – 4.00
<p>In revised groups:</p> <p>Share completed topic matrices from Day 1 to add/amend/delete and move specific actions to more appropriate topics as necessary</p>	<p>Plenary:</p> <p>Groups share responses to proposed BETT Curriculum</p> <p>JSCOE present management structure and system</p> <p>In groups : discuss management structure and system and recommend changes for reform – complete Matrix 2</p>
<p>Specific support to groups to refine and enhance each matrix to meet specific topic needs</p> <p>Groups add human and material resource needs to each refined matrix</p>	<p>Plenary to reflect on the two day workshop discuss and agree next steps</p> <p>thank the participants and facilitators</p> <p>Close workshop</p>

Annex 10: Attendance Sheet for Strategic Planning Workshop, Dutse

ATTENDANCE SHEET FOR STRATEGIC PLANNING WORKSHOP FOR STATE

Sl. No.	Name	Organization	Phone No.	Address
1	A. Howard	Consultant	ESPIN	
2	T. Akseep	"	"	
3	M. Umar	Ministry of Education		
4	S. Umar	Ministry of Education		
5	Umar Sani	Dean/Assistant Comptroller		
6	Umar Sani	Chief Executive		
7	M. Umar	Ministry of Education		
8	M. Umar	Ministry of Education		
9	M. Umar	Ministry of Education		
10	M. Umar	Ministry of Education		
11	M. Umar	Ministry of Education		
12	M. Umar	Ministry of Education		
13	M. Umar	Ministry of Education		
14	M. Umar	Ministry of Education		
15	M. Umar	Ministry of Education		
16	M. Umar	Ministry of Education		
17	M. Umar	Ministry of Education		
18	M. Umar	Ministry of Education		
19	M. Umar	Ministry of Education		
20	M. Umar	Ministry of Education		

No.	Pr. & Details	Facilities	Special Services	Workshops	Notes
1	State II High School	Board Street	Discipline, English	Observation	10/2/2011
2	Local Government Secondary School	1st Street	✓	Observation	10/2/2011
3	Local Government Secondary School	1st Street	✓	Observation	10/2/2011
4	Local Government Secondary School	1st Street	✓	Observation	10/2/2011
5	Local Government Secondary School	1st Street	✓	Observation	10/2/2011
6	Local Government Secondary School	1st Street	✓	Observation	10/2/2011
7	Local Government Secondary School	1st Street	✓	Observation	10/2/2011
8	Local Government Secondary School	1st Street	✓	Observation	10/2/2011
9	Local Government Secondary School	1st Street	✓	Observation	10/2/2011
10	Local Government Secondary School	1st Street	✓	Observation	10/2/2011

Continued from the other pages attached

Sl. No.	Name	Address	Phone No.	Mobile No.	Signature
25	Sadiya Amin	Digga	8090000000	08065731339	[Signature]
26	Musa S. Baba	Bauro, Lere	8090000000	08065731339	[Signature]
27	Suma A. Yai	Severe, Kofar	8090000000	08065731339	[Signature]
28	Salim Yusuf	Kofar, Lere	8090000000	08065731339	[Signature]
29	Abdullahi Halim	Digga	8090000000	08065731339	[Signature]
30	Yakubu Sani	Abba, Sokoto	8090000000	08065731339	[Signature]
31	Ali Galle	Bebe, Wari	8090000000	08065731339	[Signature]

Annex 11: JSCOE's Vision Statement for BETT

“JSCOE Gumel aspires to become a centre of excellence for preparing high-quality teachers for the basic education schools of Jigawa State”

Annex 12: Agreed BETT Curriculum Model for Quality Basic Education Teachers at JSCOE

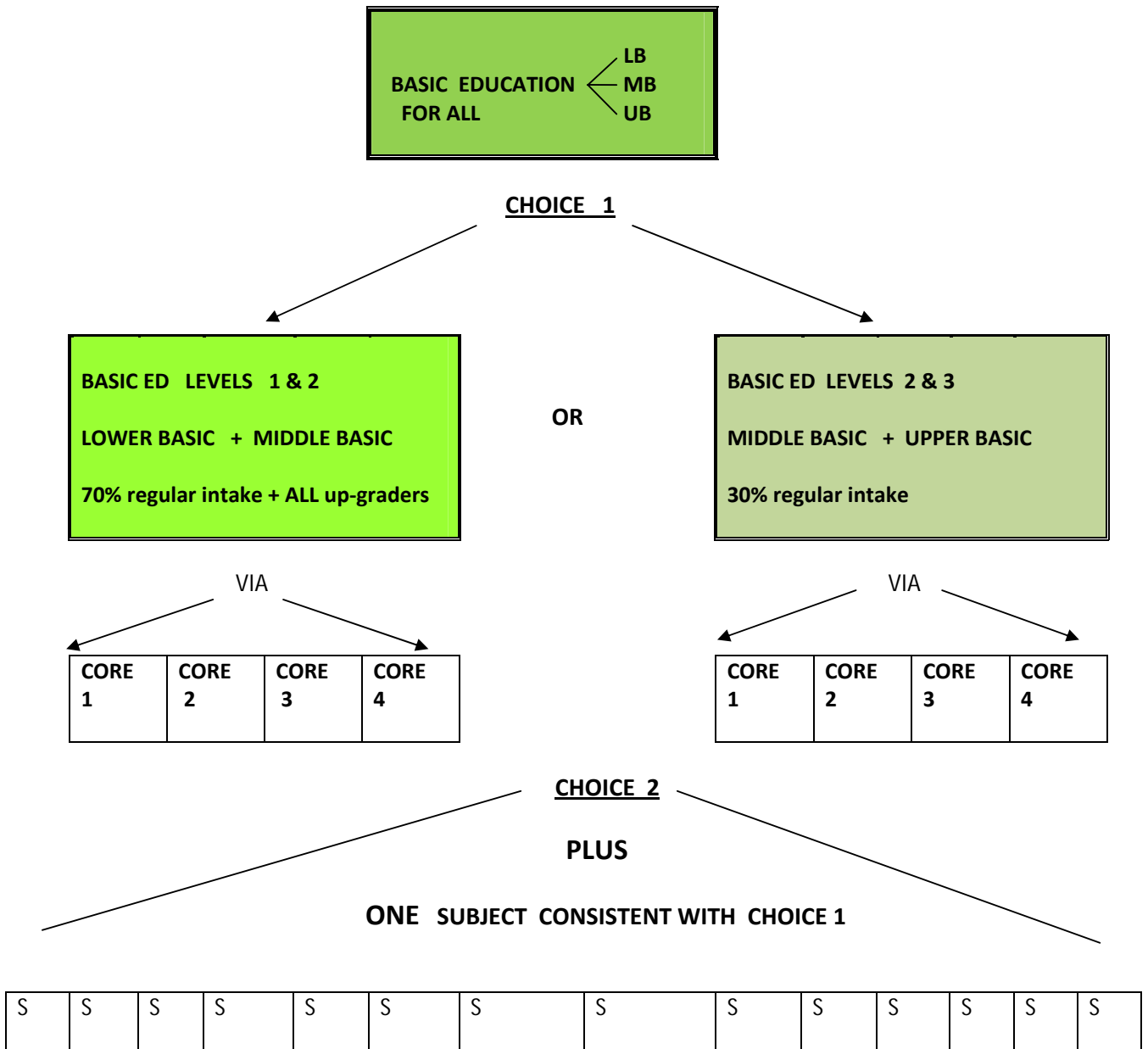


Diagram Elaborated in Written Text

1 **Basic Education For All at the 3 levels: Lower, Middle and Upper**

This course will be compulsory for all students. It provides a **general focus** on Child development; how children learn, teaching, learning, assessment in terms of planning, delivering, managing in classrooms, keeping records and reporting etc in line with the NERDC revised curricula for each level of the new National Council on Education (NCE) curriculum for basic education (2007).

2 **Choice 1: Two** levels of Basic Education For All :

At entry students select two levels for a more specific focus either:

Lower + Middle Basic Education Levels OR Middle + Upper Basic Education Levels

Each course enables the students to study the topics from the general focus in more detail at each level. Particular attention will be given to teaching, learning and assessment in relation to the Federal Ministry of Education curricula for the 4 core subjects ,prepared by the NERDC, for delivery in all Basic Education schools in Nigeria.

3 **Choice 2:** one more subject for in-depth study

Students select one subject from the total number of subjects offered for the two basic education levels being studied. This provides further depth to enable the teacher to offer particular expertise in one area.

Rationale:

- 1 Students will be well-prepared for teaching in basic education schools in Jigawa State. They will have a general overview of content, methods and learning outcomes for 9 years of Basic Education in Nigerian schools PLUS an in depth knowledge of the content, methods and learning outcomes relevant and appropriate for the children across six consecutive years.
- 2 Teachers could then offer a wider service in the following ways:
 - a) teach the 4 core subjects and one other subject across 6 consecutive years of Basic Education.
 - b) increase internal efficiency at school, and thus at State level, by offering more than one subject and thus reducing the number of teachers required.
 - c) have in-depth knowledge of how to teach literacy and numeracy for two basic education levels which would contribute to raising the standard of secondary school graduates.

Annex 13 JSCOE Strategic Plan Prioritised Topic Outlines – Draft 1

JSCOE Planning Matrix

Topic 1: THE LEARNING ENVIRONMENT										
Expected Change Outcomes: Existing infrastructure, water and electricity supplies, other basic services and equipment, renovated and functional for delivery of quality basic education programmes and in line with health and safety requirements. Assessments noted of any additional needs.										
Planning Action	2009/10		2010/11		2011/12		2012/13		2013/14	
1. Conduct an assessment survey of all academic and residential buildings, facilities and equipment needed for BETT in light of the reviewed student intake, the basic education programmes, health and safety regulations and the availability of resources.										
2. Undertake renovation and construction of additional academic and residential facilities in accordance with JSCOE vision and needs assessment										
3. Reliable water and electricity supplies must be installed and maintained for all campus needs on 24hour basis.										
4. All facilities, including the library and labs must be adequately equipped to meet needs of BETT programmes for staff and students.										
5. Campus should be made safe and secure for all at all times										
6. The Learning Environment should be made more attractive both inside and outside for study purposes e.g. seats under trees, paintings in rooms										

JSCOE Planning Matrix

Topic 2: LEADERSHIP, MANAGEMENT & ADMINISTRATION									
Expected Change Outcomes: Management structures modified and operating to support the reform and achievement of the vision. Improved communication for both staff and students across the College and more involvement for all in decision making. Functional ICT for (i) college-wide communication, (ii) student and staff record keeping, (iii) professional development.									
Planning Action	2009/10	2010/11	2011/12	2012/13	2013/14				
1. Reorientation of all managers geared towards the new vision of the college. Vision statement to be displayed throughout the College.									
2. A culture of discipline, respect and commitment to deliver on duties & responsibilities should be encouraged in order to change the poor attitude to work amongst the staff.									
3.a. Improve communication flow vertically and horizontally among students and staff.									
3b. Put in place an ICT based communication system net-working all schools, depts. and units of the COE with reliable internet services.									
3c. Develop a COE website									
4. Involve all stakeholders in the decision making processes of the COE.									
5. Every standing committee should be given full opportunities to meet and carry out their duties and responsibilities fully.									
6. Modernise the existing student and staff record keeping systems.									
7. Prudence, accountability and transparency in managing funds and other resources should be monitored to ensure consistent good practices									
8. Job specifications and a schedule of duties should be made clear and strictly adhered to. Appointment to key responsibilities should be based on merit.									
9. Both academic and non-academic staff should be given professional development opportunities on a regular basis in line with the COE vision.									
10. Ensure constant power supply for all College staff and student activities.									
11. Ensure oversight of health and safety of all College staff and students on campus.									

JSCOE Planning Matrix

Topic 3: RELATIONSHIPS WITH OTHER EDUCATION BODIES AT STATE LEVEL										
Expected Change Outcomes: Regularised relationships with MOEST/SUBEB/LGEAs for demand and supply of basic education teachers for all State needs. Establish State quality assurance process for JSCOE, complementary to NCCE actions.										
Planning Action	2009/10		2010/11		2011/12		2012/13		2013/14	
1. Establish an active committee structure between COE and SUBEB, ANE on teacher demand and supply, PTR, teacher deployment etc for BETT that is linked with the work of Quality Committee on Teacher Education.										
2. Establish internal and external M & E of BETT programmes, including TP by JSCOE and MOES&T.										
3. A bond system inducements that is signed at recruitment to be discussed and agreed with State to ensure all BE schools receive trained teachers.										

JSCOE Planning Matrix

Topic 4: RECRUITMENT, TRACKING AND DESTINATIONS OF STUDENTS										
Expected Change Outcomes: JSCOE to participate in selection of students for different programmes and numbers to be linked to demand and supply data. Student records will reflect a progress continuum from recruitment to graduation (including examinations, continuous assessment, school experience records) to destinations on graduation.										
Planning Action	2009/10		2010/11		2011/12		2012/13		2013/14	
1. Student recruitment to be reviewed to match optimum structures and facilities. Intake of up-graders to be phased to ensure their programme needs are met.										
2. Admission to be based on post MPCE (JAMB) screening through JSCOE-led interview/examination etc.										
3. Students' academic records to be centralised on computerised system with clear lines of access.										
4. Student mode of assessment should be standardised and progress properly tracked through the 3-year NCE programme. Destinations of graduates to be properly documented especially numbers of those entering teaching profession, including school and level.										

JSCOE Planning Matrix

Topic 5: CURRICULUM – TEACHING, LEARNING & ASSESSMENT										
Expected Change Outcomes:										
Reformed college curriculum for Basic Education in place, reflecting clear focus on (i) the needs of the child, (ii) requirements of the national basic education syllabuses for schools that demonstrates consistency with NCCE requirements.										
Planning Action	2009/10		2010/11		2011/12		2012/13		2013/14	
1. Develop a vision of the BETT graduate student and competent BETT tutor for JSCOE	■	■								
2a. Develop Performance objectives for each School/Dept to achieve the vision	■	■								
2b. Harmonise the Performance Objectives within and across JSCOE Schools to ensure integration and progression	■	■								
3. Each Dept. develops Programmes of Study for teaching, learning and assessment.	■	■	■							
4a. Develop teaching and learning materials consistent with the Programmes of Study with attention to appropriate materials for teaching reading, writing and number at 3 levels of Basic education.			■	■	■	■	■	■		
4b. Develop courses with teaching and learning materials for all students recruited with weak language/ communication skills.		■	■	■						
5. Hold workshops to share curriculum development for staff including change management	■	■	■	■	■	■	■			
6a. Develop monitoring and evaluation system and protocols for the curriculum.			■	■						
6b. Use M&E systems to maintain and renew curriculum to meet needs and vision					■	■	■	■	■	■
7. Develop School-based Curriculum training Manual for mentors and supervisors that includes school/COE team planning to support students.			■	■						

JSCOE Planning Matrix

Topic 6: PREPARATION OF BASIC EDUCATION TEACHERS										
Expected Change Outcomes:										
Teaching, Learning and assessment content and delivery responsive to the backgrounds and needs of the student teachers. Tutors integrating theory with practice in different ways in all courses. JSCOE graduates competent to undertake teaching, learning, and assessment in basic schools, with particular attention to teaching initial reading, writing and number at Lower basic and the 4 core subjects across all three Basic Education levels.										
Planning Action	2009/10		2010/11		2011/12		2012/13		2013/14	
1. JSCOE Programmes of Study delivered through a variety of appropriate teaching and learning modes										
2. A variety of assessment methods (examinations, open book tests, group assignments, peer assessment etc) used in all courses										
3. A variety of instructional materials, including BE school curricula and textbooks, used to foster learning in all courses										
4. Materials used for teaching reading, writing and number appropriate and relevant to students in each level of BE (LB; MB; UB)										
5. Access courses in operation for all students recruited with weak language/communication skills.										
6. Develop Programmes of Study for up-graders that recognises their previous education experiences (recognition of prior learning)										
7. Tutors prepare students to teach all 3 BE levels through the action research cycle : teach (theory), observe theory in action in school, students plan and teach, (micro-teach & at demo or nearby BE school) reflect and evaluate										

JSCOE Planning Matrix

Topic 7: RELATIONSHIPS WITH SCHOOLS										
Expected Change Outcomes:										
Strengthened relationships with basic schools in the planning and supervision of more effective school experience for students. Increased practical experiences in place for all students in each year of the course.										
Planning Action	2009/10		2010/11		2011/12		2012/13		2013/14	
1. Use micro-teaching; the demonstration school and other local Basic Ed schools to provide opportunities for student teachers to acquire competences required for teaching in B Ed schools										
2. Widen school experience beyond current TP to include child study ; team teaching; observation; teaching small/ large groups; trialling different methods etc throughout 3 years										
3. Discuss and agree school experience programme in terms of percentage of support vs assessment within available resources.										
4. Discuss and agree the roles and responsibilities of mentor (school-based) and supervisor (COE based), including number of visits per year per student.										
5. Train all school and COE staff for school based experiences with School-based Manual and implement.										
6. Review alternative models for TP and implement a context appropriate model that provides for TP in every year.										

JSCOE Planning Matrix

Topic 8: STAFF DEVELOPMENT FOR JSCOE LECTURERS										
Expected Change Outcomes:										
Staff development programme in place to match the changed needs of all JSCOE tutors to deliver the reformed BETT curriculum.										
Planning Action	2009/10		2010/11		2011/12		2012/13		2013/14	
1. Analyse staff professional development needs for BETT; create plan with timeframes and facilitators										
2. Identify appropriate resource persons to meet staff needs from a) within JSCOE; b) the State; c) external sources										
3. Select, from performance, competent BE teachers to act as associate tutors for BETT who would model good BE teaching learning and assessment practices										
4. Explore ways of providing appropriate first degree programmes in Basic Education for JSCOE graduates and post-graduate programmes for JSCOE staff										

JSCOE Planning Matrix

Topic 9: STAFF AND STUDENT WELFARE										
Expected Change Outcomes: Revised structures and facilities in place to respond to staff and student needs that are operated through an improved management structure and systems.										
Planning Action	2009/10	2010/11	2011/12	2012/13	2013/14					
1. Conduct a staff and student welfare needs assessment with key staff and students										
2. Provide regular water and electricity supply to ensure health and safety of all staff and students on campus at all times e.g. generators/solar/more boreholes etc										
3. Review annual student intake, agree and provide accommodation adequate in number, size and condition for academic and residential purpose that meets health and safety needs.										
4. Review staff population and provide accommodation adequate in number and condition for academic and residential purpose that meets health and safety needs.										
5. Provide basic medical facilities, including a sick bay with facilities for minor illnesses/injuries and a trained nurse										
6. Review and agree feasible, manageable welfare packages for staff and students.										
7. Generate ways to provide recreational facilities for staff and students e.g. sport/common rooms/canteen										
5. Purchase suitable buses for school COE programmes including sports competitions.										
7. Provide adequate walkways , lighting to ensure security of people, buildings and equipment on campus										
9. Appoint sufficient maintenance and support staff including hostel wardens and welfare officers to provide a safe, healthy and conducive environment for study.										
10. Review allocation of student scholarships and their allowances every 3 years.										

Annex 14: Activity Sheet

ACTIVITY SHEET		
Name of Consultants: Terry Allsop & Lindsay Howard		
Contract Number: ESSPIN/ABJ/0077	Duration: 18 June – 11 July, 2009	No. of days worked: 12
Date	Description of Input	
18.6.2009	Day planning meeting in UK	
28.6.2009	Arrive Kano	
29.6.2009	Travel to Gumel; Workshop planning with COE staff	
30.6.2009	At Gumel College: Questionnaires administered/Meeting senior JSCOE staff	
1.7.2009	SWOT Workshop at Foundation Gumel	
2.7.2009	SWOT workshop at Foundation Gumel	
3.7.2009	LGEA meeting & school visits/ JSCOE meeting /Travel to Kano	
4.7.2009	Working in Kano – analysis of JSCOE staff and student questionnaires	
5.7.2009	Working in Kano preparation of documents for Strategic plan workshop	
6.7.2009	Travel to Dutse; Planning meeting with ESSPIN Jigawa for Workshop 2	
7.7.2009	Strategic Planning Workshop, Dutse	
8.7.2009	Strategic Planning Workshop, Dutse	
9.7.2009	Debriefing with ESSPIN Jigawa office; Travel to Abuja	
10.7.2009	Debriefing with John Kay / Working in Abuja	
11.7.2009	Working in Abuja - Return to UK	