

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

Assignment report

**Institutional Analysis of Teacher Education Structures in
Kaduna State with Particular Focus on Gidan Waya
College of Education: Task Specialist Visit 2**

Report Number: KD 302

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July 2009

Report Distribution and Revision Sheet

Project Name: Education Sector Support Programme in Nigeria

Report Title: Institutional Analysis of Teacher Education Structures in
Kaduna State with Particular Focus on Gidan Waya College of
Education: Task Specialist Visit 2

Report No: KD 301

Rev No*	Date of issue	Originators	Checker	Approver	Scope of checking
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ESSPIN 507	Communications Task Specialist Visit Report, April/May 09
ESSPIN 508	Knowledge Management Task Specialist Support Visit Report, Mar/April 09
ESSPIN 509	ICT Strategy Draft Report, April 09
ESSPIN 510	ICT Strategy Implementation Plan Draft Report April 09
ESSPIN 511	Development of ESSPIN Programme and Management Information Communication System
ESSPIN 512	Knowledge Management Support Visit Report, Oct 08
ESSPIN 513	Mapping ESSPIN Research Strategy, April 09
ESSPIN 514	Education Management Information Systems: Fourth Visit Report, June 09
ESSPIN 515	Task Specialist Support Communication Visit Report, June 09
ESSPIN 516	Monitoring and Evaluation Inception Phase Visit Reports 1 – 4

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: Task Specialists Visit 1
KD 302	Institutional Analysis of Teacher Education Structures in Kaduna State with Particular Focus on Gidan Waya College of Education: Task Specialists Visit 2
KN 301	Education Institutional Development: Teacher Education Strategy for Kano State, Task Specialists Visit 1
KN 302	Education Institutional Development: Teacher Education Strategy for Kano State, Task Specialists Visit 2
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
KW 305	Institutional Strengthening of Oro College
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Acronyms and Abbreviations

DFID	Department for International Development
EFA	Education for All
ESSPIN	Education Sector Support Programme in Nigeria
FCE	Federal College of Education
GWTC	Gidan Waya Teachers College (Kaduna State College of Education)
IQT	Islamiyyah, Qur’anic and Tsangaya education system
JCCE	Joint Consultative Committee on Education
JSS	Junior Secondary Schools
LGA	Local Government Authority
LGEA	Local Government Education Authority
MDG	Millennium Development Goals
NCCE	National Council for Colleges of Education
NCE	Nigerian Certificate of Education
NCE	National Council on Education
NTI	National Teachers’ Institute
NGO	Non-Government Organisation
SMoE	State Ministry of Education
SUBEB	State Universal Basic Education Board
SWOT	Strengths, Weaknesses, Opportunities and Threats
TESOL	Teaching English to Speakers of Other Languages
TOR	Terms of Reference

Abstract

1. This document comprises part of an institutional analysis of the Teacher Education structures within Kaduna State, with a particular focus on Gidan Waya College. Following the presentation of findings and issues, options and next steps are set out in the form of recommendations for a development and action plan.

Executive Summary

2. The overall objective of the consultancy is to undertake an institutional analysis of the teacher education structures within Kaduna State, with a particular focus on the State College of Education in Gidan Waya, and produce a comprehensive plan detailing recommendations on the development of an overall Teacher Education Strategy for Kaduna State and as well, a specific development plan for the State College at Gidan Waya.

Summary Findings and Issues

3. Teacher education in Kaduna State currently appears to operate within a policy vacuum. Colleges receive little or no strategic guidance on the numbers and types of teachers they should be training or for which subjects or grades. It is abundantly clear there is an urgent need for more constructive dialogue among the State Government, the State Ministry of Education and Colleges of Education to (a.) determine the State's present and future needs for across-the-curriculum for primary teachers and subject teachers for junior secondary schools ; (b.) upgrade and update the skills, knowledge and competencies of practicing teachers and college lecturers; and in particular, (c.) improve facilities on the Gidan Waya Campus.
4. It is essential, in fact vital, the State Government and the State Ministry of Education, together and individually, become much more involved in and committed to the developments of the only State teachers college. The separation of teacher training colleges from the State Ministry of Education was demonstrated in July 2009 when ESSPIN initiated a meeting at which Gidan Waya College had their first round-table meeting with senior officials from the Ministry.
5. There is on-going debate about teachers and schools in Kaduna State: whether or not there is an oversupply of new teachers for state needs; insufficient inservice and upgrading opportunities for teachers; inadequate funding for basic facilities, books and resources and day-to-day costs; and, major issues to do with equitable deployment. These are matters for discussion and resolution at State level, between the State Government and the State Ministry of Education and the outcomes of their research findings and deliberations should be conveyed to all teachers colleges within the State.

6. Gidan Waya College is taking commendable self-help steps to improve its current situation and this, in itself, appears to create a fertile and encouraging environment for developmental support. This having been said, other issues facing the college are immense and it is difficult to overstate the seriousness of them. Issues include but are not limited to the dire state of educational infrastructure; water supply and potable water; constant electricity outages; sanitation and hygiene problems; deplorable hostel accommodation; lack of equipment as well as teaching and learning resource; and, the dearth of modern books, journals or materials in the library.
7. On anecdotal evidence, it appears Gidan Waya is no different in several ways from other institutions in Nigeria in that it has been affected by wide systemic problems ranging from certificate racketeering to exploitation of students by lecturers, demanding sexual favours from females in return for good grades to the widespread practice of selling of lecture notes and examination questions to students to supplement incomes. There is also another widespread challenge and that is, lecturers updating their teaching notes, bringing the content, sources, references and methodologies from the 1970s/1980s towards 2009.

Summary of Identified Options and Proposed Next Steps

8. Options identified and proposed next steps include the following: the State accepting its role and responsibility for teacher training; the exploration of public/private partnerships to address some of the acute infrastructure issues identified and equally important the development of national and international institutional linkages. In respect of the latter point, proposals were made for a specific information/experience exchange with Oro College in Kwara State and arrangements are now in place for four people, two administrators and two academics, to visit Oro College in August 2009. For this purpose, the visitors to Oro Campus have observation booklets with specific questions on which to focus their attention, ranging from governance and administration to institutional structure and assessment procedures.
9. With regard to twinning and institutional linkages, the British Council, UNESCO, AusAID and two universities have been approached to gauge interest in arranging relationships with Gidan Waya College. The College Provost has been given contact hardcopies of information about the different agencies.
10. For Gidan Waya, technical support in the form of capacity building to help in the development a college management information system and to strengthen teaching methods used within the college are strongly recommended. Other proposals, for future development relate to the further development and electronic capture of teaching learning materials and ideas for collaboration with NTI and NCCE.

Achievement of the terms of reference

TOR Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
1. Develop a workplan for the assignment through an initial workshop	Completed. A workplan was developed through a series of introductory and exploratory meetings with ESSPIN staff in Abuja and Kaduna, College staff at Gidan Waya and at the Ministry of Education in Kaduna. Workshop mode activity was reserved for SWOT analysis and other needs assessment and prioritisation exercises conducted separately with staff and students at GWTC.	Workplan implemented by consultants during period 2 April – 23 May 2009. From July 4-20 2009 one consultant returned to Nigeria and undertook three tasks: (i.) prepare for the half day meeting of senior officials from the State Ministry of Education, representatives from Gidan Waya College and as well, six people from ESSPIN; (ii.) assess the potential of NTI to offer quality inservice training to senior teachers, headmasters and inspectors; (iii.) meet with senior staff at Gidan Waya to discuss Scenarios 1 and 2 in the document Towards a Development Plan for Kaduna State College of Education; and (iv.) prepare Gidan Waya staff for the visit to Oro College in August 2009.
2. Review current structures (institutional and financial) of all Teacher Training Institutes within the State	Completed. In April and May 2009 visits were made to the Teachers College at Gidan Waya, the Federal Teachers College in Zaria, the Education Faculty at Ahmadu Bello University in Zaria, Jama'at College of Education and the	Follow up as further detailed in Annex 2 in the previous Report. A three-stage information and experience exchange process with Oro College Kwara State to further identify and refine possible next steps for a reform process. As a

	<p>National Teacher Institute (NTI) and Kaduna State University, headquartered in Kaduna. Discussions were also held at the Ministry of Education in Kaduna and with the Teachers Registration Council of Nigeria to ascertain how well their views and opinions matched those of training institutions. While a reasonable understanding was obtained of the overall situation in terms of the types of programmes offered, strengths and weaknesses of provision, less information was obtained on financial matters. This in part reflects the lack of computerised management information systems and colleges finding it difficult to supply information of this kind on demand. It is manifest, however, that college budgets are extremely low and day-to-day operations are financed mainly by the charges levelled from students for various services. Income generation drives the desire for high student numbers not educational quality or manpower needs. During July 2009 a meeting was held in Kaduna where participants from ESSPIN, Kaduna College of Education and senior officials from the MoE discussed how the State and the SMoE should</p>	<p>first step, in August 2009, four persons from Gidan Waya will visit Oro College to make firsthand observations of reforms that are underway in governance, administration, teaching methodologies, facilities, student recruitment, career paths, assessment procedures, (Annex1)</p> <p>Recommended technical support in the area of helping to develop a college management information system. This is likely to involve several inputs over one or two years. A first such input is mapped out as part of draft TORs presented in Annex 3 in the previous report and is envisaged for August/September 2009.</p> <p>Recommended technical support in the area of helping to strengthen teaching methods on the part of those used by college lecturers themselves and by teachers in schools. A first round of training has been proposed for September/October 2009 (draft TORs are appended as Annex 4 in the previous Report).</p> <p>A second round of training, which focuses more specifically on active learning methods in support of functional literacy/numeracy has also been proposed for January-February 2010 (see</p>
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	<p>take lead responsibility in the training of teachers and in the development of Gidan Waya College. The outcome of the meeting was positive and participants agreed to meet again in late-July.</p> <p>Another visit was made to the NTI during July 2009 to assist the Institute’s potential to provide quality inservice training to senior teachers, head teachers and inspectors. (Annex 2)</p>	<p>draft TORs, Annex 4 in the previous Report).</p> <p>The creation of international institutional linkages, amongst which might include access to e-library facilities is a high priority for GWTC and one supported by the consultants. Exploratory action has been initiated with the British Council, Abuja, UNESCO, AusAID and two overseas universities and initial contacts have been followed up by the consultants.</p> <p>Hardcopies of information about twinning and fellowships were handed to the Provost for follow up. ESSPIN project management should monitor progress.</p>
<p>3. Review range of programmes offered, graduate numbers (by phase and by subject) and deployment patterns of graduates (including where possible an indication of deployment patterns of Federal Institute graduates within Kaduna)</p>	<p>Completed. Graduate numbers were detailed in Annex 5 of the previous Report. Emphasis is almost entirely on pre-service training, rather than in-service training except for the NTI which deals with inservice only . Training, by and large, is NCE focussed, supported additionally by pre-NCE programmes. Deployment patterns are highly inefficient and inequitable, in part explained by: a desire on the part of LGEAs to employ cheaper unqualified teachers; patronage, often determined by tribal and religious affiliations; the lack of career paths for</p>	<p>Further strengthening of data collection and use at the state level, including leading to policy formulation with regard to teacher deployment and the numbers of teachers the state should be training, and in what areas, ought be a key strategic priority. However, making this a priority will be entirely dependent on the State Government and State MOE accepting responsibility for teacher training and accordingly, developing more efficient planning strategies. As mentioned, ESSPIN arranged a roundtable meeting of senior State MoE officials</p>

	<p>teachers; the unattractiveness of rural postings; the lack of systems or policies to identify shortage subject areas and to offer courses and shape recruitment to colleges accordingly; the fact that the prime motivation for many students who enrol at colleges of education is to continue their higher education through a “back door” route and not to enter teaching; and that there is no systematic policy to employ college graduates or to track how many graduates actually enter teaching.</p> <p>Colleges also typically offer a significant number of non-core programmes, such as Vocational Training, that should probably be phased out. The visits to NTI during July 2009 showed the Institute to have great potential to offer inservice training to large numbers of students scattered throughout Nigeria.</p>	<p>in early July 2009 to encourage them to be more proactive and to accept greater responsibility for teacher training and schooling. At a follow up meeting, also in July 2009, ESSPIN will again assess the willingness of the State MoE to accept greater levels of ownership and responsibility.</p> <p>Four staff from Kaduna College, two administration and two academics, will go to Oro College in August 2009 to observe the reforms. Observation booklets, with questions to focus attention, have been prepared for the visit and have been given to the Provost for distribution. The consultant will meet with the four persons from Gidan Waya during August/September 2009 to discuss their observations.</p>
<p>4. Review policy and planning processes, including relationships and structures (a) across the different Institutions and (b) between the different institutions and the State Ministry of Education</p>	<p>As noted above the system is presently driven by a desire to recruit as many students as possible in order to generate income and supplement the College budget. A principal finding is the lack of coherent policy and planning processes. Structures are not in place to facilitate fruitful communication,</p>	<p>As for 3 above.</p> <p>Note should be made of the meeting which ESSPIN initiated in July 2009 at Kaduna to encourage the State Government and State MoE to accept much greater responsibility for teacher education and schooling throughout the State.</p>

	<p>collaboration or sharing between the different institutions beyond occasional staff visits and by staff doing higher degree programs at other institutions within the State. As mentioned, colleges report receive little policy guidance from the State MoE that could provide the basis for forward planning.</p>	
<p>5. Review the departmental structure at Gidan Waya College, including the roles, responsibilities and capacity of the teaching staff and propose options for any structural changes required.</p>	<p>Information has been gathered on the departmental structure at GWTC, including the roles, responsibilities and capacity of the teaching staff. It is manifestly clear that there are huge relevance and efficiency issues in the way that the college operates. Addressing these will require radical action supported and driven by strong political will. This has still to be negotiated and will be forthcoming. A possible way forward derives from what has been achieved at Oro College in Kwara State and concrete ways for exploiting this are proposed in the column to the right and in the detail of the report. The number of academic staff (in excess of 360 personnel), compared to the number of functional classrooms, highlights the fact that staff cannot be deployed efficiently for most of a working week, even assuming only a 50%</p>	<p>As for 2 and 3 above. Oro College staff were recently asked to verify their qualifications, experience and personal information and the exercise resulted in 80 staff leaving the College. A similar activity at GWTC may also result in a reduction of staff numbers. A question appears in the Observation Booklet for Gidan Waya staff about Oro College's verification of qualifications and experience (Annex 1)</p>

	teaching load.	
<p>6. Review the senior management structure and capacity at Gidan Waya College, looking at the roles and functions of management staff, and the organisational structure and management systems, including ICT systems, in place and make recommendations for improving management practices, where appropriate.</p>	<p>The scope of the mission and the extent of the review undertaken proved sufficient to identify that the college would benefit from almost complete management restructuring. However, the form such restructuring should take should be determined by the kind of development plan for the college and policy guidelines that are not yet in place. It is evident that personnel and financial management are inefficient and ineffective because of cumbersome files and paper record keeping.</p> <p>A recently formed IT department does exist, with capable leadership, though the computer resources and supporting infrastructure are very limited. Bandwidth, for example, is a problem. Internet coverage is limited to two floors of one building. The College is almost completely lacking in an electronic management information system for all aspects of its work and functioning from academic records, to finance, to counselling data, and to the maintenance of medical records at the clinic The College recognizes the need for an integrated management information system as one of its</p>	<p>As for 2 above.</p> <p>Oro College is reforming the Registrar’s Office, including its management systems. The four people from Gidan Waya will have questions to answer questions about these reforms at Oro College during their August visit.</p> <p>Gidan Waya College recognises the weakness of its paper records/files and wants to develop secure databases for students and staff as well as financial management.</p> <p>Gidan Waya College were warned of the danger of developing an examinations database that may not “talk” to their student database which is planned for the future.</p>

	<p>own highest priorities. Some self-help initiatives are already being undertaken with plans to digitize student examinations results but it appears this is not being done to feed into a wider student database at a later date. The College has expressed a strong desire for technical support to help it move forward in database design and maintenance. The consultants would support this and have made practical proposals to this effect (see right).</p>	
<p>7. Review the delivery of the NCE curriculum at Gidan Waya College, commenting on teaching methods used, levels of resources available etc and focussing on the attention given to the acquisition of teaching skills, (including those necessary for teaching in small schools) and mastery of subject content, in particular ensuring that sufficient attention is given to preparing teachers to teach reading and numeracy skills.</p>	<p>The prescribed NCE curriculum is the principal determinant of what is taught in colleges of education. The NCCE acknowledge their document is very prescriptive and at a recent meeting, agreed there is a strong case that further modifications should be made to this curriculum to increase the focus on how teachers actually teach and what happens in the classroom. Attempts at remediation of this particular dimension of the situation are probably better targeted at the national level rather than the college level.</p> <p>As to how the curriculum is transacted in the college, comprises almost entirely of traditional didactic lecturing, based on the personal notes</p>	<p>As for 2 above.</p> <p>Gidan Waya College, like other teacher training institutions in the State, has few modern books, journals or materials to update their teaching materials in the library. Lecturers claim to have personal libraries but it is thought that these too are dated as far back as the 1970s.</p> <p>A visit to the library at NTI in July 2009 found very few books beyond 1985 and because of this, references in Course Books, published in 2000, are from the 1960s-1980s.</p>

	<p>of lecturers which are often out dated, and more alarming, are typically sold to students to supplement the lecturer’s income. A large part of the explanation is to do with the lack of equipment and resources (no multimedia projectors and an erratic electricity supply) and the inappropriateness of classroom furniture: long benches, which almost “cement” room layouts into being unsuited for anything other than lecture mode. Manifestly, however, a significant part of the problem is to do with the fact that lecturing staff lack the knowledge and confidence to use and model modern methods of teaching. The need for these skills has been mentioned by staff during interviews. Proposals are made accordingly (see right and the detail of the report) to offer some capacity building training on teaching methodologies, especially in relation to the promotion of functional literacy and numeracy .</p>	
<p>8. Review the policy and systems at Gidan Waya College for the academic and pastoral supervision of students and recommend a range of options for introducing (i) a mentoring system supported by a Record of Professional</p>	<p>The policy and systems for academic supervision of students is not well developed, partly constrained by lack of computerised record systems but in large part, due to the lack of strong protocols. Remediation of the situation</p>	<p>As for 2 above.</p>

<p>Development.</p>	<p>will require further capacity building. It is recommended that proposed information sharing with Oro College should be used as the basis for developing a further action plan to improve academic and pastoral care as well as mentoring at both colleges.</p> <p>Staff running the counselling service at GWTC are of exceptional calibre (one staff member has recently returned from a five-year stint in the USA and is fully conversant with best international practice), atypically for Nigeria as a whole. They are potential resource persons for capacity building initiatives in guidance counselling. However, the conditions in which the counselling service operate are woefully inadequate: a tiny room with no auditory or visual privacy and no computerised record system.</p> <p>Readiness to introduce mentoring supported by a record of professional development is a long way off and will take some time to develop. It is likely to be conditional on some college restructuring and the development of proper management information systems. Proposals for the latter are detailed elsewhere in this</p>	
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	report.	
9. Review the policy and systems at Gidan Waya College for practice teaching by the students and in particular look at the strategic partnerships with teaching practice schools in the State and recommend options for putting in place an enhanced system based on best practice.	<p>Teaching practice presently takes the form of 12 weeks practice in the final year of the NCE.</p> <p>There is little structure to this in such forms as guided focus, specific assignments, etc. There appear to be no “strategic partnerships” with schools in the meaningful sense of the expression. Results from questionnaire analysis among a sample of lecturing staff showed both an agreement that approaches to teaching practice do need to be enhanced and also an enthusiasm and readiness to move in this direction, given an appropriate mandate and support.</p> <p>As one of the direct agreements from the participative review process facilitated by the consultants, GWTC now intends to form a strategic partnership with two schools in nearby villages as a “model school” for action research, systematic observation of classroom practice, and trying out new approaches. Creating a “model school” on campus has also been identified as a long term objective but will depend on funding.</p>	<p>As for 2 and 3 above.</p> <p>Oro College is to embark on 2 x 12 week practice teaching sessions in Years 2 and 3. Two persons from Gidan Waya College have specific questions in their Observation Booklet about practice teaching reforms at Oro College.</p> <p>The Observation Booklet also asks questions about model schools and the use made of them at Oro College.</p>
10. Review the policy and systems at Gidan	As noted above, policy and systems for student	As for 2 and 3 above.

<p>Waya College for student recruitment and recommend how the standards of entrant trainees might be raised.</p>	<p>recruitment are almost entirely income generation driven and no strategic guidance is provided from the state level. The kinds of interventions and solutions being introduced at Oro College may also be appropriate for GWTC. The proposed initiative to share experiences between the two institutions – the idea of which has been enthusiastically embraced by GWTC – is considered to be a fruitful way forward in helping to bring about a change agenda. Formal and informal networking among teachers colleges may prove to be the way forward.</p>	<p>Oro College admitted only 300 ‘qualified’ students instead of 3,000 during its last intake. The lecturers describe them as ‘exciting’ and easy to work with. The Observation Booklet for Gidan Waya College staff has questions relating to student recruitment reforms at Oro College. (Annex 1)</p>
<p>11. Review the levels and utilisation of support staff at Gidan Waya College.</p>	<p>The review undertaken was somewhat cursory and superficial on account of the time constraints of the mission and the greater priority that was given to other tasks. However, it is abundantly clear that levels of utilisation of many support staff are unacceptably low, perhaps extremely so. Root and branch restructuring and the development and reformulation of job descriptions will be required. Even more important, expressed political will and mandates are needed to address the problem. Lessons learned from what Oro College is doing in its reform of the</p>	<p>Staff from Gidan Waya have specific questions in their Observational Booklet about the restructuring of the Registrar’s Office at Oro College.</p>

	Registrar's office may again be the best way of creating a commitment at GWTC to change.	
12. Hold a feed-back workshop to discuss preliminary findings and begin outline development plan as a shared way ahead	Rather than using one workshop to report on findings, the whole review process was approached using structured participative methodologies, including SWOT analysis and other prioritisation techniques in workshop mode, focus group discussions, a questionnaire survey, and meetings with different college departments. Findings were thus developed collectively and transparently, and progressively which it is believed has resulted in a high level of ownership. A wrap-up meeting, attended by senior GWTC staff, was convened and chaired by the Sole Administrator in May 2009, and led to a sense of a shared way ahead.	Feedback provided using workshop activity and other means described in the column to the left.

<p>13. Draw up (a) a strategic plan for the development of State-wide teacher education ; and (b) a development plan for Gidan Waya College of Education, including recommendations for on-going support to the college</p>	<p>A key output of the consultancy is a document entitled “Towards a Development Plan for GWTC” (detailed as Annex 5). However, this identifies processes that have been embarked upon, and sets a road-map to follow, to a far greater extent than it comprises a blueprint plan. Nevertheless, specific next step recommendations are made for ongoing support to the college.</p> <p>Achieving a strategic plan for the development of state wide teacher education did not seem a realistic expectation in the time available to the consultants. For this, a wide range of key players will need to be brought together in high level meetings and consultation workshops (See right column). Political decisions, which take time to be reached, will also need to underpin any such plan. Nevertheless, some of the kinds of reform that are likely to be desirable are already clear. They include mechanisms and decisions to: rationalise the numbers of teachers being trained; primary vs JSS training; identify shortage subjects and areas; create a shift of focus from pre-service training to in-service training; motivate teachers through clearly</p>	<p>The State Government and the State MoE must be involved in any discussions about a state-wide strategic plan for teacher training and to date, they have not worked closely or cooperatively with teachers colleges. As mentioned, a successful meeting was held on July 8 2009 in Kaduna where the State MoE, GWTC and ESSPIN participants had open dialogue about the State’s involvement and commitment to teacher training and schooling. A follow meeting will take place in late-July 2009.</p>
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	<p>stated career paths; shift recruitment practices away from patronage to merit through the introduction of more robust, transparent procedures; and to strengthen management information systems at state level, to provide an empirical basis for future policy formulation and direction. At the very least, this should include some kind of tracking as to how many college graduates are actually entering teaching. There is a strong case to be made for creating a link between training and bonding to work as a teacher. Arguably the state should only train the number of teachers, and in the subject areas/grade levels, it actually intends to employ.</p>	
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Background

Teacher Quality in Kaduna State

11. The generally poor quality of teachers is a major contributory factor to the low level of education outcomes in Kaduna's schools. The teaching workforce is inequitably distributed and characterized by low levels of competence and professionalism, inadequate qualifications, poor morale and limited opportunities for professional development.
12. Fewer than 50% of teachers in Kaduna possess the minimum NCE qualification. Studies carried out in Kaduna have indicated that teachers rarely plan their lessons, have few textbooks or instructional materials and are generally working in very poor conditions, overcrowded classrooms and with few physical or instructional facilities. In addition, they are poorly paid and therefore, need to have a second source of income. The above are coupled with the fact there is no career path for teachers and therefore, little motivation for them to move out of the malaise.
13. Where teacher have upgraded their qualification, they often have to remain at their pre-upgrading level of pay because there isn't the budget for increasing salaries.
14. Teachers receive little or no feedback on their classroom performance and have few opportunities for in-service training and professional support activities. It is clear that many teachers have difficulty in delivering the new basic education curriculum developed at the Federal level and as a result, it has not been fully implemented in schools.

Teacher Education in Kaduna State

15. The minimum teaching qualification in Nigeria's primary and junior secondary schools is the Nigerian Certificate in Education (NCE), a three year post-secondary course offered by all Colleges of Education, some polytechnics and the National Teachers' Institute (NTI). It is centrally designed and accredited by the National Commission for Colleges of Education (NCCE).
16. Gidan Waya College of Education is the only State Teacher Training institution which has prime responsibility for producing teachers for Kaduna. Other institutions, both Federal & State, such as the NTI and the Institute of Education at Ahmadu Bello University in Zaria and the Jama'at College also produce teachers who are then employed within the State. Kaduna State University offers preservice, postgraduate training, awarding a Postgraduate Diploma in Education. It is thought that graduates,

with subject-oriented degrees and postgraduate qualifications in Education, are almost always posted to senior high schools.

17. Issues of concern in relation to all the above include (a) strategic planning, including defining target numbers of teachers across different phases and by different subjects in relation to future State needs; (b) quality of student intake and quality of NCE graduates; (c) the curriculum; (d) the quality of delivery of teacher training programmes, with a particular focus on the development of practical classroom skills; (e) training primary teacher to teach across the curriculum; (f) the use of old, outdated materials (from the 1960s-early 1980s) by college lecturers and course tutors; and, (g) the lack of modern (late-1990s-2009) books, journal and materials in college libraries.

Overall Objectives

18. The overall objectives of the consultancy assignment have been to undertake an institutional analysis of the Teacher Education structures within Kaduna State, with a particular focus on Gidan Waya College of Education, and produce a comprehensive plan detailing recommendations on (a) the development of an overall teacher education strategy for Kaduna State and (b) a specific development plan for the State College of Education at Gidan Waya.

Findings and Issues Arising

19. Related to points made above, a second visit was made to the National Teachers' Institute in July 2009 to ascertain whether the institution could play a role in the delivery of quality inservice training to senior teachers, head teachers and school inspectors. It was found that NTI has huge potential for this role: the infrastructure to reach 200,000± teachers scattered throughout the country; 270 tutorial centres with tutors; its own television and radio stations; computer centre, library and virtual library; printing press and bindery; earlier support from UNESCO, UNICEF, Commonwealth of Learning, international universities, Unfortunately the weakness, though fewer, detract from the strengths because they are directly related to the quality of training: teaching staff and tutors need to upgrade and update their knowledge, skills and competencies; few staff have specialist training in distance education; the library has few, if any, books beyond 1980; there are no modern journals or periodicals except for newspapers; the content is too difficult and inappropriate for NCE upgrading students; and the greatest weakness of all, information in course books is dated (1960s-1985) and they are inappropriately written for undergraduates upgrading to the NCE. Clearly, considerable assistance, national and international, will be needed to remediate the weaknesses. (Annex 3)

20. Findings in relation to each of the specific Terms of Reference (TORs) have been detailed above in a Table, “Achievement of the Terms of Reference”, and will not be repeated here. However, the institutional review has identified a set of major issues: many of which, it is recognised, will be beyond the scope of ESSPIN to address. Nevertheless, if ignored and not appropriately addressed by the State, these issues have the potential to undermine anything that ESSPIN or any other agency attempts to achieve relating to teacher education. As mentioned, ESSPIN initiated a roundtable meeting in July 2009 where the agenda was to encourage the State MoE to play a greater role in teacher training and schooling within the State.
21. In order to be constructive, an attempt has been made to identify remedial actions and solutions wherever possible; though the difficulty of taking some of these actions is fully recognised. Some possible risks and constraints associated with the actions proposed have also been articulated, therefore. The list of issues identified is as follows:

Issue:	Possible Actions/Solutions:	Possible Constraints/Risks related to proposed actions:
Dire state of infrastructure in colleges of education for teaching and learning, and administration. The situation is so serious that in most cases complete rebuild is likely to be a more appropriate solution than refurbishment. This however offers some scope for introducing more appropriate design solutions.	Fund part of infrastructure renewal from savings proposed below. Explore public/private partnerships for infrastructure provision.* Identify potential donors and prepare funding proposals based on demonstrated need.	A complete transformation of infrastructure is not affordable within current budget provision. Inevitably, the State Government and the State MoE must unreservedly accept responsibility for teacher training and schooling in the State.

* It is understood that Kaduna State is shortly to convene a conference on Public Private Partnerships and the outcomes should be closely monitored. If appropriate, consideration should be given to trying to add momentum through donor support: e.g. to bring out technical expertise to move ideas and initiatives forward and/or to support a study tour for key individuals to learn about successful initiatives elsewhere.

Issue:	Possible Actions/Solutions:	Possible Constraints/Risks related to proposed actions:
Dire state and inadequate provision of hostel accommodation for students, including unsanitary living conditions.	As above. There is a strong case for prioritising hostel accommodation for females and this may also be something that is attractive to certain donors for funding.	A complete transformation of infrastructure is not affordable within current budget provision, without some kind of external support. Again, the State Government and the State MoE must acknowledge and accept their responsibility for GWTC and schooling in the State.
Major electricity supply problems in all institutions.	No substantive solution offered – increased use of solar technology may be a solution for computer and internet resources.	Recurrent cost affordability and maintenance issues are associated with generator solutions. Here too the State Government and State MoE must address the issue of electricity to GWTC and schools.
Major water supply problems in most institutions.	No substantive solution offered. Appropriate solutions likely to be site dependent.	No obvious source of funding and technical solutions may be difficult. The State Government and State MoE must address the issue of water.
Huge sanitation issues in all institutions.	Investment in infrastructure required (for possible solutions, see above).	Water supply issues are part of the problem. The State Government and State MoE must address the issue of sanitation and hygiene.

Issue:	Possible Actions/Solutions:	Possible Constraints/Risks related to proposed actions:
Poor supervision of construction if infrastructure renewed.	Introduce new procedures, possibly including public auditing by local communities, tried successfully elsewhere in Africa.	Requires political will to monitor construction.
Lack of building maintenance.	Maintenance issues are in large part due to lack of allocation of resources for recurrent maintenance but there are also significant management practice and attitudinal dimensions to the problem. Develop stronger procedures, provide appropriate capacity building. Give greater local autonomy for responding to small maintenance issues (such as broken windows and minor leaks) before they become major problems.	Requires political will and some reallocation of responsibilities. The State Government and State MoE must monitor issues related to building construction, maintenance and repairs.
Serious reported and seemingly widespread exploitation of students (exhortation of money from males; sexual favours from girls).	Take more seriously. Possible donor funding of a suitable NGO as an independent body to report malpractice on a confidential basis and with no fear of recrimination (e.g. with a free student helpline/hotline manned by officers or volunteers). Patterns could be identified and apparent serious malpractice followed up on either a random or systematic basis. NGO to raise profile of issue through publicity/ awareness campaigns, etc.	Would require donor funding and political will. The State Government and State MoE must legislate on harassment and exploitation of students.

Issue:	Possible Actions/Solutions:	Possible Constraints/Risks related to proposed actions:
Other, less-serious, but seemingly widespread, forms of exploitation of students (e.g. lecturers selling test papers, lecture notes and other materials).	Establish adequate internet provision in all colleges as soon as possible. Make it a requirement that electronic copies of all course materials are made freely available on the internet or a college intranet to registered students.	Political will and support from colleges to eradicate this practice is essential.
Certificate racketeering.	No substantive solution offered, but possibly involve a third party/watchdog in inspection/supervision of certification practices.	Federal and State Governments must address the issue of certificate racketeering as the practice is widespread.
Patronage in allocation of teaching jobs and places on courses.	No substantive solution offered, but possibly try to make procedures more objective and transparent.	The State Government and State MoE must address the issue of deployment and develop more robust procedures.
Tribal and religious preferences over merit especially relating to teacher recruitment and deployment.	No substantive solution offered, but possibly try to make procedures more objective and transparent.	Requires political will. Capacity building support, subject to political will being expressed, may be appropriate in helping to develop more robust procedures.
Hidden agenda of an overwhelming majority of student teachers: “back door pursuit” of tertiary education; no desire to teach.	Create a stronger link to training offered and the promise/availability of a job post-qualification, through bonding. That is to say, only train those it is intended to employ.	State Government and State MoE must legislate on student using NCE studies as “back door” entry into tertiary studies.

Issue:	Possible Actions/Solutions:	Possible Constraints/Risks related to proposed actions:
LGEA practice of recruiting cheaper, less well-qualified teachers over qualified teachers.	Enforce regulations to recruit only NCE qualified teachers.	The State Government and State MoE must formulate policy to prevent LGEAs from recruiting unqualified persons to work in schools.
Over supply of new NCE graduates in relation to state needs.	Close down some institutions or programmes or shift their emphasis from pre-service training to in-service training. There is potential to save money that could be reallocated to other needs.	The State MoE must carry out a thorough analysis of the State's present and future for teachers and, budget accordingly.
Little in-service training.	Identify state institutions and give them a mandate and support.	The State Government and State MoE must address the issue of inservice training of teachers.
Little future strategic positioning (e.g. planning to open/close expand/reduce courses, programmes and institutions based on actual projected needs and priorities). No ministerial section seemingly with responsibility, mandate, or capacity for such actions or overview.	Donor supported human and resource capacity building conditional on expressed political will to introduce improved management practices and base policy and planning decisions on information and guidance generated.	Requires joint donor interest and commitment by the State MoE.
Subject and level specialisms of NCE students not matched to manpower needs resulting in oversupply in some areas and shortages in others	As above.	As above.

Issue:	Possible Actions/Solutions:	Possible Constraints/Risks related to proposed actions:
A significant proportion of college programmes not central to providing quality teachers for basic education (vocational and technical programmes, business education, etc).	Close/phase out non-core programmes, saving financial resources for greater priority needs.	The State MoE needs to resolve this issue.
Inappropriate furniture design and resource allocations (e.g. language labs) in teachers colleges (governed by inappropriate and outdated NCCE specifications?).	Reformulate NCCE specifications.	The State MoE must address the issue of appropriate equipment and furniture for colleges and schools.
Lack of teaching resources (computers, books).	<p>Could be partly funded from savings identified elsewhere, through active approaches to donors, and through openness to public/private finance possibilities.</p> <p>A position in the Ministry could be created and funded by a donor for, say, three years. The sole purpose of the position should be to identify and procure funding from multinational and other major corporations active in Nigeria. The salary for the position, beyond the initial three year “seeding”, should be self funded from revenues generated.</p>	The State MoE must address the issue of books, teaching and learning resources, ICT, ... and budget accordingly.
Almost no audio-visual equipment use.	Investment in-equipment is required as well as capacity building.	Effective future use of audio visual equipment is dependent on solutions being found to power supply problems.

Issue:	Possible Actions/Solutions:	Possible Constraints/Risks related to proposed actions:
Few relevant key texts in library collections. Majority of books outdated and in poor condition.	Strengthen libraries to allow for increased access to e-materials. Set up e-library links both within Nigeria and with European institutions (e.g. teacher training colleges) so that students can access a far greater range of up-to-date educational literature.	A workable e-library solution is dependent on student access to computers being increased and solutions being found to electricity supply problems. Management of access to resources would also need to be improved, so that computer facilities are used to their full potential for the maximum number of hours in a day and days in a week.
Almost all classes delivered in lecture mode from lecturers' notes.	Re-invest in more-appropriately designed furniture to encourage more innovative approaches, especially when old furniture is replaced. Offer capacity building support on educational pedagogy to college lecturers.	Requires, in all likelihood, donor support and/or State MoE funding.
NTI materials outdated, too theoretical, too content oriented and not geared towards developing classroom competence.	Capacity building support required both human and resource based to revise and redevelop materials.	Requires Federal Government funding and/or donor support. (Annex 3)
NTI staff lack capacity to develop quality audio visual training materials.	Capacity building support required.	Requires, in all likelihood, donor support.

Issue:	Possible Actions/Solutions:	Possible Constraints/Risks related to proposed actions:
Inefficient use of scarce resources that are available.	Develop and apply “acceptable use policies”, and reallocate equipment not used well. Provide necessary capacity building support to enable staff to use and maintain equipment installed. Formulate timetables to ensure that resources are used for the maximum number of hours available in any day and week. Presently computer resource rooms are often vastly under-used for a combination of the reasons given above.	Requires oversight from the State MoE, commitment from the College and capacity building of staff.
Inefficient deployment of human resources: some staff largely idle, especially workshop staff, secretarial support and other ancillary staff.	Close down non-core programmes. Review job descriptions and actual roles performed. Redeploy or terminate the services of staff not used efficiently.	The Registrar’s office needs to address and monitor the institution’s deployment of staff.
Teacher training institutions and schools have been blamed for poor performance of students in literacy/numeracy.	Since these skills are taught through the learners’ vernaculars, a federal institution should be established to design quality early literacy/numeracy materials and resources in the vernaculars and as well, appropriate methodologies for young learners.	The State MoE should take the lead role and work cooperatively with colleges to address the poor performance of students in literacy/numeracy. Research data is needed on teaching/acquiring early literacy/numeracy through the mother tongue.

Issue:	Possible Actions/Solutions:	Possible Constraints/Risks related to proposed actions:
<p>A change in thinking is needed in teacher education colleges to make Learning Centres the “heart” of each institution. The “heart” would include the library, computer facilities, internet café, resource centre, etc.</p>	<p>Colleges should see the Learning Centre as the key facility for staff and students to learn-to-learn. Staff must be encouraged to make use of the Centre and should assign tasks to students which entail work at the Centre.</p>	<p>Learning Centres must be stocked with modern books, journals, CDs and DVDs, internet access, well trained and motivated staff, model teaching/ learning aids, low-cost/no-cost materials, etc. The State Government and State MoE must provide funding and support for the Centres.</p>
<p>Teacher training colleges are being asked to offer BEd and postgraduate degrees but few appear ready to begin this task, lacking the necessary planning, resources, materials and most important, competent manpower. There is the danger that degree programs will result only in a change in status of institutions upon achieving university-like status and not in more skilled teachers in classrooms.</p>	<p>Colleges should be asked for a 5-Year plan, clearly showing how they will acquire the necessary manpower and resource needs for degree programs in the 4th or 5th years. In addition, they must show how the NCE will articulate into the BEd.</p>	<p>The State Government and State MoE should develop mechanisms to prevent colleges from mounting programs for which they lack the wherewithal to ensure high quality delivery.</p>
<p>Teacher training institutions, by and large, are untidy and unkempt. Staff and students should be given responsibility for the tidiness, cleanliness and attractiveness of campuses. They should also be made responsible for recreational facilities and gardens, hostel cleaning and maintenance, etc.</p>	<p>College Provosts receive little or no support from the Federal or State Governments for maintenance, therefore the responsibility falls on users: staff (lecturers and administration) and students. Ancillary staff need to be closely supervised and held accountable.</p>	<p>Political support, commitment by the college and encouragement to improve campus environments.</p>

Issue:	Possible Actions/Solutions:	Possible Constraints/Risks related to proposed actions:
<p>Most teacher training institutions abroad have now addressed two issues: (i) gender and equity; and (ii) inclusive education. Nigeria signed the EFA and MDG documents and therefore, teachers colleges must put these cross-cutting issues forward for open discussion.</p>	<p>College Provosts must encourage open and fair discussions about gender, equity and inclusive education. They should be asked to report on discussions, reports, decision their institutions made about these two matters.</p>	<p>Colleges should show initiative and encourage free and open debate gender, equity and inclusive education.</p>
<p>The Federal and State Governments need to plan and give deadlines for a ban on the recruitment and further employment of unqualified teachers (e.g. teachers without a NCE, or higher teacher qualification, e.g. by 2012).</p>	<p>All non-qualified teachers must be informed they must hold the NCE or a higher education qualification by 2012 (?) to remain employed.</p>	<p>Federal and State Government support and commitment is needed.</p>
<p>Inter and intra-state cooperation is needed among teacher training institutions, making the most efficient use of their physical and human resources.</p>	<p>By working cooperatively and collaboratively, Provosts will decide to share resources (materials, resources, staff expertise, etc.) and that certain colleges will be encouraged to specialise (i.e. materials/resource design and development, assessment and testing, remote and nomadic education, early literacy and numeracy, primary schools, early childhood education, in-service training, etc.).</p>	<p>State Government support and encouragement with agreement of Provosts to work cooperatively and collaboratively.</p>

Issue:	Possible Actions/Solutions:	Possible Constraints/Risks related to proposed actions:
Teachers colleges and school are blamed for the low levels of proficiency in English speaking, listening, reading and writing.	A TESOL Centre needs to be established and developed within each state, preferably at a teachers college, wherein quality materials are produced and disseminated to colleges and schools for use by staff and students. Highly trained and proficient English users will need to be recruited at the Centre. Inter-state cooperation and collaboration will be needed.	The State MoE encouragement for intra and inter-state cooperation. Donor support for the establishment of a TESOL Centre may be needed.
Young and competent lecturing staff should be identified for training abroad to update and upgrade their skills and knowledge through practical, hands-on fellowships and scholarships.	Competent staff need more incentives, beyond their monthly salaries, to travel abroad to experience firsthand modern and innovative systems of education. Participants should be bonded to work for the Government when they return.	Federal and State Governments should work together to identify donors for scholarships and fellowships for promising young lecturers.
Teaching staff at teachers colleges should be qualified and experienced in the subjects they are teaching.	Some teaching staff are teaching subjects for which they have neither qualifications nor teaching experience, possibly lowering the quality of their input during lectures.	Support of the Provost.
Easy to manage databases of staff and student information as well as financial databases need to be designed and developed at almost all teachers colleges in Kaduna State. Staff must be trained in database management and maintenance.	Current hardcopy records of staff/ student files as well as financial records are inaccessible, cumbersome and occupy space.	Support of the Provost. Donor funding will be necessary.

Issue:	Possible Actions/Solutions:	Possible Constraints/Risks related to proposed actions:
The Kafanchan Campus of the Kaduna State College is beyond repair and renovation and new buildings should be erected on the site if it is to remain in continued use: possibly with an entirely different educational function; or, if not, perhaps exclusively for in-service activity.	All buildings on the Kafanchan Campus of GWTC should be demolished and the rubble used to level the surface. New buildings on the site should be built with Learning Centre as the “heart’ of the campus, if indeed it continues to function as part of GWTC.	Final decisions about the use of the site will require the approval and support of the Provost. Willingness of donors to participate in any redevelopment project.

Options and next steps

22. The options and next steps presented in this section are derived from a combination of process and approaches. These include:

- Progress made, and agreements reached, against each of the consultancy TORs, as detailed in a Table presented above; and proposed/agreed follow up, by whom and when, as reported in the same table.
- Identification of major issues set out in a Table detailed above, together with possible actions and solutions, but also acknowledging risks and constraints.
- A process document, presented as Annex 5 in the previous Report, “Towards a Development Plan for the Kaduna State College of Education, Gidan Waya”. Among other things, this document helped to accelerate and focus the college development planning process, and provided something of a “road-map” for the college to follow, in taking further action itself. At the same time, the document has started to shape three scenarios, depending on the levels of external support to the college that can be identified – whether through ESSPIN or other donor, government or public/private partnership initiatives. What is presented is all derived from collaborative and participative activities with college staff. This gives grounds for confidence in the levels of “ownership” of what is proposed. Importantly, the document also acknowledges the impressive steps college management is already taking to reform and strengthen many college practices. This, too, gives a basis for believing that a fertile environment exists for further change to take place.

23. In summary, options and next steps proposed include the following:

- Promotion of national and international institutional linkages, including expressly:
 - The first of possibly two or three exchange of experiences to do with the reforms at Oro College, Kwara State, will take place during August 2009 when four persons from Gidan Waya visit Oro Campus;
 - Identification of institution abroad as a “twinning” partners has been followed up with the British Council, Abuja, UNESCO, AusAID and two universities; and
 - The possible identification/negotiation of access by GWTC to an “e-library” collection at a European educational institution will be followed up by the consultants.
- Technical assistance, including capacity building, to help GWTC to move further forward in developing a computer based college management information system. A suitable timing for initiating this process is suggested as August-September 2009. Several consultancy inputs are likely to be required. Draft TORs were attached to the May 2009 Report.
- Capacity Building for GWTC lecturers, relating to modern pedagogy, initially in the form of two rounds of training mapped out as follows:
 - Modern teaching methods applicable to both the lecturers own teaching methods and also directly applicable for Nigerian primary classrooms: think, pair, share; cooperative learning techniques, group work; question and answer techniques; etc, etc. Notionally, this might take place September/October 2009. The TORs, for international consultancy in support of such this initiative were attached to the previous Report in May 2009..
 - A second round of training on the subject of educational games and other active learning methods and activities, using low-cost/local materials, in support literacy and numeracy. Among other things, this could be planned to tie in with, and support, ESSPIN planned initiatives for literacy and numeracy hours. The possibility could also be examined of this training being offered in Kwara as well, if thought appropriate, and/or Kwara representatives joining in the training in Kaduna. It is in any case recommended that at least one expert from the Kwara State Educational Resource Centre should be used as a national level resource person in view of the specialist expertise that resides in that institution. This second round of training activity could notionally be planned for the first quarter of 2010 and the TOR were attached to the previous Report in May 2009.
 - Efforts by GWTC to continue, on a self-help basis, the reform process the institution itself has embarked upon, further assisted by the processes and priorities identified within the document “Towards a Development Plan for the Kaduna State College of Education, Gidan Waya” which was submitted to ESSPIN and the College in May 2009. Among other things, this document has helped to identify and prioritise, collaboratively, the most important

strengths and opportunities the college can build upon, as well as the most important weaknesses it can address, **using only its own resources**. Additionally, the document records conclusions reached about priority areas (strengths, weaknesses, and opportunities) that would require **external support**. It is proposed that contingency plans should be prepared for three types of funding scenario ranging from modest to substantial. Further work needs to be undertaken developing such plans, but it is likely to make more sense for such activity to follow the exchange of experiences between Gidan Waya and Oro Colleges, and the conclusions and “next steps” that are identified from this.

- The Provost of GWTC has announced an intention to convene a one-week retreat for college staff at the earliest practical opportunity but unfortunately, this had not taken by July 2009. The retreat will be used to reflect further on the “Towards a Development Plan . . .” document and, in particular, to negotiate and formulate an Agreed Vision Statement to help create a strengthened sense of direction for further reform.
- The consultants recommend that ESSPIN should consider supporting the capture and further development of quality teaching and learning materials, relating to teacher education college course content (not only in Kaduna State, but throughout Nigeria), in electronic form. The documents, possibly in Portable Document Format (PDF) form, should then be made accessible to students and lecturers through the Internet and on the Intranet sites of individual colleges. Such an initiative will help in knowledge dissemination, give access to better quality materials to students and staff, and also help to break the illegal practice of lecturers selling lecture notes to students. In the first instance, Internet materials could be hosted on the ESSPIN project website, but a better and more permanent home is likely to be with the NCCE or the website of the Ministry of Education. This idea has been shared with and welcomed by NCCE staff and NCCE staff have expressed an interest in helping to take the idea forward. Ideally, such activity could include a process of quality review of prospective materials, so that only the best and potentially most relevant materials are made available through the Web.
- In the previous Report (May 2009) it was strongly recommended that a high-level, stakeholder consultation will be necessary. The first such meeting took place on July 8 2009 when senior State MoE officials, two people from Gidan Waya College and ESSPIN staff had a roundtable meeting in Kaduna. At this ESSPIN initiated meeting, it was strongly suggested that the State MoE needed to play a more responsible and proactive role in teacher training throughout the State and equally important, work much more closely and collaboratively with Gidan Waya College, the only State teacher training institution. This meeting was viewed by all participants as successful and fruitful and a follow up meeting will be held in late-July 2009.

As mentioned in other parts of this Report, plans are underway to send staff, two administration and two academics, to Oro College in August 2009 to observe and make notes about the reforms that are underway. The four people from Gidan Waya have been given Observation Booklets, with questions, to focus their attention during the two-day visit. On return to Gidan Waya, the four people will use their notes to inform their colleagues about the reforms. At a later date, a group from Oro College will travel to Gidan Waya to hold discussion with all staff about their reforms. It is important that ESSPIN project management ensure that competent people are sent on the Oro visit.

- With regard to direct ESSPIN support to meeting the acute infrastructure problems this report has identified (dilapidated buildings and shortage of resources and equipment, etc.) faced by colleges, the possibilities are understood to be very limited. However, it is also understood that modest funding may be available from ESSPIN to help address sanitation issues on the Gidan Waya Campus. It is recommended that this possibility be explored further.
- ESSPIN project management is also strongly encouraged to disseminate to potential donors the document “Towards a Development Plan for Kaduna State College of Education, Gidan Waya”, once it is further refined and agreed to, in case donors are in a position to meet some of the infrastructure needs identified, and justified by the development case the document helps to make.
- A second visit was made to the National Teachers’ Institute in Kaduna and it was felt the Institute has enormous potential (200,000± students, 270 tutorial centres, radio and television stations, printing press and bindery, ...) but it has major weaknesses as well. The latter will need to be addressed quickly and will require considerable financial support if ESSPIN is to consider working cooperatively with NTI.

Exchange of experiences between Oro and Gidan Waya Colleges

24. In view of the fact that an exchange of experiences between Oro and Gidan Waya Colleges has been mapped out as an important set of early steps in taking the reform process further forward, what is envisaged is set out in greater detail here. This includes:
25. **Step 1:** A group of four senior staff, two administrators and two academics, will visit Oro College to view and discuss reforms and the impact on the College. Each person will have an Observation Booklet to focus attention during their time at Oro College. The suggested timing is August 2009, taking note that this period coincides with the next input of international consultancy expertise supporting the Oro reform. Ideally, the visit to Kwara State should also include a meeting with the Kaduna Education Commissioner: to explain and understand how political support has been a key element.

26. **Step 2:** A small group of “key change agents” from Oro will visit Gidan Waya for discussions at Gidan Waya and to make a presentation to all Gidan Waya staff on the “Oro Experience”: how it started, where they are now, where they are going, what they have learned, what they have achieved, what lessons learned they would recommend to Gidan Waya, and from hindsight, what they would recommend that Gidan Waya might do differently. Suggested timing: late-2009.
27. The Gidan Waya staff who visited Oro as part of “Step 1” must give “eyewitness” accounts: i.e. confirm that the changes are indeed real and also to help contextualise what might be achievable at Gidan Waya. This is a reason for proposing the Kwara visit precede the visit to Kaduna.
28. Steps 1 and 2 should be facilitated by international technical support at Oro College. The international expert(s) should pave the way for both the Step 1 and Step 2 visits: e.g. guiding Gidan Waya staff, during Step 1 and also helping Oro staff on what to show and highlight.
29. Step 3: should comprise a period/process of reflection (possibly in workshop mode) on the part of Gidan Waya staff, on what they have seen and heard, and what it might be appropriate for them to now do: in what time frame and in what order. The reflection should also include consideration as to what further advantage might be taken of the Oro Experience – could, for instance, Oro staff provide any further guidance and support to the next steps that are identified? Step 3 should also be facilitated by international technical support. Step 3 could take place during July 2009. A key output should be further refinement of the Development Plan set out in first draft following an initial round of international consultancy support during April/May 2009. This should include clearly identified, and sequenced, time bound, actions including allocation of responsibilities for taking these actions forward.
30. While the primary purpose and intention of what is proposed above is to help Gidan Waya College to move forward, it is also hoped that the initiative will offer further motivation, confidence and encouragement to staff at Oro College to continue with their own reform agenda: in the knowledge that what they are achieving is being recognised and appreciated beyond the boundaries of Kaduna State as a model of excellence. It is also recommend that staff from the NCCE should take part in the exchange visits as observers/resource persons in view of the fact that they, too, are key partners in promoting the reform process.

Persons met between July 2-20 2009

Wednesday July 8

Hauwa Suleiman, SUBEB, Kaduna
Philip S. Bonet, Kaduna State College of Education, Gidan Waya
Ishaya Dary Akau, Provost, Kaduna State College of Education
William A. Achi, Ministry of Education Kaduna
Ibrahim Madaki, Ministry of Education Kaduna
Asabe H. Makeri, Ministry of Education, Kaduna
Samaila Shuaibu, State Ministry of Education
Usman Juel, State Ministry of Education, Kaduna
Ishaya D. Akau, KSCOE, Gidan Waya
Bashir Aliyu, Teachers Service Board, Kaduna
Abubakar Tanko, State Ministry of Education
Jibrin U. Abdullahi, SUBEB, Kaduna

Thursday/Friday July 9-10 at NTI Kaduna

M D Yusuf (Registrar)
U Y Ismaila (Director, FOSS)
Abdul Karim Atto (DDFA),
Ibrahim Hamidu (Ass Director and Senior Special Assistant to the Director/CEO),
Ms Aisha Ibrahim Mahmood (ACEO FOSS),
I A Durodola (Chief Education Officer Programs),
Ms Mobolaji Oyedeji (CEO Counselling and Guidance),
M S Abdullah (Chief Protocol Officer and Public Relations Officer),
Mohammed Mammam (Radio Station Manager),
Ibrahim Jumare (Librarian),
Angela Eze (Computer Centre)

Monday July 13 2009

Ishaya Dary Akau, Provost, Kaduna State College of Education
Hasan A Agya, Registrar, Kaduna State College of Education
Solomon J Kazzah, Head, ICT, Kaduna State College of Education
Solomon Kogi, Deputy Provost, Kaduna State College of Education

Thursday July 16 2009

Solomon Kogi, Deputy Provost, Kaduna State College of Education
John D Tukuruh, Principal Registrar, Kaduna State College of Education

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Annexes

ANNEX 1: Observation Booklets Questions for Gidan Waya College Staff visiting Oro College in Kwara State

Visit by Gidan Waya Staff to Oro College

NAME.....

OBSERVATION SHEETS: Governance, Administration, Finance, Staff and Students

Points to be observed about Oro College and the State Government:
1a. How would you describe the relationship between Oro College and the State Government?
1b. Who were the leading forces in developing the relationship?
1c. Who or what was the catalyst in the development of the Oro-State Government relationship?
1d. Who are the decision makers in matters which directly affect Oro College laws, ordinance, rules and regulations?
1e. What positive and negative aspects do you see in Oro College's relationship with the State Government?
1f. What are the implications of the Oro College-State Government relationship for Gidan Waya College?

OBSERVATION SHEETS: Governance, Administration, Finance, Staff and Students

Points to be observed about Oro College and the State MoE:
2a. How would you describe the relationship between Oro College and the State Ministry of Education?
2b. Who were and are the leading forces in the relationship?
2c. Who or what was the catalyst in forging the Oro-State MoE relationship?
2d. What positive and negative aspects do you see in Oro College's relationship with the State MoE?
2f. What part does the State MoE play in matters which directly affect Oro College's financial management, admission rules and regulations?
2g. What are the implications of the Oro College-State MoE relationship for Gidan Waya College?

OBSERVATION SHEETS: Governance, Administration, Finance, Staff and Students

Points to be observed administration of Oro College:

- 3a. What developments are taking place in the administration of Oro College?
- 3b. What sections in Administration are being reformed?
- 3c. Describe the nature of the reforms?
- 3d. What do you see as positive and negatives aspects of the administration reforms?
- 3e. What are the implications of the Oro College administrative reforms for Gidan Waya College?

OBSERVATION SHEETS: Governance, Administration, Finance, Staff and Students

Points to be observed about the financial administration of the Oro College?

- 4a. What financial reforms are underway at Oro College?
- 4b. Who is leading the way in the financial reforms?
- 4c. Why were the reforms undertaken?
- 4d. What part did external agencies, such as the State Government or State MoE, play initiating financial reforms at Oro College?
- 4e. Is there a financial database at Oro College?
- 4f. Will the financial reforms enhance accountability and transparency at Oro College?
- 4g. What do you see as positive and negative aspects of the financial administration reform at Oro College?
- 4h. What are the implications of the Oro College financial reforms for Gidan Waya College?

OBSERVATION SHEETS: Governance, Administration, Finance, Staff and Students

Points to be observed about the recruitment and employment of administration and academic staff:

- 5a. What are the new regulations, rules and procedures for recruiting administration staff at Oro College?
- 5b. What are the new regulations, rules and procedures for recruiting academic staff at Oro College?
- 5c. What are the new regulations, rules and procedures for recruiting support and ancillary staff at Oro College?
- 5d. Are there new regulations and rules about job descriptions, salaries and working conditions for staff (academic, administration and support) at Oro College?
- 5e. What does Oro College do to verify the qualifications, experience and other attributes of old and new staff?
- 5f. What are some positive and negative aspects of Oro College's new staff policy reforms?
- 5g. What do you see as the implications of Oro College's reforms for Gidan Waya College?

OBSERVATION SHEETS: Governance, Administration, Finance, Staff and Students

Points to be observed about the recruitment of new NCE students:

- 6a. What is Oro College's new policy for the recruitment of new students into NCE courses?
- 6b. Why was the new recruitment policy for NCE recruitment introduced?
- 6c. Who were the key players in the formulation and implementation of the new recruitment policy for NCE students?
- 6d. What are some positive and negative aspects of the new recruitment policy into the NCE?
- 6e. What are the implications for Gidan Waya of Oro College's recruitment policy for new NCE students?

OBSERVATION SHEETS: Governance, Administration, Finance, Staff and Students

Points to be observed about the recruitment of students for courses other than the NCE:

- 7a. What is Oro College's new policy for the recruitment of students into non-NCE courses?
- 7b. Have new recruitment policies for non-NCE students been introduced?
- 7c. Who were the key players in the formulation and implementation of the new recruitment policy for non-NCE students?
- 7d. What are some positive and negative aspects of the new recruitment policy into courses other than the NCE?
- 7c. What are the implications for Gidan Waya of Oro College's recruitment policy for students other than those on the NCE?

OBSERVATION SHEETS: Governance, Administration, Finance, Staff and Students

Points to be observed about databases:

- 8a. Have databases have been developed at Oro College?
- 8b. Who was responsible for the design of the databases?
- 8c. What features were capture in each database?
- 8d. How quickly is data retrievable and how easily interpreted by non-specialists?
- 8e. How secure are the databases?
- 8f. Have the databases enhanced accountability and transparency?
- 8g. What are some positive and negative aspects of the databases?
- 8h. What are the implications of Oro College's databases for Gidan Waya?

OBSERVATION SHEETS: Governance, Administration, Finance, Staff and Students

Observations you have made about facilities and resources at Oro College:

- 9a. Can you describe the modern facilities and amenities at Oro College (internet café, virtual library, constant electricity, potable water, bathrooms and toilets, health clinic, ...)?
- 9b. Are staff trained to use new equipment, resources and materials?
- 9c. How would you describe the library at Oro College?
- 9d. What are positive and negative aspects of your observations?
- 9e. What are the implications of your observations at Oro College for Gidan Waya?

OBSERVATION SHEETS: Governance, Administration, Finance, Staff and Students

Additional observations you have made about governance, administration, finance, staffing, students and resources at Oro College:

- 10a.
- 10b.
- 10c.
- 10d.
- 10e. What are positive and negative aspects of the items above you observed?
- 10f. What are the implications for your observations at Oro College for Gidan Ways?

Visit by Gidan Waya Staff to Oro College

NAME.....

OBSERVATION SHEETS: Academic Structure, Curriculum, Courses, Administration and Students

Points to be observed about Oro College's new role as a provider of teachers for Basic Education:

- 1a. How is Oro College adjusting and adapting to its new role as a provider of teachers for Basic Education only?
- 1b. Do teaching staff at Oro College have good understanding about their new roles as providers of teachers for Basic Education?
- 1c. Do Oro College teaching staff have the wherewithal (training .curriculum, materials, resources, manpower,.) for their College's new brief?
- 1d. Are teaching staff comfortable with the College's new role?
- 1e. What are some positives and negatives about Oro College's new role?
- 1f. What do you see as implications of Oro College's changing role to Gidan Waya?

OBSERVATION SHEETS: Academic Structure, Curriculum, Courses, Administration and Students

Points to be observed about Oro College's new role as a provider of teachers for Basic Education:

- 2a. How were the teaching staff at Oro College reoriented from teachers for primary and junior secondary schools to providers of teachers of Basic Education?
- 2b. What specific factors won over the teaching staff at Oro College to training teachers for Basic Education?
- 2c. Who were the key players at Oro College in the move across to Basic Education?
- 2d. What part, if any, did the State Government or the State Ministry of Education play in the design and development of the College's new role?
- 2e. What do you consider to be positive and negative factors in Oro College's new role?
- 2f. What are the implications of Oro College's new direction for Gidan Waya?

**OBSERVATION SHEETS: Academic Structure, Curriculum, Courses,
Administration and Students**

Points to be observed about the recruitment of new NCE students:

- 3a. What is Oro College's new policy for the recruitment of students into NCE courses?
- 3b. Why was the new recruitment policy for NCE students introduced?
- 3c. Who were the key players in the formulation and implementation of the new recruitment policy for NCE students?
- 3d. What are some positive and negative aspects of the new recruitment policy into the NCE?
- 3e. What are the implications for Gidan Waya of Oro College's recruitment policy for new NCE students?

**OBSERVATION SHEETS: Academic Structure, Curriculum, Courses,
Administration and Students**

Points to be observed about the recruitment of students for courses other than the NCE:

- 4a. What is Oro College's new policy for the recruitment of students into **non-NCE** courses?
- 4b. Have new recruitment policies for **non-NCE** students been introduced?
- 4c. Who were the key players in the formulation and implementation of the new recruitment policy for **non-NCE** students?
- 4d. What are some positive and negative aspects of the new recruitment policy into courses other than the NCE?
- 4c. What are the implications for Gidan Waya of Oro College's recruitment policy for students other than those on the NCE?

**OBSERVATION SHEETS: Academic Structure, Curriculum, Courses,
Administration and Students**

Points to be observed about the College's curriculum for new NCE students:

- 5a. How will Oro College's curriculum be changed or modified for its new role as a provider of teachers for Basic Education?
- 5b. Who are involved in making the changes or modifications to the College's curriculum?
- 5c. How are quality assurance and teacher standards to be reflected in the College's curriculum?
- 5d. Has the reorientation resulted in changes to the old system of schools and departments within the College?
- 5e. What do you see as positive and negative aspects of changes and adaptations to Oro College's curriculum?
- 5f. What are the implications of changes in the curriculum at Oro College for Gidan Waya?

**OBSERVATION SHEETS: Academic Structure, Curriculum, Courses,
Administration and Students**

Points to be observed about Oro College's approach to practice teaching:

- 6a. What is the new policy towards practice teaching at Oro College?
- 6b. What was the rationale behind the change in policy?
- 6c. Can you meet with the key players in the change of policy about practice teaching and ask their reasons for recommending a 100% increase of time in schools?
- 6d. What roles will Oro College teaching staff now play during practice teaching?
- 6e. What are some positive and negatives aspects about changing the practice teaching policy at Oro College?
- 6f. What do you see as the implications for Gidan Waya for increasing practice teaching?

**OBSERVATION SHEETS: Academic Structure, Curriculum, Courses,
Administration and Students**

Points to be observed assessment and testing at Oro College:

- 7a. What form did testing take at Oro College prior to the present reforms?
- 7b. Was the old form of testing and assessment reliable, valid and practical and did it provide a clear and honest profile of each student's strengths and weaknesses?
- 7c. What forms will testing and assessment take at Oro College in the future?
- 7d. Would you be able to interview one or two key players in testing and assessment about new and innovative techniques and strategies?
- 7e. What training was given to teaching staff to update and upgrade their knowledge and skills in testing and assessment?
- 7f. What new teaching methodologies have been introduced at the College
- 7g. What are some positive and negative aspects of the new testing and assessment policy and new methodologies at Oro College?
- 7h. What are the implications for Gidan Waya from the new testing and assessment policy at Oro College?

**OBSERVATION SHEETS: Academic Structure, Curriculum, Courses,
Administration and Students**

Points to be observed about the validation of staff and student credentials:

- 8a. What steps did Oro College take to validate the qualifications, experience and other credentials of staff and was it successful?
- 8b. How will the credentials of future staff be verified?
- 8c. How are the certificates of students verified?
- 8d. What steps has Oro College taken to guard against fake certificates and certificate racketeering?
- 8e. What are positive and negative aspects of validating staff and student credentials and preventing certificate racketeering?
- 8f. What are the implications for Gidan Waya of Oro College's actions in validating staff and student credentials and acting against certificate racketeering?

**OBSERVATION SHEETS: Academic Structure, Curriculum, Courses,
Administration and Students**

Observations you have made about facilities and resources at Oro College:

- 9a. Can you describe the modern teaching and learning facilities and amenities at Oro College (internet café, virtual library, constant electricity, multi-media, televisions, computers for student use, health clinic, internet...)?
- 9b. Are teaching staff trained to use new equipment, resources and materials to enhance learning and teaching?
- 9c. Does the library at Oro College carry modern books, journals, magazines,?
- 9d. Does Oro College have a model school for student observation sessions and is it used effectively?
- 9e. Could you collect information about the Innovative Materials Centre and report if and how the materials are being used at Oro College?
- 9f. What are positive and negative aspects of your observations about facilities, equipment, and resources at Oro College?
- 9g. What are the implications of your observations at Oro College for Gidan Waya?

**OBSERVATION SHEETS: Academic Structure, Curriculum, Courses,
Administration and Students**

Additional observations you have made about the academic structure, curriculum, and resources at Oro College:

- 10a.
- 10b.
- 10c.
- 10d.
- 10e. What are positive and negative aspects of the items above you observed?
- 10f. What are the implications for your observations at Oro College for Gidan Ways?

ANNEX 2: Report on the Visit to National Teachers' Institute in Kaduna in July 2009

Visit to the National Teachers' Institute, Kaduna

Date: July 9-10 2009

Venues: Board Room, Library, Radio Station, Computer Centre at NTI, Kaduna

Present: M D Yusuf (Registrar), U Y Ismaila (Director, FOSS) Abdul Karim Atto (DDFA), Ibrahim Hamidu (Ass Director and Senior Special Assistant to the Director/CEO), Ms Aisha Ibrahim Mahmood (ACEO FOSS), I A Durodola (Chief Education Officer Programs), Ms Mobolaji Oyedeji (CEO Counselling and Guidance), M S Abdullah (Chief Protocol Officer and Public Relations Officer), Mohammed Mammam (Radio Station Manager), Ibrahim Jumare (Librarian), Angela Eze (Computer Centre), Ed Burke

Discussion:

Abdul Karim Atto gave a brief overview of NTI developments since its inception in 1976 when the institution became responsible for the upgrading of Gr II teacher to the NCE. To date, the NTI has trained, examined and certified approximately 1±million, mainly primary teachers, from all parts of Nigeria.

Since its inception, the NTI has received assistance, financial and otherwise, from UNESCO, UNICEF, Commonwealth of Learning, Kuwait, University of New Mexico, Indra Gandhi University and several NGOs. UNESCO, for example, provided the institution with printing presses while the University of New Mexico trained staff.

The NTI has a study centre in every state with a total has 270 Centres dotted throughout the country. Students attend weekend tutorials and intensive sessions which are held during school holidays. According to staff, both sessions are compulsory.

The Institution works on a grading system of 40% for continuous assessment and 60% for examinations. 75% percent attendance at weekend and intensive tutorials is needed to be eligible to sit examinations. There are no residential schools.

Though NTI sees itself as a distance learning provider with self-instructional materials, the weekend and intensive tutorials are face-to-face with local course facilitators who invariably are lecturers at teachers colleges, university staff or educators who live nearby. Many course facilitators are in fulltime employment and are paid an allowance by NTI to run tutorials.

The main responsibility of the course facilitator is "to guide students on how to make proper use of NTI course materials". They also "hold tutorials and informal discussions with students aimed at solving the problems arising from their texts; administer and mark assignments; conduct and supervise practicals; and, formulate carefully considered teaching comments". They also serve as counsellors, acting as "academic guides and mentors to their students".

NTI has quality assurance programs that are "subjected to rigorous periodic evaluation". The Institute, according to a handbook, "works in conjunction with the Institutes of Education of some Nigerian universities to give more professional touch and thus credibility to its programs".

There are computer and printing facilities at headquarters. There is also a small television studio on campus.

The NTI was recently re-accredited by the NCCE to continue offering the NCE and received accolades in the NCCE's report for its work in upgrading more practising teachers than all other teacher training colleges.

M D Yusuf spoke about NTI's strong and sincere commitment to updating and upgrading teachers and added that the institution's main strength was that it "trained teachers within the system" that is, they remained at their schools and with their families for the whole time they were upgrading.

The Registrar said the NTI was at a stage in its development where it welcomed constructive criticism, "finding ways to improve its programs". He felt the Institute was constrained by its lack of facilities and equipment which might, for example, enable a faster turn-around of examination results which now took 4 – 6 months.

The NTI will embark on two degree programs in the near future: bachelors and masters. Though the decision has been made to offer degrees, it is not yet decided with which nearby university the NTI will twin for this purpose.

NTI has a Computer Unit which works on the design and development of databases and it is hoped that staff, financial and equipment databases will be online soon. The student database is now operating. It is felt that databases will enhance accountability and transparency and reduce fraud.

The Institute has FM radio, Teachers' Radio FM 102.1, which reaches students up to forty kilometres from the campus in Kaduna. The station is open from 0830-1600 Monday to Friday, offering a variety of educational programs. There was brief discussion about the difficulty of obtaining a licence to use AM radio for broadcasts. Burke talked briefly about the possibility of buying into the WorldSpace Radio satellite which would give CD clarity to all parts of Nigeria and most of Africa.

There was quite lengthy discussion about the Course Books for NCE students. While the course books were the result of in-depth reading, research, sequencing and development, there were weaknesses such as: (i.) they were 99% print with a very few poorly hand-drawn illustrations (no colours or photographs); (ii.) much of the content and many examples were out-of-date; (iii.) the readability level of the text was too high and too academic for upgrading NCE students; (iv.) most references were from the 1960s, 1970s and early 1980s; (v.) the materials focused on subject content rather than content coupled with methodology; (vi.) the materials were not user friendly; (vii.) the English Language Cycle 2 Course Book, for example, is too academic, teaching students about segmental phonemes, contrastive phonology, supra-segmentals, readability formulae, lexis, ... (vii.) the English Language Cycle 2 Course Book might develop the students' reading skills but would certainly not enhance their proficiency levels in speaking, listening or writing; and (viii.) the course books, as they are now, were below the standard used in other countries for distance education.

There were strict policies about students taking time off from their studies, however, students were able to carry their course registration from one place to another if they were transferred to a new school.

The library is grossly under resourced with books, journal, resources and materials and almost all books on the shelves were dated from 1965-1985. There is a Virtual Library within the Library but no one was using it at the time.

NTI presently offers the following upgrading courses:

MDG	120,000
CPD (for Head teachers)	0
NCE	72,363 students
Special Teacher Upgrading Program (to NCE)	53,246
Pivotal Training	0
Postgraduate Diplomas in Education	7,021 students
Advanced Diploma in School Support and Inspection	0
Advanced Diploma in Education	300
Advanced Diploma in Early Childhood Education	0

Burke raised the point, in many articles about Education in Nigeria, about teachers, Gr II and NCE, not being able to develop early literacy/numeracy skills among Grades 1-3 learners, however, NTI staff seemed unaware of the criticism.

In a meeting with the Director, FOSS, the following points were made about the needs of the NTI:

- Upgrading and updating the competencies of staff, both academic and administrative;
- Course books and materials needed urgent updating, focusing on adult learners;
- The Virtual Library needed further development;
- Radio scripts needed to be re-worked and modernised;
- The research skill of staff needed to be upgraded; and,
- Course facilitators needed to be upgraded and updated in course delivery, mentoring and monitoring adult learners,

There Director, FOSS, mentioned that teaching was not an attractive profession and to enhance its status, the Federal Government had taken steps to motivate teachers, providing the very best performing candidates in the country with cars, white-goods, mortgage assistance and other rewards.

ANNEX 3: Sample of NTI Course Book Materials for Upgrading to the NCE Showing Samples of Content and References

MODULE 5 Unit: 01

English Language ENG251

UNIT 1 (ENG 251.1): ORAL LANGUAGE METHODS: A * SEGMENTAL PHONEMES *

INTRODUCTION

The teacher of a second or foreign language to young people must remember what it is like to learn a new language. At first most of the sounds will not make much sense. At best, when a person starts to learn a new language, he will hear some of the sounds as those that occur in his mother tongue and some as different.

In reality, the sounds are probably different in terms of how they are actually produced or how they actually sound. However, the listener will think that some of the sounds of the first language and the new language are near enough for him to use them. This is a good point to start from in the teaching of segmental phonemes. It is therefore important for the teacher to be familiar with the phonemes of the two languages and note in what ways they are similar or different. This is called contrastive phonology.

There is another important point to consider in the teaching of segmental phonemes. This is the amount of time devoted to practising the sounds and the frequency of practice. An important rule to remember is that three -five minute drills on consecutive days are more effective than one fifteen minute practice given at a stretch. You must not use a whole 30 or 40 minutes lesson on practising sounds. It is boring and too demanding on the pupils' attention. So, the practices should be short and systematic. The intervals between the practices may increase as the pupils become more competent.

OBJECTIVES

By the end of this lesson you should be able to:

1. identify which English sounds need to be taught specially to Nigerian speakers;
2. list a variety of methods suitable for use in teaching the phonemes;
3. list suitable materials.

HOW TO STUDY THIS UNIT

1. Read through this unit very carefully and think along with the writer. As you read, ask yourself various questions e.g. Is this true about my language? Does this apply to the pupils I teach?
2. Think of other examples of the ideas or issues raised in the unit.

WORD STUDY

Some of the words used in this unit may be unfamiliar to you. A few of them are written below with their meanings.

segmental phonemes:	the smallest significant sounds in a language which can cause a change of meaning
contrastive phonology:	comparison of the sound systems of two languages
consecutive:	following one another

UNIT 2 (ENG 251.2): ORAL LANGUAGE METHODS B: * THE SUPRA-SEGMENTALS *

INTRODUCTION

Stress and intonation, that is, the supra segmental features of speech are probably the most difficult areas of English pronunciation to teach to Nigerian learners of English. This is because most Nigerian languages except Fulani are syllable timed languages in which the syllables occur at fairly regular intervals. This contrasts with English which is stress-timed in which the stressed syllables occur at regular intervals at times. When a Nigerian speaker uses a syllable timed rhythm for English, a native speaker of English may not even realise that the language he is hearing is English. It is therefore important to master English stress, rhythm and intonation if one wishes to be really competent in the use of the language.

As with segmental phonemes, the teacher needs to be aware of the differences between English and the indigenous languages and use this information in preparing himself for his teaching assignment. In this unit, we shall examine how we can best teach supra - segmental phonemes to our pupils.

OBJECTIVES

By the end of this unit you should be able to:

1. define stress and intonation;
2. list ways of teaching stress;
3. list ways of teaching intonation;
4. prepare five language games to teach stress and intonation to your pupils.

HOW TO STUDY THIS UNIT

1. Read the unit carefully and note the major points.
2. As you read, think along with the writer and see to what extent your experience as a classroom teacher agree with the points made by her.

WORD STUDY

Some unfamiliar words are defined below:

stress-timed languages:	a language in which the strongly stressed syllables occur at equal intervals of time
syllable timed language:	a language in which the syllables occur at equal intervals of time
intonation:	the tunes, melody of a language
supra-segmental phonemes:	features of a language which are beyond the level of the significant sound units e.g. stress intonation

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4. The problem with learning words from context is:-----
- (a) that most context gives little information
 - (b) the lack of understanding of words.
 - (c) the failure to perceive the problem.
 - (d) that no pupil figures out the syntax.
5. The problem with learning definitions of words is:-----
- (a) that words have many meanings.
 - (b) that some dictionaries are simplified.
 - (c) the conveying of concepts within the definition.
 - (d) that pupils can't use a word they memorized.

CHECK YOUR ANSWERS AT THE END OF THIS BOOK

E. New Alternative Methods of Teaching Vocabulary

The most effective methods to teach new words to your pupils according to research can be called "Intensive Vocabulary Instructions". Based on the belief that all learning requires a bridge between what your pupils already know and what new, any intensive vocabulary instruction must integrate new words with related knowledge or prior knowledge. Two such methods are Semantic Mapping and Semantic Feature Analysis.

*** SEMANTIC MAPPING ***

The idea of semantic mapping grew out of the activity known as brainstorming.

Brainstorming is a special discussion technique where every pupil contributes ideas about a topic in a limited period of time. No idea is too trivial or silly not to be recorded. When the "Storm" of ideas is over their organization and worth may be discussed. This is where the idea of a map comes in. Semantic mapping is a way of organizing ideas after brainstorming. Through a diagrammatic representation of the relationship between the words/ideas listed during brainstorming, pupils can actually visualize a new word with all its associated contexts. Below is an example of a word selected from a class 4 reader story "The Bush Rat and His Friend." After brainstorming on the word "host", the following semantic map was drawn on the chalkboard by the teacher. The word is circled and placed in the center with arms of related terms radiating out from it.

These features are best taught through constant practices.

ASSIGNMENT

1. Show what tones you would use for the following utterances in the circumstances put in brackets.
 - (a) You are ready. (surprise)
 - (b) It's raining. (statement)
 - (c) Who do you want? (polite inquiry)
 - (d) Who do you want? (ordinary questions)
 - (e) Come here. (request)
 - (f) Come here. (command)
 - (g) Can Olu sing? (question)
 - (h) I'll be with you soon. (statement)
 - (i) How can you do that? (polite enquiry)
 - (j) How can you do that? (anger)

2. Devise suitable dialogues for teaching the intonation patterns suitable for the following situations. The words and intonation must match:
 - (a) Husband and wife are angry with each other.
 - (b) Two friends are explaining a point to each other.
 - (c) Child requesting for something from his father.

CHECK YOUR ANSWERS AT THE END OF THIS BOOK

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