Education Sector Support Programme in Nigeria (ESSPIN)

Input Visit Report

Institutional Analysis of Teacher Education Structures within Kaduna State, with a Particular Focus on Gidan Waya College of Education: Task Specialists Visit 1

Report Number: KD 301

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ESSPIN 504   Communication Task Specialist Visit Report, February 09

ESSPIN 505   Report on Scoping Visit to Develop BBCWST Communications Strategy for ESSPIN

ESSPIN 506   Education Management Information Systems (EMIS) May 09

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

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Contents

Acronyms and Abbreviations

CUBE	Capacity for Universal Basic Education (Project)
DFID	Department for International Development
EFA	Education for All
ESSPIN	Education Sector Support Programme in Nigeria
ETF	Education Trust Fund
FCE	Federal College of Education
GWTC	Gidan Waya Teachers College (Kaduna State College of Education)
ICT	Information and Communications Technology
IQT	Islamiyyah, Qur'anic and Tsangaya education system
JCCE	Joint Consultative Committee on Education
JSS	Junior Secondary Schools
KSCoE	Kaduna State College of Education (Gidan Waya)
LGA	Local Government Authority
LGEA	Local Government Education Authority
MDG	Millennium Development Goals
MoE	Ministry of Education
NCCE	National Council for Colleges of Education
NCE	Nigerian Certificate of Education
NCE	National Council on Education
NTI	National Teacher's Institute
SMoE	State Ministry of Education
SUBEB	State Universal Basic Education Board
TESOL	Teaching of 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

Purpose of the Consultancy

2. The overall objective of the consultancy has 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.

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 and in which skill/subject/grade areas. There appears to be an oversupply of new teachers for state needs and major issues to do with future efficient deployment. There is a major need to create a more strategic sense of future direction.

4. Under relatively new leadership, Gidan Waya College itself is taking commendable self-help steps to improve its current situation and this appears to create a fertile and encouraging environment for developmental support. However, the issues facing the college are immense and it is difficult to overstate the seriousness of the situation. Issues include but are not limited to: the dire state of most educational infrastructure; water supply and potable water, electricity and sanitation problems; deplorable hostel accommodation conditions creating documented health problems; and, lack of learning resource materials and equipment. Furthermore, on the basis of anecdotal evidence, Gidan Waya seems no different from other institutions in Nigeria in that it is, or has been affected, by a wide range of systemic problems ranging from certificate racketeering to exploitation of students by lecturers, whether in the more serious form of the demand of sexual favours from girls in return for good grades or in the less serious but still invidious but widespread practice of selling of lecture notes to students to supplement incomes. There is also a challenge to use more efficiently the limited resources that are available.

Summary of Identified Options and Proposed Next Steps

5. Options identified and proposed next steps include the following: the exploration of public/private partnerships to address some of the acute infrastructure issues identified and the development of national and international institutional linkages.

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In respect of the former, proposals for a specific information/experience exchange with Oro College in Kwara State are set out in detail. These are considered to represent potentially the most crucial and fruitful "next step". For Gidan Waya, technical support in the form of capacity building to help development a college management information system and to strengthen teaching methods used within the college is also recommended. Other proposals 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.
2. Review current structures (institutional and financial) of all Teacher Training Institutes within the State	Completed. Visits were made to GWTC, the Federal College in Zaria, the Education Faculty at Ahmadu Bello University in Zaria, Jama'at College of Education and the 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	Follow up as further detailed in Annex 2 below. 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 (June/July 2009, facilitate with international consultancy support – see draft TORs, Annex 2) 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

	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. (See Annex 3 for details)	such input is mapped out as part of draft TORs presented as Annex 3 and is envisaged for July/August 2009. Recommended technical support in the area of helping to strengthen teaching methods – both 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). A second round of training, which focuses more specifically on active learning methods in support of functional numeracy and literacy initially has also been tentatively proposed for January/February 2010 (see draft TORs, Annex 4). 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 by the British Council, Abuja, and should be followed up with the GWTC Sole Administrator during the second and third quarters of 2009. ESSPIN project management to monitor progress.

| 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) | Completed. Graduate numbers are detailed in Annex 5. Emphasis is almost entirely on pre-service training, rather than in-service training. It is largely NCE focussed, supported additionally by pre-NCE programmes. Deployment patterns are highly inefficient, 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 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 enter teaching. Colleges also typically offer a significant number of non-core programmes, such as Vocational Training, that should probably be phased out. | 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 political will. ESSPIN state level management to explore further the level of interest/commitment to taking such an agenda forward. The proposed information/experience sharing programme recommends involving high level state involvement from Kaduna to learn about the political commitment in Kwara State. This may be an important means of helping to achieve and create the confidence to institute a similar level of commitment in Kaduna State (Information exchange activities proposed for June/July 2009, facilitated by international consultancy expertise) |
| 4. Review policy and planning processes, including relationships and structures (a) across | As noted above the system is presently driven by a desire to recruit as many students as | As for 3 above. |

the different Institutions and (b) between the different institutions and the State Ministry of Education	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, collaboration or sharing between the different institutions beyond occasional staff visits and by staff doing higher degree programs at other institutions within the State. Colleges report receive little policy guidance from the State Ministry of Education that could provide the basis for forward planning.	
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.	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	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.

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	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% teaching load.	
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.	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. 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	As for 2 above. Oro College is reforming the Registrar's Office, including its management systems. Lessons learned might be relevant to Gidan Waya College. 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.

	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 own highest priorities. Some self-help initiatives are already being undertaken . Plans are in place, for example, to try to digitize student examinations results but it appears this is not being done to feed into a wider students' 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).	
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	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	As for 2 above.

numeracy skills.	particular dimension of the situation are probably better targeted at the national level rather than the college level. As to how the curriculum is transacted in the college, comprises almost entirely of traditional didactic lecturing, based on the personal notes of lecturers, which 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 numeracy and literacy.	

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 Development.	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 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. Staff running the counselling service at GWTC are of exceptional calibre (one staff member has recently returned from a five-year period 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 is run are woefully inadequate: a tiny room with no auditory or visual privacy and no computerised record system. Readiness to introduce mentoring supported by a record of professional development is a long	As for 2 above.

	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. Specific proposals for the latter are detailed elsewhere in this 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.	Teaching practice presently takes the form of 12 weeks practice in the final year of the NCE. 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 show 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. As one of the direct agreements from the participative review process facilitated by the consultants, GWTC now intends to form a strategic partnership with a nearby school, as a "model school" for action research, systematic observation of classroom practice, and for trying out new approaches, etc. Creating a "model	As for 2 and 3 above. Oro College is to embark on 2 x 12 week practice teaching sessions in Years 2 and 3.

	school" on campus has also been identified as a long term objective, but will be dependent on funding.	
10. Review the policy and systems at Gidan Waya College for student recruitment and recommend how the standards of entrant trainees might be raised.	As noted above, policy and systems for student 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 potentially the most 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.	As for 2 and 3 above. 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.
11. Review the levels and utilisation of support staff at Gidan Waya College.	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	As for 2 above.

	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 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 on 14.05.09, 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.

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	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. Achieving a strategic plan for the development of state wide teacher education has not proved 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. 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	As for 2 above and detailed in Annex *.

	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.	

A Map of Nigeria Showing the Location of Gidan Waya College

A Map of Nigeria showing the location of Gidan Waya College: in the far south-east of Kaduna State – approximately 2 hours drive from Abuja, and three-and-a-half hours drive from the state capital, Kaduna city. A legacy of earlier state boundaries, this is an unfortunate location for an institution expected to play a strategic function for the whole modern state, especially if Gidan Waya were to play a major role in in-service training. Presently, Gidan Waya tends to function as a key resource institution for the south of the state, with the Federal College in Nigeria servicing the North. The resourcing and status of the two institutions is markedly different, with Gidan Waya being the "poor relation".

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Background

Teacher Quality in Kaduna State

6. 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.

7. 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.

8. 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

9. 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).

10. Gidan Waya College of Education is the State Teacher Training institution which has prime responsibility for producing teachers for Kaduna, though 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 posted to senior high schools.

11. 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

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subjects in relation to future State needs; (b) quality of student intake; (c) the curriculum; (d) the quality of delivery of teacher training programmes, with a particular focus on the development of practical classroom skills; and, (e) training primary teacher to teach across the curriculum.

Overall Objectives

12. 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

13. 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, these issues have the potential to undermine anything that ESSPIN attempts to achieve relating to teacher education.

14. In order to be constructive, and 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.

15. 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, without some kind of external support.
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.
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.
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.
Huge sanitation issues in all institutions.	Investment in infrastructure required (for possible solutions, see above).	Water supply issues are part of the problem.

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[*] It is understood that Kaduna State is shortly to convene a conference on Pubic Private Partnerships. 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:
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.
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.

Issue:	Possible Actions/Solutions:	Possible Constraints/Risks related to proposed actions:
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.
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.	
Certificate racketeering.	No substantive solution offered, but possibly involve a third party/watchdog in inspection/supervision of certification practices.	Requires political will and the identification of a suitable body. How this might be funded has also not been answered It is not clear whether increased computerisation of records would increase or reduce possibilities for fraud.

Issue:	Possible Actions/Solutions:	Possible Constraints/Risks related to proposed actions:
Patronage in allocation of teaching jobs and places on courses.	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.
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.	Requires political will.
LGEA practice of recruiting cheaper, less well-qualified teachers over qualified teachers.	Enforce regulations to recruit only NCE qualified teachers.	Requires political will, especially in respect of enforcement.
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.	Requires political will.
Little in-service training.	Identify state institutions and give them a mandate and support.	Requires political will.

Issue:	Possible Actions/Solutions:	Possible Constraints/Risks related to proposed actions:
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 commitment and political will.
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.
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.	Requires political will.
Inappropriate furniture design and resource allocations (e.g. language labs) in teachers colleges (governed by inappropriate and outdated NCCE specifications?).	Reformulate NCCE specifications.	Requires political will and possibly technical assistance.

Issue:	Possible Actions/Solutions:	Possible Constraints/Risks related to proposed actions:
Lack of teaching resources (computers, books).	Could be partly funded from savings identified elsewhere, through active approaches to donors, and through openness to public/private finance possibilities. 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.	Requires political will.
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.

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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.
NTI materials outdated, too theoretical, and not geared towards developing classroom competence.	Capacity building support required both human and resource based to revise and redevelop materials.	Requires, in all likelihood, donor support.
NTI staff lack capacity to develop quality audio visual training materials.	Capacity building support required.	Requires, in all likelihood, donor support.

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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 political will and some capacity building support.
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.	Requires political will.
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.	Requires political and will.

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Issue:	Possible Actions/Solutions:	Possible Constraints/Risks related to proposed actions:
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.	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.	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.
Teacher training colleges are being asked to offer B.Ed 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.	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 B.Ed.	Requires political commitment, funding and support.
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.	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.	Political support and encouragement.

Issue:	Possible Actions/Solutions:	Possible Constraints/Risks related to proposed actions:
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.	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.	Political support and encouragement.
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).	All non-qualified teachers must be informed they must hold the NCE or a higher education qualification by 2012 (?) to remain employed.	Political support and commitment.
Inter and intra-state cooperation is needed among teacher training institutions, making the most efficient use of their physical and human resources.	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.).	Political support and encouragement. Agreement and motivation of Provosts to work cooperatively and collaboratively.

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.	Political support and encouragement to intra and inter-state cooperation. Donor support for the establishment of a 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.	Political support and donor willingness to support the fellowships/scholarships.
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.

Issue:	Possible Actions/Solutions:	Possible Constraints/Risks related to proposed actions:
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.
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. Approval and support of the Provost. Willingness of donors to participate in any redevelopment project.

Options and next steps

16. 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, "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,

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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.

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

- Promotion of national and international institutional linkages, including expressly:
    - An exchange of experiences to do with the reforms taking place at Oro College, Kwara State; (See below and TORs detailed as Annex *)
    - Identification of a European Educational Institution as a "twinning" partner (to be followed up by the British Council, Abuja) ; and
    - The possible identification/negotiation of access by GWTC to an "e-library" collection of a European educational institution (to be followed up by the British Council, Abuja).
- 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 July/August 2009. Several consultancy inputs are likely to be required. Draft TORs for an initial input are detailed as Annex *.
- 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. (See draft TORs, for international consultancy in support of such an initiative, detailed as Annex 4).
    - 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

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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 (as also indicated in draft TORs detailed as Annex 4).

- 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". 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 Sole of Administrator of GWTC has an announced an intention to convene a one-week retreat for college staff at the earliest practical opportunity. This 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 terms of the work of the current mission, and what it was hoped it would help to achieve, least progress has been made in articulating a state wide plan for teacher education. More, high-level, stakeholder consultation will be necessary.

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This is something that ESSPIN project management at state level should try to initiate. One way forward may be the convening of a high-level consultation workshop. Also likely to assist the process, and not mutually exclusive, is the proposed exchange of experiences between Kwara and Kaduna states, described above and below. It is important that ESSPIN project management should do its best to engage high level Kaduna State personnel in this process.

- 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 some modest funding may be available to help address sanitation issues. 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.

- Consider possibilities for collaboration with NTI, using its facilities and technology to support planned literacy and numeracy hour initiatives (e.g. broadcasting stories), in return for some modest capacity building support.

Exchange of experiences between Oro and Gidan Waya Colleges

18. 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:

19. **Step 1:** A small group of key senior staff (e.g. 5-10 persons) visit Oro College to view and discuss reforms and their impact. Suggested timing: June 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 Education Commissioner: to explain and understand how political support has been a key enabling condition. For this reason, it may also be appropriate to include senior government representation from Kaduna in the visiting team.

20. **Step 2:** A small group of "key change agents" from Oro 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 they would recommend that Gidan Waya might consider, what they would recommend that Gidan Waya

might do differently (based on the benefit of hindsight), etc. Suggested timing: June/July 2009, for the same reasons given above.

21. The Gidan Waya staff who visited Oro as part of "Step 1" could also 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 that a visit to Kwara should precede a visit to Kaduna).

22. Steps 1 and 2 should be facilitated by international technical support. 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 as to what to look for and the kinds of questions to ask, and also helping Oro staff on what to show and highlight.

23. 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.

24. 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.

Annex 1: Terms of Reference (Current Mission)

Terms of reference
Education Institutional Development Specialist(s) – Kaduna State
Duration: Up to 24 days from February to June 2009

Background

Despite the possession of considerable oil wealth, a rising population, inefficient government investment in front line public services and years of neglect have left the Nigerian education system in a poor state. Education indicators are amongst the lowest in Sub-Saharan Africa, particularly for girls. Currently it is estimated that there are 7-9 million school aged children not attending school, a disproportionate percentage of whom are girls. Since legislation was passed in 2004 establishing nine-year compulsory Universal Basic Education, the main sectoral focus of Federal and State governments has been an expansion of basic education to meet the Millennium Development Goals. There has been a significant increase in investment in the basic education sector through State governments and through Federal sources such as the Universal Basic Education Commission (UBEC). Access remains a problem, as do the low quality of education outcomes and the stark inequities in the system.

The Education Sector Support Programme in Nigeria (ESSPIN) is a six year DFID programme of education development assistance and is a part of a suite of programmes aimed at improvements in governance and the delivery of basic services. ESSPIN's aim is to have a sustainable impact upon the way in which government in Nigeria delivers education services and is directed at enabling institutions to bring about systemic change in the education system, leveraging Nigerian resources in support of State and Federal Education Sector Plans and building capacity for sustainability. It is currently operating in five States (Kano, Kaduna, Kwara, Jigawa and Lagos) and at the Federal level. ESSPIN builds upon previous technical assistance projects in education and will run in parallel with World Bank credit-funded projects in four of the States (the State Education Sector Project (SESP) in Kano, Kaduna and Kwara and SESP II in Lagos).

Education in Kaduna State

Kaduna State has 23 Local Government Authorities (LGEAs), managing over 3,700 primary schools, some 30,000 primary school teachers and around 1,000,000 primary school pupils. Within Basic Education, the State Ministry of Education (SMoE) manages around 400 Junior Secondary schools, with around 5,000 teachers and 150,000 students.

The education sector in Kaduna, in common with the rest of the Nigerian education system faces many serious problems. These include inequitable access, inadequate quality, weak planning, management and monitoring capacity and insufficient funding. Contributing

factors to poor learning environments and low learning outcomes include poor infrastructure and facilities, ineffective management and a lack of resources, such as textbooks. Poor teacher quality is a critical factor in producing poor learning outcomes.

Teacher Quality in Kaduna State

As stated above, 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.
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.
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 that it has not been fully implemented in schools.

Teacher Education in Kaduna State

The minimum teaching qualification in Nigeria's primary and junior secondary schools is the Nigeria 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).
Gidan Waya College of Education is the State Teacher Training institution which has prime responsibility for producing teachers for Kaduna, though other institutions (both Federal & State) such as NTI and the Institute of Education at AB University in Zaria, also produce teachers who are then employed within the State. The Kaduna State University has also expressed an interest in establishing an Institute/Faculty of Education.
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; (c) the curriculum; (d) the quality of delivery of teacher training programmes, with a particular focus on the development of practical classroom skills.

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Overall Objectives

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.

Two consultants will be engaged: one to cover the institutional development and management functions of the State providers the other to focus on curriculum delivery and teaching aspects within the institutions. Together the consultants will work on Tasks 1-4 and tasks 12 and 13. At Gidan Waya, one consultant will cover tasks 5,6,11 and 12, while the other consultant will be responsible for tasks 7-10. Both consultants are responsible for the delivery of the outputs.

Tasks

In collaboration with State authorities and together with senior management staffs in all relevant institutions:

Beginning of Assignment:

1.   Develop a workplan for the assignment through an initial workshop with key stakeholders.

 Teacher Education Institutional Structures:

2.   Review current structures (institutional and financial) of all Teacher Training Institutes within the State

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)

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

Focus on Gidan Waya College of Education:

5.   Review the College's departmental structure, including the roles, responsibilities and capacity of the teaching staff and propose options for any structural changes required.

6.   Review the senior management structure and capacity, 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.

7.   Review the delivery of the NCE curriculum, 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.

8.   Review the policy and systems 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 Development.

9.   Review the policy and systems 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.

10   Review what, if any, role the College plays in the provision of in-service training of teachers, how this is implemented and funded.

11.   Review the policy and systems for student recruitment and recommend how the standards of entrant trainees might be raised

12.   Review the levels and utilisation of support staff.

End of Assignment:

12.   Hold a feed-back workshop with stakeholders to discuss preliminary findings and begin outline development plan as a shared way ahead

Post-assignment:

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

Outputs

1.   An Institutional Assessment report detailing findings of the review.

2.   A set of options for addressing the core areas of Mission, core structures and systems, leadership and management roles, curriculum delivery, mentoring and supervision of students, assessment and examinations procedures to be discussed with the Commissioner and senior officials in the States.

3.   A costed, development plan for the college developed collaboratively with the senior management of the college once preferred options have been agreed upon.

4.   Outline ToRs for future support to the college

Institutional arrangements

The consultant(s) will report professionally to the Kaduna State Team Leader, Stephen Bradley and John Kay the Lead Specialist Education Quality. In addition, they will liaise closely with the ESP Teacher Education Task Force which reports to the Permanent Secretary together with the Provost of Kaduna State College of Education at Gidan Waya. A final report will be submitted and presented at the end of the assignment to the State Ministry of

Education and to ESSPIN. The consultant(s) will be based in Kaduna but will be required to spend substantial working time in Gidan Waya and the other Teacher Education institutions.

Competencies required

Qualifications/experience/knowledge

1. A post-graduate degree from an internationally recognized university or equivalent experience in teacher education in a developing world context

2. Extensive experience in the institutional assessment of teacher training institutions and strategies for strengthening their capacity, in low or medium income countries

3. Demonstrated capacity to advise senior politicians and senior management teams in education institutions

4. A track record of effective reporting to clients and beneficiaries.

Abilities

1. Work strategically and facilitate, influence and plan initiatives effectively and creatively, taking into account implications and formulating appropriate solutions

2. Work flexibly with energy and initiative with a range of stakeholders and demonstrate co-operative behaviour.

3. Communicate and present ideas effectively and respond appropriately to concerns of key stakeholders.

4. Proven fluency in English language, written and spoken.

Annex 2: Draft Consultancy Terms of Reference to Help Facilitate an Exchange of Experiences between Oro College, Kwara State, and Gidan Waya College, Kaduna State

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Tasks

In collaboration with State authorities and together with senior management staff in all relevant institutions:

Beginning of Assignment:

1.   Arrange a visit to Kwara State College of Education by key staff and stakeholders from Kaduna State College of Education to see firsthand recent developments, in both academe and administration following interventions, workshops and training sessions by ESSPIN consultants. The purpose of the visit is to see if it is viable to piggyback on developments at Kwara, wherever applicable, and to take note of their lessons learned.

Focus on Oro College of Education and Kaduna College of Education:

2.   The international consultant will examine the senior management structures of Oro College, looking at (i.) the new roles and functions of management staff; (ii.) the organisational structure, management systems and reporting procedures; and (iii.) recruitment procedures for new students. Notes will be taken about developments and improved practices since the ESSPIN intervention.

3.   Similar observations will be made by the international consultant about changes that taken place following ESSPIN's intervention into (iv.) ways of presenting participatory and interactive lectures; (v.) means by which lecturers can further direct the learning of students; (vi.) testing, assessment and examination processes which are valid, reliable and practical; and (vii.) tune into discussions about career paths for teachers.

4.   The international consultant will meet with key staff administration staff and stakeholders of Kaduna College and inform them about improvements at Oro College following the ESSPIN intervention, suggesting that some or all of the ESSPIN interventions might be adopted or adapted by their College. Inform them of a planned visit to Oro College by a small group of key persons.

5.   The international consultant will undertake a similar process with senior academics from Kaduna College who will travel to Oro College to witness changes in the approach to (i.) the recruitment of new NCE students; (ii) the presentation, content and methodology of lectures; and (iii.) ways by which learning is assessed and recorded by lecturers. Kaduna College staff will also be informed about other innovations that are being discussed or planned for Oro College.

6.   To make the visit to Oro College effective, the international consultant will design and develop a booklet of worksheets for the Kaduna College staff to record their

observations. These worksheets will be used when the Kaduna staff return to their College and inform colleagues of developments at Oro College.

7.   Whilst in Kwara State, Kaduna College staff will be taken to the Innovative Materials Centre to examine the range of audio-visual materials that might be used to enhance teaching and learning at Kaduna State College.

8.   On returning to Kaduna College, administration and academic will convene meetings of colleagues to inform them of their observations at Oro College. After two to three weeks, Kaduna College will advise the international consultant about (i.) those observations they wish to adopt or adapt from Oro College; (ii.) whether they wish to piggyback on earlier and ongoing developments at Oro College through networking and closer liaison; or (iii.) that they would like to work alone.

End of Assignment:

9.   The international consultant will hold a feed-back workshop of key, senior staff of Oro and Kaduna Colleges to discuss whether or not Kaduna College is willing and able to adopt or adapt ESSPIN's interventions at administration and academic levels at Oro College. If the decision is that Kaduna College will collaborate with Oro College, meetings will need to be held to plan further networking.

Outputs

10. An Activities report detailing whether or not Kaduna College wanted to work cooperative and collaboratively with Oro College, piggybacking on their innovations and developments to date. If the decision is to proceed with the liaison, further meetings will need to be held to agree on (i.) the areas of cooperation; (ii.) the division of labour; and, (iii.) logistics, costs, support and further meetings.

Institutional arrangements

The consultant will report professionally to the Kaduna State Team Leader, Stephen Bradley, and whenever necessary to the Provost of Kaduna State College of Education at Gidan Waya. The final report will be submitted and presented at the end of the assignment to ESSPIN and to the Kaduna and Kwara State Ministries of Education through the State Team Leaders. The consultant will be required to spend substantial working time at Oro and Gidan Waya Colleges.

Competencies required

Qualifications/experience/knowledge

11. A post-graduate degree from an internationally recognized university and considerable experience in modernising teacher training institutions in emerging countries

12. Demonstrated capacity to advise senior politicians and senior teams in education institutions

13. A track record of effective reporting to clients and beneficiaries.

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Abilities

5. Work strategically and facilitate, influence and plan initiatives effectively and creatively, taking into account implications and formulating appropriate solutions

6. Work flexibly with energy and initiative with a range of stakeholders and demonstrate co-operative behaviour.

7. Communicate and present ideas effectively and respond appropriately to concerns of key stakeholders.

8. Proven fluency in English language, written and spoken.

Annex 3: Draft Consultancy Terms of Reference to Provide Technical Support for the Development of a College Management Information System at Gidan Waya College

Tasks

In collaboration with State authorities and together with senior management staff in all relevant institutions:

Beginning of Assignment:

1.   Undertake a quick, though thorough, analysis of how financial and administration data as well as student and personnel records are presently maintained at Kaduna State College of Education.

Focus on Gidan Waya College of Education:

2.   Review the College's managerial structure, including the roles, responsibilities and capacity of the administrative staff and propose options for changes.

3.   Review the senior management structure and capacity, looking into the roles and functions of management staff, and the organisational structure and management systems, including ICT systems, and make recommendations for improving management practices, where appropriate.

4.   Meet with senior management and other stakeholders at the College and suggest how databases in financial and administration management as well as student and staff records might be developed and equally important, maintained.

5.   Identify ten capable persons, preferably already on staff, to train intensively for 14 days on the design of databases, data entry, database management and maintenance, and interpretation/explanation of database information to others.

6.   Work with the database team to ascertain whether they understand their new roles and responsibilities and to determine whether all needed data, for now and in the future, are being captured on the bases. Attention should also be given to how databases remain tamper-free and secure.

7.   Prepare a full and detailed report on activities for feed-back workshops and for ESSPIN.

End of Assignment:

8.   Hold a feed-back workshop to discuss preliminary findings; work that has been completed, including the training of the database team; advise how the databases will be maintained; and most important of all, recommend how database records will be tamper-free.

Outputs

9.　　　An Activities report detailing (i.) present record keeping systems; (ii.) the movement from paper records/files to computerised databases; (ii.) the training of staff in database design, item entry, maintenance, interpretation and security; (iii.) the possible transfer of skills, knowledge and lessons learned from Kaduna State College of Education to other teachers colleges; and (iv.) recommendations for follow-up and on-going support.

Institutional arrangements

The consultant will report professionally to the Kaduna State Team Leader, Stephen Bradley, and whenever necessary to the Provost of Kaduna State College of Education at Gidan Waya. The final report will be submitted and presented at the end of the assignment to ESSPIN, Kaduna State College and to the State Ministry of Education through the State Team Leader. The consultant will be based in Kaduna but will be required to spend substantial working time Gidan Waya College. Time may also be spent at other nearby teacher education institutions.

Competencies required

Qualifications/experience/knowledge

5.　　　A post-graduate degree from an internationally recognized university and experience in computer programming, database development and as well, training of staff in the design, development, maintenance, interpretation and security of databases.

6.　　　Demonstrated capacity to advise senior politicians and senior management teams in education institutions

7.　　　A track record of effective reporting to clients and beneficiaries.

Abilities

8.　　　Work strategically and facilitate, influence and plan initiatives effectively and creatively, taking into account implications and formulating appropriate solutions

9.　　　Work flexibly with energy and initiative with a range of stakeholders and demonstrate co-operative behaviour.

10.　Communicate and present ideas effectively and respond appropriately to concerns of key stakeholders.

11.　Proven fluency in English language, written and spoken.

Annex 4: Draft Consultancy Terms of Reference to Provide Capacity Building Training in Modern Pedagogy (planned as two inputs) for Lecturing Staff at Gidan Waya College

Tasks

In collaboration with State authorities and together with senior management staff in all relevant institutions:

Beginning of Assignment:

2.   Arrange a visit to Kaduna State College of Education by two international consultants to work with academics in two areas: (i.) innovative approaches to early literacy/numeracy through the L1, L2 or English in Grades 1-3; and, (ii.) appropriate methodologies, including the use of low-cost teaching and learning materials, for pupils and young adolescent learners.

Focus on Kaduna College of Education:

2.   One international consultant will observe what is currently happening when lecturers teach preservice and inservice courses in early literacy and numeracy in Grades 1-3 through the learners' mother tongue, the main vernacular of the area or in English. Through workshops for the lecturers, literacy and numeracy activities, which are more participatory and learner-centred, will be demonstrated and practised. Each session will end with an analysis of activities, methods, materials, learner's time on task and most important, assessing each learner's involvement in the activities.

3.   The other international consultant will examine what is currently happening when lecturers teach their subjects at Kaduna College to see if and how frequently they model appropriate behaviours for their preservice and inservice students to use during practice teaching and in schools. From an analysis of the observations, the consultant will design workshops for Kaduna College lecturers to demonstrate clearly more participatory, learner-centred behaviours. Time will also be given demonstrating how learning may be formally and informally assessed quickly and efficiently. The workshops will also highlight the use of low-cost/no-cost teaching aids and materials that can be used by the teachers and learners to enhance their participation and learning.

4.   A national consultant from the Kwara Learning Resource Centre will be invited to Kaduna College to offer show-and-tell sessions to lecturers and students about the design, development , storage and use of low-cost materials and resources by teachers and students. This exposure to innovative aids may convince Kaduna College to work collaboratively with the Centre thereby becoming the Kaduna State Centre for the promotion of low-cost materials among teachers and students.

5.   Records will be kept of the effect and the response the two workshops sessions have had at Kaduna College and the data will be used to recommend further workshops, seminars and activities. Perhaps other teachers colleges within Kaduna State may participate in future activities.

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End of Assignment:

9.   The international consultants will hold a feed-back workshop of key, senior staff of Kaduna Colleges to discuss their reactions to the workshops, seminars and displays of low-cost materials. Kaduna College will also be asked if it would like to become the innovative teaching aid centre for Kaduna State and if they would like to disseminate their newly acquired knowledge and skills to other teachers colleges within the State.

Outputs

10.   An Activities report detailing responses to the workshops and whether or not Kaduna College wanted to work cooperatively and collaboratively with other colleges in the State. If the decision is affirmative, further meetings will need to be held to agree on (i.) areas of cooperation; (ii.) the division of labour; and, (iii.) logistics, costs, support and further meetings.

Institutional arrangements

The consultants will report professionally to the Kaduna State Team Leader, Stephen Bradley, and whenever necessary to the Provost of Kaduna State College of Education at Gidan Waya. The final report will be submitted and presented at the end of the assignment to ESSPIN and to the Kaduna State Ministries of Education through the State Team Leaders. The consultant will be required to spend substantial working time on the Gidan Waya Campus.

Competencies required

Qualifications/experience/knowledge

14. One consultant will hold a post-graduate degree from an internationally recognized university and in addition, considerable experience in applied linguistics, early literacy-numeracy and work at teacher training institutions in emerging countries. The second consultant will also hold internationally recognized post-graduate qualifications coupled with expertise in teaching methodologies and the use of low-cost materials to enhance learning.

15. Demonstrated capacity to advise senior politicians and senior teams in education institutions

16. A track record of effective reporting to clients and beneficiaries.

Abilities

12.   Work strategically and facilitate, influence and plan initiatives effectively and creatively, taking into account implications and formulating appropriate solutions

13.   Work flexibly with energy and initiative with a range of stakeholders and demonstrate co-operative behaviour.

14.   Communicate and present ideas effectively and respond appropriately to concerns of key stakeholders.

15.   Proven fluency in English language, written and spoken.

Annex 5: Towards a Development Plan for the Kaduna State College of Education, Gidan Waya

TOWARDS A DEVELOPMENT PLAN

FOR THE KADUNA STATE

COLLEGE OF EDUCATION

GIDAN WAYA

May 2009

INTRODUCTION

The initiative to move toward a development plan for Kaduna State College of Education (KSCoE), Gidan Waya, is being supported by international consultancy provided under the auspices of the Education Sector Support Programme in Nigeria (ESSPIN), funded by the Department for International Development (DFID) of the United Kingdom.

Outputs envisaged within consultant Terms of Reference (ToR) include "A costed development plan for the college developed collaboratively with the senior management of the college once preferred options have been agreed upon." It is also intended that these should include "recommendations for on-going support to the college".

A three stage process has been mapped out:

Stage 1: a process of initial interaction with college staff, during the period 6-17 April 2009, which has used methodologies such as SWOT Analysis in capacity building mode, focus group discussions and individual interviews with college staff and students as well as Ministry personnel. This has been to create an initial assessment and a discussion document (the current report), to generate development planning momentum, and to pave the way for "Stage 2".

Stage 2: a time of reflection by College staff and Ministry personnel on the current document during the period 18 April to 11 May 2009 and coinciding with a planned period of absence from Nigeria on the part of the two international consultants. It is intended that during this period college staff and state level authorities should take their own ideas and thinking a stage further, stimulated by the ideas and findings presented this report. A period of further reflection may also be appropriate for the donor agencies – as to what levels of support might be on offer under the right circumstances. To guide this process "Suggested Actions" are identified in the current report.

Stage 3: a further period of collaborative working, involving international consultancy support, during the period 11-22 May 2009, to achieve the output identified above.

Conventionally, four key steps are taken within the institutional development planning process. These involve an assessment of:

- **Where are we now?** (suggesting the need for baseline data)

- **Where do we want to be?** (suggesting the need for a "Vision")

- **What will we need to do to get there?** (suggesting the need for the formulation of an action plan)

- **How will we know when we have arrived?** (suggesting the need to identify performance indictors to measure progress)

These four key questions inform what follows. Additionally, a fifth key question has been added: "**What has the College done to reach where it is now?**" This question is considered important as it helps to draw attention to the very impressive steps the College has recently taken, since the introduction of new leadership: to address, under its own initiative, problems and shortcomings, without the support of additional resources. Considerable progress has been made in very difficult circumstances. This should offer encouragement that any additional support provided could lead to high levels of impact. The steps that have already been taken show that college management

already has clear ideas as to "where we want to be". Nevertheless, further reflection among a broad stakeholder base that leads to the development of a more formalised vision statement is still considered helpful to the college development planning process.

The steps proposed and some of the templates used for formulating a development plan have been in part informed by a very helpful 77-page guidance document developed by the Department of Education in Northern Ireland as part of the school development planning process: *School Development Planning* (2005). A copy of this practical handbook has been shared with the College authorities.

VISION STATEMENT ("Where Do We Want to Be?")

As noted in Section 1 above, it is generally considered good practice for a development plan to be informed by a vision statement that creates a sense of purpose and direction.

Currently the motto of the Gidan Waya College is "Education for Humanity"

By way of example, the Kwara College of Education, Oro has recently formulated its own vision as:

"To establish Oro College of Education as a focused, efficient and effective provider of quality professional teachers for the Basic Education band in Kwara State through well-designed and appropriately resourced pre-service and in-service programmes."

The KSCoE Gidan Waya may wish to formulate or update its own vision statement. The consultants would encourage this.

> *At a meeting of Heads of Schools, chaired by the Sole Administrator, and in which the ESSPIN consultants participated, the Sole Administrator announced an intention to plan a one-week "retreat" to reflect on the current document further. This process will include as one of its objectives the formulation of a new vision statement.*

As part of the answer to the question "Where do we want to be?" it will be important to achieve further clarity on the teacher training needs of the State and the role of Gidan Waya in this process: what numbers of teachers and what types of teacher should it plan to train and in what modes: pre-service and/or in-service?

Presently, college development plan working assumptions are (or should be) based on the following[1].

- The number of additional primary teachers required, if target teacher pupil ratios are to be met, will increase from a 2008/09 (projected) figure of 27,810 primary teachers to 33,300 teachers by 2015/16: an increase of 5,490 primary teachers over a 7 year period: averaging out at approximately 784 teacher s a year for the whole state.

- The number of additional junior secondary school teachers required, if target teacher pupil ratios are to be met, will increase from a 2008/09 (projected) figure of 5,460 junior secondary teachers to 13,170 teachers by 2015/16: an increase of 7,710 junior secondary school teachers over a 7 year period: averaging out at approximately 1,101 teachers a year for the whole state.

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[1] All calculations and data cited in this section are based on government figures contained in the Public Expenditure Review on Education, December 2007.

- It is not clear whether or not the need for additional primary and junior secondary school teacher identified by the government include teacher attrition at current or expected rates (i.e. loss of teachers through death, retirement and/or as a result of leaving teaching). It will be very important to achieve clarity on this point and modify projections accordingly if required.

- Assuming teacher attrition has been taken into account, and that all new teachers are trained, each year, over the next 7 years, the state will need to produce a combined total of approximately 1,885 primary and junior secondary teachers. During 2007/2008, Gidan Waya College alone produced 300± primary and junior secondary teachers through its preservice program and an additional number from its inservice, upgrading courses.

- The international consultants are currently in the process of exploring the number of new teacher, NCE graduates, produced by other institutions in the State, and will feed this information back into the planning process once further clarity is obtained from the State Ministry of Education.

- The CUBE Exploratory Teacher Policy Studies (December 2008) cited the Public Expenditure Report (2007), saying the output of pre-service junior secondary teacher trainees is excessive so intakes should be reduced in the future. This, of course, goes against the current trend of students opting for subject-based training in lieu of primary school specialisation at KSCoE.

- With regard to under-qualified or untrained serving primary teachers, on the basis of 2005 figures, 60.2 percent of primary teachers do not possess the minimum teaching qualification of Nigerian Certificate of Education (NCE). This represents approximately 15,676 primary teachers.

- There are problems of disaggregating the number of unqualified or under-qualified junior secondary school teachers from available data on secondary school teachers. On the basis of 2005 figures, 8.1 percent of secondary school teachers do not possess the minimum teaching qualification of Nigerian Certificate of Education (NCE). This represents approximately 145 teachers. This is a fairly negligible amount, therefore further discussion of untrained and under-qualified teachers will be confined to the primary sector.

- Assuming a desire to have upgraded to minimum levels the skills and qualifications of all untrained and under-trained primary school teachers by 2015/2016, approximately 2,239 teachers a year will need to have their status converted. During 2008, Gidan Waya College alone upgraded to NCE levels approximately 1,925 teachers each year from within the serving teaching force.

- The consultants are not aware of any targets set for minimum numbers of teachers who should be exposed to short-term teacher training inputs each year (e.g. one or two-week programmes) and they see that this may possibly comprise a significant future area of work for the College. It would be helpful if donor representatives could also supply projections of the teacher training services they may call on the College to provide as part of their planned projects and programmes, and should suitable capacity be demonstrated. This kind of information has major planning and other implications for the College. Student numbers form the basis of its prime source of income and revenue.

- Ideally, the figures presented above need to be further refined to take into account subject specialisms and to identify areas of under- or over-supply. It is presently not clear whether or not data of this kind are available. Reports suggest there are too few NCE students opting for primary school specialisation and the ability to teach across all subjects

Data presented above need to be revisited and a decision taken as to whether the figures should provide a basis for forward planning. Gidan Waya College would itself appreciate greater clarity as to the position of the Ministry with regard to the numbers and kinds of teacher it is expected to produce over the coming years and the kind of balance that should be struck between in-service and pre-service provision.

It is proposed that a future input, supported by DFID technical expertise, should facilitate a high-level consultation process to both clarify and further strengthen future teacher education policy for the State.

AUDIT OF CURRENT PROVISION AND IDENTIFICATION OF KEY ISSUES ("Where Are We Now?")

Some General Observations on the College Fabric and Resources

A typical room used for administration. Note the broken furniture, but also the unused space – raising a challenge as to whether existing facilities could be used more efficiently and whether repairs could be done locally.

The most disturbing example of building dilapidation: a completely collapsed roof in the education faculty. Loose pieces of corrugated sheeting blow dangerously in the wind, on the exterior.

A typical classroom/lecture room. Note the traditional design furniture – unsuited for anything else other than didactic teaching.

The state of much college filing – partly explained by lack of proper storage facilities and a computer based record system.

The college occupies a very large campus with massive expansion possibilities for infrastructure. The grounds are largely barren with sports fields in poor condition and over-run with motorcycle tracks. An ATM machine and a few shanty shops and photocopying units represent almost the only non-academic facilities. Most of the buildings are in a very poor state of repair. A major re-development of the college would possibly justify a complete rebuild, which would provide the opportunity for a more cohesive layout – for example with a learning centre, with library/resource rooms/ICT, at the "heart" of the college.

Priorities Identified by the Sole Administrator

During an introductory meeting with the Provost (the "Sole Administrator"), the consultants were given a brief historical sketch of KSCoE from it beginnings in 1977 at Kafanchan. He then gave an overview of more recent development of the two campuses, Kafanchan and Gidan Waya, saying the State provided the salaries for staff and for little else. The College obtained addition funding and support from students' fees, the Education Trust Fund and its fee-for-service consultancy unit. Various other topics were mentioned during the meeting including, other institutions in the State offering teacher training programs, access to schools for practice teaching, supervision of students during their three months in schools, in-house inservice training of academic and administrative staff, the low quality of students seeking entry into KSCoE, and top-down decisions by the NCCE. Before the meeting ended, the Provost was asked to identify some of this needs and priorities and gave the following:

- On-going professional development of staff, academic and administrative, was needed to update and upgrade knowledge and skills;

- Linkage with intra- and inter-state teacher training institutions should be formalised to encourage cooperation and collaboration;

- There should be further development of the Student Services Unit so that students with academic or personal problems could seek help or guidance. He recalled that the College used to offer training in counselling and guidance and regretted these programs had been discontinued;

- Twinning of KSCoE with other teacher training institutions within the State or abroad would be beneficial for development;

- KSCoE needed urgent assistance to procure modern audio-visual equipment, resources and materials for use in classes, seminars and workshops;

- Computers were singled out by the Provost as a high priority because there were very few desk-top or laptop computers available and none, apart from those in the new Cyber Café, had internet access. Computers would enable KSCoE to develop staff, student, accounts, examination and other databases instead of paper records in cumbersome files.

- Staff and student facilities on the two campuses such as more bore water, drinking water, more hostel accommodation, more bathrooms and toilets were also highlighted during the meeting.

- Electricity to KSCoE is very poor with many outage hours each day. The Gidan Waya campus has an old generator but this provided electricity to a small number of rooms.

Self-help initiatives are already being taken in respect of some of these priority needs. See Section 3.2 below.

Following this discussion, the consultants have begun a process of exploration, through the British Council and other agencies, of possibilities for identifying suitable and interested link institutions. This includes trying to establish the feasibility of linking to "e-library" facilities of a teacher education institution in Europe, to provide Gidan Waya students and staff with access to a far broader and modern range of educational resource materials.

The promotion of institutional linkages has comprised a key recommendation of the consultants in their assignment report. The recommendation relates to international linkages of the kinds identified above and also national institutional linkages. An initiative to form an exchange of information and experiences with Oro College in Kwara State forms a specific part of this recommendation and follows endorsement of the idea by the Gidan Waya College authorities at a meeting with heads of schools, chaired by the Sole Administrator, on 14 May 2009.

Issues and Priorities Identified through SWOT Analysis Activity with Staff and Students

Some notes and explanations on methodology

SWOT Analysis was conducted separately with a group of students in their third year of studies (17 students in total) and a group of senior college staff (15 staff in total). The SWOT activity was conducted in small groups and results reported below are synthesised summaries of the separate group deliberations.   The SWOT analysis was conducted as a three-stage activity. Firstly a conventional brainstorming approach was adopted, using post-its, to build up a collection of identified strengths, weaknesses, opportunities and threats. (The student groups reflected on college strengths and weaknesses only. It was felt they were less well placed to reflect on opportunities and threats.)

As a second stage, identified weaknesses were mapped onto a second matrix (an example is shown on the right). The value of this matrix is twofold. It helps in prioritisation: i.e. to distinguish between weaknesses that are more important, as opposed to less important. It also helps to distinguish between weaknesses that are "within the power of the college to address" (often a good starting point for a college development plan) and those that are outside of the power of the college to address on its own. (However, a further good question to ask is: "Is there anyone who can help us?").
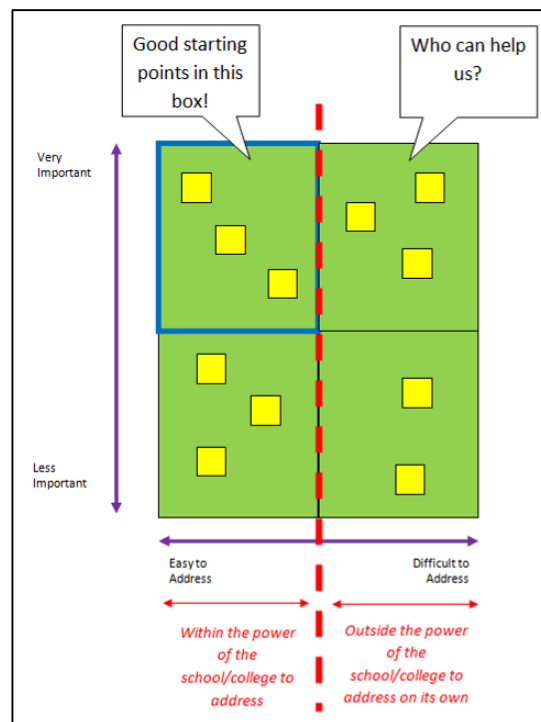
As a third stage, an attempt was made to prioritise identified strengths (students and staff), opportunities (staff only) and threats (staff only). The technique of "dotmocracy" was used. Each group member "voted" by placing dots against the three strengths and opportunities he or she thought were the most significant and had the most potential to exploit further or build on. The same approach was used for threats – to identify those judged to be most significant. By tallying the total number of dots placed, it was possible to rank those strengths, opportunities and threats considered most worthy of further attention.

For those requiring further background to detailed methodology, full guidelines can be found here:

Guidance Notes for SWOT Analysis: *http://www.davidsmawfield.com/assets/img/swot-analysis.pdf*

School development planning – matrix prioritisation techniques:
http://www.davidsmawfield.com/assets/img/school-development-planning-matrix-prioritisation-techniques.pdf

"Domtocracy"- a ranking and prioritisation technique:
http://www.davidsmawfield.com/assets/img/dotmocracy.pdf

As an aside, it was suggested that use of techniques and resources such as these could in future form the basis of short training programmes offered by the college for head teachers: in the promotion of school development planning activities to raise educational and management quality in schools.

Summary findings and conclusions

The tables below capture the summary findings and conclusions from the activities described above:

IMPORTANT WEAKNESSES	
IDENTIFIED BY STAFF:	
Within the Power of the College to Address	Outside of the Power of the College to Address without External Support
• Insufficient computer facilities • Poor communication system • Examination practice/delays in producing results • Lack of functional academic office • Lack of staff accommodation • Inadequate toilet facilities • Staff lack PhD holders • Inadequate campus security • Poor staff welfare • Unattractive grounds • No offices for staff	• Electricity supply problems • Poor water supply • Dilapidated condition of many buildings • Insufficient and dilapidated hostel accommodation • Inadequate computer facilities and infrastructure • Inadequate recurrent budgets • Transportation inadequate: to and from campus for students • Transportation inadequate for college management and other day-to-day activities • Insufficient lecture rooms • Lack of office accommodation • Poor funding of staff on training • Laboratories and their facilities • Shortage of Lecture theatres • Lack of current and relevant textbooks • No provision for science complex • Lack of sponsorship for further studies • Inadequate recreational areas and facilities

	• Inadequate medical facilities and manpower • Lack of resource materials and textbooks • Insufficient staffing • No career path for academic staff • Non degree awarding institution • No E-library

IDENTIFIED BY STUDENTS:	
Within the Power of the College to Address	Outside of the Power of the College to Address without External Support
• Inadequate basic amenities: electricity, water, medical facilities, etc • Poor orientation and social programme provision • Late computing/issuing of semester results • Insufficient library materials for research • Programme administrators do not have sufficient time for students • Lack of facilities for practical work • Overloaded curriculum • No guidance/counselling room • Teaching practice allocations could be more closely matched to student specialisms • Absence of whiteboards • Over-emphasis of theory in lectures, rather than practice • Exploitation of students: e.g. collecting money for test examples • Inappropriate and poor condition college furniture (individual chairs and tables preferred rather than benches)	• Insufficient classrooms • Insufficient accommodation • Insufficient cyber cafe facilities/internet access • Lack of modern and current library books • Insufficient computers • Lack of audio-visual aids • No E-library • Unattractive/neglected college compound/gardens

IMPORTANT STRENGTHS **(WITH POTENTIAL TO BE BUILT ON AND** **TO TAKE GREATER ADVANTAGE OF IN FUTURE)**	
IDENTIFIED BY STAFF:	*IDENTIFIED BY STUDENTS:*
• Quality/calibre of staff • Motivation levels of staff • Staff development initiatives organised on a self-help basis (e.g. current ICT initiative) • Interactions between staff • Education Trust Fund (ETF) interventions • Opportunities provided for staff to study for Masters degrees • Appropriate areas of staff specialisation • Ability to make good use of limited resources • Limited internet facilities used well • Loyalty to authority	• College taking its own initiative to renovate dilapidated buildings • Good student relationships with authority • Adequate staffing • Well trained, hard-working, and friendly lecturers • A strong work/study ethos in the college • Senior management very committed to improving college and making use of limited resources • Respect shown to various religions • Strong college discipline/management • Freedom of student self-expression through Congress

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IMPORTANT OPPORTUNITIES, ACTUAL AND POTENTIAL,

TO TAKE GREATER ADVANTAGE OF IN FUTURE (IDENTIFIED BY STAFF)

- Enhance the management of production of student results
- Appoint lecturers into political offices
- Emphasise more the production of quality teachers
- Continue and increase manpower training
- Continue to exploit ETF sponsorship
- Evolve to become a degree awarding institution
- Continue with efforts to enhance ICT facilities
- Develop an E-library
- Continue to promote further studies (on-going professional development) for lecturers
- Select only the best lecturers for future employment
- Potential to produce own agricultural products

ACTUAL AND POTENTIAL FUTURE THREATS THAT MAY REQUIRE RISK MANAGEMENT (IDENTIFIED BY STAFF)

- Recurrent budgets that are already inadequate may be further eroded, or depleted due to inflation
- Challenge of ensuring the quality of students the college accepts
- Examination malpractice/certificate racketeering
- Overcrowding in student hostels and health threats – e.g. risk of contagious diseases
- Lack of campus security
- Maintaining an appropriate dress code to avoid student indecency
- Over-admission of students
- Encroachment (e.g. parts of campus taken away for other uses)
- Interference in the admissions policy of the college by politicians
- Threats to the autonomy of the college
- Lack of influence in the design and development of the NCCE curriculum

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Issues and Priorities Identified through Focus Group Discussions and Interviews

Meeting with Counselling Staff

In the KSCoE Handbook, which was last revised for 2003, it is stated that the Student Affairs Division is responsible for the welfare and discipline of students (KSCoE Handbook p.46). The consultants met with two senior officers of the Division and found them to be responsive, professional and sympathetic in their reports about staff and students. The consultants visited the Unit's office on the KSCoE campus and found three staff working with meagre resources and under conditions which were not conducive to counselling and guidance: two persons in a very small room, no auditory or visual privacy, continuous interruptions, and no database or professional library.

During the meeting, the two persons from Student Services identified their Unit's needs and as well, those of their clients – both staff and students – and these are mentioned below:

- More student accommodation was a major need because (i.) 50% of students lived on the campus while the remainder stayed in nearby villages where they rented substandard, cheap rooms: (ii.) students living in the villages were influenced by villagers and were often in trouble

with the police for petty crimes, drinking and soft-drug use; (iii.) on campus, 8 students in KSCoE hostels shared rooms which should, under better circumstances, house 2 people; (iv.) there was inadequate transport to and from the villages and students, often females, had to ride pillion on unsafe motorbikes during evenings, nights and when it rained; and (v.) a sizable and growing number of students did not have enough money for food and other necessities.

- It was recommended the KSCoE provide a shuttle bus service between the College and nearby villages on a small fee-for-use basis.

- It was suggested that facilities on campus might improve if private companies or individuals were invited to start and offer such services as low-cost fast food, book stalls, photocopying, …;

- KSCoE did not have indoor or outdoor sports or recreational facilities for students after class or during weekends and holidays;

- Students did not have access to computers or the internet apart from the Cyber Café and it was thought some could not afford to pay the fee-for-use at the Cafe. Few staff or students had access to the internet because the College's Wi-Fi coverage was limited to two floors of the Administration building. A few staff had been allocated laptops for their professional use by KSCoE: others had bought their own computers.

- It was estimated there were about 10,000± staff and students on the two KSCoE campuses but there were only four males and one female in Student Services. More professional and support staff were urgently needed to meet the increase demand for their service.

- The two people interviewed appeared professional and competent, however, they both stressed the need for regular updating of knowledge and skills, saying staff and students were now coming to them with problems and difficulties which were outside their present range of experience.

- The Unit lacked the wherewithal to follow up staff or students with psychological, academic or social problems and no tracer studies had been done to find the causes of student dropping from college programs. Records were not maintained of the Unit's clients after completion of their studies. It was reported during the meeting that a "Committee of Friends of the College", consisting, among others, of members from Student Services, local police, and traditional rulers had been established to deal with off-campus problems involving KSCoE students. This sounds an impressive initiative.

- Staff also described a vision of providing preventative counselling through college programmes, but this is not possible with current staff resources.

Public/Private Finance initiatives would be worth exploring when possible solutions are sought for some of the resource issues identified above, including hostel provision, transport, and social and other facilities.

Meeting with Administrative Section (Student Records)

A meeting was held with the Principal Registrar (Academic) and as with other meetings, he was asked to identify the needs and priorities of his Section. He brought several organograms of KSCoE's administrative units to the meeting. When asked about the needs, he listed the following:

- He and his staff held highly responsible positions within KSCoE sometimes requiring the immediate presentation of data or information (i.e. authenticating certificate and diplomas of students for employment). As all records were presently on paper in bundles of files (See photograph right), data and information were difficult and laboriously slow to retrieve. He felt his administrative section urgently needed (i.) an adequate number of desktop and laptop computers; (ii.) assistance in the design and development of databases for student, staff and other records; and most important of all, (iii.) the training of staff in the use, compilation, maintenance and interpretation of computerised data. Two of his staff had backgrounds in statistics but none of them had database management skills. He stressed that

The academic filing room: Students' records.

the updating and upgrading of professional skills, knowledge and the acquisition of new competencies was his major priority.

- His office and those of his colleagues needed to be renovated refurbished and made secure because student and staff records contained confidential, private information. He recommended that Administration have its own building with air conditioned rooms as well as new furniture and fittings in all offices.

- He had served at KSCoE for almost two decades and explained that it was now very difficult to travel to meetings and outside the campus because academic and administration staff had to compete for available vehicles. An important need was for Administration to have its own vehicles.

Meeting with ICT Department

The consultants met with two male staff from the ICT Unit who took them with a quick tour of their facilities: a Cybernet Café (see photo on right), a repair and maintenance room and the Unit's office. As well, the group visited a room where a Student Examination Database will be designed and developed once the contract has been awarded to an outside agency. The Provost is also eager to develop a finance management database for the College.

The recently established "Cyber Café".

When briefed about ICT activities on the KSCoE campus, the consultants were told (i.) the Cybernet Café was new and very popular with students; (ii.) printing and scanning are available on a user-pays basis; (iii.) WI-FI was available to staff and students but coverage was restricted to the 1st and 2nd floors of the main building; and (iv.) plans were afoot to provide campus-wide access to the internet when funds became available.

When asked about ICT needs and priorities, the consultants were told:

- The recently established Cybernet Café was very popular and the facility needed to be further developed because when the Café's computers were in high demand, the server was too slow.

Raising "bandwidth" was an important priority – but increased bandwidth would require an increased subscription to the service provider.

- Electricity to the College was erratic with several hours of outage every day. ICT staff had looked at alternative supplies such as solar panels, wind-power, IPS, and generators, but considered initial installation and maintenance costs to be prohibitive. A generator was thought to be the best answer to the problem but one person thought the output of generators fluctuated too much and would destroy sensitive electronic equipment.

- There were forty computers on Kafanchan campus but most were old.

- When campus-wide internet access was available, computers, with internet, would be installed in the library. If funds were available, a Cybernet Café would be set up in the library.

- If more computers were available, academic and administrative staff would be trained in computer usage (such as word processing, spreadsheets, record keeping and database development) to complement their work at KSCoE.

- Computers and printers were needed in almost every office.

- Audio-visual equipment, such as multimedia projectors, overhead projectors, televisions, CD/DVD players were needed in each Department for lecturers to use during their lessons. A constant supply of electricity was essential.

- Some staff were quite proficient ICT users, having received training from the ICT Unit: most needed initial and ongoing training.

- There are two computer centres, attached to the Education and Business Departments, on campus but neither has internet access.

- Air conditioning of computer rooms is essential because of dust during the dry season. Despite being considered a necessity, staff would choose more computers over air-conditioning if forced to prioritise.

Visit to Library and Meeting with Library Staff

In the 2003 College Handbook it is stated that the library is to support the teaching and research requirements of the College as well as cultivating and encouraging the reading habit in students. The consultants met with two persons and after a brief overview of developments, they were given a tour of the library.

During the meeting, the Librarian gave the following examples of her needs and priorities:

- The roof of the library leaks and books were sometimes wet and became mouldy.

- The open-plan of the library was not considered suitable for its stock of 40,000 books, journals and other resources. It was thought that a library for 10,000± students and staff should contain approximately 1 million books, resources, materials, …

- The library needed more bathrooms and toilets for staff and students.

- Some subjects, such as computing and science had a 'comfortable' number of books while Yoruba and Hausa had no books on the library shelves. Books about pedagogy were few in number and outdated. Approximately 10% of books were on loan to staff and students at any one time. Lecturers seldom used the library even though most Departments, apart from French Language Unit, did not have libraries.

- The Provost had been asked for six computers for the library but none had been received to date. It was mentioned that the library needed photocopiers, shelves, space for newspaper archives, replacement of the card catalogues.

- A new printer was observed on one office desk that was not connected to a computer. Questions about this brought into the open the fact that costs of paper and toner are so prohibitive that some departments cannot afford to use such equipment.

- The consultants were told the library's Bindery Unit was on the Kafanchan campus and was responsible for repairing old books and other resources.

- The librarian talked of her vision for the library, adding that her vision of a modern library required considerable funds, support and equally important, a constant supply of electricity.

- When asked about the Naira 100 million worth of books to enhance the quality of teaching and learning at KSCoE (*Wasarawa State News*, May 2008), the librarian was shocked that such a statement had been reported and said no new stock had been received for a long time.
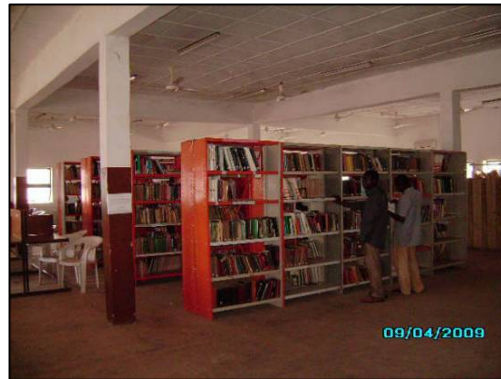
Selected views of parts of the College Library

Visit to Computer Studies Centre and Meeting with Head of Department

The consultants made a brief visit to the Computer Centre adjacent to the Education Department and met with the Head who explained to them about the following:

- There were 25 computers but most were quite old. They were connected to the generator whenever there were outages.

- The teaching staff offered courses in Basic, FORTRAN, Pascal, Kobold as well as word processing, spreadsheets. The computers were not connected to the internet.

- Lecturers used their own notes to teach but they stayed within the guidelines from the NCCE. The Centre had a small library.

- The Centre attracted a small number of students as most did not have the requisite background for entry into the courses. Currently, there were only 20 students enrolled at the Centre.

- The facility is shown in the photo on the right. There were good reasons why the room was not being used at the time of the visit – a funeral was taking place for a member of the college staff. However, a challenge may exist for the college to find ways of ensuring that facilities such as this are used for more hours in the day than they are at present and by a greater number of students.

The Computer Studies Centre. The computers are used only for teaching the computer studies course. They are not connected to the internet.

- It may also be wished to take note of the lighting arrangements. Dim incandescent bulbs have been attached to neon lighting fittings. This is a practice throughout the college. The electricity supply is no longer powerful enough to run neon lighting. The photograph was taken using flash, which disguises the inadequacy of the lighting levels that have to be endured.

The campus at Kafanchan is in a state of almost complete desolation. It is difficult to see how the site can ever be properly reinvigorated without a complete rebuild.

Visit to Kafanchan Campus

Issues and Priorities Identified through Questionnaire Analysis

These are summarised in a separate report document.

Human Capacity Building Needs

There are two discrete dimensions of human capacity building needs that it is important to distinguish between: (i) the felt needs of individuals for their own personal, professional, development; (ii) and the human capacity building needs and priorities of the institution as a whole if it is to meet its development objectives (i.e. what planned activity areas have skill shortages that will need to be addressed).

The current document and questionnaire analysis referred to above has shed some light on perceived capacity building needs and priorities as felt by individuals. However, the college authorities are encouraged to reflect further as to whether or not these coincide with likely institutional needs for future human capacity or leave any additional "gaps" to be filled. The proposed exchange of information and experiences with Oro College, Kwara State will, it is hoped, be a useful further catalyst for such a process of further reflection. While ideally, it should be wished to meet and match both individual and institutional capacity building needs and priorities to the extent possible, institutional requirements ought to take precedence over personal preferences.

Additional Ideas and Perspectives Offered by the Consultants

Some additional thoughts and ideas that have occurred to the consultants during the process of the review are identified in this section. The College may wish to reflect on these further with a view to taking a position on their appropriateness (or otherwise) and their practicality.

- Using public/private finance to develop college facilities from hostels to shops, to sports facilities, etc (Possibly applicable to funding Scenarios 1, 2 and 3).

- Introducing a model school on campus (funding Scenario 3) or "adopting" the nearest local school as a "model school" (funding Scenario 1) for trying out new innovations and measuring impact, etc.

- Developing the school grounds to promote whole school grounds as learning environments: school garden, nature corner, low cost weather station, etc. (Funding Scenarios 1 and 2).

- Establishing a low-cost educational materials production unit, drawing on expertise of the Kwara State Educational Resource Centre. (Funding Scenario 2).

- The desirability of formulating an equity strategy for the College.

- Playing a teacher development and supervisory role in support of a "literacy and numeracy hour initiative" in primary schools, to raise educational standards, should the state and donor community be interested in an idea along these lines proposed separately by the consultants. (See **Annex 1**).

- Developing and delivering short, classroom practice focussed, in-service training programmes for teachers – which would possibly be an attractive proposition for donor funding. Possible modules include: classroom layouts and organisation; classroom diagnostic assessment; group

teaching approaches; development and use of low-cost teaching aids; delivering the primary school curriculum, including use of textbooks and prescribed materials; etc. These ideas were explored in the questionnaire survey referred to above. A separate document presents detailed findings. In summary, however, these ideas met with a largely positive response.

- Playing a role in the delivery of a cohesive modular approach to in-service training leading to an upgrade of formal qualifications. A possible model was developed as part of the review of Oro College in Kwara State that took place under the auspices of CUBE in 2008. This model is described in **Annex 2**, for information purposes. This is not something the college could lead on, however. It would need to be in response to clear policy direction and commitment, possibly formulated at the national level. The only caveat that the consultants would enter is that the Johnson report (referred to in **Annex 1**) warns that upgraded teacher qualifications do not necessarily transform into upgraded teacher competence in the classroom and a corresponding increase in student learning and educational quality. An important challenge would be to ensure that modules are well grounded in good classroom practice. However, this is exactly the kind of approach that the model described in **Annex 2** is trying to promote.

- During visits to KSCoE and other institutions within the State, the consultants were told teacher training institutions were soon to offer training in Early Childhood Education and it is evident that they all lack the wherewithal, personnel and facilities. It is essential that time be given so that colleges are fully prepared to begin work in this important area. Elsewhere in the world, home economics has become the hub for Early Childhood Education but this has proven to be unsuccessful because home economic staff do not have the requisite training or expertise to deal with very young learners. The consultants believe that one institution, perhaps KSCoE, should become the lead institution in Early Childhood Education, disseminating regular information to other colleges about their lessons learned. Once established, KSCoE could help other colleges with their Early Childhood Education Units.

- Playing a lead role in addressing problem areas in primary and JSS schools such as (i.) positive/negative factors related to the proposed increases in student:teacher ratios by 2015; (ii.) reasons for NCE and other graduates not going into teaching after training (are they being employed in private schools?); (iii.) as stated above what might be done to raise the standards of literacy/numeracy, English, Science and Maths in schools; (iv.) ways and means of improving primary to JSS transition rates; (v.) more favourable articulation from the NCE to BEd and attractive career paths for all teachers to retain them in the teaching profession; and, (vi.) why students are using the NCE as a 'backdoor entry' into further studies or other careers.

PRIORITIES FOR ACTION AND IMPLEMENTATION PLANNING

At this present stage it is not possible to make any guarantees or firm commitments about what additional resources/developmental support can be provided to the College, if any.

It is recommended, therefore, that three Scenarios are provisionally planned for:

SCENARIO 1: Action and Implementation Plans based on No Additional Support

SCENARIO 2: Additional Action and Implementation Plans that could be achieved if a modest amount of additional financial development support could be secured (i.e. in the region of £0.5 million to £3 million (Naira10,000,000 to Naira 600,000,000)

SCENARIO 3: Additional Action and Implementation Plans that could be achieved if a major amount of additional financial development support could be secured (upwards of £5 million and possibly up to £30 million if the whole campus and its facilities were to be fully re-built and re-developed, say with the support of public/private partnerships (Naira 1,000,000,000 to Naira 6,000,000,000)

A proposed template for an Action Planning Sheet for each of these three scenarios is presented below. It is hoped this can help the College to take its own thinking further forward, stimulated by the proposed exchange of information and experiences with Oro College, Kwara State and ESSPIN reactions to the technical report prepared by the consultants and proposals for a way forward.

"SCENARIO ONE": NO ADDITIONAL BUDGET FROM EXTERNAL SOURCES

Priority/ Rank:	Actions to be taken: *(Resources to be procured/refurbished; capacity to be built, etc)*	Time Scale: (Start) (End)	Responsible:	Cost:	Source(s) of Funding	Indicators to Measure Success/ Achievement
1						
2						
3						
Etc						

"SCENARIO TWO": BASED ON DEVELOPMENT SUPPORT OF £0.5 MILLION TO £3 MILLION OVER SEVEN YEARS (NAIRA10,000,000 TO NAIRA 600,000,000)

Priority/ Rank:	Actions to be taken: *(Resources to be procured/refurbished; capacity to be built, etc)*	Time Scale: (Start)　　(End)	Responsible:	Cost:	Source(s) of Funding	Indicators to Measure Success/ Achievement
1						
2						
3						
Etc						

"SCENARIO THREE": BASED ON DEVELOPMENTAL SUPPORT IN THE REGION OF £5 MILLION TO £30 MILLION OVER SEVEN YEARS, AND POSSIBLY INVOLVING PUBLIC/PRIVATE PARTNERSHIPS (NAIRA 1,000,000,000 TO NAIRA 6,000,000,000)

Priority/ Rank:	Actions to be taken: *(Resources to be procured/refurbished; capacity to be built, etc)*	Time Scale: (Start) (End)		Responsible:	Cost:	Source(s) of Funding	Indicators to Measure Success/ Achievement
1							
2							
3							
Etc							

OPTIONS FOR A WAY FORWARD, PRESENTED TO ESSPIN BY THE CONSULTANTS, AS DIRECTLY RELATING TO GIDAN WAYA COLLEGE

The consultants have no decision-making powers as to what the next steps may comprise as far as ESSPIN development support and future collaboration is concerned. The following, however, comprise the recommendations of the consultants to the ESSPIN project authorities, based on their interactions and as potentially affecting Gidan Waya College directly:

- Promotion of national and international institutional linkages, including expressly:

    a. An exchange of experiences to do with the reforms taking place at Oro College, Kwara State; (See below and ToR detailed as **Annex 3)**

    b. Identification of a European Educational Institution as a "twinning" partner (to be followed up by the British Council, Abuja and possibly UNESCO, Paris) ; and

    c. The possible identification/negotiation of access by the College to an "e-library" collection of a European educational institution (to be followed up by the British Council, Abuja).

- Technical assistance, including capacity building, to help the College to move further forward in developing a computer based college management information system.

- Capacity Building for College lecturers, relating to modern pedagogy, initially in the form of two rounds of training mapped out as follows:

    d. 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.

    e. 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's planned initiatives for literacy and numeracy hours.

- Efforts by the College 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 current document.

- The Sole of Administrator of the College announced his intention to convene a one-week retreat for college staff at the earliest opportunity. ESSPIN should explore possible participation in this activity, should it be welcomed by the College authorities.

- With regard to direct ESSPIN support to meeting the acute infrastructure problems this report has identified (dilapidated buildings, potable water, shortage of resources and equipment, etc.), the possibilities are understood to be very limited. However, it is also understood that some modest funding may be available to help address urgent sanitation issues. It is recommended that this possibility be explored further.

- ESSPIN project management is also strongly encouraged to disseminate, to other potential donors, the current document, in case such donors are themselves in a position to meet some of the infrastructure needs identified, and justified by the development case the document helps to make.

- The College is encouraged to make overtures to possible funding sources. Organisations and institutions that may be worth approaching, include: UNESCO, UNICEF, UNIFEM, UNDP, Save

the Children, CIDA, SIDA, DANIDA, USAID, AusAID, Islamic Development Bank, World Bank, International Institute for Capacity Building in Africa, …

Exchange of experiences between Oro and Gidan Waya Colleges

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:

Step 1: A small group of key senior staff (e.g. 5-10 persons) visit Oro College to view and discuss reforms and their impact. Suggested timing: June 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 Education Commissioner: to explain and understand how political support has been a key enabling condition. For this reason, it may also be appropriate to include senior government representation from Kaduna in the visiting team.

Step 2: A small group of "key change agents" from Oro 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 they would recommend that Gidan Waya might consider, what they would recommend that Gidan Waya might do differently (based on hindsight), etc. Suggested timing: June/July 2009, for the same reasons given above. The Gidan Waya staff who visited Oro as part of "Step 1" could also 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 that a visit to Oro College should precede the visit to Kaduna).

Steps 1 and 2 should be facilitated by international technical support. 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 as to what to observe and the kinds of questions to ask, and also helping Oro staff on what to show and highlight.

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. A key output should be further refinement of the plans that have started to take shape through this current document and the processes that have led to its production.

ANNEX A: Some Key Observations from Recent Relevant Reports on Teacher Education, Policy and Strategy and Reflections on their Possible Implications for College Development Planning at Gidan Waya and for State Policy in Kaduna

A first key observation to be made is that "Kwara has a larger percentage of qualified and trained teachers than Kaduna and Kano" (Issues of Teacher Policy and Management . . . 2008).

A second key observation is that in Kwara, according to a recent assessment of David Johnson, based on extensive testing of all primary and junior secondary school teachers in the state, only 7 out of over 19,125 teachers demonstrated a minimum "basic knowledge of number sufficient to teach the Nigerian Grade 4 primary mathematics syllabus; a basic level of literacy sufficient to teach the Nigerian Grade 4 English language syllabus; the ability to read a variety of simple factual texts and to use the information in lesson planning; and the ability to apply basic numeracy to classroom tests." In other words, the inference is made that a lack of such basic competencies constrains the ability to deliver the school curriculum. If this is the situation in Kwara, based on the first observation, the position in Kaduna is likely to be no better and possibly even worse.

Several options were posited by Johnson to deal with a situation of this kind. These are listed below in the following table and some additional comment is made against each option.

Sack the least competent teachers	Probably politically unacceptable and the likelihood is that teachers who are available to replace sacked teachers will be no more competent
Use the most competent teachers as mentors of others	Potentially a sound approach. However, as Johnson points out, the numbers are not viable. There are too few "competent" teachers to create a critical mass. Also, removing them from the classroom to perform other duties may make a bad situation even worse. Another consideration that the Johnson report does not explore is the age profile of the more competent teachers. If, for example, it turns out that these teachers are young and relatively inexperienced they would probably not have the "status" to be accepted as mentors of older teachers. Similarly, if it turned out that "untrained" teachers were more competent than "trained" teachers, this would possibly be equally problematic for being accepted as mentors.
Concentrate on raising standards in Junior Secondary Schools so that that candidates who	A good long-term strategy, but one that will not solve teacher quality problems in the short and

enter teaching have a better grounding in numeracy and literacy	medium term
"Raise the bar" so that only better qualified candidates are accepted into teaching	Developmentally desirable but, in the foreseeable future, unrealistic. To attract better candidates, salaries would need to be raised to unaffordable levels

The Johnson study also revealed that there was no observed correlation between teacher competency and level of "trained" status. This implies that continuing to train more teachers in the conventional way will not address the problem of educational quality in the classroom.

A possible radical option for addressing teacher quality and performance issues does exist that recent reports tend to have overlooked, though the Johnson report alludes to this almost as an aside.

There have been a number of proven initiatives world-wide which demonstrate that individuals with even the most basic levels of functional numeracy and literacy can be turned into effective educators. Johnson himself makes reference to: "examples in the developing world of the successful adoption of 'interactive radio instruction' in the teaching of mathematics (Bolivia, Guatemala, Guyana, El Salvador, Thailand and Nicaragua) and languages (Zambia, Kenya, Lesotho, South Africa). Children are taught in the main through the medium of radio (increasingly the use of pre-recorded discs) and the role of the teacher is to ensure the participation of children, and to direct games and exercises as directed by the teaching on disc. Despite the very low levels of teacher knowledge in classrooms in which IRI is practised (mainly hard-to-reach schools), there are numerous studies that demonstrate the learning gains made by children when compared to non treatment groups. It may prove useful for Nigeria to think along these lines."

One of the other most famous world examples is the approach of BRAC and other NGOs in Bangladesh and the successful use of para-professional teachers. The BRAC experience points to the conclusions that para-professionals can be used very successfully up to about Grade 4 levels and then subject knowledge increasingly becomes a major constraint on further classroom effectiveness.

The intention is not to argue here that para-professionals should be used in Nigeria (though this is perhaps an interesting possibility), but to consider what are the essential "ingredients" that allow para-professionals to function successfully as educators. It is generally accepted that there are two key such elements: extremely strong, almost "teacher proof" student learning materials; and strong management supervision and support. In respect of the former, teachers are taught how to introduce the learning materials well and that is the main thrust of their training, not more advanced concepts such as educational pedagogy or the development of subject knowledge.

A possible way forward for raising standards in primary schools in Kaduna State in particular, and Nigeria more generally, is to introduce a major focus or drive on literacy and numeracy.

This could perhaps be along the lines of a daily intensive "literacy hour" and "numeracy hour" inspired by a similar recent initiative in England and Wales for example.

The single most important determinant of the success or failure of any such initiative, however, would be the development of extremely prescriptive quality materials that feed the teachers step-by-step with classroom activities and instructions for each literacy and numeracy hour session. Programme and materials development of this kind is likely to require international technical support and would probably need to be funded by a donor such as DFID and a project such as ESSPIN. A starting point should be the identification and review of existing basic literacy and numeracy materials that have been used successfully with lowly-qualified teachers elsewhere in the world, rather than the wholesale "reinvention of the wheel". Good materials already exist and some of the UK literacy and numeracy hour materials might themselves also be useable with only little modification. Consideration might also be given to the supplementary use of audio visual materials produced by institutions such as the BBC's education wing and the Children's Television Workshop (famous for "Sesame Street"), adapted as appropriate and/or through the development of "wrap-around" materials.

If this path was followed, there would potentially be an extremely important role to play for institutions such as GWTC in training teachers how to use the literacy and numeracy hour materials well. However, the likely need to include a trainer of trainer initiative should not be overlooked. An additional role for colleges of education, such as GWTC, might involve the supervision of the literacy and numeracy initiative.

Related to such a possible approach is an important point to be made about the acceptability and palatability of addressing problems of teacher competence. As Johnson pointed out in respect of his testing approach: it was judged too insulting to teachers and somewhat unethical to give them a test designed for primary school students. Johnson's solution was to devise a test that was based on a simulation of marking students' work. This assessed the competence of teachers as something of a "hidden agenda". Similarly, it will probably be too insulting and too de-motivating to teachers to address "head on" their lack of competence in basic numeracy and literacy. However, well designed numeracy and literacy materials primarily intended for students can also be used to raise the subject knowledge of teachers. Teachers, by learning very prescriptively what they need to put across to students, will themselves almost inevitably raise their own levels of subject knowledge where this is lacking – but in a way that is not demeaning as it will be hidden.

If such an approach were to be attempted, it is strongly recommended that it is formulated in such a way that incontrovertible evidence can emerge as to whether it works (i.e. is cost effective) or not. One way to do this would be to have two cohorts for which a baseline is established for each. One cohort should be exposed to a literacy and numeracy hour approach (supported with relevant materials and teacher training in the use of the materials). The second cohort should continue to be taught in the normal way. Comparing increases in levels of student achievement, one year, two years and three years later, etc., will yield vital evidence that would determine whether or not this is an approach that is

worth scaling up nationally. An additional important "spin off" of such an approach is that it would help to build a "lessons learning culture" and can also be used to build capacity in action research and impact assessment. Impact assessment might also possibly be a role that colleges of education such as GWTC could be involved in.

Two possible ways to achieve two cohorts (i.e. one cohort receiving the benefits of any special initiative and another as a "control group") might be as follows:

	Impact Group:	Control Group:
Option 1:	Kaduna State	Kwara State
Option 2:	50% of LGEAs in Kwara + 50% of LGEAs in Kaduna	50% of LGEAs in Kwara + 50% of LGEAs in Kaduna

ANNEX B: Proposals for the Development of an In-service Training Qualification Structure

[ABSTRACTED FROM: KUIPER, JAAP & THOMAS, HAROLD (2008) REVIEW OF KWARA COLLEGE OF EDUCATION, ORO]

In order to see what kind of qualification could be designed and how it would fit within the overall landscape of Teacher Education a brief overview is useful. The table below provides a schematic representation of the various qualifications available in the field of (Teacher) Education in Nigeria.

Table: Qualifications in (Teacher) Education Field

	UNIVERSITY		COLLEGE	
Year 8	PHD			
Year 7	PHD			
Year 6				
Year 5	M.ED			
Year 4		PGDE / PGCE	POSSIBLE UPGRADING QUALIFICATION?	
Year 3	B.ED. B.A. (ED) B.SC. (ED) (3 and 4 year programmes)	Other Certificate and Diploma courses	NCE	POSSIBLE UPGRADING QUALIFICATION?
Year 2				GRADE II Teacher Certificate (not offered any longer)
Year 1				
Year 0			PRE-NCE REMEDIAL PROGRAMME	

It seems that both holders of the Grade II Teacher Certificate as well as those holding NCE would make up the target population. It might be necessary to have somewhat different qualifications for each group. The study on teachers' present level of knowledge and skills that is being carried out should also provide useful information as to what areas of professional practice would need to be addressed. This information would then enable the design of one or two formal upgrading qualifications. These qualifications would most usefully be offered as 2-year part-time programmes. This would enable the College to use the existing staff in their holidays, and enable teachers to attend without being taken out of their school. A further study needs to be done to determine what number of teachers would be admitted every year/every two years. Moreover, a government funding package would need to be considered to provide the College with the required tuition fees.

As for the re-designed implementation of the NCE programme at the College, the in-service upgrading qualification should follow the following principles:

- Output Driven: creating high-quality professionals

- Based on a set of Professional Teacher Competencies

- Part-time offering over 2 years

- Focused on both (identified areas of) content knowledge as well as professional pedagogical skills

- Assessment grounded in teachers' professional practice

- Funded through state government grant in lieu of tuition fees

- Level of intake that does not disturb education at schools

The Upgrading Qualification could have the following structure:

The aim of the Teacher upgrading qualification is to provide training that will develop teachers' effective and professional practice in the classroom, thus aiming at better learning results for all learners. There should be three variants of the programme in order to ensure that a proper focus of professional practice is attained.

Table: Structure of Upgrading Qualification

Competencies to be achieved:	P1-3	P4-6	JSS 1-3
Subject Specialist	Focus on identified core areas of primary curriculum at this level :	Focus on identified core areas of primary curriculum at this level :	Focus on identified core areas of JSS curriculum at this level :
Learning Programme Designer			
Learning Mediator	English Studies	English Studies	English Studies

Assessment Specialist	Mathematics Basic Science and Technology Local Language	Mathematics Basic Science and Technology Local Language	Mathematics Science and Technology Social Studies Civic Education Agriculture Local Language Etc.
Manager and Administrator			
Student Counsellor			
Reflective Professional			

ANNEX C: ToR for Oro College and Kaduna College cooperation and collaboration

Tasks

In collaboration with State authorities and together with senior management staff in all relevant institutions:

Beginning of Assignment:

3. Arrange a visit to Kwara State College of Education by key staff and stakeholders from Kaduna State College of Education to see firsthand recent developments, in both academe and administration following interventions, workshops and training sessions by ESSPIN consultants. The purpose of the visit is to see if it is viable to piggyback on developments at Kwara, wherever applicable, and to take note of their lessons learned.

Focus on Oro College of Education and Kaduna College of Education:

2. The international consultant will examine the senior management structures of Oro College, looking at (i.) the new roles and functions of management staff; (ii.) the organisational structure, management systems and reporting procedures; and (iii.) recruitment procedures for new students. Notes will be taken about developments and improved practices since the ESSPIN intervention.

3. Similar observations will be made by the international consultant about changes that taken place following ESSPIN's intervention into (iv.) ways of presenting participatory and interactive lectures; (v.) means by which lecturers can further direct the learning of students; (vi.) testing, assessment and examination processes which are valid, reliable and practical; and (vii.) tune into discussions about career paths for teachers.

4. The international consultant will meet with key staff administration staff and stakeholders of Kaduna College and inform them about improvements at Oro College following the ESSPIN intervention, suggesting that some or all of the ESSPIN interventions might be adopted or adapted by their College. Inform them of a planned visit to Oro College by a small group of key persons.

5. The international consultant will undertake a similar process with senior academics from Kaduna College who will travel to Oro College to witness changes in the approach to (i.)

the recruitment of new NCE students; (ii) the presentation, content and methodology of lectures; and (iii.) ways by which learning is assessed and recorded by lecturers. Kaduna College staff will also be informed about other innovations that are being discussed or planned for Oro College.

6.   To make the visit to Oro College effective, the international consultant will design and develop a booklet of worksheets for the Kaduna College staff to record their observations. These worksheets will be used when the Kaduna staff return to their College and inform colleagues of developments at Oro College.

7.   Whilst in Kwara State, Kaduna College staff will be taken to the Innovative Materials Centre to examine the range of audio-visual materials that might be used to enhance teaching and learning at Kaduna State College.

8.   On returning to Kaduna College, administration and academic will convene meetings of colleagues to inform them of their observations at Oro College. After two to three weeks, Kaduna College will advise the international consultant about (i.) those observations they wish to adopt or adapt from Oro College; (ii.) whether they wish to piggyback on earlier and ongoing developments at Oro College through networking and closer liaison; or (iii.) that they would like to work alone.

End of Assignment:

9.   The international consultant will hold a feed-back workshop of key, senior staff of Oro and Kaduna Colleges to discuss whether or not Kaduna College is willing and able to adopt or adapt ESSPIN's interventions at administration and academic levels at Oro College. If the decision is that Kaduna College will collaborate with Oro College, meetings will need to be held to plan further networking.

Outputs

10. An Activities report detailing whether or not Kaduna College wanted to work cooperative and collaboratively with Oro College, piggybacking on their innovations and developments to date. If the decision is to proceed with the liaison, further meetings will need to be held to agree on (i.) the areas of cooperation; (ii.) the division of labour; and, (iii.) logistics, costs, support and further meetings.

Institutional arrangements

The consultant will report professionally to the Kaduna State Team Leader, Stephen Bradley, and whenever necessary to the Provost of Kaduna State College of Education at Gidan Waya. The final report will be submitted and presented at the end of the assignment to ESSPIN and to the Kaduna and Kwara State Ministries of Education through the State Team Leaders. The consultant will be required to spend substantial working time at Oro and Gidan Waya Colleges.

Competencies required

Qualifications/experience/knowledge

17. A post-graduate degree from an internationally recognized university and considerable experience in modernising teacher training institutions in emerging countries

18. Demonstrated capacity to advise senior politicians and senior teams in education institutions

19. A track record of effective reporting to clients and beneficiaries.

Abilities

16. Work strategically and facilitate, influence and plan initiatives effectively and creatively, taking into account implications and formulating appropriate solutions

17. Work flexibly with energy and initiative with a range of stakeholders and demonstrate co-operative behaviour.

18. Communicate and present ideas effectively and respond appropriately to concerns of key stakeholders.

19. Proven fluency in English language, written and spok

Annex 6: List of Persons Met

April 6 2009

Ashaya Dary Akau	Provost, Kaduna State College of Education (KSCoE)
Solomon Kogi	Deputy Provost, KSCoE
Hasan A Agya	Registrar, KSCoE

April 7 2009

Abraham Bonat	Chief, Accounts Department, KSCoE
John D Tukurah	Principal Registrar, KSCoE
3rd and 4th Year Students	KSCoE
Academic Staff	KSCoE

April 8 2009

Swani B Gandu	Head, Student Affairs, KSCoE
Fr Basil Akut	Counsellor, Student Affairs, KSCoE
John D Tukurah	Principal Registrar, KSCoE
Solomon J Kazzah	Head, ICT, KSCoE
Richard Monuhe	VSO, ICT, KSCoE

April 9 2009

Mrs F H Makama	Head, Library, KSCoE
Daniel Kwasu	Chief Library Officer, KSCoE
Yockson Inuwa Gajere	Head, Computer Science, KSCoE

April 14 2009

DMI Maccido	Provost, Federal College of Education (FCoE), Zaria
O Omoniwa	Deputy Provost FCoE, Zaria
Mal Ahiya Galadims	Academic Secretary, FCoE, Zaria
Balarabe Suleiman	Head, Consultancy Unit FCoE, Zaria
J A Gwani	Dean, Education Faculty, Ahmadu Bello University, Zaria
Aminu Ladan Sharewa	Director General, NTI, Kaduna
Idris Sule Mbaye	Deputy Director, Field Operations NTI, Kaduna
D O Yaya	PRS, NTI, Kaduna
Ibrahim Hamidu	Assist Director, NTI, Kaduna
Muhammad S Abdullah	Chief Protocol and Public Relations, NTI Kaduna
Ahmad Abdulrahman	Personal Assistant to DG, NTI, Kaduna
Ashia Ibrahim	ACEO FOSS, NTI, Kaduna

April 15 2009

Ishaya B Yayock	Student Services, KSCoE (Kafanchan Campus)
Raymond Gambo Dambo	Dean, Education Faculty, KSCoE

May 12 2009

Hasan A Agya   Registrar, KSCoE

May 13 2009

Dr Alex A Maiyanga   NCCE, Abuja

Muhammad Sani Aliyu   NCCE, Abuja

May 14 2009

Provost, Registrar and

Deans of Schools   KSCoE

Dr Eze Thaddeus   Medical Clinic, KSCoE

May 18 2009

Kemi Ndieli   UNIFEM, Abuja

Sharon Oladiji   UNICEF, Abuja

Akuabia Okoye   Local NGO, Abuja

May 19 2009

Ms Hajiya Nifisat N Babajo   Permanent Secretary, State MoE, Kaduna

Ismaila S Makarfi   Chief, Research, Planning and Statistics, State MoE, Kaduna

Haruna Abdullahi Makarfi   Retired Senior Official, State MoE, Kaduna

Bako Danjuma Sampson   Teacher Registration Council of Nigeria, Kaduna

Professor E M Abdulrahman   Vice Chancellor, Kaduna State University

Annex 7: Select List of Documents Consulted

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                       July 2008   Issues of Teacher Policy and Management: A case
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                       May 2002   *Nigeria to Embark on Retraining of College Teachers*
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