

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

Input Visit Report

**An Assessment of Teacher Education in Jigawa State:
Task Specialists Visit 1**

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KN 301	Education Institutional Development: Teacher Education Strategy, Kano State, Task Specialists Visit 1
KW 301	An Assessment of the Development needs of Teachers in Nigeria – Kwara State Case Study
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Acronyms & Abbreviations

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

Abstract

1. This report provides an institutional analysis of the Teacher Education provision at the Jigawa State College of Education. It reviews, with recommendations, the institutional structures and systems of the College to deliver and manage teacher education programmes, including recruitment, curriculum delivery, practice teaching and the professional and pastoral support offered. It is set in the wider context of current national reform proposals (see Annex 4) and the key priorities of Jigawa State (see Annex 5) for the development of a cadre of excellent teachers for its basic education schools.

Executive Summary

2. Firstly, a caveat, as the time we spent in Jigawa State looking at teacher education coincided with a delayed beginning to the semester of the Jigawa State College of Education (JSCOE) and the closure of the local schools for vacation, the evidence base for some of our findings is not as full as we would have wished.
3. Our major findings are:
 - a) There is a serious policy gap at the State level which leaves the College of Education as the only institution offering the National Certificate of Education (NCE) which is not only the required qualification for teaching in all levels of schools, but also the entry qualification for many other destinations. The result is a confusion of purpose for the college, which results in it failing in what we take to be its main mission, namely to generate large numbers of well qualified teachers to enhance the quality of teaching in the basic schools of the State. Without resolution of this dilemma, we cannot see how things can improve.
 - b) At the college level, there is no vision/mission statement and no strategic plan. Management is minimalist, with poor communication channels and inadequate record keeping, particularly in tracking and documenting student progress.
 - c) The immediate result is that students enter the college with little motivation towards teaching in basic education schools as a career. The NCCE's curriculum focus on secondary, the emphasis on education theory over practical acquisition of teaching skills, and the didactic college teaching methods do little to address this issue, resulting in students being poorly prepared for teaching of the key skills of numeracy, reading and writing for learning in all subjects throughout basic education. (see Annex 1) Hence, the numbers who enter lower/middle basic schools on graduation are very small indeed. The internal efficiency of the college is very low, with around 50% of entrants finally graduating, some of whom spend five years in College.
 - d) Both in staffing and the student body, the representation of females is very weak and more affirmative action opportunities should be seized upon.
 - e) The dilapidated infrastructure of the teaching rooms is depressing, with none of the positive messages about attractive learning spaces that would allow modelling

of best practice by students. We were made aware of the serious overcrowding in most of the hostels.

- f) Electricity, equipment and consumable resources are in short supply, particularly curriculum documents, basic education textbooks and materials for practical work and experiments which fragment the students' programmes.
- g) Staff with recent training and experience in contemporary basic education practice, particularly in literacy and numeracy development at the lower basic level, are lacking and without systematised professional development opportunities for staff and students there is no means for upgrading of professional knowledge and skills. This situation is exacerbated because school experience is limited to a fairly unsupported teaching practice in the third year, affording no possibility for students to inquire about how children learn and how teachers teach and manage the curriculum, by observation and interaction with single and small groups of children in grade classes at the basic education level. (see Annex 2)
- h) The college has no significant links with the schools which should be its constituency. Nor, oddly, does it interact with the State SUBEB, so that there is no planning related to teacher supply and demand. (see Annex 3)

Purpose of the Consultancy

- 4. The consultancy has been divided into two visits. The purpose of the initial visit was to undertake an institutional analysis of the Teacher Education structures within Jigawa State with a particular focus on Jigawa State College of Education in Gumel and make recommendations that could contribute towards the development of a) an overall teacher education strategy for Jigawa State and b) a specific strategic plan for the College of Education planned for the second visit.

Achievement of the Terms of Reference

TOR Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
Review institutional & financial structures, programmes and policy & planning processes in Jigawa state	Reviews completed through: a) State Quality Committee b) small senior management team at JSCOE c) FGIs with JSCOE staff and students d) LGEA Gumel e) basic education teachers and Head teachers from LGEA Gumel	Agreement to discuss this Report with the Commissioner, the JSCOE senior management, the State Quality Committee and outline a plan to collaborate in the development of a Strategic Plan for state-wide teacher education for JSCOE. Proposal to hold a workshop at a neutral venue outside Dutse for the above activity to facilitate completion. Time proposed toward the end of June 09
Review the College departmental structure and management structure, including ICT& make recommendations for improvements		
Review the delivery of the NCE curriculum with a specific focus on the preparation of teachers to teach literacy and numeracy		
Review the policies and systems for supervision, practice teaching, recruitment & make recommendations for improved quality		
Hold meetings to discuss preliminary findings	Preliminary feedback meeting with a) State Quality Committee (5 members including JSCOE) and b) Hon Commissioner for Education and the PS for Education	

Background

5. Although Nigeria is a resource rich economy with an abundance of high quality oil, more than 50% of the country lives in poverty, particularly in the more rural states in the northern region, and Jigawa, created from the least developed land of Kano State in 1991, represents one such state. It is situated in the north with Kano and Katsina to the west, Bauchi State to the east and Yobe State to the north-east. Jigawa shares an international border in the north with the Republic of Niger with cross-border trading activities via a Free-Trade Zone. Jigawa has an area of approximately 22,410 square kilometres; 90% is rural, characterized by undulating Sahel savannah with sand dunes of various sizes. There are four main rivers with tributaries that feed the wetlands in north-east. Over 80% of the 4.35 million people engage in subsistence farming and animal husbandry. Other informal sector activities include blacksmithing, leather-works, tailoring and small-scale industries in the areas of food processing and agro-allied activities. The state has 27 local government areas and five semi-urban towns, of which Dutse is the capital.
6. Life expectancy in Jigawa state is about 52 years with a total fertility rate of about 6.2 children per woman of childbearing age (slightly higher than the national average). The almost equal gender distribution is the same across the State and between urban and rural areas. In terms of age distribution, the CWIQ Survey (2002), indicates that 45.2% of the population are below the age of 15; 49.0% between the ages of 15 and 59 with only 5.8% were people aged 60 and above. The survey revealed a dependency ratio of almost 1:1 with an average household size of 6.7 almost all of which were headed by males, 60% of whom were self-employed in farming activities. Just over 60% of these households were monogamous families. Although females contribute to the households through working in the home or fields, they are largely excluded from decision making with about 81% of male heads of household taking decisions alone on health, education, clothing and food matters; 3% consulted spouses but no female was reported to take such decisions alone. The overall adult literacy rate (2002) was about 37% (22% female and 51% male), much below the national average.
7. *The Central Bank of Nigeria (CBN) Report (2006)* ranked the state as having the highest severity of poverty in the country, with 90% of its people living below the poverty line. Poverty, linked to its extreme rurality, represents major challenges to all sectors of the state. The Jigawa State Economic Empowerment and Development Strategy (J-SEEDS) 2004 identifies education as the main building block for the state's socio-economic development.

8. Both the CWIQ Survey (2002) and the USAID Northern Assessment (2003) identified the poverty, rurality, low literacy rates and levels of education per household, particularly for females, together with the limited influence of females in decision-making as factors to address when improving the quality of education. The latter also highlighted the low value attached to western education (boko) because of “its association with moral decay and the corruption of traditional/ religious values”.
9. In terms of infrastructure, there are 1,826 primary schools and 335 junior secondary schools of which 1,788 and 326 respectively are public, while 100 of the 104 senior secondary schools are public. There is a shortage of classrooms and a large backlog of structural repairs required at all levels. The Draft Jigawa State Education Sector Plan (2008) indicates a shortage of qualified teachers, particularly females. At the pre-primary level of the public schools, 125 teachers are qualified and 91 unqualified (72%); of the 14,579 primary school teachers employed by the state, 11,629 are **not** qualified at the minimum NCE level (80%). Only 10% of **all** primary schools teachers are female while in the junior secondary schools, female teachers constitute 5% of the teaching staff, and 8% of the teachers in senior secondary. These data are important for training adequate numbers of lower and middle basic education teachers where solid foundations of language, literacy and numeracy need to be laid to ensure children’s learning and because these classes are traditionally the domains of female teachers.
10. Although access to primary education has increased to 70%, mainly in response to the UNICEF Girls’ Education Programme (GEP), enrolment at primary level is still just under 30% with a 10% gender gap in favour of boys and only 25% for secondary education with the same gender gap of 8%. Primary GER is around 54% for secular schools and 94% when these schools are combined with nomadic and Islamiyya schools; this combined primary GER is still slightly lower than the SSA average. JSS GER is less than 20%, much lower than both the Nigerian and SSA averages. Low enrolment is a feature of Jigawa State and strongly linked to poverty indices: a quarter of the 20% poorest households enrol in primary schools while three quarters of the richest 20% are enrolled. (Jigawa SESP Nov 2008)
11. Gender differential is responsible for some of the low efficiency in the basic education system. The female student GER decreases from 50.7% to 12.4% at JSS; a disparity that is greater in rural areas. Although more girls than boys enrol in Islamiyya primary schools, the gender percentage drop out is similar to secular schools at transition to junior secondary.
12. Pre-primary education is nascent; challenges ahead are enormous for achieving universal primary education, let alone universal basic education. 15% of those who

enrol in Grade 1 drop out before they complete Grade 6. The low internal efficiency means that 16% of all resources allocated to primary education are wasted. Figures from the combined primary schools show that only 60% transfer from primary to JSS and of that figure more are boys than girls. This differential is even greater at the transition to senior secondary level. These data indicate more research is needed, not only to ascertain the reasons for high drop-out, but also to seek acceptable solutions. For example how to offset the explicit and implicit costs of secondary education which are considered to be a major factor.

13. Physical infrastructure, facilities and resources are inadequate. For example, at the pre-primary and primary levels, 2,575 classrooms are non-functional and an additional 3,559 are required. The textbook policy is that every primary school student should have exclusive use of the four core textbooks for mathematics, English, science and social studies i.e. a textbook/student ratio of 4 to 1. However, the ratio in primary schools is 0.28:1 which means that only 7 percent of the prescribed core textbooks are available. The student-textbook ratio in junior secondary schools is worse at 0.2:1, a situation that seriously hampers the development of adequate language and literacy skills. The extent and availability of Hausa materials for teaching initial literacy skills in schools or College is unclear but it is clear that without materials to read, students cannot become literate and begin to learn independently of the teacher.
14. There is a perceived 'overload' of subjects in the basic education curricula, (see table below) a high value attached to theoretical knowledge, assessed through paper and pencil examinations, over practical knowledge and skills that can be assessed through demonstration which given the situation outlined above results in low performance and student learning achievement which together demotivate teachers, managers and students and is reported to increase levels of teacher absenteeism and student drop out. Thus there is a large gap between the intended basic education curriculum and what the pupils actually learn.

Basic Education	Core subjects	No of electives	Total
Lower basic (Primary 1-3)	10	3	13
Middle basic (Primary 4-6)	11	3	14
Upper basic (JSS 1-3)	12	4	16

Source: State MOEST

15. Various Nigerian and other educators, Ajibola M (2008) Ayo C. and A. A. Adebisi (2008); Bolaji S (2007); Dunkin, R (2002) Bailey T (2002), have articulated the need for both basic education and NCE curriculum changes to: a) increase relevance to life and so reactivate every student's interest in learning b) introduce a range of methodologies to engage the learners, including self discovery, problem-solving and opportunities for creativity; c) balance theoretical knowledge and paper certification

with the demonstration of practical knowledge and skills d) raise awareness of training needs, not only for all basic education teachers and managers through pre-service and in-service programmes, but also for all COE lecturers, instructors and managers.

16. There are 7 tertiary institutions in Jigawa State but none has the status to award degrees. The Jigawa State College of Education (JSCOEC), is mandated to train required numbers of teachers to a minimum standard, through the National Certificate of Education (NCE), for teaching in the state's public schools. The NCE was originally designed as a pre-service programme for subject teachers who would teach in secondary schools and although the National Commission for Colleges of Education (NCCE) included a Primary Education Studies (PES) component to cover primary school topics when the NCE was declared to be the minimum qualification for teaching in any school in Nigeria, no other curriculum changes were made to integrate the programme, no staff development was provided to support the introduction of the PES programme particularly in terms of implementation of the National language policy and criteria for recruiting staff was not amended to meet the changing needs of the curriculum. Consequently, delivery and the emphasis on theoretical knowledge with written examinations were unchanged. School experiences remained deferred to one 12-week block in the final third year.
17. Many COE staff are secondary school teachers trained as subject specialists for the secondary school curriculum with consequently limited *current* experience of teaching in primary schools or pedagogical skills for preparing students to become effective grade teachers in Jigawa's primary schools, particularly in terms of language and literacy development across the curriculum and throughout the basic education cycle or in providing them with coping strategies to meet the challenges of the different school environments they may work in on graduation. There is no systematic induction for new college lecturers who have limited *current* primary classroom experience on entry and few opportunities for the staff to develop/upgrade their professional knowledge and skills to develop this expertise.
18. There is, therefore, a gap between what an effective basic education teacher should know and be able to do as laid out in the revised schools basic education curricula, the National Strategy for Teacher Quality and Development (2007) & the Language, Literacy and Learning in Primary Schools (Adekola 2007), the NCE curriculum/programme and student achievement. A gap that is further highlighted by the findings from Adeyanju's survey of teachers' and head teachers' (2005) language and literacy competences after training. Only 30% of the respondents considered the NCE curriculum satisfactorily prepares teachers to teach in primary schools in terms of subject knowledge and pedagogical skills for language development, acquisition of

literacy, and the development of languages and literacy as learning tools across the curriculum. Full oral and literate competence in Hausa and English and the ability to train students to teach the languages and through the languages is vital if students are to become effective basic education teachers.

19. NCE curriculum renewal was recently recognised by *the Hon Executive Secretary of the National Commission for Colleges of Education (NCE), Prof. Muhammad Junaid:*

"The initial conception of the NCE was to train teachers for secondary schools, with secondary school curriculum as the guide. But today, the NCE qualification is the least for teaching appointment in Nigeria. Therefore, the curriculum too should change." the colleges of education need a total reform. We have also observed that out of the three years' training duration, at our colleges of education, we have only 12 weeks for practical teaching. There is a need to strike a balance between theory and practical, because the time allotted for practical is too small. We need to redraft the teaching practice manual too."

(Source: *The Guardian April 29th 2009*) (see Annex 4 for full article)

20. In Jigawa State, the Government is showing strong political commitment to implement its education policy through the 10-year Education Sector Plan to empower people through improved and non-discriminatory access to *quality education* to be productive members of society and contribute positively to social transformation. The teaching profession is highly valued in Jigawa State and numerous strategies, including new policies, have been, or are about to be initiated to meet the education challenges. For example teachers in Jigawa State earn 80% more than counterparts elsewhere; the local Islamiyya schools will be systematically integrated with the formal educational system to improve access to education as well as enhance community participation¹. Two separate bodies will be in charge of basic education and higher education. The former will constitute primary and junior secondary education, plus vocational education and mass literacy. There will be an emphasis on quality teacher training for both basic and higher education with a focus on the provision of adequate & appropriate instructional materials together with the rehabilitation of educational infrastructures.
21. On April 12th 2009, Jigawa State's Commissioner for Education, Professor Ruqayyah Ahmad Rufa'i, outlined substantial specific expenditure for primary and secondary education so that 'Education For All' (EFA) - one of the Millennium Development Goals - can be achieved by 2015. Millions of Naira was also committed to JSCOE for

¹It will be difficult to fully incorporate these schools as the Mallams who teach in these schools only read and write in Arabic.

upgrading and re-training of teachers. (Source: The Guardian) (See Annex 5 for full article)

22. It is against this broad backdrop that this consultancy visit was undertaken and against which the report should be read. The purpose of the visit was four-fold:
- to understand how JSCOE prepares student teachers, via the NCE programme,
 - to teach in state primary and junior secondary schools (*basic education*), that is, an examination of the structure, systems and processes through which JSCOE provides the state with teachers that have the requisite knowledge and practical skills to enable all children, including those with special needs, to attain the knowledge, skills values & attitudes outlined in the Basic Education Curricula;
 - to understand how effective and efficient this preparation is according to the different providers and consumers; to understand the challenges and identify measures to overcome them;
 - to propose options to improve the quality of teaching and learning of basic education programmes at Jigawa State COE
23. The methodology for this report was varied including a) reading of relevant documents, including curricula, papers and recent surveys that were filtered for understanding through relevant and appropriate local resource persons b) face to face dialogue in focus group interviews (FGIs), and one to one discussions, c) free and guided observations of infrastructure, teaching and learning activities.
24. All research has limitations and this report was limited by: a) the short time frame (April 15- 28th 2009); b) JSCOE was not in full session during this time; c) primary and junior secondary schools were on holiday and so no school classes were available for observation nor students for FGIs. If these restrictions made it difficult to validate data with individuals, it is stated or the data are omitted.
25. The report is organised in four sections: 1) the background, 2) the policy environment, 3) the institution in terms of management structures, systems, processes; populations, courses, records etc 4) the education, training and development of its students and 5) the next steps

The Policy Environment

26. Jigawa State has a number of tertiary level institutions which prepare professionals in various areas – Nursing, Agriculture, Health Technology, Business & Management Studies, etc. – but not to degree level. All of these institutes come under the Secretary for Tertiary Institutes of MOEST. Unusually, there is no State university. There is,

clearly, the potential to create such an institution with a multi-campus structure at some future time, and community pressure to that end is understandable and appropriate.

27. Gumel College of Education is unusual among these tertiary institutions in offering a single qualification, the NCE, which can be used by its holders to follow a number of career routes. These include, in no particular order:
 - Entry to university-level institutions in other states
 - Jobs which relate directly or indirectly to the specialisation followed in the three-year NCE course, such as Computing, Business Studies, etc
 - Teaching in Senior Secondary Schools
 - Teaching in Basic Education Schools
28. NCE holders in Jigawa State vote with their feet, so that both during their course at Gumel COE and in their choices after graduation, only a very few opt for the fourth of the above routes. This should not be surprising, given the very low status and wage of the basic school teacher, particularly in the lower and middle basic levels. If, however, the Federal level decision to equalise basic and SSS teachers' salaries is implemented, then this prioritisation may change.
29. Rather unusually, the college does not engage with SUBEB in the placement of its NCE graduates in basic schools in the state. In many countries, there is a 'matching' process between the college graduate output lists and the documented needs of the schools at the beginning of the next school year. Jigawa SUBEB will shortly have a computerised data base which will facilitate such interactions, but the college is some way away from knowing the career intentions and destinations of its graduates. Further down the line, SUBEB will be able to project its teacher needs forward, so that a balanced recruitment policy for the college can reflect the likely availability of teaching posts.
30. This combination of factors leads to an unusual dilemma for the college of education. Its most clear purpose is the preparation of substantial numbers of basic school teachers (possibly with smaller numbers of SSS teachers as a short-term measure to cover shortage subjects), **but** pressures for it to retain a generalist stance in relation to graduate destinations appear to be supported, even promoted, by a range of interests – college teaching staff, community demands for university access, and the students themselves.
31. As we document below, the key consequence is that the college of education appears to take a very cautious approach to the preparation of teachers, eschewing best international practice in relation to absolutely key issues like:

- Ensuring that every NCE graduate is well prepared to help school students at the basic education level to achieve initial literacy and numeracy as the key foundation to all future studies and
- Ensuring that both in relation to its teaching of Educational Theory and Subject Methodology courses, the college maintains very strong links with best practice in basic schools today, and devises approaches which immerse its students in those practices (and schools).

Findings and Issues Arising

Teacher Training Institutes

32. There is a single teacher training institution in the State – Gumel College of Education (hereafter referred to as COE). Its governance is conducted through a Governing Council, appointed by the State Governor. The Provost of the COE is a co-opted member.
33. The COE is funded through a component of the budget vote of the MOEST. This covers all aspects of staffing costs, infrastructure maintenance, teaching and learning materials (including IT provision) and other recurrent items. Conventional entry students are funded by stipends/scholarships direct from the MOEST. For 2008/9, the level of this stipend is N9000 per semester or N18000 per year. Teachers who are now brought to the college for upgrading to NCE level are paid their normal salaries during their three-year residential experience.
34. The budget distribution for the latest years for which we have figures (2006) is given below.

Table 1:

Item	Amount (N)
Recurrent Expenditure	
1. Teachers wages	1,911,000
2. Other staff costs	
- Senior	1,917,000
- Junior	800,000
3. Teaching/Learning Materials*	

- Textbooks	600
- Teachers Guides	400
4. Other running costs:	
- Staff development	5%
- School feeding (per pupil)**	15,000
- Other support (per student)***	120,000
Construction & Refurbishment	
1. New classroom construction****	4,360,000
2. New equipment	468,000
3. Renovation	200,000

Comments and queries:

35. If this figure represents the total investment in teaching/learning material resources for the whole college, it is quite inadequate

** We are unable to ascertain whether this figure refers to the college students or to the Demonstration pupils

*** We need to understand how this figure is reconciled with the much lower figures for student stipends (only N18, 000 per annum in 2008-9)

**** We need to understand which new classroom construction took place under this budget head, as we did not see any new teaching rooms.

Programmes offered

36. The COE offers programmes of two kinds:

- a) A small pre-NCE bridging/access course [See para 34 below]
- b) Its main NCE programme preparing teachers for teaching at the Basic Education level. [See para 35 below]

37. In the second of these, there are now two types of entrant, though these are indistinguishable once they are enrolled on the programme. The first, largest and traditional group, are those who come to the college predominantly from school-leaver backgrounds, some with various unrelated prior employment experiences. The second, since the 2008-9 entry, is a substantial cohort of 'upgraders', who are existing teachers in Basic schools who are now required to achieve the NCE qualification. The first cohort of these upgraders is only now in the second semester of their first year of

the college programme, so it is too early to make any significant assessment of their progress and performance.

38. The pre-NCE bridging course provides a one-year opportunity for a small group of students to improve their qualifications in order to achieve entry to the main NCE programme. Final assessment is carried out by the college but students may also take WAEC or NECO qualifications. The numbers on course since 2003 entry are given below.

Table 2: Pre-NCE Entry Numbers

Entry Year	Student Numbers
2003-4	235
2004-5	248
2005-6	220
2006-7	381
2007-8	-
2008-9	208

It is not clear that the continuing presentation of this small course should be core business for the college.

39. Tracking student numbers on the main NCE programme, from entry to graduation, is not at all straightforward. Why is this?
- Responsibility for statistical documentation sits with at least two offices within the college: Student Affairs and Examinations. Bringing this data together in consolidated form is a challenge.
 - Data is still held manually, with each student having a single file which accompanies her/him through college.
 - Students may graduate in a minimum of three years, but are allowed up to two level (=year/two semester) repetitions, and some final repetition at Level 300, though in the latter case off campus. Hence, an unknown number of students take up to five years to graduate while resident on campus, while a further group take up to seven years, the last two years are off campus. The internal efficiency of the process is therefore very low. The new intake of up-graders can, apparently, take up to five years on full salary.

So, what do we know?

Table 3: NCE L100 Entries

Entry Year [L100]	Student numbers
2003-4	1451
2004-5	1236
2005-6	1341

2006-7	1563
2007-8	_*
2008-9	2619**

*There was no entry cohort in 2007-8, as the college was subject to severe disruption.

**Includes first cohort of ~950 Upgraders

40. Table 4 below shows the best possible attempt to track student numbers to graduation in recent years. The numbers come with a health warning, as it was not possible to find how many of the Level 100 and Level 200 students are repeaters.

Table 4: NCE Progressive Numbers

Year	Level 100	Level 200	Level 300	NCE Graduates
2003-4	1451	1164	1049 [includes 260 repeaters]	494
2004-5	1236	1298	1484 [includes 571 repeaters]	605
2005-6	1341	1210	1878 [includes 818 repeaters]	708
2006-7	1563	1083	1571	Not yet graduated
2007-8	-	-	-	-
2008-9	2619	1176	1017	Not yet graduated

41. Commentary:

- a) There are simply too many unknowns in the tracking process to allow firm data to emerge, but it is clear that the internal efficiency of the college is low, with graduation percentages of 34%, 49% and 53% from the above three completed cohorts.
- b) There must be real trepidation about the likely negative impact on graduation numbers of the entry of 950 upgraders into the mix.

42. Gender distribution of college entrants is known and is shown in Table 5. Gender distribution of graduates was not available.

Table 5: College Entrants by Gender

Year	Level 100	Level 200	Level 300
2003-4	1451	1164	1049
	Female:98	Female:79	Female:103
	Male:1353	Male:1085	Male:946
2004-5	1236	1298	1484
	Female: 106	Female: 86	Female: 124

	Male:1130	Male:1212	Male:1360
2005-6	1341 Female: 124 Male: 1217	1210 Female: 95 Male: 1115	1878 Female: 138 Male: 1740
2006-7	1563 Female:126 Male: 1437	1083 Female: 101 Male: 982	1571 Female: 150 Male: 1421
2007-8	-	-	-
2008-9	2619 Female: 214 Male: 2405	1176 Female: 107 Male: 1069	1017 Female: 99 Male: 918

Female enrolment patterns at Level 100 remain very consistent, always below 10% of the whole.

43. Breakdown of graduate numbers by subject specialism is not available. The college holds no data on deployment patterns of its graduates. What is known is that there has been no formal or informal linkage between college graduate output and the needs of the State for Basic school teachers as described by SUBEB.
44. We should also mention the other State-wide initiative for the upgrading of primary teachers who do not hold an NCE qualification. Ten Jigawa State Centres have been set up, offering a special 2-year NTI course. 700 teachers were enrolled in 2008 and a further 300 in 2009. The future of the course is uncertain.

Policy and Planning Processes

45. As stated earlier, Gumel COE is the only institution in Jigawa State dedicated to the training of pre-service teachers for basic and SSS schools. The potential role confusion resulting from alternative priorities has been discussed in Section 0.
46. The COE has the following relationships with other State-level bodies:
 - a) The MOEST sets staffing levels for the college (see Section 6 for further discussion.)
 - b) College students, other than upgraders, receive stipends from the State. Although it might be expected that this would result in a ceiling on student admissions, our interrogation of college staff suggests that they admit all of those applicants who apply with better than minimum qualifications **and** pass a college interview. This

seems strange to us, as there appears to be no mechanism of quotas for admission to different subject areas and to different basic education stages.

- c) Only recently, in the process of identifying, selecting and admitting large numbers of upgrading basic education teachers, has the college interacted with SUBEB.
- d) The college has minimal relationships with the 27 LGEAs in the State, and its relationships with schools are limited to the placement of students for teaching practice, as part of their Level 300 studies.

47. It appears that the college currently has no formal vision/mission statement. We see this as a serious omission. Informally, the Provost indicated his own priorities for a college where the prime focus would be 'the preparation of teachers for primary schools', and where '90% of students in the college would study Primary Education Studies'.

48. Of at least equal concern is the absence of any form of strategic plan, or any process for generating and updating such. Short-termism seems to pervade the life of the college. For example:

- a) We asked to see the college calendar for the current year. We were surprised to be given a rather untidy piece of paper with a number of assessment and other deadlines only up to the 27th May 2009. Level 300 students, who should be going away from the college on teaching practice during this semester, had no information about when and where they would be going for this experience.
- b) The current semester was stated to commence on Tuesday 14 April, as signalled by all notices around the campus. We arrived at the college on Monday 20 April and were there until the end of Thursday 23 April. During that time it was clear that few classes had commenced, with those that had attracting very small numbers. We recognise while this is a chronic problem in many Nigerian educational institutions, it is scarcely a defence. It appeared that full-scale teaching would not be operative before the third week of the semester. Does the college have the luxury of wasting so much teaching time?

College Facilities

49. The college has a large, sandy but tree-lined campus just a kilometre or so out of Gumel town. Teaching, administration, hostels, demonstration primary school, staff housing and conference centre are all on the same site.

50. All of the lecture rooms, classrooms and administration facilities (around 90 rooms in all) are in a poor state of repair, with accompanying furnishings in a similar state. The Library has been recently renovated and is in quite good order. Classrooms which are in use are full of broken furniture, have just a few strip lights (and many hanging electrical wires), poor chalkboards and show no attempt to create a positive learning environment for those learning to teach. There are certainly significant health and safety issues in some of these rooms. Equipment for the teaching of practical science is very limited.

51. One cycle of infrastructure investment has resulted in the building of a new hostel for female students, and the upgrading of other hostels and staff housing. Students indicated to us that conditions in the hostels remained very overcrowded and insanitary.
52. Apparently the 2009 college budget contains a very significant line item for a refurbishment and re-fitting exercise for the teaching rooms of the college, which is intended to transform the day-to-day working environment.
53. A particular concern is for power supplies. The college tries to hold classes up to 10.00 in the evening but this is rarely possible due to the absence of power. Various generators around the campus allow occasional power to, for example, the Provost's office, but the Computer Science Department has quite unreliable power supply. and Although classes are timetabled till up to 8p.m. they often have to be re-scheduled for early mornings owing to no light at night. The library is only open during daylight hours and although it is about to install computers for staff and student use, it is likely to face the same problem.

College School/Departmental Structure

54. Gumel COE has six Schools: Education, Arts & Social Science, Languages, Sciences, Vocational & Technical Education, and Remedial Studies. The latest available distribution of departments and available courses is for 2004/5 and is summarised below.

School of Education	School of Arts & Social Science	School of Languages
<p>Departments</p> <ol style="list-style-type: none"> 1.Psychology 2.Curriculum Studies 3.Education Foundation 4.Primary Education Studies 5.General Studies Education 6.Demonstration School 	<p>Departments</p> <ol style="list-style-type: none"> 1.Islamic Studies [ISS] 2. Geography [Geo] 3.Social Studies [SOS] 4.Economics 5.History <p>Courses: Hausa/History, Hausa/SOS, English/History, English/SOS, English/Economics, English/Geography,</p>	<p>Departments</p> <ol style="list-style-type: none"> 1.English 2.Hausa 3.Arabic <p>Courses: English/Arabic, Arabic/Hausa, Hausa/Islamic Studies, English/Islamic Studies, Arabic Medium, Arabic/Islamic Studies</p>

	History/ISS, History/Geography, SOS/History, SOS/ISS, SOS/Economics, SOS/Geography	
<p>School of Sciences</p> <p>Departments</p> <p>1.Physical & Health Education [PHE] (DM)</p> <p>2.Biology</p> <p>3.Chemistry</p> <p>4.Physics</p> <p>5.Integrated Science (DM)</p> <p>6.Mathematics</p> <p>7.Computer Science</p> <p>Courses: PHE (DM), Biology/Chemistry, Chemistry/Maths, Chemistry/Physics, Maths/Physics, Maths/Integrated Science, Maths/Geography, Physics/Geography, Chemistry/Geography, Biology/Geography, Computer Science/Maths.</p>	<p>School of Vocational and Technical Education</p> <p>Departments</p> <p>1.Business Education (DM)</p> <p>2.Agricultural Education (Double Major)</p> <p>3.Fine Arts (DM)</p> <p>Courses: Business Education (DM), Agricultural Education (DM), Fine & Applied Arts (DM)</p>	<p>School of Remedial Education</p> <p>Departments</p> <p>1.Pre-NCE Arts</p> <p>2.Pre-NCE Sciences</p> <p>3.Pre-NCE Business Education</p> <p>4.Pre-NCE Arabic</p> <p>5.Pre-NCE Remedial Studies</p> <p>Courses: Pre-NCE Arts, Pre-NCE Sciences, Pre-NCE Business, Remedial Studies</p>

In addition, there is a unit for **Student Affairs**, with its own Dean, professional and administrative staff.

55. **Commentary:**

- a) The School of Education, through its delivery of both General Education and General Studies in Education programmes, is responsible for a large proportion of

the college teaching. In addition, it has responsibility for Primary Education Studies, which has key contributions to make to the preparation of teachers.

- b) It appears that, particularly in the Schools of (i) Sciences, and (ii) Arts & Social Science, there are an unwieldy number of subject combination options which does on occasions result in small, uneconomic teaching groups. . And it appears that a number of the subjects offered do not relate to the Basic School curriculum, though they are all contained within the purview of the NCCE frameworks.
- c) Pre-NCE students, numbering around 200-250 per year are taught by staff of a School of Remedial Studies, hardly an encouraging title. Given the small numbers, and the minimum staffing of five courses at 40 students per lecturer, we wonder about the mission of this course. Perhaps the talents of the lecturers could be re-assigned to providing bridging courses for the large group of upgraders now joining the college.

56. The distribution of college staff in 2006 was:

- a) Teaching staff = 225
- b) Non-teaching staff = 250

57. Less than twelve of the 225 teaching staff, are female and while we recognise that there is no quick solution to this imbalance, every kind of sensible affirmative action will have to be taken to make progress here.

58. The teaching staff is divided into two groups – lecturers and instructors – by qualification level. While we understand that this is normal practice, it feels odd that professional educators carrying out identical tasks have to be labelled differently. All teaching staff are very focused on their own professional development, viewed in terms only of achieving a higher level of academic qualification which may lead them to university teaching in due course. We argue that this leads to a narrow perspective on teaching in the college, with overemphasis on theory and weak focus on key aspects of education practice which should be the core business of a pre-service teacher education community such as Gumel COE. The remuneration and qualification structures also work against the much needed recruitment to the college of those teachers within the State identified as first-class practitioners within the LGEAs and schools, which could go a long way to mitigating the issue of weak links between theory and practice. Many of the college lecturers have been on the staff for close to 20 years, since the emergence of the college as an independent entity. Many have historic primary and secondary teaching backgrounds, but have long ago distanced themselves from those layers of expertise. We found out nothing about staff recruitment mechanisms, but noted that a number of younger members had been recruited from outside Jigawa. We understand that NYSC instructors make a significant contribution to the teaching of the college, but were unable to meet any of them.

59. The lecturer/student ratio, computed on the basis of 2009 numbers of approximately 5010 students (including 208 pre-NCE students) and 225 lecturers, is very reasonable at **1/22**. What this figure hides, however, is huge differences between teaching group sizes, with Education Theory lectures of up to 1,000 set against some specialist subject combinations barely reaching double figures. If, as the Provost insists is his intention, virtually all the students in the college take Primary Education Studies (which we would prefer to call Basic Education Studies if NCE would agree), then the issue of providing viable tutorial groupings to complement mass lectures would be exacerbated.

Support Staff

60. Actual numbers of support staff were not easy to clarify, particularly in the absence of the Provost. The number of non-teaching posts is 250 but whether all are filled and functioning and whether these posts are classified as support staff is unclear. This area will need further investigation in terms of numbers, deployment, duties and contribution to the internal efficiency of the College operations. Four support staff that we interviewed were the Provost's secretary, who had few duties in the absence of the Provost on an ESSPIN workshop, the technician for Department of Computer Studies who manages to maintain 60 of the 66 486 computers in working order, the assistant to the librarian who had intimate knowledge of the titles and types of books that were in the library or had been passed on and the assistant in the Centre for Education Technology who had few duties until the COE was fully functioning.
61. All support staff articulated two major needs: a) personal training needs, especially in terms of updating in recent technology to enable them to introduce improved quality systems for students or to use machinery that is currently idle (CCTV camera) and b) regular supply of resources/materials to fully meet the course /programme requirements e.g. stationery to do small book repairs; staples; toner; waste paper. Although we did not interview any technicians from the Sciences, students and lecturers articulated frustration at the inability to conduct experiments through lack of resources: few in number, dilapidated and no regular supply of consumables.

College Management

62. This was the least satisfactory of our investigations, so this contribution needs further information at a future stage. The absence of the Provost throughout our stay was a contributory factor (he was participating in an ESSPIN workshop!) – there was no meeting of senior management in his absence.

63. The senior management team comprises – Provost, Deputy Provost, Bursar, Registrar, Deans of Schools and Dean of Student Affairs (? Add Librarian). We do not know how frequently it meets, nor do we have access to the minutes of its meetings.
64. The Dean of Student Affairs has overall responsibility for relationships with students, but formal communication is from the Student Union Government (SUG) and either the Deputy Provost or the Registrar. SUG apparently only meets when an agenda is assembled. The concerns of individual students are addressed through the Guidance & Counselling Officer, who is male; unfortunately there is no official female Guidance & Counselling Officer to respond to the needs of women students; this is a serious deficit.
65. Administrative tasks are almost entirely carried out manually. Notices, lecture notes, assessment items, etc, are word processed on a few ancient stand-alone PCs in various offices. All student records, from entry to graduation, are kept in individual folders in traditional style. The accumulation of these on the desk of the College Examinations Officer was rather alarming, as he is the last point of reference for many student anxieties and queries.
66. Each School is responsible for the construction and publication of its semester timetable. We did not see a comprehensive, college-wide timetable.
67. There is a most urgent need to equip the college with state-of-the-art IT systems, but this will be a futile exercise until there is some predictability in power supplies to the college. For administration, library, Computer Studies department, etc, applications are queuing up. As we write there are no internet/e-mail facilities in the whole of Jigawa State, though we understand that this situation is about to be remedied. Students complained strongly about their isolation from the modern world, though many of them had their own functioning mobile phones.

NCE Curriculum Delivery & Resourcing

68. The NCE taught curriculum at JSCOE is highly theoretical in nature with an inappropriate balance and lack of systematic linkage between the theory and practice of basic education, particularly in terms of the different processes for teaching, learning and assessment most suited to the various state basic education school environments in which the students may work on graduation (e.g. multi grade teaching in small rural schools) and no linkage to nearby schools for observation, not even to the so-called 'demonstration school' on campus. Officially, the content is delivered through lectures in English which students are expected to follow up, with or without specific direction, in the library. Assessment is predominantly summative with tests and session examinations set by the various Schools to assess the students'

retention of information and the results are used for promotion to the next year or final graduation.

69. Observations, the title of all staff as “lecturer” and responses to direct questions in discussions/FGIs, confirmed that the lecture mode predominates at JSCOE; with practical sessions, related to the subject knowledge, when resources are available. This transmission mode is used to advantage for introducing new concepts and information to large numbers but its disadvantages² were not addressed through utilisation of other types of teaching, learning and assessment opportunities. If consistently used as the main mode of delivery, it can severely constrain the application of learning to daily life and, will moreover, restrict the student teachers’ exposure to a range of methods needed to foster learning in different subjects and to manage basic education curricula which will limit their repertoire of teaching skills and may produce teachers who are confident only to lecture in basic education classrooms.
70. Although unable to attend many lectures owing to the delayed start to the College semester, we observed the same style of lecture delivery and it was confirmed as typical through discussions with staff. The content was organised largely around definitions which were dictated and elaborated in an expositional manner with informal assessment via rhetorical questioning. The delivery was in English but with words from the dictated segments isolated and spelled. This further supports several staff reports that students continually pressure them to lecture in Hausa or elaborate in Hausa as the English is ‘too difficult’. With more than 1000 students in a year, the Education courses are overcrowded with many students obliged to listen at the windows and door. There is no PA system and the acoustics in the badly maintained, so-called lecture theatres are poor which may also contribute to the request for delivery in Hausa.
71. Lectures are usually delivered from a stage or from behind a table to serried rows of students; chalkboard and chalk is used where the board is in reasonable proximity to the lecturer. Ease of visibility of the chalkboard for all in the large lecture theatres is questionable and may also be a reason for the dictation methodology. Most students took dictation when directed; a few in notebooks, some on a piece of paper, others wrote on scraps of paper, some had no resources for note-taking and others used cell phones; the purpose of which was unclear. Delivery was formal with discipline maintained; one female was sent out (reason unclear) another was told not to bring

² The disadvantages of the lecture mode are: a minimal use of materials, minimal questioning by teachers and /or students, low student(s) to student(s) interaction emphasis on rote learning for examination

baby to lectures and a male was reprimanded for silently checking spelling of a word with his neighbour. One lecturer gave an opportunity for questions at the end but with large numbers this would be impossible but for those seated at the front. No specific follow-up/on work was given after lectures observed.

Resources:

72. In discussions, students showed appreciation of those lecturers that were very knowledgeable; those that could be approached after classes for further information or clarity. However, both staff and students selected for interview claimed that many students were either unable or unwilling to learn and did not follow up.
73. The library had recently appointed a new librarian and although well organised the selection of books for the different disciplines is small, the majority of which are outdated (published between 1950s-1970s) even recent acquisitions from Book Aid fall into this category. There were no multiple copies for the one thousand plus students enrolled in each year of any education theory or practice book³. Some students articulated a particular frustration as the library books in their discipline were actually now inaccurate and both staff and students bemoaned the lack of internet access following the recent collapse of the server in Jigawa state. Most schools had their own mini libraries for use by staff where journals and more recent publications could be found. However, overall there is a singular lack of up-to-date, relevant teacher education content or methodology books, especially books on how to introduce and develop reading, writing and number skills through the basic education cycle.
74. The importance afforded to the different primary education components, judged by the credit allocation, is of interest: Education Studies (4); Language s (11); Maths(6); Social studies(5); Science (2); Expressive arts(3); PHE(2); RMI (1). Currently the upgrading students have to take this course, so numbers have risen to 416 but prior to this primary school programme the numbers selecting PES as a major were minimal (less than 12 per year). Staff to administer the programme however, received no staff development programme to enable effective delivery of the new programme and were neither increased in number nor supported by other staff members⁴ to provide a quality programme for the increased numbers.
75. Course materials were not much in evidence; some were in photocopy form and the Dept of Primary Education Studies had published a book entitled “ Issues in Primary

³ Multiple copies of only one book “*Northern Nigeria: A Century of Transformation (1903-2003)*” were visible.

⁴ The maths and language lecturers we met had no specific time allocated to assist in PES.

Education Studies” for use as a course book which could be purchased. The ten chapters’ present content regarding psychology, maths, physics, writing, Hausa grammar, administration of primary schools, social studies and agriculture but not all the topics are contained in this Volume 1. The chapters do not all follow a similar format but most combine content knowledge for the students with some broad methodology guidelines for teaching and learning with a focus on work for the middle and upper basic levels. However, assessing learners, recording & reporting; planning lessons & schemes of work; making and using resources and managing classes in the different topic areas was not systematically addressed. There is no specific chapter on teaching reading and the one on teaching writing does not give specific guidance for the lower basic classes; rather it places emphasis on skills required by students in middle basic classes onwards. If techniques or approaches are suggested, they are named and defined rather than explored for their practical application and /or age range suitability. Only one chapter, Social studies, includes headings for making a lesson plan but there are no guidelines for its completion or for a scheme of work.

76. Teaching and learning aids, made from locally available materials, (e.g. clocks, balls, televisions, models of traditional houses) are produced through the Education Technology course and used on teaching practicum. Examples were displayed in the Centre of Education Technology. Some lecturers had written articles, papers for publication in education journals and used to upgrade their own knowledge as well as improve the quality of their lecture content.

77. Although the NCCE is apparently in the process of reviewing the curriculum for COEs, in line with the recently (2007) Revised Curricula documents for Basic Education into 3 phases, that is Lower Basic (Primary 1-3); Middle Basic (primary 4-6) and Upper Basic (Junior Secondary 7-9), no explicit link appeared to being made to introduce student teachers of any year to the content or methodology of these revised documents in the compulsory education courses. One copy of the documents was available in the PES Dept for photo-copying. It has to be recalled that the PES is an elective subject and, although compulsory for the primary school Up-graders, it is not popular with the other COE intake and yet it is the only relevant material for primary school pedagogy.

Acquisition of skills

78. The systematic building of a repertoire of techniques, methods and approaches for teaching, learning and assessment in the different basic education schools and strategies for coping with the needs of all the learners in the current challenging circumstances in schools was not observed nor raised in discussions in the College. (e.g multi-grade teaching in small schools, ways of handling large classes in urban schools, dealing with children with learning difficulties).

79. The acquisition of teaching skills appears to be via theoretical exposition with one session of micro-teaching, during which the student is assessed, and one Teaching Practicum (TP) in the final semester of third year. Staff and students reported that the TP is frequently reduced from the one 12 week block to a 4-6 week block and the 6 assessments which should be made are not always feasible. (See section 9.0 for TP). No use is made of the demonstration school on campus or other schools close to the COE.

Languages, literacy and numeracy skills (see Annex 1 for more details).

80. Despite the low student achievement recorded nationally and within the State through MLA and UBEC assessments from 1996 to today, no specific attention has been given to assessing the literacy levels of all students entering the COE and /or the competence levels of the basic education teachers on the upgrade programme to teach basic numeracy and literacy skills, with a view to re-structuring/enriching specific courses to meet these crucial needs.
81. JSCOE, given the various reasons for student entry, coupled with the low status and pay attached to working at the lower and middle basic education levels, finds no specific demand from students to acquire the competences to teach pupils' /students' the reading, writing and number skills quintessential for academic success at all levels. In discussions with staff and students about the critical importance of the acquisition of numeracy and literacy skills at the basic education level as pre-requisite foundation blocks to ensure continued learning acknowledgement was made that the comment below is still valid:

"A major area of neglect in teacher education and in teacher support has been the importance of Nigerian languages in developing literacy and learning skills in young children, and appropriate methods and materials for introducing and developing communication skills in English as a second language and as medium of instruction in upper primary grades."

(Adekola,O (2007) *Language, Literacy and Learning in primary Schools: Implications for Teacher Development Programmes in Nigeria.*)

82. The situation, we were told, is further exacerbated at JSCOE by
- Current low levels of the upgrading students' knowledge and language competence, both in English and Hausa
 - PES is only compulsory for those students on the Upgrading programme, therefore all students will not necessarily understand the importance of numeracy and literacy skills nor learn how to develop and extend them across all subjects of the curriculum at every level: essential skills for academic success.

- a lack of access to school textbooks and Teacher Guides for all subjects and where they are available they are printed in English, even for Primary 1-3 where Hausa is the medium of instruction.
- A lack of access to readers for individual personal language improvement, coupled with low interest in western-produced readers.
- A predominance of transmission teaching methods used in schools and the College which precludes students from active involvement in the learning process yet number, reading and writing are problem-solving tasks which necessitate the active participation of every student if each is to extract the meaning from written texts and be able to create their own meaningful written texts for communication with others.

Academic and Pastoral Supervision

83. The College has no systematic programme for academic supervision; instead each school/department apparently determines its own code of practice. In practical terms, such supervision is ad hoc: students either request help or individual lecturers offer support according to identified need and time. Extra help is being offered mainly to the Grade 11 Upgrading students whose competence in English hinders their studies. Other students reported that they find academic support from friends, family and the internet outside the college, especially the females many of whom are married and reside with their families off campus. Most departments give tutorials but with large numbers this can be limited to specific groups, often Year 3 students engaged in completing Projects.
84. Academically speaking, both staff and students reported that much more could be done based on good practice currently found in the College. For example, Schools with smaller numbers of students, such as the Vocational Studies school, provided coaching to selected upgrading students. Other suggestions ranged from language courses to upgrade individual English competence to subject knowledge support and increased knowledge of teaching methodologies. Language and subject knowledge support were specifically requested for the students on the Upgrading programme; even a bridging programme for a set number of weeks before they commenced the NCE courses was suggested.
85. The students on the Upgrading programme are combined for classes with the secondary school graduates and while this may not meet the specific needs of either group, more benefit could be gained if students were paired or grouped to share their different background knowledge and skills. The secondary school graduates generally have higher levels of subject knowledge and English language competence but lack knowledge of teaching, learning and assessment of children in classrooms. The Upgrading course students would offer the practical experience in return for help with

the content and English language skills. This could serve as one level of a College mentoring system whereby the strengths of one group of students are utilised to address the needs of another group.

86. Currently, no Continuous Professional Development (CPD) system exists for COE staff or for the student teachers either at College or in schools as a means to prepare them for CPD when teaching in schools. (see Annex 3 for elaboration) This means there is little reflection on teaching, learning and assessment and teachers as researchers engaged in mini action research studies on topics of professional interest (apart from the final project) was not brought up in discussions.
87. In each year, students could be grouped by subject choices and required to meet once a week to share what they had learned, what issues they had and provide support to further each other's learning. These professional development meetings could be entered on a Record of Professional Development with topics discussed and actions taken. Opportunities for professional development are suggested as a means of initiating a network of support where collegiate support promotes a culture of sharing which has been proven nationally and internationally to improve quality of performance and product.
88. Students in each year could be further encouraged to take responsibility for their learning through the choice of a component of teacher competence they would like to research during the year via a mini action research study in relation to the issue. For example, Year 1 students might visit nearby schools to undertake a child study to develop a profile of characteristics of learners at a particular phase of basic education or of how a child learns a particular subject. Students could discuss their findings as well as present their final reports at specific professional development meetings. Students could assemble a Portfolio of evidence of their professional growth over the 3-year programme; one item of which would be their Record of professional development.
89. In addition there could be staff development programmes for JSCOE that specifically address the requirements for training basic education teachers and linking their college work with practice in primary schools.
90. **Pastoral** care is officially provided through the College Guidance and Counselling Unit to which students are directed. However, as mentioned earlier, this Unit is not meeting female staff and student needs and they reported that they seek advice and guidance from a senior female staff member to whom all referred as 'the mother', if indeed they choose to use the College staff at all. Female students stated that they

prefer to go to the house of 'the mother' twice a day to pray separately from the males.

91. The Deans of the different Schools, particularly the Dean for Student Affairs make themselves available for student welfare and the Provost was reported as operating an open door policy of welfare support. The School of Languages reported that it had formed a Guidance and Counselling Committee which 'offers academic and social support' to its students for example they gave with classes on hygiene, moral and social behaviour after orientation in Year 1.
92. Although all those we met seemed to accept the formal and informal /ad hoc pastoral system, it would, given the student to staff ratio, be possible to allocate 25 specific named students to each staff member with all females allocated to a female member of staff. This, with regular meetings organised with staff, would improve the level of overall student welfare by enabling the COE to track student health and how different cohorts were coping, personally and professionally. This system would be additional to the existing structure which would continue to address individual student's needs. However, a full time female member of staff would be a welcome asset to the Guidance & Counselling Unit for female affairs.

Policy & Systems for Practice Teaching (see Annex 2 for options)

93. There are officially two opportunities for Practice Teaching; both with minimum timeframes. First, all students have one opportunity for Micro-teaching during the 3-year NCE programme. The students prepare and teach a topic to a class of 50-100 peers while the lecturer assesses their efforts. Obviously this has limitations in that the 'classroom' is in the College, the 'class' comprises student teachers with knowledge and skills beyond the basic education cycle and the assessment removes any opportunity for experimentation and discussion. Although a video camera is available, it is rarely used because of the high number of students and therefore feedback is through the assessment sheet which may not always provide sufficient opportunity for discussion to meet individual needs on ways to improve.
94. Second, Practice Teaching in local schools is also offered once only in a single block in the final year. Although it is expected to provide a minimum of 12 weeks practice, it was reported to usually span 6 weeks during semester 2 of the final third year.⁵ Once dates are agreed, schools, including private schools, in the zones of Gumel LGEA are sent forms to complete the specific subject area, the number and gender preference

⁵ Semester 2 commenced on April 14th 2009, two weeks later than announced on the Provisional calendar for 08/09 Academic session and although the calendar did not extend beyond May 27th 09, there is no specific time for TP for year 3 students.

for student teachers each year and the students are allocated to the schools accordingly. Some schools request 20 students for one subject area (maths) which can result in up to 4 students for every class which raises the question of whether students are adequately mentored.

95. It was observed from the schools' returned requests and confirmed in discussion that the majority of schools a) request male teachers and b) rarely request PES majors even when up to 20 grade primary teachers are requested by one primary school. It was not clear if the schools were fully aware of what the PES major course comprised. Face to face contact between COE and the schools is minimal during the organisation of PT because it is all conducted through letter.
96. Although there is a so-called 'demonstration school' on campus, it is not used for students to have experience of children learning, teachers teaching, assessing, recording and reporting or managers managing. While all students could not have regular access to this one school, a specific year group could be allocated while other students utilise other nearby basic education schools. During the visit, we heard of no formal connection between the JSCOE and the local schools and LGEAs other than when students and lecturers undertake practice teaching.
97. Each student expects to receive six assessments during practice teaching. An assessment provides brief comments with marks for six categories on an observation sheet. The categories cover lesson preparation, presentation, classroom management, communication skills, evaluation and teachers' personality. The marking system indicates priority is given to mastery of the subject matter and to ensuring class participation in the lesson. Least priority is given to clarity of voice and appropriate use of language which are awarded fewer marks than neatness of dress. The comment box is very small suggesting one word or short phrase. Formative assessment or assessment for improvement does not appear to be possible given the number of formal assessments in the limited number of weeks and the positioning of the practice teaching in the third year.
98. Pre-service programmes are about learning how to teach effectively. This core aim should therefore be fully integrated into both the college and school based experiences in order that students come to understand that teaching is a carefully structured, thoughtfully created and deliberately informed process that will continually contribute to the construction of their professional identity.
99. All students and most staff advocated a different arrangement for practice teaching whereby it was fully integrated into the programme with school-based experiences every year for which various models are available from other countries in SSA as well

as internationally⁶. FME through the NCCE is proposing a reform of the NCE curriculum including the practice teaching component.⁷ COE staff should develop their capacities for action research in basic education schools to become involved in mentoring, in-service training, and teacher performance monitoring in partnerships with the schools and LGEAs which would serve to enrich their own college programmes, contribute to raising the quality of basic education schools and expand the understanding of practice in different primary and junior secondary school contexts, including ways to resolve the everyday problems that these schools currently face. (See Annex 2 for details)

Recruitment

100. The term 'recruitment' can only be fully used in relation to those who apply to join the main NCE programme preparing teachers for teaching at the Basic Education level. An advertisement is placed and all applicants who apply with better than the minimum qualifications are interviewed and selection is made. There appears to be no restrictions on admission in general nor specifically to different subject areas or different basic education stages in relation to current and future projections of teacher needs for the State's schools.

101. Those students who are enrolled on the Upgrading programme are practising primary school teachers, mostly holding a Grade 11 qualification and who are now required to upgrade to NCE to continue teaching. JSCOE is apparently obliged to take in all such teachers as requested until the Grade 11 holders are upgraded either through this channel or through the NTI 2-year course. (Details in 2.5 above). The pre-NCE students do not have the minimum entry requirements and the course is designed to enable them to upgrade their secondary school results to the requisite COE entry needs. It was not clear whether these students undergo an interview for selection but in discussion it became apparent that generally all those who apply are selected and that the number of applicants has declined since the commencement of the upgrading programmes via COEs or NTI.

102. The education levels of the JSCOE entrants vary according to their backgrounds. Those who enrol on the main NCE teacher education programme tend to be secondary school leavers with 5-9 credits and some passes. However, some staff considered NECO qualifications to be of a lower calibre to WAEC and consequently credits and passes of the two examination boards were not comparable. Increasing numbers of applicants offered NECO qualifications or a mixture of the two boards. No students we

⁶ See Annex 2 for elaboration of a model.

⁷ See Annex 3 for an article reporting on the Executive Secretary of the National Commission for Colleges of Education's statement on reform of the NCE including the Practice Teaching component

interviewed planned to take up teaching as a career but told us they chose JSCOE because they could not gain entry to a university or they did not want to enter university at this time⁸ or chose the COE as a route to increase their employment opportunities in other sectors to education and /or for later entrance to university.⁹ Their different reasons for taking the NCE course affected their subject choices and levels of interest as well as motivation for the NCE courses.

103. The three groups of students at JSCOE bring different knowledge and skills to the NCE related programmes according to their backgrounds: upgrading students, obliged to attend if they wish to retain their primary school posts, come with a different level of subject knowledge, teaching skills and capacity to study through the English language than the secondary school leaver group. The pre-NCE entrants are at JSCOE because they need to upgrade their knowledge and skills, including language skills, to meet the NCE entry requirements; therefore, instead of discussing how to raise the standards of the prospective entrants, a long term goal dependent on improving the standards of performance at the basic education levels, it is more appropriate in the short term to discuss and agree what an effective lower, middle and upper basic education teacher should know, be able to do and the attitudes and values they should demonstrate so that quality courses can be designed that begin at the different students' entry point and provide pathways that address the needs of each group as they work. Implementation of such a design will demonstrate to students the effectiveness of learner-centred methods for raising quality that can be applied in schools too. Research shows teacher qualities such as a motivation to teach young children, a positive /loving attitude for every child and a commitment to teach, even in remote rural areas are as important *on entry* to a pre-service programme as in-depth subject knowledge and high level language skills. Thus the college should strive to a) select those students who have an appropriate attitude to teaching young children, who are interested in learning how to be an effective professional then the College should b) develop a range of courses that will meet the students' aspirations to become effective teachers.

104. Factors such as poverty and gender may hinder individuals in Jigawa from taking up teaching as a career while unequal pay at the different education levels may prevent others from entering the profession at their preferred levels. However, the Federal intention is to equalise salaries at different levels of the education system for all NCE holders could go some way to address this issue. From their side, JSCOE could form partnerships with other state institutions to examine the relationship between

⁸ Entering university means leaving the state which is not always desired by parents, particularly for their girl children.

⁹ Those entering university with an NCE qualification enter at the second year of study.

poverty and /or hunger on learning in the Jigawa context and seek ways, via affirmative action initiatives, to reduce or eliminate the impact of these negative factors.

Next steps

105. The Report will be disseminated to the relevant stakeholders; the Hon Commissioner, the PS for Education and other senior officials in the education sector, including the staff of the JSCOE.
106. Time will be allowed for the partners to read the report before the second consultancy visit, proposed toward the end of June, is undertaken to analyse the findings of the report and draw up a strategic plan to improve the quality of teacher education offered in the state through JSCOE; a strategy that does not represent an ideal but rather a set of measures grounded in reality which aim to deliver, through short, medium and long term action the best possible teacher education provision within the evolving context. This will allow for continuous review, re-alignment as appropriate and as circumstances, particularly socio-economic, allow.
107. The strategy will aim to improve the quality of current teacher education provision through a fully coordinated approach in which the functions, delivery and inter-relationships of all role players are clearly delineated and thus promote coherence. It is envisaged that the strategy will work in tandem with the basic education curriculum and practice teaching reforms proposed by the FME through the NCCE, and facilitate, among other things, the integration of primary education as a stage in its own right, rather than a preparation for secondary education while the TRCN's Mandatory Continuous Professional Development Programme for registered teachers together with both UBEC's and the NTI's mandate to provide continuing professional development programmes for teachers in the basic education system will in turn, facilitate the integration of pre-service with in-service and continuing professional development programmes of teacher education. Such coherence should accelerate the formulation of an appropriate career structure for educators at all levels so Nigeria can "produce teachers who can, are able and are willing to teach"(Obanya,2006).

Annex 1: Languages and Literacy in Basic Education schools

Literacy in the context of teacher education in Nigeria

1. *Since teacher education, whether pre-service or in-service, is the deliberate and conscious effort to intervene in the personal and professional development of an individual or groups of individuals, both ethical and practical considerations require some policy statement to guide practice. Indeed, it is a fundamental professional assumption that effective education programs rest upon a teaching /learning process that is rooted to a consciously developed plan, and that effective education programmes in turn rest upon well-developed education policies.* (Source: Holly and McLoughlin (1989: 22)
2. The current National language policy aligns with national and international research¹⁰ for optimum language and literacy development but it is not well implemented and often quoted as the reason for low student literacy achievement.
3. “A major area of neglect in teacher education and in teacher support has been the importance of Nigerian languages in developing literacy and learning skills in young children, and appropriate methods and materials for introducing and developing communication skills in English as a second language and as the medium of instruction in upper primary grades.”
(Source: Adekola, Olatunde (2007) *Language, Literacy and Learning in primary Schools: Implications for Teacher Development Programmes in Nigeria.*)
4. We were informed that the tendency is for Hausa to be increasingly used as the medium of instruction to teach all subjects throughout basic education, and even higher, possibly because of the teachers’ low levels of competence in English. The results of recent teacher language assessments in Kwara (ESSPIN 09) provide such evidence and more research is needed for accurate evidence in Jigawa State before action can be taken.
5. Language is central to learning, and in educational institutions it is both the means for learning and the means for making that learning public. Literacy is essential for living in an information-based global society where written language is the main mode for daily economic transactions, social relations and work opportunities. Literacy and education are the means to knowledge and skills; once students can read and write, they can take up responsibility for their own learning: they can make choices, evaluate different points of view, analyse information and gain access to new information. In other words, reading empowers individuals to play active roles in their socio-cultural worlds throughout their lives.

¹⁰ Ife-Ife Primary School Language project Nigeria (1980s) and large scale research in Malawi and Zambia (Williams 1996) showed similar results where local languages were used as the medium of instruction and English was taught as a subject in the early years. Zambia has since used this model to implement the ‘New Breakthrough to Literacy’ programme (2003) and Malawi’s curriculum reform has built a very successful Breakthrough to Literacy pilot in 2004.

6. Success, in education is dependent on three *language related* components which in line with the national language policy, in Jigawa, are:
 - a) the acquisition of Hausa literacy skills (Lower basic primary 1-3) and then English literacy skills (Middle basic primary 4 upwards) English literacy skills have to continually develop so that students can read and understand a variety of text types, including assessment /examination texts, **and** write acceptable responses as well as create their own texts through to tertiary level.
 - b) fluency in Hausa and English, that is, sufficient control of the vocabulary, grammar and discourse patterns expected for best products at primary, secondary and tertiary levels (fluency in Hausa at the lower basic level)
 - c) knowledge and understanding of the concepts and operations in Hausa and English to a level where they can demonstrate their understanding via oral and written assessment tasks (e.g. word problems in maths; issues in social science)

7. If the key objectives of a Pre-service teacher education programme, as came from discussions in Jigawa, are to ensure that **all** student teachers:
 - a) are well informed about the objectives and content of contemporary school syllabuses and practices
 - b) are in control of the content and equipped with a pedagogical repertoire appropriate to the needs of the students in schools **and** are competent to use it in teaching different students in basic education schools
 - c) are well informed about pupil/student diversity, the nature of disadvantage affecting groups within the contemporary school population **and** are committed to addressing the needs of all students, including those with special needs
 - d) know how to continue learning and regularly update their knowledge and keep abreast of recent government policies and emerging educational issues that impact on their work as teachers; use this new knowledge to actively participate in research or debate to improve the quality of teaching and learning experiences for all. Then it follows that the language(s) used for education are of critical importance since most learning is dependent on language.

8. The teaching and learning of reading and writing in any language is more than the simple transfer of a prescribed set of skills that is complete by the end of the lower basic years. Literacy learning is a spiral continuum that students can choose to continue and improve its quality throughout their lives. To fully participate in the social activity of making meaning each individual needs the technical resources to use language appropriately across an ever widening range of social situations, including school learning.

9. Subject syllabuses are designed to communicate knowledge as it has been educationally defined and constructed. All texts are driven by social purposes and at schools the main purposes are to describe, define, explain, instruct while other essay and argument texts are produced to position and persuade the reader. The social purpose of a text is

indicated through the use of structural and grammatical features that are typical of that text type; for example, a text that explains uses sequences represented by action verbs that are connected by conjunctions of time and cause while a text that instructs uses action verbs that are stated as imperatives, usually without an addressee, and adverbs are commonly used to provide extra detailed information.

10. Given that English is a second or foreign language for many learners, in Jigawa state, student teachers need support to acquire the requisite fluency in the languages of instruction. Then, they need to acquire not only the theoretical knowledge of the methods used for teaching literacy, but also the practical knowledge of what works with which learners in each specific Jigawa school context. As initial literacy has to be introduced in Hausa and then in English, attention should be given to the methods used for literacy in Hausa because they may not be the most appropriate for teaching initial literacy in English: methods vary according to the language structure.¹¹
11. Student teachers will also need guided exposure to critical text analysis so as to become aware of language use and gender, stereotype and how to handle adverse use in socio-culturally appropriate ways. Furthermore, student teachers need to be aware and have practical experience of ways to a) support children with special needs to develop literacy and to b) encourage and value bi- and/ or multi-lingual literacy skills in Nigerian society.
12. Many countries in SSA, like Nigeria, have low student literacy achievement levels, particularly when English is introduced as the medium of instruction (and textbooks) during the primary school years. Pre-service programmes need to embed the knowledge and skills of literacy teaching in the context of Nigeria, Jigawa, the College and the different types of schools that teachers may work in. Research findings (Williams 96; UNESCO Multilingual position paper 2003; indicate difficulties may arise when:
 - a) Many children are asked to acquire literacy in a language that is not the home/local language which research highlights as a key factor affecting literacy acquisition for young children.
 - b) Materials for teaching literacy are of the type: 'one size fits all' and so do not meet the different needs of different primary school learners
 - c) Materials are not adequately prepared /relevant given the background, age and interests of the learners (i.e. too much content or skills required too quickly; not enough soon enough; too little content or skills development expected; skills and content do not match)
 - d) Reading materials are lacking: often the textbook is the sole material available to read but that book is not supplied on a book to pupil ratio of 1:1
 - e) Teacher educators, inspectors, LGEA senior officers are mainly secondary trained and may lack knowledge and skills for how to train /support student teachers to develop the skills to introduce and maintain *irreversible* language and literacy skills in two languages in a resource scarce environment

¹¹ English is a rhythmic language so rhyme and song are appropriate lead-ins for literacy.

- f) Teacher educators do not recognise the centrality of language and literacy for literacy development essential for achieving at school in their courses and /or have no means to update themselves and so cannot adequately support the student teachers in the acquisition of these skills.
 - g) Professional development opportunities are lacking but shifts have been made in views of teaching and learning or of teacher and learner roles. For example, learners are expected to be active participants and the teachers' role is changing from only providing facts to being able to ask open questions, redirect and rephrase them, elicit information, provide multiple examples, explain complex concepts in different ways, give clear instructions, prompt for answers and responses and praise and encourage learners. The shift from assessment for summative purposes only to include assessment for formative purposes will also involve teachers in new methods of teaching and learning.
 - h) Many children, as in Jigawa, live in print scarce environments and have little or no exposure to print or visual texts outside the school.
 - i) SSA countries, like Nigeria, have more developed oral than reading cultures so opportunities to see literacy in use/action in the community, particularly for pleasure, are limited.
 - j) Reading texts, other than approved textbooks, in English may be resisted because of the linkage of content with perceived low western values and morals.
13. Pre-service courses therefore need to set up partnerships, that include students, to foreground and debate these issues, possibly through local action research case studies, so that they can validate and understand the causes, the implications and find solutions. National and international research, especially in SSA, should be examined to identify successful school literacy programmes operating in similar situations; not to impose their solutions but rather to compare the situations and use ideas to customise a programme to meet their own contexts.
14. One example of a successful African literacy development programme that has been customised to different contexts is 'Breakthrough to Literacy' (BTL) which was developed by Molteno for use in S Africa. It is based on the principle that a local language is used as the medium of instruction and for initial literacy at the lower primary level while English is taught orally as a subject in those lower classes; then the BTL programme supports pupils to develop their literacy in English and the local language is taught as a subject. Zambia and Malawi customised BTL to address their specific literacy needs; Zambia implemented their 'New Breakthrough to Literacy' nationwide in 2003 with large gains in learner literacy achievement and Malawi conducted a very successful pilot of 'Malawi Breakthrough to Literacy' in all schools in two districts in 2004.

Annex 2: The Practice Teaching component

1. The Pre-service programmes at COEs are criticized as being too theoretical with little opportunities for skills development; the duration of teaching practice is short and supervision is poor. This means that possession of the NCE may make teachers qualified but not necessarily make them competent to teach at the intended levels of education. (Ajeyalemi 2007)
2. As already stated in the main body of the report, students' experience of schools is limited to a few weeks of practice teaching in their final year, supported by one 'Microteaching' session. During discussions we were not made aware of regular discussion between:
 - a) different subject methodology lecturers¹²; consequently the students may receive a slightly different experience of methodology in terms of generic concepts e.g. lesson planning in their different subjects which could be problematic when students are assessed by other lecturers.
 - b) methodology and content lecturers to organise the subjects around generic themes so students can put theory into practice or extract theory from practice.
 - c) subject methodology lecturers to agree on the College approach to a range of teaching skills (e.g. lesson planning, behaviour management, questioning strategies, etc).
3. Most staff and students at JSCOE and all teachers at the LGEA Gumel agreed that school-based experiences were insufficient preparation and should be re-structured to progress from limited duties and short time frames to longer timeframes and more duties over the three-year period. An example of such an integrated programme over 3 years is outlined below:¹³

Year 1:

- Visits to nearby schools are organised to observe specific theories in practice.
- A 3-week period is spent in a school in the students' home area for experience of the contextual reality. The school provides a mentor for each student. Students with their mentors produce completed observation sheets and the student completes a Child study action research report.

Year 2:

- College focus on planning: schemes of work and lessons that show teaching, learning
- and assessment intentions for different lessons and different learning environments, supported by visits to nearby schools

¹² Although all course heads were not consulted, the PES course, 416 student intake this year, has only one maths methodology lecturer and the students have little alternative experience of teaching style other than that of the lecture and any other style adopted by their subject methodology lecturers.

¹³ Drawn from staff, student and teacher ideas during discussions as well as teacher education programmes from other SSA countries

- 6 weeks of practice teaching in a small group¹⁴ with support from a school mentor and COE teacher educator. Each student presents and receives feedback on one lesson a day but preparation and team teaching is provided by the group; each student completes an individual Action Research study

Year 3

- one full term (12 weeks) in a basic education school to experience the start and end of a term with lesson presentation building to a full day by the end of the period, and with a particular focus on the role of assessment practices in teaching and learning.
4. Student teachers would be assessed via a portfolio and examination in terms of achievement of classroom skills competencies, their abilities to plan, monitor, critically reflect and evaluate their teaching and other school/pupil related activities.
 5. Options to improve this component and move to the ideas above focus on supporting the proposed NCE curriculum reform via professional development workshops/meetings for college staff that would provide opportunities for :
 - a) the content and methodology lecturers to discuss issues, particularly in terms of the methodological approaches for different content areas
 - b) the generation of texts/worksheets with ideas for teaching aids made from locally available resources so students would build up a large portfolio over three years of classroom resources
 - c) building a bank of audio-visual resources to contribute to school experience. This could comprise a set of tapes illustrating 'good practice' from local schools and from student teachers during their practice teaching period.
 - d) an annual evaluation of the practice teaching through a moderation exercise of student teachers' Portfolios which would enhance staff capacity, facilitate cross-fertilisation of ideas and increase understanding between methodology and content lecturers.
 - e) The Department of Primary Education Studies should be renamed Basic Education Studies and could coordinate these professional development workshops and update the Handbooks according to the agreed outputs.
 - f) Lecturers would be re-named teacher educators to reflect the changes
 6. In summary, school-based experience should demonstrate the theoretical and practical knowledge components of the college based courses in practice, while also further heightening the student teacher's pedagogical knowledge, awareness and practice in terms of the various roles and responsibilities of a teacher. During the college based experiences, students should have coordinated school-related experiences in each subject through a variety of approaches, including demonstration teaching (simulated, live with learners, or by video), micro-teaching, structured lesson observations, school visits, and action research studies. School-based experience should be undertaken in selected support schools, and organised within teams, consisting of student teachers, support teachers/mentors, teacher educators, and where possible LGEA advisory staff and inspectors.

¹⁴ Group practice is the joint preparation for both shared individual teaching and team teaching by the student teachers under the guidance of the mentor (support teacher) and teacher educators.

7. Effective practice teaching depends on teacher education institutes and schools building a real culture of collaboration which needs commitment from all parties to agree on how to share out the responsibility appropriately yet according to each party's educational purpose. A key feature of the collaboration between the students, the Head, the class mentors and the College teacher educators would be regular contact in a two-way process with specific rules and procedures agreed. For example, schools would be selected against pre-determined College selection criteria; guidelines from the College Handbook for school-based experience would be followed by all parties, schools could also request support from the College or offer support to all staff on key issues arising from their daily work. Final assessments would be agreed via an annual meeting of all key people so that the mentor, working with the student(s) on a daily basis, could contribute most fully to the final assessment.

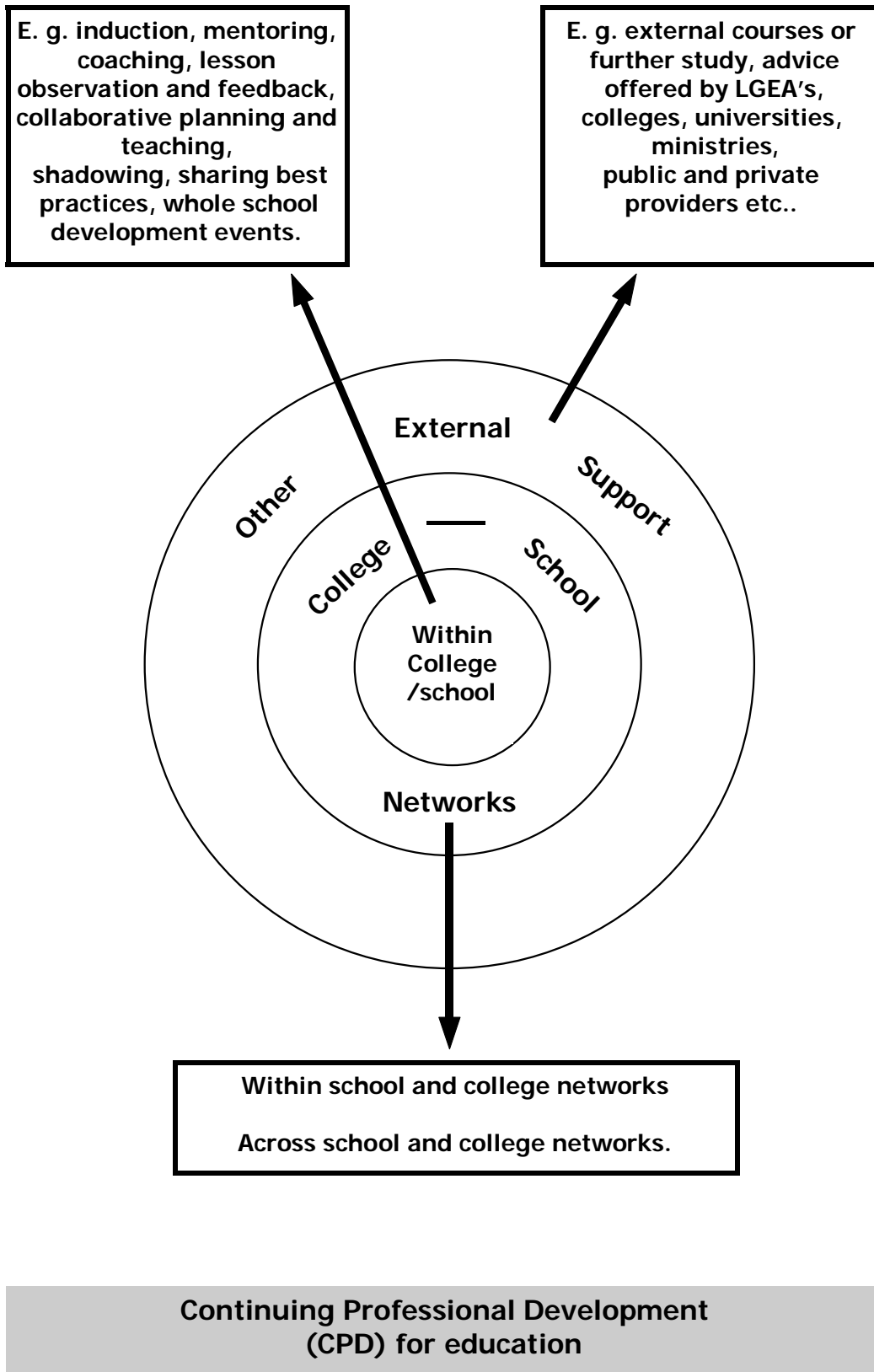
Annex 3: Continuing Professional Development for Educators

- 1 The recent creation of SEIMU and its very professional response to the need to document and then address the issues of factors affecting the quality of teaching and learning in the state is a very important development. Its recent reports indicate clearly the scale of the challenge in respect of all aspects of the delivery of quality schooling for Jigawa's children.
2. Until recently, activities for CPD for teachers, and for school development more generally, has been with various NGO initiatives such as Unicef's GEP work. Between 2001 and 2006, two Jigawa LGEAs and around 10 lower basic schools were involved in a pilot programme of School-Based Teacher Professional Support, as part of a national programme sponsored by UBEC. The institutional memory of this programme is certainly not lodged at the COE.
- 3 In 2008-2009, Gumel COE has collaborated with SUBEB in beginning to address the upgrading needs of the large pool of under-qualified basic education teachers who do not have the accepted minimum qualification of an NCE [2006 figures suggest a total under-qualified population of 5675 basic school teachers]. A first cohort of around 950 is currently enrolled in Level 100 courses in the college, with a further cohort of 1200 to be enrolled next year. This is a most welcome development. However, we have some anxieties about the way in which these 'upgraders' have simply been absorbed into the normal NCE programme, for two reasons:
 - Many of these teachers have been working in primary/basic schools for up to 20 years. Their transition to full-time college study should have been supported, perhaps with a bridging course designed to meet their expressed needs, in perhaps language competence and study skills.
 - We find it surprising that the college has not chosen to systematically build on their record of skills as primary/basic school teachers. They may not hold the necessary qualification, but they certainly do have an important experience of teaching children, often over a long period, which could enrich the work of the college.
- 4 The increasing influence of SEIMU opens the door for another quality improvement direction. As SEIMU analyses of the conditions of the schools in the State, SUBEB and the LGEAs need to respond by strengthening the planning capacity of each school in a systematic way. Leadership in this process should come from each LGEA and would probably have some or all of the following dimensions:
 - Each school would be assisted to generate its own school development plan
 - Professional support for this planning would come from SEIMU, at State and Zonal level, and from the LGEAs own support staff
 - The emerging SBMCs would have a key role

- The LGEA might choose to form clusters of basic schools, so that increased interactions between schools could develop

School improvement schemes of this kind are well understood and examples of best practice in the region or in sub-Saharan Africa could be accessed.

5. Although Gumel COE is not mentioned above, there would be a huge opportunity for the college to offer its services in this work, which would, in turn, have major benefits for the college in relation to its mission to train a professional cadre of future teachers.
 - Continuing professional learning is an individual responsibility as well as an institutional obligation. Individual teachers must commit seriously to career-long professional learning which should properly be regarded as a measure of professional standards and competence in teaching. At the same time, resources, and opportunities for career-long professional learning must be provided by appropriate agencies so that professional learning is integral to the role of teacher.
 - Professional learning in teaching is embedded in what teachers do in their own schools and classrooms on a day-to-day basis.
 - Teachers must have opportunities to learn the skills to become leaders of their colleagues as well as leaders of their classes.
 - Pre-service and inservice teacher education need to provide more and better professional learning about parent-teacher relationships as well as practice in how to manage them effectively.
 - Teachers should try to learn from parents as well as having parents learn from them. Parent-teacher communication should be treated as a valuable form of professional learning in itself. What is paramount is the principle of treating parent-teacher relationships primarily as reciprocal learning relationships rather than as a bureaucratic or market relationship.
 - Teachers must meet an exacting set of professional standards of practice. An established system of self-regulation around agreed high standards of practice and professional learning would give teachers the privilege and responsibility of establishing their own collective professionalism. Then they would be the vanguards of educational reform (Hargreaves 1997).
6. Below is a diagrammatic model for CPD that inter-relates the school, the college and school and the wider community via different activities.



Annex 4: Article from the Guardian April 29th 2009

Government may overhaul NCE curriculum

From Abiodun Fagbemi, Ilorin April 29th 2009

GOING by indications from the Executive Secretary of the National Commission for Colleges of Education (NCE), Prof. Muhammad Junaid, an overhaul of the curriculum of the National Certificate of Education (NCE) may be done before the end of the year.

Other areas to be developed include personnel training and re-training, provision of needed infrastructure, and the need to strike a balance between practical training and theory.

Junaid, who spoke yesterday at the College of Education, Oro, Irepodun Local Council Area of Kwara State, said since the NCE had become the least teaching qualification in the country, the curriculum must also be made to reflect this.

According to him: "The initial conception of the NCE was to train teachers for secondary schools, with secondary school curriculum as the guide. But today, the NCE qualification is the least for teaching appointment in Nigeria. Therefore, the curriculum too should change.

"Today, only College of Education Oyo, Oyo State has facilities good enough for students who will in turn become teachers of students with special needs, in Nigeria.

"That is why the colleges of education need a total reform. We have also observed that out of the three years' training duration, at our colleges of education, we have only 12 weeks for practical teaching.

"There is a need to strike a balance between theory and practical, because the time allotted for practical is too small. We need to redraft the teaching practice manual too."

The NCE scribe, was at Oro, with some members of the commission, who include, Dr Alex Mayanga, Alhaji Mohammed Aliyu and Dr. S.O. Ojo.

He lauded the educational reforms in Kwara, under the leadership of Governor Bukola Saraki, noting that the governor's support for the education ministry in the state had turned the sector into a model for other states in the country.

Junaid, who decried the recent low quality of teachers churned out of the nation's colleges of education said that until teaching as a profession was made attractive, the standard would continually decline.

"By public standard, the products of colleges of education are no longer the best. We are not getting the right type of teachers again because teaching is no longer attractive. Nobody wants to teach again.

"Students of colleges of education only go to the institution because they could not get admission into universities or polytechnics. So what Kwara is doing now via insisting on needed entry qualification requirements for NCE intakes is leading the way in the nation," he added.

Speaking at the event, the state's Commissioner for Education, Science and Technology, Alhaji Bolaji Abdullahi said even though he had paid a great price for the educational reforms in the state, he was happy with the support received from the governor and the NCE.

The state government recently conducted an assessment test for teachers in the state with the results showing 80 per cent of them getting below 50 per cent scores in the exams based on primary four syllabus.

The startling revelation has made the government to invest more in the training and re-training of the teachers.

Annex 5: Statement from the Hon Commissioner of Education, Jigawa State April 12th 2009

Jigawa to Spend More on Education

Article in the Daily Trust written by Yusha’u A Ibrahim, Dutse

SUNDAY, 12 APRIL 2009

The Jigawa state government is to spend more money on education. The aim according to the state commissioner of education, Professor Ruqayyah Ahmad Rufa’i, is to improve the sector and enhance development of the state.

When the present administration of Alhaji Sule Lamido came on board in May 2007, the educational sector of the state was at the verge of collapse. But now, significant impact has been made to reinvigorate the sector.

“When we came on board in May 2007, students of the state were like refugees compared to their counterpart students in other states. Apart from salary of teachers and other supporting staff, nothing was functioning in the sector by the immediate past administration,” lamented Professor Rufa’i.

The people of Jigawa state should expect more goodies in the educational sector, as government is willing to spend more funds on education with a view to improving the sector, she further said.

Professor Ruqayyah recalled that owing to the deteriorating condition of the sector, out of the 19,000 students who sat for the secondary school examination in 2007, only 6,000 qualified.

Records had also indicated that over 85% of teachers in the state were unqualified, schools structures were terribly dilapidated, and the ratio of pupils per class was between 150 and 200 students per classroom, hostels at various secondary schools were also accommodating between 70 and 200 students per hostel.

These problems and many others that bedevilled the sector had attracted the attention of the present administration, hence, the resolve to improve the educational sector and the other areas of development.

To achieve its desired objective however, government declared a state of emergency in the educational sector. Some of the immediate measures taken by the government include settlement of all outstanding examination fees and massive recruitment of teachers, whereby 788 qualified teachers were recruited in 2008 and posted to various secondary schools across the state.

In the same vein, 383 non-teaching staff were employed to enhance the day-to-day running of school activities. Subsequently, the sum of N2.6bn was released for the construction of new additional classrooms/hostel blocks as well as renovation of the existing ones in all secondary schools across the state.

Pyramid Trust findings indicated that, the present administration also reverted the ratio of

pupils per classroom to 100 pupils per classroom as against the 150-200 pupils per classroom. Government's target for 2009 is 50 students per classroom, it was learnt.

In addition to that, a total of N654m was released for the purchase of textbooks, workbooks and teacher's guide for senior secondary schools. The sum of N17m was approved for the purchase of mattresses for onward distribution to students of two unity schools in Ringim and Gwaram local governments respectively, Rufai said.

To engender adequate dieting of students, the daily feeding money was increased from N30 to N72 per day per student, while the sum of N28m was released for the purchase of double bunker beds for all boarding schools in the state.

Laboratories equipments worth over N173m were equally purchased and distributed to various senior secondary schools in the state. This was in addition to busses distributed to secondary schools with a view to easing transportation problems bedevilling the secondary schools before the coming of the present administration.

To address the teeming demand of accommodating graduants of junior secondary schools, a total of 10 junior secondary schools were upgraded to the status of senior secondary schools, thereby bringing education closer to the communities.

In its efforts to meet the minimum teaching requirements at primary, junior and secondary schools, the sum of N177m was released to College of Education, Gumel for short term upgrading and re-training of teachers.

Pyramid Trust also learnt that Bayero University, Kano (BUK) was also incorporated in the continued teacher training programme introduced by government just to improve the capacity of its teachers. According to the education commissioner, the teacher training exercise is a continuing programme.

She further stated that, the intention of the present administration is to improve the capacity of teachers in the state to meet the basic requirements of teaching.

However, in furtherance of the government public/private partnership, banks in the state were encouraged by the present administration to discharge their corporate social responsibilities. Some banks in the state have positively responded to the government's clarion call.

In this respect, the management of Oceanic Bank has renovated Government Girls Arabic School, Babura and Government Senior Secondary School Aujara, First City Monument Bank (FCMB) renovated Government Girls Arabic School Danzomo and Guarantee Trust Bank constructed laboratories at the Government Senior Secondary School, Fantai in Hadjia.

Other banks that contributed include FinBnak, Intercontinental bank, Access bank and Unity bank. While Finbank donated a school bus to the Deaf Special School, Hadjia, Intercontinental bank provided N4m worth of scholarship to some selected students, Access bank donated 30 3.7KVA generating sets to schools across the state and Unity Bank renovated government Commercial School, Dutse.

In order to achieve 1:40 pupils' classroom ratio under the Universal Basic education, present

administration of Jigawa state had constructed 49 additional classrooms at various primary and junior secondary schools.

Under the same programme, four additional hostels were constructed at some boarding primary schools in addition to the 29 toilets and three hand pumps constructed in some schools to ease hardship faced by the students.

In the area of science and technology however, government of Jigawa state has spent the sum of N65m for the construction and equipping of a libraries at various science schools across the state.

Professor Rufa'i however, appealed to students in the state to reciprocate the gesture by facing their studies with all seriousness. She added that the only way to appreciate government's gesture is to graduate with high grades.

To the parents, the commissioner called on them to assist government through close and constant monitoring of their wards, noting that no amount of knowledge imparted on the students would be useful, if parents on their part, do not train their children to have good conduct.

The commissioner noted that government alone cannot shoulder all the responsibilities, hence, the communities should also play their role diligently to enable government achieve its desired objectives in the area of education, which according to her, is the bedrock of any success.

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Annex 8: Activity Sheet

ACTIVITY SHEET		
Name of Consultants: Terry Allsop & Lindsay Howard		
Contract Number: ESSPIN/ABJ/0077	Duration: April 15th – April 29th 2009	No. of days worked: 12
Date	Description of Input	
15.4.2009	Arrive Abuja; Briefing meeting with S. Baines (ESSPIN); Logistics team meeting for onward travel	
16.4.2009	Travel to Kano	
17.4.2009	Travel to Dutse; Meetings with ESSPIN team and State officials; Travel to Kano	
18.4.2009	Working in Kano	
20.4.2009	Travel to Gumel; Meetings with senior staff of JS COE to develop work plan; Meetings with staff	
21.4 & 23.4.09	Meetings at JSCOE in line with work plan	
22.4.09	Meetings with teachers and senior staff of LGEA Gumel Meetings at JSCOE	
24.4.2009	Travel to Dutse; Meetings with Education officials; Travel to Kano	
25.4.2009	Working in Kano: Preparation of preliminary findings	
27.4.2009	Travel to Dutse; Meetings with the Hon Commissioner for education, the PS for Education and the Teacher Quality Education Committee to share preliminary findings; Travel to Kano	
28.4.2009	Travel to Abuja; Debriefing with ESSPIN: John Kay	
29.04.09	Travel to UK	