

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

Input Visit Report

**Transformation of Teacher Education (Interim Report 3)
– Ongoing Transformation of Oro College of Education,
Kwara and Collaboration with National Commission for
Colleges of Education**

Report Number: KW 315

Jaap Kuiper

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Support Programme
in Nigeria

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Scope of Checking

This report has been discussed with the originator and checked in the light of the requirements of the terms of reference. In addition the report has been checked to ensure editorial consistencies.

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Acronyms and Abbreviations

ESP	Education Sector Plan
ESSPIN	Education Sector Support Programme in Nigeria
ICT	Information and Communications Technology
JAMB	Joint Admission and Matriculation Board
JSS	Junior Secondary School
MSRO	Management Services and Reform Office
MTSS	Medium Term Sector Strategy
NCCE	National Commission for Colleges of Education
NCE	Nigeria Certificate in Education
SPARC	State Partnership for Accountability, Responsiveness & Capability
SUBEB	State Universal Basic Education Board
UBE	Universal Basic Education

Abstract

1. The report describes the activities of the consultant in his visit from February 7 – March 5, 2010. Work was done in Kwara State at Oro College of Education; at Kwara State University; with the Career Path Committee; and at NCCE (Abuja). The consultant's possible input to Oro College is nearly complete. Work with the Career Path Committee is set to continue. Work at NCCE will require increased attention. Some small-scale inputs by the consultant to Education Colleges in the other ESSPIN States might well be generated by the Study Visit that staff from these colleges made to Oro College.

Executive Summary

2. The Visit of the consultant was negatively affected by an issue of management in Oro College of Education. The consultant was given a visiting appointment at Kwara State University and gave a presentation to staff of the University and engaged the University in consultations regarding the establishment of a Department of ECCE and Primary Education. The consultant worked briefly at Oro College on curriculum issues. A two-day Study Visit to Oro took place, hosting delegates from Colleges in Lagos, Kaduna, Kano and Jigawa. A meeting was held with the Career Path Committee which identified further issues that needed to be worked on. A visit to the NCCE took place and work was done towards the development of a Work Plan for the comprehensive review of the NCE curriculum and the development of a new College Structure.

Purpose of the Consultancy

Supporting the transformation of various aspects of Teacher Education in Nigeria

3. Working with nominated State and Federal representatives, The ESSPIN Institutional Strengthening Specialist, the ESSPIN Kwara National Education Quality Specialist, the ESSPIN School Improvement Adviser, and ESSPIN VSO education placements and focusing mainly on Oro College and Kwara State teacher education in general, to coordinate:
 1. the transformation of Oro College curriculum;
 2. the transformation of the departmental and school structure at Oro College in line with the curriculum transformation;
 3. the development Teacher Standards as benchmarks for a Teacher Career Path;
 4. the development of a broad vision and implementation strategy for a range of in-service programmes for teachers in Kwara State.
 5. the identification and development of common themes, approaches, instruments, structures and processes in the Transformation of Teacher Education Colleges;
 6. the establishment of effective linkages between Federal processes and structures (especially the NCCE) on the one hand; and Kwara curriculum, career path and in-service programmes on the other.

Achievement of the Terms of Reference

Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
1. Continue, through workshops, the development of Learning Programmes, Learning Materials, Assessment Tools and a Teaching Practice Programme at Oro College.	A meeting was held with the chair and secretary of the Oro College Curriculum Transformation Committee. It appeared that staff had still not produced acceptable Learning Programmes. It was agreed that the committee would see to it that such would now be done. All staff have the required schedules and templates and have all participated in various workshop on all the relevant issues.	Largely Completed. The task has been largely completed as far as the possible input of the consultant is concerned. The Turn Around Task Team - set up by the Honourable Commissioner - as well as the national specialist in the Kwara Esspin office will monitor the process of implementation. The VSO at Oro has started the process with staff in the ECCE centre. Outstanding is the development of a model for Teaching Practice.
2. Do field-testing of NCCE Teaching Practice materials through Oro College.	It is not clear whether staff are using the NCCE modules that have been provided to them.	Completed. There is not much more that the consultant can do in this area. The TP coordinator at Oro College will introduce the modules once more into the process.
3. Develop a Quality Assurance system for the transformed Teacher Education Curriculum at Oro College.	There is some monitoring in the College. Senior Staff visit lecturers in their classrooms, time-on-task is being monitored. O classroom observation schedule was developed by the consultant.	Partly completed. A more comprehensive QA system, with specific tools will be developed in the next visit.
4. Provide a strategy to transform the College departmental and school structure in line with its new curriculum and new role.	Completed.	Completed.

Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
5. Develop a vision for Kwara In-service Teacher Education, that includes the possibility of in-service qualifications, the potential role of the tertiary sector, i.e. Oro College as well as universities and possible other providers, and links into a Teacher Career Path.	It is as yet difficult to develop a realistic in-service vision. ESSPIN's work with SSIT and such related activities is going on. The consultant has been given a visiting appointment at the new Kwara State university. He has presented a paper on Primary Education at the University and on the basis of this the VC and the Provost of the University's College of Education are working on setting up a Department for ECCE and Primary Education.	Partly completed. The situation of colleges and universities is still fluid. Together with the Director of Higher Education, Kwara State, and the Institutional Development consultant, further plans for an integrated HE Teacher Education strategy are being made.
6. Develop Teacher Standards for different levels of teachers and head teachers to be used as benchmarks for a Teacher Career Path.	Completed.	Completed.
7. Analyse reports on institutional transformation at other colleges of education and identify commonalities and discuss these with the relevant stakeholders.	Completed.	Completed.
8. Work with the identified NCCE staff to ensure that lessons from college transformation will benefit the NCCE itself, in particular its curriculum, quality assurance and teaching practice	Various meetings were held with representatives from NCCE. Agreement was reached about the development of a Work Plan, which task will be managed by the Acting Director of Programmes in the NCCE, with assistance from the consultant	Should be focus of future inputs by the consultant. A promising start has been made.

Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
documents and processes.	and which is to be approved by the Executive Secretary of NCCE.	
9. Monitor the College Transformation processes, the In-service development and the Career Path development and identify links to Federal structures and processes and ensure that there is regular communication and cooperation for the mutually beneficial development of Institutional, State and Federal systems in these areas.	A two day Study Visit of College of Education staff from Jigawa, Kano, Kaduna and Lagos took place. Delegates appreciated the Study Visit. There is a need to follow up with each College as and when specific request for such are made to ESSPIN in the relevant state and/or the central ESSPIN office.	Largely Completed. The task of informing other ESSPIN states about the College Reform at Oro has been completed. It is now up to the specific States to indicate their needs for ESSPIN technical assistance, if any.
10. Career Path (not in original ToR)	A meeting with the new and enlarged Career Path Committee was held. The committee was talked through a series of scenarios that helped identify outstanding issues for the committee to work on.	The Career Path Committee will address the issues that were raised. The Turn Around Task Team will monitor, together with the national specialist in the Kwara ESSPIN Office.

Background

4. This reported visit forms part of a long-term intermittent consultancy to help transform Teacher Education, first of all as it is being delivered at Kwara State College of Education, Oro; secondly to see how lessons learnt could be used to influence Teacher Education at Colleges of Education in other ESSPIN states; and thirdly to see how the Oro experience and general best-practice can inform the Teacher Education Curriculum Review that is being carried out at the Federal level, that is, at NCCE.

Findings and Issues Arising

5. This particular visit has been of a somewhat peculiar nature.
6. Early on in the visit it was found that the College had acquired 6 cars for the Senior Management. This appeared to be an action that undermined the work that had been done with the college on planning and budget management, in that it did not consider the priorities as agreed upon in the College Institutional Plan, nor did it acknowledge the agreements on college funding that were reached for and represented in the MTSS. The issue of the cars was discussed by the two visiting consultants (the one for Institutional Development and the one reporting, the consultant for Teacher Education) and it was decided that it would be best to wait for guidance from the Honourable Commissioner before further interaction with the college could take place. Furthermore, it appeared during the visit that the college NCE II group, the first batch of students that was following the new programme, appeared to be away on Teaching Practice, and that the NCE I - the new batch of students - was being given an Orientation Programme of about a week. This left only the group of NCE III students at the college. This group follows the old curriculum and it was found that this group was mainly writing examinations when the college was visited by the consultant with the intention of doing a number of classroom observations in order to investigate the level of practical implementation of the College's Curriculum Policy.
7. There was a plan to have a full day – the 'Away-Day' – with the college senior management as well as the College Council. In view of the developments described at the start of the paragraph above, this day was first put on hold, and eventually, after consultation with all relevant parties, it was postponed indefinitely.
8. The Honourable Commissioner was not available until the second week of the visit. This hampered making progress during the first two weeks of the consultancy visit.
9. In the first week of the visit, the consultant provided a comprehensive presentation on the work of ESSPIN regarding primary education and teacher education to academic staff and students of the new Kwara State University. The VC was present as was the Turn

Around Task Team for Kwara State. The presentation was well received. It is to be found in the annexes (annex 1).

10. The consultant also developed indicators for the Log Frame for the area he was responsible for. There appeared to be a difficulty in that the Log Frame did not clearly specify any of the tasks of the consultant as reflected in the ToRs.
11. During the first week, preparations for the Away-Day of the senior management and council were also made, and were eventually abandoned when the decision was made to postpone this workshop indefinitely.
12. Preparations were made for a Study Visit by representatives from Colleges of Education in other ESSPIN States, once the meeting with the Honourable Commissioner indicated that the view was that such a visit should still take place and that it would not be negatively affected by the controversial issue of the acquisition of the 6 cars for college management.
13. The Study Visit, by delegates from Colleges in Jigawa, Kano, Kaduna, Lagos, took place from Monday Feb 22 to Wednesday February 24. The Programme is attached as well as a report. The Oro College Information Pack for Visiting Colleges of Education that was provided to all participants has been produced as a separate ESSPIN document.
14. During the last week of the visit, the consultant interacted with the NCCE. This interaction concerned the development of a Work Plan for the review of the existing NCE Curriculum and College Structure. The Work Plan will provide details on five areas: Formulating a set of Principles underlying a quality College of Education; Use of Professional Teacher Standards; New College Programmes; New College Structure; Accreditation and the Commonwealth Toolkit.

Options and Next Steps

15. It is important to point out that the work on Curriculum Reform at Oro College has reached the stage where further inputs from the consultant are largely no longer required or beneficial. The Curriculum Policy is in place, staff have been receiving training, other tools and processes have been designed and disseminated, the college has a new structure with three schools, and an Institutional Curriculum Reform Committee is in place. It is now up to the college and the monitoring by the Turn Around Task Team and the national consultant in the Kwara ESSPIN office to ensure that a curriculum practice will evolve in the college that produces quality student teachers. The presence of the VSO for ECCE and the recent arrival of a second VSO for Oro College will be of importance here.

16. The only two areas where assistance to Oro College provided by the consultant is still required concerns Teaching Practice and a Quality Assurance system. These issues are expected to be completed by the time that the present contract of the consultant expires (around July 2010).
17. The Study Visit to Oro College by senior staff from Colleges of Education in Kano, Kaduna, Jigawa and Lagos might generate requests from these colleges for assistance from ESSPIN. It might prove necessary for the consultant to be involved in some way with these Colleges.
18. The Study Visit also highlighted the urgent need for ESSPIN to get involved in Curriculum development with the NCCE. NCCE intends to implement a series of new programmes into colleges by 2011. Such a task requires extensive re-organisation of the present curriculum documents of the NCCE. Importantly, it also requires a policy, documents and assistance to all colleges to develop a new structure that is fundamentally different from the present structure of 5 schools that represent secondary school curriculum. It appears that NCCE is underestimating the tasks required and the time available. Work with NCCE on this curriculum would have a large-scale effect on Teacher Education and would therefore represent a strategic area for ESSPIN to get involved in.
19. The visit and discussion held at NCCE itself during the last week of the visit also highlighted issues related to the above paragraph. It appears that the reform of the NCE curriculum as envisaged might not represent sufficient of a break with the old curriculum and other NCCE processes and practices. The consultant focused on developing a clearer vision in the mind of NCCE as to what problems in Teacher Education need to be addressed and how a curriculum review can achieve this. In relation to this, time was spent on the issues related to the design of a realistic Work Plan for a comprehensive review of the NCE Curriculum and the College Structure. The consultant will continue working through e-mail with the relevant NCCE staff to develop the Work Plan and get this approved by the Executive Secretary of NCCE, and to study the existing curriculum documents that have been designed so far for the new College Programmes. It is envisaged that during the next visit progress has already been made through collaboration over e-mail.
20. In Abuja's ESSPIN office, discussions were held and draft ToRs developed regarding a Study of Teacher Deployment/Supply-Demand in ESSPIN States.
21. Discussions were held at ESSPIN Abuja about the consultant's input up to the end of the present contract and the possibility of inputs to be made in a subsequent contract.

Annex 1: Presentation given at Kwara State University

Slide 1

Teacher Education Reform

The Strange Case of the *Absence* of Primary Education in Nigeria

Presentation to Kwara State University

*Jaap Kuiper, Education Sector Support Programme in Nigeria (ESSPIN),
Cambridge Education*

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Slide 2

OVERVIEW

1. Changes in Global Thinking on Education
2. Changes in Global Teacher Education
3. Education in Nigeria: Change or not?

2

Slide 3

1. CHANGES IN GLOBAL THINKING ON EDUCATION

- The Groff: An Example of Traditional Teaching
- Paradigm Shift in Learning Theory
- Views on Curriculum

3

Slide 4

THE GROFF

- Definition: A Groff is normally a few meters in size, of a green colour and it has a tubular shape
- A Groff can be found in gardens but also in farmlands
- Assessment:
 - 1) What is the definition of a Groff?
 - 2) Where can a Groff be found?

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Slide 5

What is learning then?

How does learning and education relate to words/concepts like:

<ul style="list-style-type: none"> – Information – Fact – Knowledge – Meaning – Skill – Understanding 	<ul style="list-style-type: none"> • Professionalism • Commitment • Quality • Work
<ul style="list-style-type: none"> ❖ Closed Problem ❖ Open-ended Problem ❖ Unique Solution ❖ General Solution 	<ul style="list-style-type: none"> ➤ Development ➤ Service ➤ Integrity ➤ Self-centered/People-centered ➤ Democracy

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Slide 6

OVERVIEW OF TWO PARADIGMS

POSITIVIST/BEHAVIOURIST: TEACHING	SOC. CRITICAL/CONSTRUCTIVIST: LEARNING
<ol style="list-style-type: none"> 1. Stimulus-Response Model: Conditioning for 'correct' learning 2. Content needs to be broken into 'correct' bits and then everyone will 'receive' (and thus learn) the same thing 3. People start without knowledge (Tabula Rasa) and obtain correct knowledge through suitable transfer from the teacher 4. Content is the starting point of teaching 	<ol style="list-style-type: none"> 1. Learning is the construction of meaningful knowledge used and applied in context 2. Learning is done actively by using existing knowledge to interpret new information and construct new knowledge 3. Individual differences are important; people learn in different ways and learn different things, sometimes even the 'wrong' things 4. Students' existing knowledge is the starting point of further learning

Global Thinking on Education

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Slide 7

VIEWS OF CURRICULUM

1. SYLLABUS TO BE TRANSMITTED
2. PRODUCT OF A TECHNICAL PROCESS
3. PROCESS IN SITUATIONS OF TEACHING AND LEARNING
4. PRAXIS OF EMANCIPATION AND CRITICAL REFLECTION
5. COMPLEX ENTERPRISE IN CONTEXT
6. AS CONSTRAINT TO GENUINE LEARNING

Global Thinking on Education

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Slide 8

2. Changes in Global Thinking on Teacher Education

- Who and What is a Teacher?
 - Teacher Professional Standards
- How do you help people to become a Teacher?
 - Teacher Education Curriculum

Global Thinking on Teacher Education

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Slide 9

TEACHER STANDARDS

(KWARA STATE, NIGERIA)

1. **Professional Knowledge**
 - Teacher know how students learn and how to teach effectively
 - Teachers know the content they teach
 - Teachers know their students
 - Teachers have professional literacy, numeracy and it skills
2. **Professional Practice**
 - Teachers plan and assess for effective learning
 - Teachers create and maintain safe and challenging learning environments
 - Teachers use a range of teaching practices and resources to engage students in effective learning
3. **Professional Engagement**
 - Teachers reflect on, evaluate and improve their professional knowledge and practice
 - Teachers set a professional standard by being active members of their profession

Global Thinking on Teacher Education

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Slide 10

HOW TO USE TEACHER STANDARDS

- A vision of quality
- Relevant to all teaching and learning in any Teacher Education Programme
- Must be reflected in all assessment processes and products
- Graduating successfully means showing a practical attainment of all the Standards
- All ingredients of the curriculum (teaching time, learning programmes, learning activities, learning materials, assessment, etc.) aim to provide student-teachers with the opportunity to show that they are attaining the standards

Global Thinking on Teacher Education

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Slide 11

Input or Output: From 'Teaching' to 'Learning'

	INPUT DRIVEN: <u>TEACHING</u>	OUTPUT DRIVEN : <u>LEARNING</u>
Education Theory	Separation into sub-courses in sociology, history, philosophy, psychology of education, etc. to transmit theoretical knowledge structure of academic framework.	Integration , around education context-based issues, of different academic education sub-fields to create an applied understanding of education theory, relevant to Nigerian schools.
Learning Materials	Where used, one type of written format that reflects sequenced theoretical content structure to be assimilated by learners.	Varied formats (written, internet, digital, video, etc.) organising varied learning tasks and experiences designed to assist student teachers in developing an effective classroom practice and modelling learning materials they themselves might use/develop in their own teaching.
Teaching Method	Lecturing based on a sequencing of content into appropriate fragments based on behaviourist view of knowledge transmission .	Creation of purposefully designed and varied learning experiences through lecturing, group work, self-learning, self- and peer-assessment, etc. aimed at constructing conceptual knowledge, skills and attitudes directly related to professional competencies and demonstrated concretely and practical .

Global Thinking on Teacher Education

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From Input to Output: 'Teaching' or 'Learning'		
	INPUT DRIVEN: <u>TEACHING</u>	OUTPUT DRIVEN: <u>LEARNING</u>
Teaching Practice	Student-teachers apply their learning of how to transmit clearly defined school-based theoretical knowledge to school-students.	Student-teachers further develop their learning of how to design their own learning programmes that aim to create applicable and context-relevant conceptual understanding, skills and attitudes in their own school-students.
Method Course	Student-teachers learn how to sequence knowledge and how to drill students in standard forms of solving problems, pieces of writing, structured analysis.	Student-teachers learn how to provide open-ended learning experiences, to their own school students , that effectively promote conceptual understanding and the development of practical skills and positive attitudes, rather than rote-learned theoretical facts
Assessment	Structured and closed questions (in written form, and as standard laboratory or fieldwork exercises) require students to re-state curriculum content knowledge they possess.	Various practical as well as written forms provide students with the opportunity to showcase their conceptual understanding, skills and attitudes, as described in the list of professional competencies , in context-rich and open-ended problem situations.
Global Thinking on Teacher Education 12		

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3. Education in Nigeria: Change or not?

- A few facts and figures
- The Absence of Primary Education

Change or Not? 13

Slide 14

A few facts and figures

- Most statistics on Education are unreliable:
 - schools/SUBEB/ Ministry do not provide accurate data.
- There is little need for accurate data:
 - planning and budget allocation relies on other dynamics than (statistical) facts.
- The student-teacher ratio in Kwara State is 7 to 1:
 - There are about **4-5 times more** teachers for every student than is the international norm.
- **Less than 1%** of teachers in Kwara (about 22,000 teachers) meet minimum standards of knowledge and skills to be an effective teacher.

Change or Not?

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A few facts and figures

- The quality of learning outcomes for primary school and secondary school students is **far below** the international norm.
- Colleges of Education (even those termed 'Primary Education Colleges) have **only around 5-10%** of students registered to become primary school teachers.
- Colleges of Education in many States – the situation in Kwara having been the same - produce many more (secondary school) 'teachers' than the system requires.
- The NCCE curriculum is as yet **mostly outdated** in its use of (modern) Learning Theory. However, it is undergoing fundamental reform: from secondary school focus to primary school focus, from creating generalists to producing specialists.

Change or Not?

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Slide 16

The Absence of Primary Education in Nigeria

- No one wants to be a Primary School Teacher
- The Primary School syllabus looks like a Secondary School syllabus:
 - overloaded, fragmented, theoretical
- Colleges have very few Primary School Student-Teachers
- Most Universities have no Departments/Chairs/Professorships in Primary Education
- Very few academics and policy makers know what Primary Education is

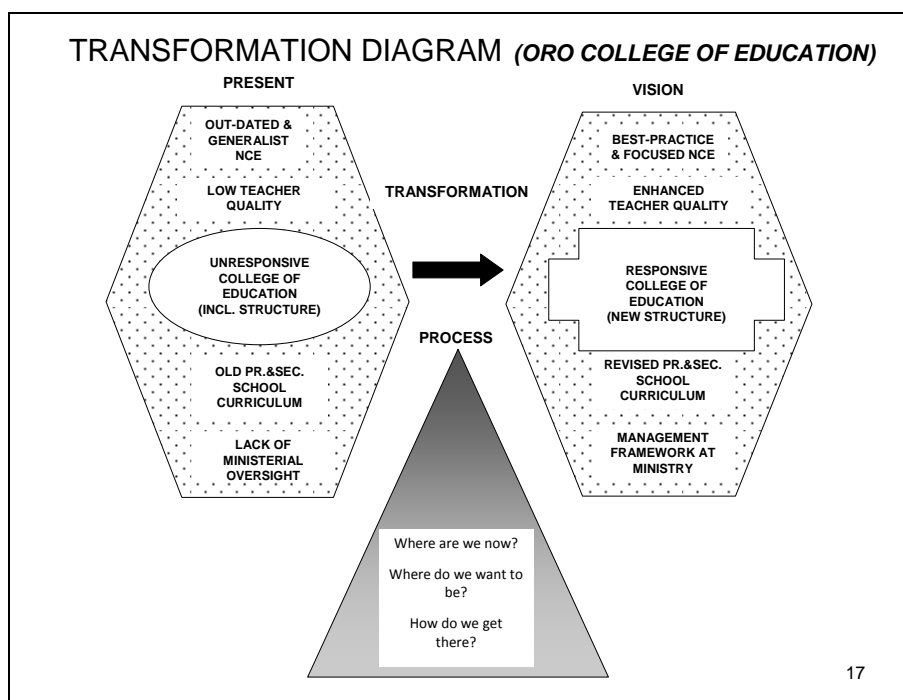
Change or Not?

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Slide 17

Slide 18

Slide 19



Slide 20

College of Education Structure (Oro State College of Education)		
SCHOOL OF EDUCATION	SCHOOL OF ECCE AND PRIMARY EDUCATION	SCHOOL OF JUNIOR SECONDARY EDUCATION
DEPARTMENTS	DEPARTMENTS	DEPARTMENTS
Educational Psychology Educational Foundations Curriculum Studies and Educational Technology	<p><i>The School has two sub-sections to each Department:</i> <u>[ECCE & Jun. Prim] [Senior Prim]</u></p> ECCE and Primary School Learning Numeracy and Mathematics Literacy and Languages Science, Technology (IT) and Agriculture Social Studies Physical and Health Education Religion, Culture, Arts	Languages Mathematics Computer Science Integrated Science Social Studies (including history, geography, political science) Religious Studies and Civic Education Physical and Health Education Vocational Education (Business Studies, Home Economics, Agriculture) Creative Arts and Culture

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Identification of Teaching and Academic Career Paths

QUALIFICATION	PROFESSION	ECCE (Early Childhood Care and Education)	Primary Education	Secondary Education
Under-graduate	<i>Teacher</i>	NCE (ECCE) B.Ed. (ECCE) PGDE (ECCE)	NCE (Prim. Ed.) B.Ed. (Prim. Ed.) PGDE (Prim. Ed.)	NCE (Subject Sp.) B.Ed. (Subject Sp.) PGDE (Subject Sp.)
Post-Graduate Level 1	<i>Teacher College/ University Lecturer</i>	M.Ed. (ECCE)	M.Ed. (Prim. Ed.)	M.Ed. (Subject Sp.)
Post-Graduate Level 2	<i>College/ University Chief or Senior Lecturer, Professor</i>	Ph.D. (ECCE)	Ph.D. (Prim. Ed.)	Ph.D. (Subject Sp.)

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TERTIARY LEVEL QUALIFICATION FRAMEWORK FOR PROFESSIONAL FIELD OF EDUCATION

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

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Annex 2: Log of Teaching Observations at Oro College

Date: ____ Feb 2010

	Lecture Topic and Style	Lecturer Talking	Lecturer Questioning (type)	Student Questioning (type)	Student Answering	Other, self-study etc.	Learning Materials
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

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Annex 3: Programme for Study Visit

COLLEGES OF EDUCATION**ESSPIN STUDY VISIT****PROGRAMME****22-25 FEBRUARY 2010**

MONDAY FEBRUARY 22: KWARA HOTEL	
19.00 HRS.	WELCOMING DINNER (KWARA HOTEL)

TUESDAY FEBRUARY 23: ORO COLLEGE OF EDUCATION		
Time	Topic	Presenter
8.00	<i>DELEGATES TAKE BUS FROM KWARA HOTEL TO ORO COLLEGE</i>	
9.30 – 9.45	Welcome	Provost of Oro College
9.45- 10.15	Overview of Kwara State Reform Agenda	Alh. I. Woru, Chair of Reform Task Team
10.15-11.00	College Reform Programme: Areas and Activities	H Thomas & J. Kuiper
11.00-11.30	TEA; informal discussion of first impressions	
11.30-11.45	Brief round of delegates first impressions	All delegates
11.45-12.15	Student Selection and Staff Audit	Reform Task Team
12.15–13.00	College Reform Achievements: 1. College Institutional Plan 2. Planning, Management and Financial Reforms 3. College Curriculum Policy 4. College new Programmes and new Structure	College Senior Management Team

13.00-14.00	LUNCH	
14.00–14.30	Early Childhood Care and Education, new Centre	Ms Andrea Togher, VSO
14.30-16.30	Walk around the Campus, meeting with the Deans of the three new Schools	All
16.30	<i>DELEGATES TAKE BUS FROM ORO TO KWARA HOTEL</i>	

WEDNESDAY, FEBRUARY 24, KWARA HOTEL		
Time	Topic	Presenter
9.00-10.00	Discussion of Previous day, identification of issues	H. Thomas & J. Kuiper; All
10.00-11.00	Vision for Education in Kwara State: Every Child Counts	Honourable Commissioner of Education, Kwara State
11.00-11.30	TEA	
11.30-12.00	Teacher Education: Creating cohesion in Higher Education	H. Thomas / J. Kuiper
12.00-12.30	NCCE reform views and activities	Dr A. Mayenga, NCCE
12.30-13.00	Discussions	
13.00-14.00	LUNCH	
14.00-14.30	Recap of issues and plans for future reform activities	H. Thomas & J. Kuiper
14.30-16.00	The Way Forward for States	All
16.00	Closure	

THURSDAY FEBRUARY 25: DELEGATES TRAVEL BACK TO THEIR STATES

Annex 4: Report on Study Visit

Colleges of Education

Study Visit

22-25 February 2010

REPORT

Programme

The intention of the programme was to provide the opportunity to visit Oro College as well as engage in information exchange with Oro staff, the Reform Task Team and others about all aspects of College Reform. The programme is attached.

In one way or another, all items on the programme were indeed followed. Delegates expressed interest in the College Reform at Oro. Discussions tended to focus on State/Federal funding related to staff salaries and benefits as well as on the review process of the NCE curriculum and its implications for the College Structure. The delegates initiated relatively little discussion on internal management processes and their effectiveness, or on concrete ways of prioritising funding for programmes and materials that would support student teachers to become quality professionals.

Participants

It was expected that representatives from the various state ministries would also attend the Study Visit, and the programme specifically provided items for their interest. Alas, it appeared that it had not been possible to get such representatives to participate in the Study Visit. A list of participants is attached.

The Jigawa delegates arrived late and had to leave early. It is hoped that their visit might still have had some value for them.

Next Steps

Towards the end of the Study Visit, participants were asked to identify, in the light of their observations and discussions during the visit:

- (i) actions that they might undertake in their States and institutions to further college reform; and
- (ii) areas in which ESSPIN might support such activities.

Participants divided into two groups. The following is a summary of the feedback from the groups.

There should be support for:

Group 1

1. Institutional reform.
2. A policy on teacher education.
3. Linkage between a medium term strategy and State provision.
4. The NCCE Curriculum reform and the use of national teacher standards.
5. Constituting a Turn Around Committee in the State.
6. Construction of ECCE Centres in Colleges.
7. QA Teams.
8. Restructuring of Colleges into three schools.
9. Creation of an awareness of the Reform and the NCCE review.
10. Funding for College-based projects.
11. Staff Development.

Group 2 (in addition to the above:)

1. Promoting Primary Education.
2. Selection of Students, related to carrying capacity.
3. Promotion of Government Responsiveness.
4. Involvement of Technical Experts in the Reform process (support for NCCE and Colleges).

ESSPIN support might be given to:

Group 1

1. Awareness creation.
2. College-based projects in particular:
 - ECCE development
 - Academic staff training on curriculum changes
3. Curriculum development

Group 2

1. NCCE and academic staff development

In subsequent discussion, as previously during the visit, the consultants attempted to focus on how participants might influence what had been identified as key “tipping points” in the Oro reforms and in particular the quantity and quality of the intake. The thrust of the discussion, which became quite animated, was that such tipping points were conditional upon political support and that ESSPIN should focus its activities in that area. Without more government funding high numbers of students were required.

Two particular themes emerged:

- Support for ECCE.
- Curriculum reform and support to NCCE.

It was evident from the discussion, however, that there was little, if any, will to address the issues of (i) quality of student entry and (ii) the application of rigorous standards in the accreditation and assessment processes. These issues are related to the level of Internally Generated Revenue (IGR) that a College might be able to raise from student fees, student payment for services and examinations etc. Such IGR appears to be seen as money earned by the college staff and is first of all considered as a way of enhancing the staff's salaries and benefits. Furthermore, this is something that State Ministries also appear to expect Colleges to do, as the State Ministries seem to provide only part of what the college considers to be its total salary bill and the ministries expect the College to raise any additional funds through their IGR. Against such a scenario, funding for the delivery of a quality curriculum to student teachers does not feature as a priority when considering the use of IGR.

COLLEGES OF EDUCATION

ESSPIN STUDY VISIT

PROGRAMME

22-25 FEBRUARY 2010

MONDAY FEBRUARY 22: KWARA HOTEL	
19.00 HRS.	WELCOMING DINNER (KWARA HOTEL)

TUESDAY FEBRUARY 23: ORO COLLEGE OF EDUCATION		
Time	Topic	Presenter
8.00	<i>DELEGATES TAKE BUS FROM KWARA HOTEL TO ORO COLLEGE</i>	
9.30 – 9.45	Welcome	Provost of Oro College
9.45- 10.15	Overview of Kwara State Reform Agenda	Alh. I. Woru, Chair of Reform Task Team
10.15-11.00	College Reform Programme: Areas and Activities	H Thomas & J. Kuiper
11.00-11.30	TEA ; informal discussion of first impressions	

11.30-11.45	Brief round of delegates first impressions	All delegates
11.45-12.15	Student Selection and Staff Audit	Reform Task Team
12.15–13.00	College Reform Achievements: 1. College Institutional Plan 2. Planning, Management and Financial Reforms 3. College Curriculum Policy 4. College new Programmes and new Structure	College Senior Management Team
13.00-14.00	LUNCH	
14.00–14.30	Early Childhood Care and Education, new Centre	Ms Andrea Togher, VSO
14.30-16.30	Walk around the Campus, meeting with the Deans of the three new Schools	All
16.30	<i>DELEGATES TAKE BUS FROM ORO TO KWARA HOTEL</i>	

WEDNESDAY, FEBRUARY 24, KWARA HOTEL		
Time	Topic	Presenter
9.00-10.00	Discussion of Previous day, identification of issues	H. Thomas & J. Kuiper; All
10.00-11.00	Vision for Education in Kwara State: Every Child Counts	Honourable Commissioner of Education, Kwara State
11.00-11.30	TEA	
11.30-12.00	Teacher Education: Creating cohesion in Higher Education	H. Thomas / J. Kuiper
12.00-12.30	NCCE reform views and activities	Dr A. Mayenga, NCCE
12.30-13.00	Discussions	
13.00-14.00	LUNCH	
14.00-14.30	Recap of issues and plans for future reform activities	H. Thomas & J. Kuiper
14.30-16.00	The Way Forward for States	All
16.00	Closure	

THURSDAY FEBRUARY 25: DELEGATES TRAVEL BACK TO THEIR STATES

COLLEGES OF EDUCATION
STUDY VISIT TO KWARA STATE
22-24 February 2010
List of Participants

Name	State	Title	Contact
Alex Maiyanga	Federal (NCCE)	D/Director	08034510450
Dr Graba Shehu	Kano	D/Provost	07063238187
Muhammed Baso	Kano	Sub-Dean School of Education	08036383765
Ibrahim Aliyu Kwaru	Kano	Academic Secretary	07028265298
Lawal Turkus	Kaduna	D/Provost	08078318440
Hassan Agya	Kaduna	Registrar	08058941071
Jonah Jury	Kaduna	Academic Staff Rep	07051076556
Dr Dahiru Abdulkadir	Jigawa	Provost	08062956348
Abdullhai A Magama	Jigawa	D/Provost	07065675766
Umar Mohammed	Jigawa	Dean (Science Faculty)	07039631728
Babayyo Shuabib	Jigawa	Dean (Education faculty)	08063406620
Hakeem Ajose-Adeogun	Lagos	Provost (Adenitan Ogunsanya COE)	07032687015
Prof. Tunde Oguntoye	Lagos	Provost Michael Otedola COE)	08055268645