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Input Visit Report

Education Institutional Development and Teacher Education Strategy for Kano State: Task Specialists Visit 3 Report

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Acronyms and Abbreviations

B.Ed	Bachelor of Education
COE	College of Education
ESOP	Education Sector Operational Plan
ESSPIN	Education Sector Support Programme in Nigeria
ETF	Education Trust Fund
FME	Federal Ministry of Education
IDP	Independent Development Partners
IQT	Islamiyya Qur'anic and Tsangaya Education
JSS	Junior Secondary School
KSCoE	Kano State College of Education
LGEA	Local Government Education Authority's
MTSS	Medium Term Sector Support
NCE	Nigerian Certificate in Education
NCCE	National Commission for Colleges of Education
NEMIS	National Education Management and Information System
NTI	National Teachers Institute
PGDE	Post Graduate Diploma in Education
PTTP	Pivotal Teacher Training Programme
SSC	Senior School Certificate
SESP	State Education Sector Project
SSMoE	State Ministry of Education
SSMoHE	State Ministry of Higher Education
SSIT	State School Improvement Team
STUP	Special Teacher Upgrading Programme
SUBEB	State Universal Basic Education Board
TEP	Teacher Education Policy
UBEC	Universal Basic Education Commission

Abstract

1. This report outlines the main issues as they apply to teacher education and pre-service and in-service training in basic education in Kano State. There is a particular focus on Kano State College of Education as the main teacher training institution in Kano State. The focus of this third mission was on devising a Development Plan for Kano State College of Education in close collaboration with the College and external stakeholders. The draft Development Plan consists of an introduction to the development process of the plan, the actual Development Plan and the steps needed before implementation of the plan can start. (Annex One)

Executive Summary

2. During the mission the consultants have collected and analyzed existing data and information from recent studies, reviews and plans into improving teacher education. This required an initial investigation into and validation of the significant issues that need addressing, if the quality of both pre-service and in-service teacher education programmes is to be improved.
3. Despite extensive efforts, the data available from KSCoE is incomplete and limited. The need for data remains an issue for the study's success in providing effective trends, baseline performance and comparisons with other states in Nigeria. Nonetheless, some conclusions have been drawn from the available data and it has been possible to confirm several major issues affecting the KSCoE's operations. The lack of data as being central to decision making is in itself a feature of the College's operation that requires attention.
4. Working with stakeholders from KSCoE, SMOE, SMOHE and SUBEB has been the preferred approach to produce the draft Development Plan that is the central feature of this report. In this sense, it has been a "bottom-up" approach which has strengths in developing ownership, commitment and motivation for change. However, the major constraint has been the lack of access to senior representatives of the various stakeholder groups. This is now the focus for the ongoing consultation which should now occur. This will need to be handled by the Kano ESSPIN Office.
5. The issues identified during the first two inputs have formed the basis for the Draft Development Plan. The issues have been clustered under three areas for attention, which form the three main sections of the Plan:
 - Review of management and governance structures
 - Reform of academic programmes for producing quality teachers
 - Enhancement of support structures for students and staff

6. A series of four workshops during this input have been used to determine the issues to be addressed. These have then been clustered and specific objectives have been framed; strategies devised; required resources identified; responsibilities outlined; tentative timelines given; and, evaluation indicators devised. The stakeholder representatives have been involved in every step of the Plan's development – including its format and developing vision and mission statements for teacher education reforms and KSCOE as the main focus for many of these reforms.
7. A feature of the Draft Development Plan is that national and state reforms have also been included in the same plan as the proposed reforms for KSCoE. This decision was made because it was soon realised that there are many overlapping issues that need addressing at different levels of the education system. For instance, the recent NCCE policy on teacher specialisation needs to be supported by Minimum Standards that also provide this focus. The recently released revised Minimum Standards (December 2008) do not do have this focus. It will therefore be necessary to consider each reform and its implications at national, state and College levels.
8. *The Development Plan is in draft form.* The consultation period began with the presentation of the Plan to the final stakeholder workshop on 30 September 2009. The Plan now needs to be circulated widely for further comment and feedback. In particular, the Plan needs senior representatives from stakeholder groups (particularly SMOE and SMOHE) to provide their comments as an indication of their commitment to the reforms outlined in the Plan. It is anticipated that an indication of their “buy in” to the Plan is a prerequisite requirement for implementation to occur.
9. The coordination of the consultation during October and November 2009 will reside with the ESSPIN Kano Office. It is hoped that this will be possible given their current staffing, but supplementation may be necessary if effective consultation is to occur.
10. It is unclear at this point whether further TA to support the ESSPIN teacher education initiative will be forthcoming. There is a strong case for ongoing TA involvement given the comprehensive programme of reforms and the need for linkages to be established across levels of the education system and with other ESSPIN initiatives (e.g. SSIT, IQT Schools, leadership and Management, Quality Assurance program (school reviews).

Purpose of the Consultancy

11. To undertake an institutional analysis of the Teacher Education structures within Kano State, with a particular focus on Kano State College of Education, and produce a comprehensive plan detailing recommendations on
 - (i) the development of an overall Teacher Education Strategy for Kano and
 - (ii) a specific development plan for the State College of Education.
12. It is considered that it is both impossible and unwise to separate the specific development plan for KSCoE from the wider teacher education strategy. Therefore, as at the end of Input Three (October 2009), the draft Development Plan includes and proposes both general reforms (Federal and State) as well as specific KSCoE reforms.

Achievement of the terms of reference (progress at the end of the third input: 4 October 2009)

TOR Tasks	Progress made and agreements reached	Proposed/agreed follow up
<p>1. Become familiar with results of teacher assessment study and ongoing reform at Kano State College of Education and Teacher Education component</p> <p>Information on ongoing reform will be collected during meetings with different segments of KSCoE management and teaching staff</p>	<p>It was agreed that a Teacher Assessment Study would be conducted in Kano State in conjunction with four other States by the end of the year.</p> <p>Information was gathered in the previous two inputs (April and June 2009) from a representative group of KSCoE staff (drawn from Schools and Departments) through individual and small group structured interviews, informal discussion and two stakeholder workshops that included KSCoE senior staff and other key stakeholders (SMoE, SMoHE, SUBEB and SESP representatives).</p> <p>A meeting with one representative group of students and one group of lecturers was also held to discuss their issues and views of KSCoE.</p> <p>This information has been used to determine the priority areas included in the Draft Development Plan – the main</p>	<p>Once the Teacher Assessment Study has been completed, using a sampling approach across the five pilot states, the results will provide further information for the Draft Development Plan for teacher education in Kano State. A sample study to assess Kano State's teachers is scheduled for November 2009. The results should be used as part of the consultation for the Development Plan (attached as an Appendix to this document)</p> <p>All available information from stakeholders has been validated with them through workshops, further discussions and through its inclusion in the Draft Development Plan. Minimal data was received from KSCoE on the budget, College Plans and forward projections (except for the Capital Projects Plan). It has therefore been important to test assumptions about the major issues with the stakeholders before including objectives, strategies, resources, responsibilities, timelines and evaluation indicators into the Development Plan.</p> <p>The major need now is for extensive consultation to occur on both the content and intent of the Draft Development Plan.</p>

	focus for the third input.	
2. Hold meetings with key stake holders	<p>Briefings and meetings have been held regularly with ESSPIN senior staff in Kano and Abuja. The Abuja meetings with the Kwara State Consultants and the NCCE Task Force provided valuable insights into the possible structural changes that could occur in Kano State.</p> <p>Ongoing consultation has occurred with SMOE, SMOHE and SUBEB representatives through stakeholder workshop during all three inputs. There should be no surprises as to the focus and content of the Draft Development Plan.</p> <p>During Input Two the consultants had discussions with a representative of NCCE who accompanied the consultants to various meetings at KSCoE. This proved to be useful, but this involvement did not eventuate in Input Three. The <i>Calendar of Events</i> and the list of <i>People Interviewed</i> for all inputs indicate the extensive stakeholder consultation (including KSCoE staff) that has occurred.</p>	<p>Further formal and informal Kano education stakeholders' consultation will be ongoing for later inputs. This will be most important with senior representatives of the external stakeholders (especially SMOE, SMOHE and SUBEB). A major constraint has been the lack of arranged meetings or workshop attendance of senior representatives. One finding from the Kwara State experience indicates there is a need to gain more administrative "buy-in" for the implementation of ESSPIN reforms. This has not yet occurred for teacher education reforms in Kano State.</p> <p>The consultation period for the Plan (i.e. October and November 2009) needs to focus on external stakeholder feedback and "buy-in". This presumably will need to be undertaken by the ESSPIN Office in Kano</p> <p>A key person (or small group of people) to lead the implementation of the required changes remains to be identified. No meetings with the Commissioners of Education and Higher Education (as potential leaders) have been held.</p>
3. Make selected field visits	Field visits were only made during Inputs One and Two to an urban PS (Koffar Nassarawa PS), one rural PS (Fanda CPS) and one rural junior secondary school (Fanda Girls JSS). A meeting with the Fanda traditional leader focused on their	The field trips added a valuable perspective to the focus on the preparation of teachers.

	<p>community development strategy. A visit was also made to Kumbotso LGEA to discuss their role and issues.</p> <p>The focus for Input Three has been on devising / completing the draft Development Plan. This has involved four workshops with stakeholder groups, ongoing meetings with KSCoE senior management and internal ESSPIN consultation.</p>	<p>It is considered that a constraint on progress has been the lack of access to key stakeholders (SMoE, SMoHE, SUBEB, LGEA) to gauge involvement, capacity and commitment to the changes and their willingness to assist the reform processes. It would have been desirable to have had more access to senior people, current decision making structures and processes (e.g. MTSS Reference group in Kano, NCCE Task Force) and senior officers in ESSPIN to introduce the issues and the Draft Development Plan.</p>
4. Hold participatory workshops	<p>There has been an ongoing programme of stakeholder workshops throughout the three inputs, culminating in a “final” workshop on 30 September to present the draft Development Plan for comments and critical review.</p> <p>During this third input there have been four workshops (15, 17, 28 and 30 September) which included two working group meetings, a wider KSCoE staff session and the final Stakeholder meeting to present the Draft Development Plan</p>	<p>The workshops have served several purposes. They were originally used to gain stakeholder views, build capacity in planning and decision making and ultimately to create a “bottom up” Development Plan that has ownership amongst stakeholders. Links were also made to other ESSPIN initiatives (e.g. the MTSS for funding and planning needs: SSIT as an important initiative for building advisory support and possible in-service provision; and meetings with the IQT Coordinator to explore possible links in the Development Plan).</p> <p>The workshops have revealed that most staff members have little experience in strategic planning to address needs and plan reforms. Nonetheless, the workshops have proved to be valuable training and have created motivation and an impetus for planned reforms to occur.</p>

<p>5. Present a framework for teacher reform</p>	<p>Clarification and prioritisation of issues was the priority for the first two inputs with many structured interviews and stakeholder workshops providing the main methodology for achieving this.</p> <p>This third Input has focussed on ensuring that all identified issues have been clustered (the <i>Findings and Issues Arising</i> section of the Second Input report) and translated into three main sections within the Draft Development Plan.</p> <p>The priority setting and related exercises in the Stakeholder Workshops have contributed to the draft Development Plan that is now ready for consultation.</p>	<p>Some linkages have been made to ESSPIN and stakeholder plans (e.g. MTSS and especially the State Sector Education Plan) and policies (e.g. NCCE policy on <i>Changes in the Academic Specialization Structure</i>) remain to be achieved in later inputs.</p> <p>A draft Development Plan has been devised through this interactive process. It will need further consultation and support for implementation (and funding) to occur. Support needs to be determined from key people such as the Commissioners for Education and Higher Education and the respective Permanent Secretaries. It is considered that this is the critical next step for the teacher education reform programme.</p>
<p>6. Map out the tasks that need to be undertaken for developing the strategy for Teacher Education</p>	<p>A comprehensive Development Plan, in draft form, containing three main strategic areas is now completed. The three areas are:</p> <ol style="list-style-type: none"> 1) Review of management and governance structures 2) Reform of academic programmes for producing quality teachers 3) Enhancement of support structures for students and staff 	<p>It has been important to work through and build up the Development Plan with stakeholder involvement. Most were unfamiliar with many aspects of strategic planning – primarily because this has not been a feature of their own work (School and Department Plans (where they exist) at KSCoE are focussed on the purchase of equipment and resources, rather than the quality issues raised in the draft Development Plan).</p> <p>It is evident that proposed reforms to the basic education curriculum, the structures and policies to support teacher specialisation and many workforce planning issues (e.g. teacher supply and demand, teacher registration) will require Federal and State support if they are to be effective. An issue for ESSPIN is the</p>

	<p>The major emphasis on planning at KSCoE is on obtaining new facilities and the procurement of equipment (perhaps this is understandable given the lack of both). The only plan that was provided, therefore, was the <i>2007-2011 Rolling Plan for Capital Projects</i>. This can be added, if required, as a fourth major section of the Development Plan. However, this was not done in the draft document, as it would almost certainly become the focus of the consultation process. It is also focussed wholly on KSCoE rather than covering the broader issues for teacher education in Kano State – the aim of the Plan. If added the plan has to be revised to adhere to the same methodology of strategic planning as has been used in the Draft Development Plan</p>	<p>current model of separate interventions in each state, rather than a common approach to some of the necessary interventions that are required in <i>every</i> state. For instance, changes to the Minimum Standards to support the teacher specialisation policy should not be repeated five times (i.e. in each pilot state). The work in Kwara, which is well advanced, seems to be addressing most of the systemic issues. The question arises as to the extent that this work becomes a template for other states. This requires discussion and resolution.</p>
7. Develop a draft implementation schedule for strategy	<p>The draft Development Plan covers both the proposed reforms for KSCoE and also the broader provision of improved teacher education quality in Kano State. The stakeholder responsibilities for reforms are identified and are wide-ranging because of the need for strategic actions at the Federal, State and College levels.</p> <p>A time schedule is proposed but this needs consideration against the broader ESSPIN agenda. No costing of resources is yet included, as this will require SMOE, SMOHE and ESSPIN discussions on available funds and their coordination</p>	<p>All aspects of the draft Plan (objectives, proposed strategies, resources, responsibilities, timing and evaluation indicators), as these apply to implementation, require extensive consultation to occur.</p> <p>A key issue for implementation is the need to coincide funding requests with the State's planning cycle for inclusion of broad teacher education and more specific KSCoE initiatives into the annual planning cycle. The Director of Works (KSCoE) indicated funding submissions are required by the end of August in any year if they are to appear in estimates and funds allocations for</p>

	<p>It is assumed that the major focus of the Teacher Education strategy is KSCoE, as the single state facility for teacher education in Kano. This is reflected in the original TORs for this work.</p>	<p>the following year.</p> <p>To support only no or low cost interventions will be “tinkering at the edges” unless the proposed Federal and State reforms accompany those outlined in the Plan for the College. ESSPIN’s plans to work at different levels of the education system are particularly important in the area of teacher education.</p>
<p>8. Present a draft framework and implementation plan</p>	<p>A draft framework (the Development Plan) has been completed using stakeholder inputs, available data, consultation and feedback. The strategic approach includes information on implementation, as this applies to each of the three main reform areas. However, further details on implementation (timing, funds, agreed strategies, resources, and responsibilities) will need to be added once agreement with the draft Development Plan has been achieved through consultation and feedback from the different stakeholders.</p>	<p>The draft Development Plan (framework) has been finalised and presented to stakeholders (in a workshop) during the final workshop of this input. It now requires significant consultation to occur, particularly with external stakeholders and their most senior representatives. Ideas for implementation are included in the Plan but these need checking as part of the consultation.</p> <p>A significant feature of the Development Plan is its focus on quality elements other than physical resources (which is the focus for current planning at KSCoE and also within the MTSS). The focus on outcomes to produce quality graduate teachers demands a focus on a broader set of inputs (quality of instruction, resources made available to trainee teachers, teaching practice opportunities and a range of other student-centred inputs. This is a radical shift in the focus of planning for KSCoE management and the individual Schools (change management required).</p> <p>It is assumed that ESSPIN will include the teacher education</p>

		improvement reforms as part of their wider education reform strategies. This requires much further discussion with senior representatives of ESSPIN to finalise an implementation plan inclusive of the teacher education reforms and the linkages to other reforms (e.g. SSIT, IQT Schools).
9. Complete ESSPIN reports if necessary	<p>A work plan for the third input was developed in consultation with the Quality Teaching Specialist in Kano ESSPIN Office, and given to the Kano Team Leader, Mr Richard Dalgarno (Attached as an Annex).</p> <p>The main “report” for Input Three is the Draft Development Plan. All the details on issues and how they will be addressed are included in the Plan as a programme of reforms.</p>	<p>A work plan was developed at the start of Input Three in September 2009, focused on the tasks required to produce a draft Development Plan, including ideas for its implementation.</p> <p>It is suggested that October and November 2009 be used as consultation months for seeking feedback, required changes and any agreed improvements for the draft Development Plan. It is recognised this requires a significant workload increase for the Kano ESSPIN Office.</p>

Background

13. Despite the possession of considerable oil wealth, a rising population, inefficient government investment in front line public services and years of neglect have left the Nigerian education system in a poor state. Education indicators are amongst the lowest in Sub-Saharan Africa, particularly for girls. Currently it is estimated that there are 7-9 million school aged children not attending school, a disproportionate percentage of which are girls.
14. Since legislation was passed in 2004 establishing nine-year compulsory Universal Basic Education, the main sectoral focus of Federal and State governments has been an expansion of basic education to meet the Millennium Development Goals. There has been a significant increase in investment in the basic education sector through State governments and through Federal sources such as the Universal Basic Education Commission (UBEC). However, access remains a problem, as does the low quality of education outcomes and the stark inequities in the system.
15. The Education Sector Support Programme in Nigeria (ESSPIN) is a six year DFID programme of education development assistance and is a part of a suite of programmes aimed at improvements in governance and the delivery of basic services. ESSPIN's aim is to have a sustainable impact upon the way in which government in Nigeria delivers education services and is directed at enabling institutions to bring about systemic change in the education system, leveraging Nigerian resources in support of State and Federal Education Sector Plans and building capacity for sustainability. ESSPIN is currently operating in five States (Kano, Kaduna, Kwara, Jigawa and Lagos) and at the Federal level. ESSPIN builds upon previous technical assistance projects in education, in particular the Capacity for Universal Basic Education Project (CUBE). ESSPIN will run in parallel with World Bank credit-funded projects in four of the States (the State Education Sector Project (SESP) in Kano, Kaduna and Kwara and SESP II in Lagos).

Kano State

16. The Education Sector Analysis (January 2008) follows on from the Kano Road Map (2008-2011) and KSEEDS and paints a grim picture of the challenges ahead for the Ministry (SOME), as it prepares to implement its sector reform programme with the aim of improving access and quality of education for millions of children. Kano has a high population growth rate of 3.5% and is one of the poorest states in Nigeria. The historical manufacturing and tax base has disappeared, government is increasingly dysfunctional and basic public services such as power and water supply have collapsed. More than 60% of the working age population is either unemployed or under employed. Similarly, education and health services have deteriorated considerably. There is an increasing correlation between the numbers of children and

youth out of school and both civil and religious unrest. There are great contrasts between Kano metro and its rural hinterland. The rural areas are very traditional and all poverty and educational indicators indicate that uptake of secular education, particularly for girls, needs serious and immediate attention in all 36 rural and semi-urban LGEA's.

17. The bulk of available financial resources come from the Federal Government and current funding formulas ensure that Kano has one of the lowest allocations per capita. There is some evidence that available finance for basic education is either not being used or is being used inefficiently (UBE, MDG, ETF, VPF). In most cases federal grants are conditional upon matching contributions in the State budget and the restructured 2010 budget reflecting the MTSS will need to take this into account.
18. A significant recent development (in 2008) in Kano State has been the creation of a separate Ministry of Higher Education from the Ministry of Education, each with its own Commissioner. This has implications for teacher education in the state and also for the reform program at KSCoE. It effectively means that both Ministries need to be involved as stakeholders in the reform programme. The functions, roles and responsibilities are being progressively devolved to the newer SMOHE, particularly as these relate to tertiary education. This also has resulted in a separate budget for Higher Education in the recently developed draft MTSS. The main effect will be to ensure that both SMOHE and SMOE are involved as key stakeholders and that both Commissioners are involved and committed to the programme of reforms outlined in the draft Development Plan.
19. Less than half of primary school age children attend secular schools (state and private), although the figure rises to over 90% if one includes Quoranic schooling. This situation applies particularly to girls. Similarly the transition to secondary school is, at 46%, well below the national average; it is estimated that over 800,000 secondary school age children are out of school. Given that half will be boys, and most will be unemployed, this obviously has significant social implications, particularly in a crowded, urban and often volatile context such as Kano.
20. Apart from serious concerns with access and equity, there is also a problem with the quality of education services delivered. At primary level, up to 60 % of teachers are untrained, and, given that most are directly employed by the LGEA's, often for non-educational reasons, they are often not motivated or committed. A recent Teacher competence assessment in Kwara indicated that most teachers are not competent. The system is also characterised by high Pupil Teacher Ratios, serious overcrowding, poor infrastructure, lack of potable water and sanitation and lack of educational materials; which all contribute to the observed deterioration in service provision. This study will be replicated in Kano on a sample basis in November 2009.

21. ESSPIN's intervention is timely in its intention to support improvements and reform in access/equity, quality, teacher issues and planning and management, with stated commitment from SMOE to implement sector reform. Inception activities have led, at the end of September 2009, to the development of an activity based and costed rolling 3 year MTSS which can be translated into a restructured and targeted 2010 and subsequent budgets. The newly developed SSIT programme will help strengthen school leadership and also provide valuable support in literacy, numeracy and ICT. There is growing recognition that strengthening community participation and involvement via the role of SBMC's at school level can mobilise community commitment to reform at grassroots level and facilitate effective implementation.

Kano State College of Education (Kumbotso)

22. The Kano State College of Education at Kumbotso was established in 1981. Initially the College was one part of the Institute for Higher Education. This institute was decentralized into three separate colleges, one Polytechnic, one Arts College and the Kano State College of Education in 1987. The college administrative structure has four main sections:

- The Office of the Provost
- The Office of the Registrar
- The Bursary and the Works Department
- The Registry, which has four major units:
 - Establishment Unit
 - Academic Unit
 - Student Affairs Unit and the
 - Planning Research and Statistics Unit

23. The Kano State College operates a School system. Each School is a technical grouping of closely related disciplines or courses purposefully designed to facilitate administration. Each School is headed by a Dean. The five Schools are:

- School of Education;
- School of languages;
- School of Arts and Social Sciences;
- School of Natural and Applied Sciences; and
- School of Vocational Education.

24. Each school has its own independent program and curriculum. The school of Education is the only school that has a section called Primary Education Studies that teaches students the knowledge, skills, attitudes and methods to teach all subjects at primary school level. There is also a School of Part-Time Studies that is managed by a Coordinator. This School manages the weekend and summer school programs offered by the College.

25. The most significant issue about this current structure at KSCoE is that it does not reflect or cater for the need for the preparation of more specialised teachers (particularly at ECE and primary levels), in line with the recently released NCCE policy (2009). Preliminary discussions have commenced on a possible restructure for the College and this is one of the key focus areas for Section One of the draft Development Plan.
26. From 2004/05 onwards the College has witnessed an extraordinary growth of its student population (see Table Two below) from 8676 day students in 2004/05 to 20741¹ day students in the 2008-2009 academic year. In addition to this there are about 3000 untrained teachers that are enrolled in the weekend for the part-time NCE program. The reason for admitting so many more students over the past year is not entirely clear. It is understood that the main reason for the increase was the political and social pressure applied to create more educational opportunities for post-secondary students to continue their education. However, the increase may also have been driven by the college trying to collect extra revenue to cover recurrent and other costs. A rolling plan focused on dealing with these new pressures on capital works has been developed, but the other issues (mainly related to the quality of the graduates) that have resulted from the student numbers blowout are not included in the plan.

Table One: Enrolment in NCE Programme at Kano State College over last six years

Year	Male	Female	Total	Male of total %	Female of total %	Annual increase
04	6768	1908	8676	78%	22%	
2004/05	7360	2208	9568	77%	23%	9%
2005/06	7912	2357	10269	77%	23%	7%
2006/07	9126	2689	11815	77%	23%	13%
2007/08	10618	3458	14078	75%	25%	16%
2008/09			20741			32%

27. Though the official number of newly enrolled students for the NCE Programme in 2009-2010 is not published yet there are indications that the number of newly enrolled students has been reduced from well over 6500 students to 5000 students.
28. The growth of the student population has resulted in an acute shortage of teaching facilities and consequently has had a negative impact on the quality of teaching. It is estimated that only 9% of students would have seats if all students are in attendance at one time (See Table Three below)

Table Three: Availability of teaching facilities 2008-09²

Facility	Number	Seats	Total seats	% of students that can be accommodated
Classrooms	19	50	950	
Lecture theatre	4	300	1200	
Laboratories	1	50	50	
Total seats available			2200	9%

NCCE Policy changes to curriculum specialization and the impact on CoE structures

29. Teachers entering basic education schools (primary and junior secondary schools) receive CoE training as generalists. However there is insufficient emphasis given to the preparation of primary teachers, with many graduates preferring to teach in junior secondary schools (primarily for reasons of status, salary and promotional opportunities). A recently approved NCCE (approved by the National Council of Education) policy has implications for training programs in teacher education. It is proposed that by 2011 the following specialisations occur in pre-service training for teachers in basic education:

- Pre-primary education
- Junior primary education
- Upper primary education
- Adult and non-formal education: and
- Special education

This has implications for the changed structures and courses required at CoEs to deliver these specialisations, particularly the first three which emphasize different phases of schooling. This policy shift will need to be considered in any reforms to current structures at Kano State College of Education.

State Government funding for Capital Works

30. During the years 2003-2006, 32,000,000 Naira has been approved by the State Government for capital expenditure, including the construction of teaching facilities. For a variety of reasons the College was only able to access a reduced amount of 5,478,449 Naira of the allocated funds for the construction of educational facilities. These funds were insufficient to match the massive influx of students and to address their subsequent needs over the past few years. It is only recently that the Government of Kano State has addressed the problems that arose as a result of the

² Data in both Tables provided by Kano State College

increased student population. In 2009 the Government allocated and released substantial capital expenditure for the construction of lecture theatres, offices and other accommodation.

Findings and Issues Arising

Approach to the study of teacher education in Kano State

31. The approach taken by the consultants for teacher education in Kano State is consistent with the provided TORs and based on a number of discrete steps, including:
- Developing a comprehensive understanding of the issues at Kano State College of Education (KSCoE - the sole State Government CoE in Kano). This was the focus for the first two inputs;
 - Using the information on the issues faced by KSCoE to devise a draft Development Plan which address key issues through the use of specific objectives to be achieved; suggests intervention strategies and subsequent activities; addresses the required resource commitments; outlines stakeholder responsibilities; and, includes timelines for capacity building and sustainable improvements to occur.
 - Using the draft Development Plan to provide a dialogue with and obtain commitments from teacher education stakeholders at the state (SMoE, SMoHE, SUBEB, LGEA) and federal levels (NCCE).of education administration and policy/legislation formulation. The draft Plan has drawn attention to current policies and regulatory frameworks that will require attention if significant changes are to occur in teacher education and the subsequent delivery of education in Kano State's schools.
 - Seeking support from senior decision makers at the Ministry of Education and the Ministry of Higher Education is now required to finance the proposed improvements at the College and schools (Primary and Junior Secondary). Implementation of the Development Plan will only be possible through enhanced partnerships involving key education stakeholders (broader systemic consultation (October 2009- December 2009).
 - Assisting with the implementation of the Development Plan (through ESSPIN) once stakeholder consultation results in approval of the suggested directions and strategies. (Longer term involvement through inputs in 2010 may therefore be required).

Summary of key issues at Kano State College of Education

32. The chart included in the Input Two Report as Annex One: *Summary of issues at Kano State College of Education by Key Area*, provided a comprehensive overview of the key issues facing KSCoE, the rationale for each issue and some tentative inputs (mainly policy and procedural changes, strategies, activities and resources) to address the specific issue. The issues are clustered as Key Areas that include key issues such as:

- the negative outcomes of the increased enrolments of students (justified by the College as the need to raise their own funds) on the quality of teaching and learning
- the limited use of College funds to address development issues
- the need for College planning (beyond being solely for capital works),
- significant curriculum and pedagogical issues,
- the need for structural changes to current Schools and Departments and partnerships with other stakeholders,
- the need for increased communication to discuss and agree on strategic issues i.e. meetings with Kano State and the NCCE.

33. The Table of Issues (noted above) has led to the identification of three main sections for the draft Development Plan:

- 1) Review of management and governance structures
- 2) Reform of academic programmes for producing quality teachers
- 3) Enhancement of support structures for students and staff

34. The draft Development Plan is built around these three main sections and combines actions and responsibilities for all stakeholders (Federal, State and College levels) in teacher education. The involvement of NCCE is especially important to support the implementation of strategies and actions of *Section Two*. The Development Plan is therefore a framework for improvement at all levels of teacher education, but with a focus on KSCoE.

Broader education system Issues for Kano State

35. The major work with system level education stakeholders remains to be done. While every attempt has been made to have external stakeholder involved in workshops and meetings, the most senior representatives in Teacher Education (i.e. Commissioners of SMOE and SMOHE and the respective Permanent Secretaries) have still not been consulted. It is already evident that systemic interventions will be required for sustainable changes to occur at KSCoE and in primary and secondary schools (and hopefully at higher levels of the education system, although this is not a

direct focus for the current work). Some of the system level issues that require addressing and resolution include the need for:

- A workforce planning strategy (particularly a teacher supply and demand study) to provide clearer indications of system needs in the different levels of schooling (pre-primary, lower primary, upper primary and junior secondary) to match the NCCE requirements;
- Professional teacher standards (i.e. the *Nigerian Standards for Teachers* - 2007) need to be established for teachers at different stages of their careers (e.g. beginning, more experienced and advanced skills teachers). There are key issues to address, including whether these competencies should be linked to salary, promotional opportunities and determination of staff development to meet the system and individual school needs.
- Better linkages between the decision making bodies involved in teacher education, at federal, state and College levels
- Attention to Human Resource issues such as recruitment, salary structures, career path and promotional opportunities.
- Strengthening the leadership and management of schools (and teacher education pre-service and in-service Colleges)
- School planning linked to system initiatives and adherence to established policies and procedures
- Quality assurance (QA) arrangements to monitor system growth and ongoing needs. Consideration may also need to be given to a performance management system under QA arrangements.

36. ESSPIN is addressing most of these systemic issues through a number of interrelated programmes. It will be important to link the work occurring in teacher education to these programmes to provide coherence for the local people charged with administering the education system.

Options and next steps

37. The major options from this point should be determined from the reactions of stakeholders during the consultation period for the Draft Development Plan. The consultation period, which effectively began with the stakeholder workshop on 30 September, should continue through October and November. This time should be used not only to amend or add to the Plan, but also to gauge the support from **senior representatives of each of the stakeholders** to the proposed teacher education reforms outlined in the Plan.
38. The next step is for the ESSPIN Office to engage in the consultation process. (See Annex six for the Development Plan milestones) This should be as extensive as possible, given the available resources. Senior representatives from stakeholder groups have had little involvement in this work to this point. Their involvement is now critical if the reform programme is to occur.

Next Input

39. None indicated at this stage. If further inputs or independent activities are to be scheduled, it is recommended that the TORs are developed, or activities chosen from the *Ranking Exercise* (Annex Two) undertaken with the stakeholders at the 30 September workshop. Suggestions are provided for high impact, short term and low cost initiatives that could receive ESSPIN support as an interim arrangement, until further inputs are required for the Teacher Education reforms.

Annex 1: Consultation Draft

A Development Plan for Teacher Education in Kano State: with a focus on Kumbotso State College of Education

1 October 2009

a programme funded by DFID



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1.0 Introduction

The current Situation of Teacher Education in Kano State

The challenges facing the education system in Nigeria are well documented (e.g. Bennell, Anyanwu et al (2007), *Education Sector Analysis*, SMOE (2008), Kano State Education Strategic Plan 2007 – 2015 (2006). The draft Development Plan included in this document addresses the issues and outlines reforms in one state (Kano), with a focus on one teacher education institution (Kumbotso State College of Education)³, but includes strategies that need to be considered as broader state and national issues. Indeed, some of the strategies included in the Draft Development Plan (subsequently referred to as *the Plan*) are really prerequisites at the national level for other strategies to occur at the state and individual College of Education levels.

For instance, the revision of the basic education curriculum (and accompanying syllabus) to support the NCCE policy for increased specialisation of teachers at different levels⁴ is one example of the need for national intervention. Currently this curriculum and the accompanying NCCE *Minimum Standards for NCE* (as it applies to Colleges of Education) are out of step with the needs of learners at different levels of the education system (ECE, lower and upper primary in particular). The preparation of teachers to address these needs in school classrooms will need more relevant curriculum directions and training and materials support to be developed. However, curriculum reform is a long term strategy and other strategies in the Plan will need to be implemented, while the writing of the curriculum proceeds. Curriculum development is a minimum 3-4 year task for most countries, where consultation, drafting, pilot work and revisions occur.

The Development Plan has been devised as a vehicle for reform, but this will require involvement, commitment and resources from all major stakeholders in teacher education. The actions outlined in the Plan indicate a need for both individual responsibilities to be accepted and collaboration to occur. All stakeholders have specific mandates under law or related policy which needs to be practised if the reforms signalled in the Plan are to be realised. (See *Annex Two: Sources of education sector finance in Kano State*)⁵ Another key feature of the Plan is that, while key priorities have been identified, there are many other competing and interrelated priorities which also require attention. Every attempt has been made to address key priorities in the first instance, but this needs further comment through the consultation period for the draft Plan. It also requires a series of rolling Annual or Strategic Plans to be developed (using the Development Plan as the main source for priorities) to provide ongoing and sustained planning and actions for the reforms to occur. The required management structure (a Steering Committee is proposed) that will assume the responsibility for this planning cycle should reside at and include the most senior levels of the state

³ Annex One provides information regarding the State College of education at Kumbotso

⁴ The NCCE policy for teacher specialisation also includes the preparation of teachers for special education and adult literacy programs. This has not been the focus for this Development plan as it is considered that this needs further discussion at the national level, to determine teacher supply and demand in these areas. This information can be added to the Plan, as it affects Kano State and if required, at a later date.

administration of education, including the involvement of key state (e.g. SUBEB) and national bodies (e.g. the NCCE).

2.0 Process for devising the Development Plan⁶

Consistent with the directions in the Terms of Reference for this project, the focus in developing reforms for teacher education has thus far been on the Kumbotso College of Education. This has both advantages and disadvantages (more detail provided in the *Conclusion*), but primarily it has meant a *bottom up* approach to the development of the Plan. The main advantage has been the involvement of the College staff in the whole process thus far. This has involved formal individual and group structured interviews, informal interviews, workshops and seminars and gathering of data directly from staff. While the data is limited (and in some cases unreliable) it has been possible to gain senior management, staff and student perspectives to determine the key issues and priorities and to test the reaction to strategies for improvement.

The major disadvantage of this approach has been the limited involvement, thus far, of the senior management from state and federal education bodies and is reflected in the first and key objective of the first cluster of the Plan. This underlines the importance of a consultation period for the Plan, where responses to the Plan are considered. The final outcome for the development of the Plan has always been to have stakeholder consensus on issues to be addressed and the strategies, resources, responsibilities and timelines that will apply to the various reforms documented here and in other reports. This remains to be achieved.

The College working group (drawn from the wider stakeholder group + an ECCE representative) has considered their mission and vision for the focus and there is a clear commitment to the institution's focus on the production of teachers to meet the different levels of specialisation. Draft vision and mission statements have been devised to provide this focus for the Development Plan.

3.0 The Development Plan format

The Plan adopts a typical strategic planning format (without the specific costing, action sequence and timelines of a Strategic Plan) which has been developed through consultation with ESSPIN management and a College working group of senior staff. Further detail will need to be added once the available budget is known, agreement has been reached on the directions and detail of the Plan and the responsibilities for action determined. Based upon this extra information an annual or strategic plan should be developed.

Given the range and importance of the many issues being faced to reform and improve teacher education in Kano state (and generally), it has been decided to cluster issues into three main groups. Every attempt has been made to retain the detail mentioned in identified issues through the use of

⁵ Adapted, with several additions, from *Education Sector Analysis*, 2008, p.24)

⁶ Annex Three provides a flow chart showing the key steps (milestones) for devising the Development Plan

strategies that are included in the Plan. The three main clusters of issues have been named as follows:

- Review of management and governance structures at the KSCoE requiring revision to align teacher preparation to meet the needs of different levels of students in schools
- Reform of the overall Academic program (Curriculum and Course design) for providing quality teachers
- Enhancement of support structures for students and lecturers

Each of these clusters of issues is considered briefly below. They form the key organisers for the Development Plan's structure

3.1 Review of management and governance structures at the KSCoE requiring revision to align teacher preparation to meet the needs of different levels of students in schools

The most significant issue is the need to reduce annual student intakes to provide more manageable levels as a key strategy to ensure more quality graduates for different levels of specialisation. This will require more information (currently lacking) to determine the actual supply to match the demand for teachers at different levels and specialisation for the system and will require careful monitoring. This requires the development of a total human resource management strategy at SMOE, as the central agency, to determine teacher numbers for schools. This is no simple exercise as it includes obtaining agreement on class sizes to determine teacher/pupil ratios; the funding commensurate with this; teacher transfers to accommodate inequities and then providing projections of teacher numbers over time (3-5 years). The Colleges of Education should then be funded accordingly to produce the required number of graduates to meet the teacher workforce needs.⁷

Aligned with this will be the need to restructure the College's Schools and Departments to provide the required specialisation. This requires extensive work with both the College management and other external stakeholders to provide both the guarantees and directions for this significant reform program.

Other key issues addressed in this section include the need for enhanced internal and external communication; sustained and predictable funding support through the budgetary process; and, transparent, responsive and responsible financial management processes. While this is focused on KSCoE management and governance structures, it also includes broader management structures at state and national levels and how these need to interact with the College e.g. governance, budget and quality assurance issues.

⁷ A key strategy suggested in the Development Plan to assist with required teacher numbers for specialist areas is to undertake a teacher supply and demand study. This allows projections of required numbers to be determined in advance (at least 3 and preferably 5 years projections would be necessary for KSCoE enrolment numbers).

3.2 Reform of the Academic program (Curriculum and Course design) for providing quality teachers:

Many of the issues raised in this section are *national* issues (e.g. basic education curriculum, revision of the Minimum Standards for the NCE to accommodate the NCCE specialisation policy for teachers, etc). The strategies to address these issues should therefore be managed through central agencies, rather than individual states providing idiosyncratic solutions. Suggested strategies are included to address:

- The NCCE policy to produce teachers with different specialisations;
- Provision of learner, rather than teacher focused courses, drawn from best practice;
- The development of teacher education courses built around and focused on the demonstration of competency standards (*Standards for Nigerian Teachers*, 2007);
- A shift of emphasis from content driven courses to increase the importance of teaching methodology and processes;
- Development of a Basic Education curriculum in schools that includes a focus on the learner at different levels of schooling, different pedagogy, support materials, assessment and reporting requirements;
- Inclusion of the development Plan in the Medium Term Sector Strategy (MTSS), to ensure priorities are reflected in budget decisions and allocations.

3.3 Enhancement of support structures for students and lecturers

The College lacks many basic services and support mechanisms that are a feature of teacher education programs in many other countries in Africa (e.g. Ghana, Kenya and Botswana). Some of these services can be supported through the involvement of ESSPIN, but many require national and state intervention if KSCoE is to be a centre for the production of quality graduates for Nigerian schools.

While a reduction in student (and possibly staff) numbers may produce savings which can be re-directed to improved facilities, this will still require extra support to produce facilities, equipment and infrastructure (especially a regular power supply, plumbing and ICT) that is of an acceptable standard.

NB It is important to recognise that there is considerable overlap both within and across the three main clusters of issues. This underlines the need for a Steering Committee that will take responsibility for overseeing the implementation strategy, through the development of rolling Annual (or Strategic) Plans. The large number of competing priorities and involvement of many stakeholders in teacher education makes joint management and communication critical. The development of a Steering Committee is discussed as a key implementation strategy in the next section (4.0).

4.0 Responsibility for the implementation of the Development Plan

Individual responsibilities of the various stakeholders are identified in the Plan, with the overall responsibility for its implementation residing with a Steering Committee, co-chaired by the Commissioners for Education and Higher Education and including senior representatives from all Kano State stakeholders (plus NCCE representation) in teacher education⁸. The Steering Committee should have the role of determining priorities, monitoring and evaluating the actions to be taken, using the Plan as a guide. A more detailed Annual (or Strategic) Plan, which focuses in the first instance on the short to medium term objectives needs to be developed through consultation within this group.

The Steering Committee should regularly receive reports on recommended actions to determine the progress on individual initiatives (outcomes of the individual objectives in the Plan). While individual stakeholder roles and responsibilities need to be maintained, the Steering Committee should have overarching powers to make the necessary changes (e.g. policy, budget allocations and Human Resource decisions) that will facilitate actions leading to improvements. It is also considered important to create a Secretariat to support the work of the Steering Committee.

The detail involved in the establishment of the Steering Committee; the training required for members of the Steering Committee; and, the work to determine the immediate focus for the first Annual Plan are outlined (below) in a strategic framework (*Prerequisite Section: Actions to be taken to support the implementation of the Development Plan*) which includes the preliminary steps towards implementing the Development Plan, which then follows.

KSCoE also has enhanced responsibilities to become better organised to focus on the development needs outlined in the Plan. There is a need to both re-organise and revitalise previously established committees and to form new working groups for some of the key strategies proposed in the Plan. This is a necessary prerequisite for the Steering Committee to be able to undertake their work.⁹

⁸ A significant recent development (in 2008) in Kano State has been the creation of a separate Ministry of Higher Education from the Ministry of Education, each with its own Commissioner. This has implications for teacher education in the state and also for the reform program at KSCoE. It effectively means that both Ministries need to be involved as stakeholders in the reform programme. The functions, roles and responsibilities are being progressively devolved to the newer MoHE, particularly as these relate to tertiary education. The main effect will be to ensure that both MoHE and MoE are involved as key stakeholders and that both Commissioners are involved and committed to the programme of reforms outlined in the draft Development Plan.

⁹ A complete list of the suggested working groups has been drawn from the Development Plan and included as Annex Four

Prerequisite Section: Actions to be taken to support the implementation of the Development Plan

Specific objectives	Proposed strategies and activities	Required resources	Timing	Responsibility	Evaluation indicator(s)
To establish a functioning Steering Committee consisting of all major stakeholders in basic education in Kano State to supervise the monitoring the implementation of the Development Plan (NB the Steering Committee has responsibility to supervise and implement all Specific Objectives in this Plan)	Establish a Steering Committee consisting of internal and external stakeholders to supervise and monitor progress of the implementation of the Development Plan: <ul style="list-style-type: none"> Develop ToRs for the Steering Committee Hold meetings regularly (suggested that this is monthly for the first year of operation) Form a Secretariat from existing stakeholder staff to provide support for the Steering Committee Provide ESSPIN technical support through the Teacher Education component of the programme 	Time allocated for monthly meetings Travel budget – stakeholders meet own costs for local Kano travel: SMOE provides support for travel to other locations Staff appointed to Steering Com. and Secretariat ESSPIN resources (Teacher education representative)	2010 - 2011	Steering Committee co-chaired by Commissioners for Education and Higher Education All stakeholders provide senior representatives (and Secretariat members) TORs define the role of Committee members ESSPIN provides direct support to the Steering Committee	<ul style="list-style-type: none"> Establishment and functioning of the Steering Committee Actions are minuted Progress reviews of the Plan's priorities are documented Information from the Steering Committee is included in reports and bulletins The budget for the implementation of the Development Plan is reflected in the Medium Term Sector Strategy (MTSS)
To strengthen the College management's capacity to implement the Development Plan (other teacher education stakeholders' capacity not known at this stage)	Develop management group that is capable to lead the College and to implement the changes as required by the Development Plan: <ul style="list-style-type: none"> Implement the Plan through providing Technical support for senior management Train management in strategic planning and change management Train management staff in devising College, and (restructured) School and Department specific (annual) development plans Develop Annual strategic plans for at least the life of ESSPIN and preferably beyond) based on key annual priorities, with agreed strategies, resources, responsibilities, timelines and evaluation included, based on Steering Committee decisions. 	Technical support from ESSPIN (budget for workshops and seminars) Time allocated for planning meetings (and associated staff development Develop first Annual Plan	2010 -2011	Provost and Deputy Provost assisted by senior management ESSPIN Teacher Education representative	<ul style="list-style-type: none"> Implementation of Annual Plans is evident when: Strategies are devised and resources are allocated Timelines are met Responsibilities are performed by individuals and management group An evaluation (including a financial statement) is prepared and included in an Annual Report

DRAFT Development Plan for Teacher Education in Kano State: with a focus on Kumbotso State College of Education

Draft Vision:

Draft Mission:

(An exercise to develop a revised vision and mission statement in line with the need for specialised teachers and other key reforms was undertaken with KSCoE. This needs further work with KSCoE and also consultation with the NCCE and other stakeholders in teacher education in Kano State)

Three major clusters of issues have been identified from consultation, recent reports and available data and are included below as Sections

- 1) Review of management and governance structures
- 2) Reform of academic programmes for producing quality teachers
- 3) Enhancement of support structures for students and staff

Section One: Review of management and governance structure

Overview of related issues:

- The College campus was not designed as a permanent purpose-built facility for teacher education. Over the years there has been a steady decline in the standard of accommodation and facilities, exacerbated by the increased enrolment of students. KSCoE is not adequate as a professional teacher preparation institution.
- The increased enrolment of students over the past 5 years has put pressure on resources and led to a lack of focus on the College's core business of producing quality graduates with specialist knowledge and skills to teach at all levels of basic education.
- Emphasis is on day to day administration rather than on strategic management, limited ideas developed on vision and long-term planning. Many decisions are made and actions undertaken which are not part of long-term implementation plans or supported by annual strategic and financial plans. No College Development Plan with long-term objectives, targets, strategies and activities has been developed (Capital Works Plan exists).
- Management and staff have limited knowledge and skills and have limited training in modern management methods and styles
- Limited exposure to ideas of State Education Sector Programme Management has led to a lack of access to readily available and consolidated system level data that can be used for planning purposes. This results in a high work load, lack of accessible data bases for planning purposes,

cumbersome communication and decision making processes. Limited policy and accurate data for supporting overall College enrolment strategy. Limited functional internal college governance structures and communication channels to link staff and assist with decision making

- Absence of formal and informal relationships and partnerships with external stakeholders to discuss matters including:
 - Support programmes for untrained teachers
 - Involvement with Islamiyya schools
 - Appointment of untrained teachers
 - Annual teacher needs at State level (no teacher supply and demand data providing projected teacher needs in specialist areas (particularly ECE, lower and upper primary)
 - Brain drain of experienced lecturers to other educational institutions due to low State salaries,
 - Weak leadership and management of many Head Teachers of primary schools
- Overstretched systems, a lack of specialist teaching and office spaces and inefficient use of staff (i.e. inequitable workloads)
- Different systems (e.g. student administration and examination systems) are manual, not connected or using reliable and valid data
- Manually operated financial system. Except for the salary section, the financial system is not computerized. No direct access to balance of bank account to check expenditure reduces decision making processes. Physical and human resource capacity of Finance Section is limited. Substantial number of staff members is unqualified. Limited influence of Deans in budget preparation process. Budget Committee is not functional or central to decision making
- Dependency on state government funds for capital expenditure (although not always accessed). Student admission fees are low by comparison with other State CoEs. College has few channels for generating additional income. Fee system may be a constraint for poor students, but cheap for more wealthy students
- Lack of readily available information and communication on topics such as forthcoming exams, exam results, change of lessons, and lesson plans results in duplication of efforts and excessive interactions between staff and students (inefficient use of time)
- Consultancy Department constrained by resources and expertise in research methodology. Appointment of unqualified staff occurs

Section One: Review of management and governance structure

Specific objectives	Proposed strategies and activities	Required resources	Timing	Responsibility	Evaluation indicator(s)
1.1 To reduce the number of students significantly to successfully produce specialized quality teachers for basic education schools	<p>Develop a working relationship with the Kano State Ministry of Education for a phased reduction of the student population, which strikes a balance between the needs for qualified specialist teachers on the one hand, and the availability of facilities and resources to ensure quality outcomes. Strategies include:</p> <ul style="list-style-type: none"> • Developing a stakeholder agreement on student enrolments and cutting the annual enrolment of the College (phasing strategy) • Reviewing the School/Departmental structures to deliver the focus on specialisation and the reduced student intake • Undertaking a teacher supply and demand study for Kano State to provide projections of required teachers in areas of specialty (ECE, lower and upper primary, lower secondary subject specialists) • Holding joint meetings of SMoE and KSCoE senior managements to develop an agreed funding policy for the College (including guarantees of support through the transition phase to reduce numbers) that is focussed on the need for quality specialist teachers in Kano State. 	<p>Time – reduction of students phased over time</p> <p>ESSPIN support (already planned)</p> <p>College/SMoE planning group meetings</p>	2010-2011	<p>KSSMoE and KSCoE senior management</p> <p>Director of Planning</p> <p>ESSPIN working with SMoE</p> <p>College/SMoE senior management</p>	<ul style="list-style-type: none"> • A written agreement exists specifying the funding policy and the subsequent financial obligations of both partners • Annual decrease of students is documented • Restructure of Schools and Departments is implemented • Teacher supply and demand study is undertaken • Minutes of joint meetings

Specific objectives	Proposed strategies and activities	Required resources	Timing	Responsibility	Evaluation indicator(s)
1.2 To strengthen the leadership and management of the College	<p>Build capacity of Senior Management of College, Deans of Schools and Heads of Departments¹⁰ in modern management strategies by:</p> <ul style="list-style-type: none"> • Undertake skill survey of management and administrative staff • Review Job Description Forms (JDFs) of Management staff (to ensure coverage of key skills sets required to manage the College) • Provide training in modern leadership and management practises, time management, ICT based (registration) systems, educational management, communication skills 	<p>ESSPIN technical and financial support</p> <p>Time allocated by College for surveys, seminars and workshops</p>	2009-2011	Deputy Provost to coordinate training programme in consultation with ESSPIN Teacher Education representative	<p>Survey undertaken to ascertain whether:</p> <ul style="list-style-type: none"> • Leadership and management knowledge and skills are being applied • Reviewed and approved JDFs are in place and operating successfully for Managers • Data is being used for planning purposes
1.3 To develop a management system where decisions are based on the gathering, analysing and reporting of data and other relevant information	<p>Establish College Of Education Management Information System (CEMIS) for management and staff that includes:</p> <ul style="list-style-type: none"> • Workshops for staff to determine data needs • Student administration and performance information • Staff records • Other administration requirements (course information, etc) • On-line access to data (where appropriate) • Working party established to identify framework for system, data required, access issues, etc. • Design process undertaken for development of data collection, including quality control 	<p>ESSPIN Technical and Financial support</p> <p>Physical equipment to support connectivity and computerised systems</p>	2009-2011	<p>Registrar</p> <p>HOD Computer Science Department</p> <p>ESSPIN Technical Officer(Eunice)</p>	<p>Evidence that data and information is used for:</p> <ul style="list-style-type: none"> • Planning purposes; • Effective monitoring of plans and changes; • Computerized records of all college students and graduates • Effective monitoring of student performance; • Day-to-day data readily available

¹⁰ This is possibly an issue for all Colleges of Education in the pilot states. Group training could be considered if this is the case. This could also be included as part of the State School Improvement Team (SSIT) program (i.e. adapting Head Teacher training)

Specific objectives	Proposed strategies and activities	Required resources	Timing	Responsibility	Evaluation indicator(s)
	<ul style="list-style-type: none"> Establishing of CEMIS Department (focal point) Ongoing in-house training for all users on use Ongoing validation of data 				
1.4 To develop an integrated, computerized financial system	<p>Modernize and computerize financial management information, including the accounting system by:</p> <ul style="list-style-type: none"> Undertaking a needs assessment in financial management (required information, required analyses, flow of information and safeguards) Exposing staff to different financial management software systems Building capacity of staff to use financial packages Introducing the new financial system 	Technical and financial support from ESSPIN	2010	<p>Bursar</p> <p>Budget Committee</p> <p>ESSPIN Technical Officer (Eunice)</p>	<p>Computerized financial management system is operational</p> <p>Staff in Bursar's Office are using the system in day-to-day management of financial affairs</p>
1.5 To improve internal governance, decision making and communication within the College	<p>Develop governance structures representative of all internal stakeholders (including student representatives where appropriate):</p> <ul style="list-style-type: none"> Review membership of existing committees (e.g. College Council, Academic Board, Appointment and Promotion Committee and other prescribed committees) Revitalise or abolish dormant committees and establish new committees as needed (e.g. Planning Committee) Review the decision making role of the Budget Committee ensuring that Deans are involved in budget preparation process 	<p>ESSPIN Technical support (as required)</p> <p>Allocate time and develop schedule for meetings</p>	2010	<p>Provost and Deputy Provost</p> <p>TA Support from ESSPIN</p>	<p>Publication of Committee Structure and representation</p> <p>Staff survey on College communication and decision making strategies (students where appropriate)</p>

Specific objectives	Proposed strategies and activities	Required resources	Timing	Responsibility	Evaluation indicator(s)
1.6 To improve external communication and linkages with stakeholders related to quality education	<p>To develop relationship with other stakeholders in education in Kano State by:</p> <p>Appointing a Publicity/Community Liaison Officer to:</p> <ul style="list-style-type: none"> • Develop information regarding key initiatives at College • Lobby with external stakeholders to achieve support for the development Plan • Target female students to become teachers • Develop Community outreach programmes, high interest courses, provide publicity of staff/student achievements • Develop stronger working relationships with primary and Junior Secondary Schools (particularly to identify the best placements for students' teaching practices • Organise annual, monthly events that are open to the community 	<p>Calendar of events</p> <p>Technical support from ESSPIN</p>	Short to medium term	Publicity and Community Liaison Officer (existing staff member)	<p>Publicity programme includes positive news stories from College</p> <p>Evidence of strategy to increase female student enrolment</p> <p>College Calendar includes community events</p>

Section Two: Reform of academic programme for producing quality teachers

Overview of related issues:

- Curriculum and standards:
 - School offer courses which are not always relevant nor appropriate to the level of specialisation and needs of primary school teachers
 - The focus of the curriculum is on content to be taught (with a strong emphasis on secondary subjects and not on an integrated curriculum for primary students) and less on what students need to learn and how to address this effectively in the classroom
 - College courses and programmes do not differentiate between the different requirements of levels of schooling and College students are not trained in applying different teaching methods for different children
 - College structure is not based on preparing specialist teachers for the different levels (sometimes referred to as Phases) of learning in schools
 - Recently developed (2007) “Standards for Nigerian Teachers” are not used as the basis for course design and the requirements of (beginning) teacher standards for professional knowledge, professional practice and professional engagement
 - Faculty is not trained in course design and preparation built around specialisation in different levels of learning and the application of standards
 - The basic education curriculum and NCCE Minimum Standards for NCE (2008) do not provide the necessary teaching support mechanisms such as descriptions of levels of learners and learning, scope and sequence charts of knowledge and skills required in different subjects, recommended teaching methods (especially active teaching and remedial strategies), suggested subject-related and integrated activities and assessment methods appropriate to different levels of learning. College courses lack a systematic way of addressing these issues, leading to graduates who lack essential classroom curriculum delivery, assessment and reporting strategies¹¹.
 - Although many of the students entering KSCoE have limited literacy, numeracy and IT skills (NB Teacher Assessment study), little attention is given to providing further development of these skills during the 3 year NCE programme. This is a matter of priority for future course design.
- Infrastructure of teaching facilities, especially overcrowded classes, lack of basic furniture (e.g. chairs for students) and lack of functioning electronic audio-visual media, is having a negative effect on teaching and learning:
 - Enforces lecturer rather than student-centred teaching: *stand and deliver* methodology prevails given the infrastructure difficulties facing lecturers and students

¹¹ As indicated earlier in the Introduction to the Plan, this is a national issue, requiring national actions, funding and other support. Individual state efforts would lead to duplication of effort, expenditure and idiosyncratic outcomes. This requires national coordination, mainly through the NCCE and MoE curriculum agencies. As part of ESSPIN's technical support, the Kwara State pilot is providing assistance for this task, but it may require involvement of other State representatives to provide involvement, ownership and implementation of the products of these efforts.

- Limits communication between lecturers and students (questions, follow-up, individual attention and remediation)
- Limits lecturer - student interaction with limited tutorials, small group instruction, student presentations using media and other innovative practices (e.g. electronic portfolios)
- No sufficient and adequate facilities at Campus for preparing students for the *real world* of teaching:
 - Limited campus facilities for practising teaching methodology: micro-teaching time is very limited and the facility is inadequate for preparing specialist (any) teachers
 - Limited modelling of good teaching practises in College Schools and Departments: mainly involved with the transmission of content.¹²
- Unsatisfactory quality of teaching practice at primary schools:
 - Difficulties in selection of sufficient number of suitable schools
 - Severe shortage of good teachers that can function as mentors at primary schools;
 - Limited support and training of mentors at primary schools;
 - Rating system is all based on one teaching practice only;
 - Limited period for teaching practice: requires longer and better quality teaching practices (both in micro-teaching and in selected schools with quality mentors).
- Entrance, assessment and examination
 - Current College enrolment procedure does not adequately assess the prerequisite knowledge, skills and motivation of students to enter the teacher profession
 - Estimates from anecdotal feedback suggest that half to two-thirds of graduates do not intend to work as teachers in primary schools: more interested in obtaining the NCE as a general qualification providing entrance into other tertiary study
 - Current College courses and the accompanying assessment system do not reflect the standards required for being a quality teacher with a developed specialty
 - The dropout rate of female students is high compared with male students e.g. in 2007, the Science School the female dropouts totalled 10.6% compared with 1.9% for males: in Primary Education Studies the female dropouts totalled 8.9% compared with 4.7% for males.¹³
- Staff development is not geared towards producing benefits for the further development of the College:
 - Lack of resources are a major constraint for implementation of a comprehensive staff development plan
 - Different policies for staff development support providing benefits for individual staff members, rather than the college
 - Consultancy Department is constrained by resources and expertise in research methodology

¹² The balance of credit points given to methodology as opposed to subject content in the NCCE *Minimum Standards for the NCE* underlines the emphasis given to the latter

¹³ Data provided by Deans of Schools, KSCoE

Section Two: Reform of academic programme for producing quality teachers

Specific objectives	Proposed strategies and activities	Required resources	Timing	Responsibility	Evaluation indicator(s)
2.1 To establish a new College structure that is capable of producing quality teachers that are specialized to teach at the different levels of basic education	<ul style="list-style-type: none"> Form a working group from within the Steering Committee (including SMOE and NCCE representatives) to work with representatives of the College (drawn from the each School and including the part-time study coordinator) to develop new Teacher Education Programmes that are based on the new NCCE policies with regard to teacher standards and levels of specialisation¹⁴. Incorporate best practice in Teacher Education (i.e. emphasis is on student learning; focus is on levels of children's learning; courses are based on teacher standards) by reviewing the existing courses of each of the five Schools and the related Departments Determine the new structure and distinguish the specific functions and broad content of each programme Develop an implementation strategy for inclusion in the College's Annual Plan(s) and develop a broad outline for each of the programmes ESSPIN staff included for facilitation, capacity building and funding support 	<p>Combined working group (KSCoE, NCCE, SMOE) to undertake review of structures: funds allocated for this purpose</p> <p>Technical support by ESSPIN for building up the management capacity of the Steering group</p>	ST – include in Annual Plan. For proposed timeline see the Evaluation indicators.	<p>KSCoE Deputy Provost to coordinate working group</p> <p>SMoE and NCCE to provide senior representatives</p> <p>ESSPIN to provide facilitation and capacity building support</p>	<ul style="list-style-type: none"> New structures developed for consultation by end of March 2010 Implementation of new structures in 2nd semester 2010 (Sept/Oct.) Implementation of new courses occurs in 1st year intake for 2011 (rolling model for 2nd and 3rd years)

¹⁴ Oro State College of Education (in Kwara State), in collaboration with the Commissioner, the NCCE and supported by ESSPIN, has undertaken a restructure of their Schools and departments – mainly to allow specialisation in teacher preparation. A decision needs to be made centrally on whether each College in the pilot states will undertake a similar exercise, given their particular needs and/or whether commonalities will apply. The NCCE needs to provide more detail on the flexibility allowed for individual Colleges to have different School and Departmental structures to meet the teacher specialisation policy. It is also unlikely or necessary that the NCCE collaboration occurring in Kwara state should occur in each of the other pilot states. This would be time-consuming, costly and mainly a repetitive exercise. It would however be useful to have a NCCE representative (informed by the Oro SC experience) involved with the proposed restructure of KSCoE.

Specific objectives	Proposed strategies and activities	Required resources	Timing	Responsibility	Evaluation indicator(s)
2.2 To introduce Teacher Education Programmes for each of the newly established schools	<p>Develop courses for each of the newly developed schools and departments' programmes which are in line with the newly developed NCCE policies for Teaching Standards and levels of teacher specialisation¹⁵.</p> <ul style="list-style-type: none"> • Establish smaller working groups to adapt the broad content areas of the different courses for each of the Schools • Train members of smaller working groups to support the development of content areas that are based on levels of specialisation and teacher standards¹⁶ • Develop learning programmes for each course supported by technical assistance from ESSPIN and with NCCE involvement¹⁷ • Develop assessment strategies for each course that provide students' demonstration of knowledge, skills and attitudes consistent with the different specialisations and standards of teaching 	<p>Allocation of time for working groups from each (new) School to meet to determine course content</p> <p>NCCE support for process</p> <p>ESSPIN support through a facilitation and support role i.e. staff training, templates, trialling, monitoring and</p>	<p>2010 for working parties to develop courses.</p> <p>New course introduced for first intake in 2011</p>	<p>KSCoE Deputy Provost to coordinate working group</p> <p>SMoE and NCCE to provide senior representatives</p> <p>ESSPIN to provide facilitation and capacity building support</p>	<p>Implementation of new courses occurs in 1st year intake for 2011 (rolling model for 2nd and 3rd years)</p>

¹⁵ The work at Oro SC provides an example of programme and course development which has been aligned with Schools and Departments based on teacher specialisation. As mentioned in Footnote 7 (above), the issue of NCCE involvement in this work is important to decide. It will be a valuable exercise for the staff of KSCoE to undertake the course development themselves. However, a decision needs to be made on whether individual flexibility (i.e. differences in course content and design) will apply and also if there are funds to repeat this exercise in each pilot College.

¹⁶ The *Minimum Standards*, in their current forms, are not aligned with the teacher specialisation requirements and not built around the necessary teacher standards policies. A major re-writing exercise has commenced, with NCCE involvement and ESSPIN support, to change and align the *Minimum Standards*.

¹⁷ The KSCoE submission for the establishment of an ECCE Centre and Department is supported, especially given the need for specialist teachers in this area. It is assumed that the MoE policy of having an ECE class in each Primary School is implemented to provide employment for KSCoE graduates.

NB There is also the broader issue of the basic education curriculum in schools, needing to be adapted to include more of a focus on students' learning of skills and attitudes, rather than just on knowledge content. A decision needs to be made on how and when the current basic education curriculum can be adapted or re-written, to achieve this balance and focus. Colleges of Education need this revision if their changed courses (as is suggested in this Development Plan) are to be in line with schools' delivery of the curriculum.

Specific objectives	Proposed strategies and activities	Required resources	Timing	Responsibility	Evaluation indicator(s)
	<ul style="list-style-type: none"> • Phased introduction of new programmes through trialling • Evaluation of programmes 	evaluation.			
2.3 To provide effective teaching practice experiences based on levels of specialisation and demonstrated standards of competency	<ul style="list-style-type: none"> • Increase the length and quality of teaching practices in schools (suggested minimum of two periods, preferably 10 - 12 weeks in both second and third years of NCE) • Apply quality controls to the selection of schools and teachers used to provide KSCoE students with teaching practice experience¹⁸ • Provide briefing and support for teachers in schools selected for teaching practices • Place students for teaching practice with teachers who are involved with SSIT professional development • Base teaching practices in schools (preferably both) on the student's area of specialisation • Base assessment of students' teaching practice on the <i>Standards for Nigerian Teachers (2007)</i> i.e. progress towards the <i>Newly Qualified Teacher</i> level • Provide direct and timely feedback to all students on their performance during teaching practice (based 	<p>School of Education working group to develop recommended changes to teaching practice (time, preparation, specialist needs, student assessment, etc)</p> <p>Include new microteaching facility in Capital Works plan</p>	<p>New course introduced for first intake in 2011</p> <p>Urgent ST requirement. Seek State government and ETF support</p>	<p>Head of School, Education supported by working group of senior College Heads, including newly appointed Directors of Quality Control</p> <p>ESSPIN to provide facilitation and capacity building support</p> <p>Director of</p>	<p>Teaching practice is increased and student assessments indicate an improvement in quality against teachers standards</p> <p>SMoE provides written information on schools and teachers providing best teaching practice opportunities</p> <p>KSCOE student and staff survey relating to key indicators of improvement in</p>

¹⁸ Unless improvements are made (over time) by the relevant government agencies to many of the schools, graduates commence a teaching career facing almost insurmountable problems, especially if they have reform intentions. Most will be unable to apply any improvements in teacher practices once in schools given the current situation. The major issue facing teacher quality in Kano State, apart from teacher education (both pre-service and in-service), is the current state and standards of the government schools. For instance, attention needs to be given to applying maximum class sizes; providing a seat and desk space for each child; providing an improved power supply, plumbing and other infrastructure for each school; developing and allocating teacher support materials to support a relevant curriculum; applying improved assessment and reporting practices; determining and distributing a minimum allocation of materials for each student; improved school management practices focused on quality assurance; etc. ESSPIN technical support is available for many of the essential system level reforms, but not for funding capital works and major infrastructure improvements.

Specific objectives	Proposed strategies and activities	Required resources	Timing	Responsibility	Evaluation indicator(s)
	<p>on the standards)</p> <ul style="list-style-type: none"> Revitalise the microteaching programme through a focus on methodology required for specialised areas and the required standards of teaching (as above): at least one more larger microteaching facility is required 			Works, Education School Head, KSCoE Planning Committee ESSPIN support	teaching practice Written reports from Practice schools
2.4 To ensure that students who enrol at KSCoE for a specialised teacher education programme are academically capable, motivated and intend to have a career in education	<p>Establish a College entrance system that more effectively selects students who have the potential to become quality teachers in one of the different levels of specialisation by :</p> <ul style="list-style-type: none"> Reviewing the existing entrance policy to provide a more rigorous set of College-based entrance requirements¹⁹ Aligning undergraduate entrance to the needs of the labour market for specialised teachers (NB Teacher supply and demand projections data suggested earlier) Implement and review the enrolment procedure at the end of the first year of applying the new policy. 	<p>Registrar convened working group to decide new enrolment procedures and responsibilities</p> <p>Documentation of new enrolment procedure</p>	Short to medium term – implement in Semester 2 intake in 2010	Registrar supported by working party	Staff and student survey of new enrolment procedures – assessment of each cohort of students over the first three years
2.5 To support the teacher education programme of KSCoE through the provision of lecturer teaching	Support in this area is provided through the Kano State government's budget ²⁰ and supplemented by the College's collection of student fees. Given the need for revision of the programmes and courses to match the	<p>(Some of this covered in III)</p> <p>Itemised list to</p>	2010 and ongoing budget allocations for support	Bursar, Heads of Schools	Evidence of improved instruction by lecturers, incorporating teaching and student learning

¹⁹ Oro State College Of Education (Kwara State) have adopted an entrance procedure based on a total assessment of 3 specific measures – the SSCE score + an interview to ascertain student aptitude and intentions for teaching specialisation + a written essay (literacy skills and a further measure of attitudes regarding teaching). The highest scoring 300 students (sum of the 3 measures) are offered places for the College's first year intake in areas of specialisation.

²⁰ *Education Sector Analysis*, MoE, Kano State, 2008, p.24

Specific objectives	Proposed strategies and activities	Required resources	Timing	Responsibility	Evaluation indicator(s)
and student learning materials	<p>new NCCE policy for specialisation and the accompanying need for appropriate support materials, supplementation and approved funding levels should be adjusted (upwards). ESSPIN support in this area needs to be included, contingent on the available budget (currently unknown)</p> <p>Known needs, identified through the consultation period proceeding this Plan's development require the following actions:</p> <ul style="list-style-type: none"> • Re-stock Main Library and Departmental mini libraries with <i>current</i> books, Audio-visual materials, computers (including quality software packages) (See also Section 3) • Provide additional teacher aids funding to buy and develop materials appropriate to support areas of specialisation • Provide lecturer teaching delivery materials (e.g. reference books, O/H projectors, Multi-media projectors, electronic boards and a power plant and/or generators) to support their use • Construct at least one more microteaching laboratory, furniture suitable for group work, materials and furniture to support the proposed ECCE Centre and Department (needs to be recognised as a key area in the new College School and Department structures) • Plan the improvement of student facilities (meeting 	<p>be developed based on available budgets – drawn from known needs listed in <i>Strategies</i> column (opposite)</p>	materials		materials

Specific objectives	Proposed strategies and activities	Required resources	Timing	Responsibility	Evaluation indicator(s)
	places, seating) ²¹				
2.6 To develop an internal quality assurance (QA) system for KSCoE that is supported by regular external QA visits by the NCCE	<p>Develop processes for both internal and external QA systems to support the improvement of quality at KSCoE. It is suggested that:</p> <ul style="list-style-type: none"> • Base the initial internal KSCoE quality assurance process on this Development Plan (including the Capital Works Plan as a component of the Plan). The Evaluation section of the Plan provides the quality parameters and measures for an assessment of improvements to be made. It is considered important that the main focus of the self-assessment is on quality improvements as these apply to students i.e. the results of teaching and learning, rather than the current focus (in the Annual report) on facilities and staffing • Provide training for College staff in QA processes (data gathering, analysis and reporting; using the Plan as a vehicle) • Provide quality assurance visits (external quality assurance) to the College from the NCCE (i.e. according to their mandate). It is suggested that this is the opportunity to trial a self assessment approach 	<p>Establish working group at KSCoE (including NCCE representative) to develop an internal QA system – based on this Development Plan as an interim measure.</p> <p>Time for meetings</p> <p>ESSPIN TA</p>	<p>Development of approach in 2010</p> <p>First self-assessment in 2011</p> <p>Development of approach in 2010</p> <p>First external review 2011</p>	<p>Provost supported by senior staff</p> <p>NCCE representative</p> <p>ESSPIN QA team support</p> <p>NCCE review team</p>	<p>Internal QA system is implemented, the process is applied and key aspects of the review are included in the College's Annual Report</p> <p>NCCE undertakes external review visit (self assessment approach) and provides</p>

²¹ The need for a comprehensive capital works programme is not covered in this Development Plan, for two main reasons. **Firstly, a medium to long term Capital Works Plan already exists as part of the College's planning – this can be included (with some additional information e.g. educational rationale for facilities and infrastructure) as a component of this Development Plan if required i.e. the fourth major cluster of issues for improving teacher education in Kano State.** Support for capital works needs to be sustained over many years if improvements are to be realised. The other clusters of issues included in this Plan are contingent on improved facilities being provided. Secondly, ESSPIN guidelines do not include capital for large-scale capital works. herefore, the need for capital investment is a major issue for Kano State. It is suggested that additional federal funds (especially through the Education Trust Fund - ETF) need to be regularly and systematically accessed over the next 10 years to enhance the College facilities. Supplementation will also almost certainly be required (e.g. access to private or donor funds). The KSCoE campus is currently inadequate as a place of learning and other changes and reforms could be seen as "tinkering at the edges of the problem" unless major investments in capital works and infrastructure are made.

Specific objectives	Proposed strategies and activities	Required resources	Timing	Responsibility	Evaluation indicator(s)
	<p>to quality assurance, rather than an Inspection process. The NCCE will require training in adopting this approach (this can presumably occur through the ESSPIN Quality Assurance initiative).</p> <ul style="list-style-type: none"> • Include improvement data in the KSCoE Annual Report as an outcome of the self assessment • The NCCE provides a comprehensive report of each QA visit to verify progress and outline suggested improvements (including the support required) as an outcome of the external review of the College's own self-assessment (if this approach is adopted). 	<p>Development of self-assessment approach to external QA by NCCE (for trialling) ESSPIN TA</p> <p>Include in KSCoE budget</p> <p>NCCE budget</p>	<p>Every year</p> <p>Every two years (at least)</p>	<p>ESSPIN QA team support</p> <p>Provost with senior staff</p> <p>NCCE review team</p>	<p>timely and comprehensive feedback to KSCoE on progress and makes recommendations on areas for further work. Follow-up of recommendations is then undertaken in a subsequent visit.</p>
2.7 To develop the capacity of KSCoE to become an in-service provider for teacher education in Kano State	<p>Develop further the opportunities for KSCoE staff (through the Part-time Studies Department) to develop skills and knowledge to equip them for the delivery of in-service training by:</p> <ul style="list-style-type: none"> • Seeking active involvement with the SSIT strategy (ESSPIN initiative), through lecturers undertaking the Advisory Support training (needs SSIT agreement) • Researching Kano State teacher needs for in-service (i.e. upgrading, other part-time studies and system requirements for in-service) for the new specialist courses through the KSCoE Consultancy Department • Developing an In-service plan for enhancing the role and operations of the Part-Time Studies Department 	<p>SSIT funding for Advisory Support training (requires negotiation)</p> <p>ESSPIN technical support for researching teacher needs,</p>	<p>Involvement with SSIT for Advisory support training during 2010</p> <p>Research teacher needs during 2010</p> <p>Develop In-service Plan during 2010</p>	<p>Part-Time Coordinator to negotiate with SSIT through ESSPIN Quality Education Specialist</p> <p>Decisions on In-service programme (research, plan, implementation) to be</p>	<p>Key group of KSCoE staff trained as Advisors by SSIT</p> <p>Research into In-service needs of Kano State is undertaken and reported (report prepared)</p> <p>In-service Plan developed and agreement reached (with SMoE) on KSCoE</p>

Specific objectives	Proposed strategies and activities	Required resources	Timing	Responsibility	Evaluation indicator(s)
	<p>to offer the new teacher specialist courses as part of teacher upgrading and related in-service courses (e.g. literacy, numeracy, IT strategies, business studies)</p> <ul style="list-style-type: none"> Implementing the In-service plan with ESSPIN technical support (through SSIT and/or the Teacher education programs) Ongoing evaluation of the effectiveness of the In-service Plan (in terms of number of teachers trained, improved teacher performance in schools, cost recovery strategy) Ongoing refinement of In-service program with other stakeholder involvement 	<p>developing an In-service Plan and implementation strategy</p> <p>Undertake costing to determine fee structure for in-service courses</p>	<p>First round of new in-service courses in 2011</p> <p>Evaluation and refinement at end of 2011</p>	<p>decided by senior management in liaison with Part-Time Coordinator</p> <p>Evaluation and refinement of In-Service Plan to be undertaken by Part-Time Coordinator</p>	<p>role as an In-service provider</p> <p>Implementation strategy is evaluated showing number of teachers trained: survey of Head Teachers to indicate improved classroom teacher performance</p> <p>Cost recovery strategy evaluated</p>

Section Three: Enhancement of support structure for students and staff

Overview of related issues:

- The college physical facilities are overstretched and this contributes to difficulties in producing quality teachers for a number of reasons:
 - The lack of teaching space has resulted on lecturer focussed teaching for very large groups
 - The lack of audio-visual equipment (and power to run this equipment) is a constraint for lecturers to teach and motivate students
 - Lecturer notes are often provided as a substitute for inadequate access of students to lectures
 - Lack of time for individual guidance and support
 - Limited day to day information for students is available
- A low number of graduates are entering the teaching profession. This is due to two main factors:
 - (1) Teaching (particularly primary teaching) is seen as a poor career choice due to a number of factors: e.g. the current appointment system is not focussed on quality, an, over-supply of teachers (in some areas), poor salaries, marginalised status of teaching profession and the working conditions.
 - (2) Possibly more than half of the students enter KSCoE without having the intention to become a Primary school teacher (KSCoE is seen as a means to obtain the NCE as a prerequisite to other tertiary study);
- The internal examination system of the College is not functioning efficiently:
 - Student performance system is manual and limited, making it difficult for Schools to council students and provide career advice;
 - Frequent delays in announcing the examination outcomes has resulted in the de facto existence of a fourth year at the College;
- The College lacks a computerized information system for students and faculty (intranet) to down load up-to-date time tables, information about courses, hand outs, directions, student services, examinations, etc.
 - The newly developed College web site is still limited and lacks information to attract students interested in teaching (especially female students) and to guide enrolled students.
- The emphasis of the College's existing staff development programmes is on the personal benefit of the staff member rather than on the benefit for the College (e.g. many staff receiving overseas study grants then leave the College – no bonding system is currently in place)
- The College offers limited facilities for on-campus support to students e.g. study centres, café, social clubs, sport facilities, health facilities, etc.;
- The library does not meet its core services. The outreach of the main library is therefore very limited.
 - The library objectives are not aligned to producing specialised teachers of quality

- The capacity of staff is limited to provide the modern services required of a library (research facilities, integrated collection, links to other libraries)
 - The library infrastructure cannot meet the basic requirements of the College (lacks IT services, small working rooms suitable for group work and or watching videos and DVDs, etc).
 - The library collection is outdated and lacks current and essential books and periodicals
 - The library does not have means for accessing global information for students and faculty:
 - The library lacks other media (videos, CDs, on-line systems, internet, etc)
 - The infrastructure of the mini libraries of Schools and Departments, while having more current collections in some cases, is also limited.
- Gender inequities are reflected in access and learning outcomes (lower enrolment figures and higher dropout rate for females than males). These differences may be related to social and cultural factors. The College needs a specific strategy for enrolling and retaining female students;
 - Access of students, particularly poor students, those from rural areas and especially girls to College is limited (no hostels or accommodation allowances provided).

Section Three: Enhancement of support structure for students and staff

Specific objectives	Proposed strategies and activities	Required resources	Timing	Responsibility	Evaluation indicator(s)
3.1 To increase the enrolment and to improve the retention rate of female students	<p>Ensure that the College offers both a community outreach programme and a conducive College environment for female students by:</p> <ul style="list-style-type: none"> • Creating a representative working group • Researching the issue through a needs assessment and focus group discussions • Developing an action plan • Implementing the action plan • Evaluating strategies and reviewing ongoing plan 	<p>Time for working group meetings</p> <p>Technical support from ESSPIN (Communications and Knowledge Management Officer)</p>	<p>Development of action plan in 2009-10.</p> <p>Implementation of Action Plan is medium term</p>	HOD Student Counselling Section supported by working group and ESSPIN representative	<ul style="list-style-type: none"> • Establishment of Committee • Development of Action Plan • Review and evaluation of Plan
3.2 To establish more efficient communication between staff and students	<p>Develop an on-line communication system which connects all staff and students and provides access to all academic and operational information through:</p> <ul style="list-style-type: none"> • Computerizing all College sections • Training and guidance for all staff and students • Establishing a College Intranet with specific sections for management, Schools and students 	<p>KSCoE budget currently procures 15 new computers annually</p> <p>Kano State and ETF funds for financial support</p> <p>ESSPIN technical and some financial support</p>	Medium Term	Deputy Provost with support from Publicity and Comm. Officer ESSPIN Tech. Officer (Eunice)	<ul style="list-style-type: none"> • Number of sections that are computerized • Staff evaluation of training program (survey) • Hits on intranet
3.3 To become an online College with both internal access and access	<p>Further development of on-line services and access of students to on-line services by:</p> <ul style="list-style-type: none"> • Providing free intranet access points on the campus 	Financial resources from ETF, with some ESSPIN support for	Medium Term 2011	Deputy Provost and TA expert (ESSPIN) with support from	<ul style="list-style-type: none"> • Number of students utilising on-line services • Introduction of new

Specific objectives	Proposed strategies and activities	Required resources	Timing	Responsibility	Evaluation indicator(s)
to universal knowledge ²²	<ul style="list-style-type: none"> Extending services of the current private provider Introducing a flat rate for student's use of the internet Assigning internet based homework/assignments Creating on-line library systems (See also Section III) Extending the information pages of the existing web site Construction and equipping computer centre 	<p>equipment</p> <p>ESSPIN technical support for IT</p> <p>The State Govt intends to finance the Computer Centre in 2010</p>		Heads of Schools	<p>policy on internet (evaluation of costs)</p> <ul style="list-style-type: none"> Number of on-line assignments completed in first year 2011 Student and staff comments on web site Construction of Computer Centre complete (2011)
3.4 To improve the efficiency of the current staff development programme	<p>Develop a Staff Development policy (and accompanying guidelines) based on improving the knowledge and skills of staff in support of the mission of the College, rather than on the specific interest of individual staff members by:</p> <ul style="list-style-type: none"> Reviewing the current staff development policy (it is suggested that a bonding system is introduced as a pre-condition of being granted external study or travel) Undertaking a needs assessment among staff members of the required support for the implementation of the Development Plan (NB 	<p>Technical support from ESSPIN for revision of staff development policy</p> <p>Financial support from KSCoE (create a dedicated interest-bearing account) and ETF</p>	Short to medium term	<p>Deputy Provost, Bursar and Academic Secretary: with coordination role through Committee</p> <p>Submissions to ETF prepared by Staff Development Committee</p>	<ul style="list-style-type: none"> Needs assessment of staff development is completed - as this benefits the College A revised Staff development Policy is created and implemented through a SD Plan First round of staff development (Plan) evaluated

²² Objectives 3.3 to 3.8 involve capital works funds. Most suggested construction and equipment items are already included in the KSCOE Capital Works Plan. This Plan, with some additional information (mainly the educational rationale for various items) can be added as Component 4 to the Development Plan. This needs further discussion with the College.

Specific objectives	Proposed strategies and activities	Required resources	Timing	Responsibility	Evaluation indicator(s)
	<p>specialisation and teaching standards)</p> <ul style="list-style-type: none"> Developing a long-term Staff Development Plan in coordination with technical support from ESSPIN Exploring possible relationships with affiliate universities/Colleges Ensuring that the Staff Development Plan receives an annual budget allocation 			Some technical and financial support from ESSPIN (Teacher Education)	<ul style="list-style-type: none"> Assessment of inputs of staff members who have been involved in staff development initiatives Financial statement of staff development costs presented to Committee (Bursar)
3.5 To provide improvements to the College library in support of quality learning and teaching	<p>Developing an on-line library that is able to provide customer-focused services in support of quality education by:</p> <ul style="list-style-type: none"> Developing a Library Action Plan involving representative groups (including students) Reviewing workloads, job descriptions and current deployment to ensure that staff are focused on meeting user needs Reviewing library systems, policies and procedures Provide training for library staff (particularly in skills and knowledge required for on-line services) Re-designing the library space through the procurement of new resources including 	<p>Technical support by ESSPIN</p> <p>Allocation of time for the Library Committee to meet</p> <p>Financial support from Kano State and ETF for materials (as suggested)</p> <p>(ETF is funding an annual stocking of 2.000.000 Naira and the computerization 5.000.000 Naira)²³</p>	Short to medium term	Head Librarian supported by Library Committee that consists of representatives of Library staff, Departments and students	<ul style="list-style-type: none"> Main Library usage survey (estimates of use also included from mini libraries) Number of books and non-book materials borrowed On-line usage numbers Number of hits on library web page Number of special displays/events organised

²³ As foreseen in the 2007-2011 Rolling Plan of the College

Specific objectives	Proposed strategies and activities	Required resources	Timing	Responsibility	Evaluation indicator(s)
	<p>computers</p> <ul style="list-style-type: none"> Restocking the Library with current materials (both book and non-book collections) Exploring ways of working more closely with other student support services Providing courses in study skills and library use (especially the use of non-book media) Promoting library services through special displays and information sessions 				
3.6 To improve the existing social, sporting and other support facilities and events for students. (See next objective for staff)	<p>Enhance the existing support services by:</p> <ul style="list-style-type: none"> Organising a needs assessment among students and lecturers on suggested social and sporting improvements (facilities and events) Reviewing medical and counselling support Establishing study facilities, outdoor benches, shady places, student <i>hang-out</i> areas, rooms for small groups at campus Developing zero or low cost campus improvement plans (e.g. develop Student Grounds Improvement Committee with some small grant support from the College budget) 	<p>KSCoE budget line item for student support services;</p> <p>Construction and equipping of Gym by State Govt²⁴;</p> <p>Technical and some financial support from ESSPIN</p>	<p>Short-term</p> <p>Construction of Gym starts in 2011</p>	<p>Deputy Provost</p> <p>Student Affairs Coordinator</p> <p>Student Union representatives</p> <p>Head Physical and Health Education Department</p>	<p>Student survey: includes questions on learning environment and whether enhancements have occurred</p>

²⁴ As foreseen in the 2007-2011 Rolling Plan of the College

Specific objectives	Proposed strategies and activities	Required resources	Timing	Responsibility	Evaluation indicator(s)
3.7 To improve the working conditions of the staff (see previous objective for student improvements)	<p>Develop a more conducive working environment for staff through:</p> <ul style="list-style-type: none"> • Constructing a consolidated Administrative Block (One block housing senior managers) • Developing a typing pool • Constructing a Child Day Care centre (for staff and students' children) • Constructing Academic staff offices (e.g. 5 blocks of 40 offices) • Procuring more staff furniture 	State government and ETF ²⁵	2008-2011	Department of Works	<ul style="list-style-type: none"> • Use of facilities • Use of equipment
3.8 To develop an environment that is more conducive for teaching students	<ul style="list-style-type: none"> • Reduce overall student numbers to create more space and more manageable groups (See Section I) • Apply agreed fixed class sizes for more intensive teaching sessions (e.g. teaching methods, practical sessions, microteaching) • Procure student furniture • Construct Laboratories that are equipped • Improve cleaning and gardening to enhance the teaching and learning environment • Review current Capital Works Plan for the construction of lecture theatres. Also consider the needs of small group instruction given the need to prepare specialist teachers²⁶ 	<p>NCCE policy on class sizes at CoEs needs to be developed/applied</p> <p>State Govt and ETF funds</p>	2008-2011	<p>Deputy Provost to convene working group on reducing student numbers</p> <p>Director of Works for all construction and equipping tasks</p>	<ul style="list-style-type: none"> • See Section 1 for evaluation of reduced student numbers • Survey on use of facilities (focus on suitability) • Survey on use of equipment

²⁵ As foreseen in the 2007-2011 Rolling Plan of the College

²⁶ As foreseen in the 2007-2011 Rolling Plan of the College

Next Steps

The Development Plan is a draft document prepared for consultation with all stakeholders. It is anticipated that this will occur for the next few months, where responses will be invited from all stakeholders. This will require further work by ESSPIN staff including gathering reactions to the scope and feasibility of the Plan; assessing any suggested changes and additions; considering both individual costing of strategies as well as economies of scale achieved through considering common strategies which apply to other pilot states; determining links to other ESSPIN initiatives and relevant project budgets, cycles and timelines. All stakeholders in teacher education (especially KSCoE) require some predictability in their planning cycles and therefore a dedicated 3 -5 year budget from government and ESSPIN that includes a quantum based on immediate and out-year projections is the ideal scenario.

A key question for ESSPIN is how this plan is positioned with other similar teacher education Development Plans produced in other pilot states (if these exist - no others seen at this point). For example, the Kwara state reforms are comparatively well advanced and providing valuable guidelines to possible work in other pilot states. It requires further discussions on whether the Kwara work is becoming the expected template for other states. For example, the policies developed through ESSPIN staff's discussions with the NCCE, as a national body, on teacher specialisation, is presumably binding on other states.

While there are clear differences between pilot states on some important parameters of the project, sharing across the five teacher education projects will be important for determining likely commonalities. For example, *differences* between pilot states include class sizes that vary from 3 to 100 students; the levels of funding support from the state; and, the level of involvement of senior management and external stakeholders (e.g. the NCCE) in the teacher education pilots. Examples of *common issues* include the need for a curriculum for basic education that includes support for students at different phases of learning; the relevant teacher education courses that follow from this to produce specialisation; and, the establishment of a College Education Management System. The ESSPIN work at the Federal and state Ministry levels and their respective mandates now needs further discussion as this applies to individual state reforms for teacher education.

Conclusion

If the Development Plan is to be adopted there is significant work that is required to make it operational. Implementation will require much more work on each of the strategies designated within the Plan, not only by ESSPIN, but also at the College, the state agencies and the federal Ministry levels. While this has linkages through other components of ESSPIN (e.g. MTSS, Teacher Supply and Demand Study, SSIT, IQT schools, Teacher assessment, EMIS, ESSPIN support to NCCE, etc) the governance at each level of the Nigerian education system (as it applies to teacher education) will require a clear mandate and support for the reforms to occur.

It is anticipated that the proposed reforms will only occur if there is a demonstrated involvement and commitment (human, financial, physical and time resources) from all stakeholders involved in teacher education in Kano State.

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Annex A: College Information

History

The Kano State College of Education was established in 1981. In 1982, the College moved into a large compound in the Kumbotso area which is situated in the outskirts of the city in Zarla Road. Initially the College formed one entity with two other colleges for higher education as a part of the Institute for Higher Education. In 1987 it became autonomous. During the first years of its existence the College offered a three years' course for students with a primary school certificate to become a school teacher (Teacher Grade Two Certificate- TG2). Since 2004 the Nigerian Certificate in Education (NCE) became the minimum qualification for teachers. The College offers this three years' course for students who enter with a GCE Ordinary Level, WASC or SSCE (National Certificate).

Current Structure

The College is made up of five Schools and related Departments:

1. School of Education
2. School of Language
3. School of Arts and Social Science
4. School of Natural and Applied Science
5. School of Vocational Education.

Student enrolment and retention

From 2004/05 onwards the College has witnessed a rapid and excessive growth of its student population as Table One (below) indicates. For example, the College grew from 9568 day students in 2005/06 to 20741 students in the 2008-2009 academic years, an increase of almost 117%. The total number of full time lecturers is currently 546 (teacher: student ratio of 1:40) with a support staff, (administrative, security and laboring positions) of 390 people.

Year	Male	Female	Total	Male of total %	Female of total %	Annual increase
2003/04	6768	1908	8676	78%	22%	
2004/05	7360	2208	9568	77%	23%	9%
2005/06	7912	2357	10269	77%	23%	7%
2006/07	9126	2689	11815	77%	23%	13%
2007/08	10618	3458	14078	75%	25%	16%
2008/09			20741			32%

Table One: Enrolment NCE Program Kano Education College over last six years (provided by KSCoE)

The drop-out rate of the students is low, although the percentage of girls dropping out is higher than boys.

Infrastructure:

The campus has poor infrastructure, with mainly semi-permanent buildings. Most structures were built on the campus prior to the establishment of the College and are not purpose-built facilities for a College preparing teachers for a contemporary education system. Key facilities are lacking and the College does not have clearly defined areas for management and administration or sufficient areas for teaching practice and student support services. The main infrastructure needs are an administration complex, basic meeting rooms, more offices for lecturers, teaching laboratories, purpose-built classrooms, student facilities and a gymnasium. The provision of proper and functional plumbing is a major need for toilets and washing facilities to be adequate.

After many years of neglect, due to limited resources and/or the inefficient use of scarce resources, the existing infrastructure is over-stretched or has collapsed, especially the power system, the road system and landscaping. The situation has been further aggravated by the disproportionate (and unnecessary) growth of the student population over the past years. As indicated in Table XX, this growth has resulted in an acute shortage of teaching facilities, resulting in the lack of classrooms, laboratories and supporting facilities (e.g. toilets and student study areas). It is considered that facility is inadequate, as a contemporary tertiary institution, for preparing teachers to educate the children and young people of Nigeria.

Facility	Number	Seats	Total seats	% of students that can be accommodated
Classrooms	19	50	950	
Lecture theatres	4	300	1200	
Laboratories	1	50	50	
Total seats available			2200	9%

Table Two: Availability of teaching facilities 2008-09 (Provided by KSCoE)

Annex B: Sources of education finance in Kano State

Organisation	Responsibilities ²⁷	Source of Education Sector Finance
Federal Government	Overall responsibility for harmonizing education policies and procedures. Inspection services at State Level through NCCE	Funds Federal Tertiary Institutions Provides capital funding through UBEC Interventions Fund and is depending on the matching funds of State Government (70% of fund should be matched) Provides funds to ETF.
Kano State Ministry of Education	Manages and coordinates parastatals under the Ministry. Implementation of policies and guidelines Conduct of inspections of schools Final Examination JSS Coordination donor agencies Establishment of new schools	Funds tertiary institutions Provides matching grant to UBEC Intervention Fund to meet needs related to construction, renovation, and purchase of furniture
Kano State Ministry of Higher Education	Coordinates activities of all tertiary institutions Quality assurance of all tertiary institutions Promotion of research Curriculum appraisal	Provision of scholarships
Local Government Education Authorities (LGEA):	Responsible for disbursement of UBEC implementation Funds from Fed. State Govt. At (primary) school level Administers and inspects local primary schools through LGEA's	Funds primary school teacher's salary, and some capital funding for primary schools
Education Trust Fund (ETF)	This Federal Fund provides additional support all educational institutes for infrastructure, teaching materials and in-service training. Allocations to tertiary institutions and State Ministries are based on applications ²⁸	Additional support for infrastructure, teaching materials and in-service training
State Universal	Management of all schools in Kano State:	Receives funds from State

²⁷ Emphasis on relevance of Development Plan for KSCoE

²⁸ Per capita funding ranges from N836 for the Federal Capital Territory (highest level) to N247 for Kano State between 1999-2007 (lowest level) (See World Bank data)

Education Board (SUBEB)	<ul style="list-style-type: none"> • Responsible for supervision and inspection • Appointment, promotion, transfer, training and retraining of teaching and non-teaching staff (Grade 7 and above) <p>Management of ETF funds Supervision of LGEAs Undertaking of Capital Projects</p>	and local Government Councils, Education Tax Fund Revenue (through ETF), Donor Funds,
State School Improvement Team (SSIT)	Professional development on classroom teaching, school leadership and management and development of advisory and support service (to be developed)	
Non government Sector, including donors	Donors provide some Technical support to education sector in Kano Individuals, often business persons provide private donations, support to educational institutes and schools	
National Commission for Colleges of Education (NCCE)	<p>Is responsible for Teacher Education in Nigeria:</p> <ul style="list-style-type: none"> • Minimum standards • Accreditation of certificates • Approves guidelines <p>Provides advice to Federal Ministry and coordinates all aspects of non-degree colleges</p>	

Annex C: Milestones for Design and implementation of the Development Plan



Annex D: Suggested working groups

The draft Development Plan requires different groups to support the implementation process of the Plan. Some of the groups consist of external and internal stakeholders responsible for the quality of basic education at the state and national levels, while others consist of (specific) stakeholders from within the KSCoE.

The group with the overarching responsibility for the Development Plan is the Steering Committee (SC). It is suggested that the SC will be formed and chaired by the Commissioner for Education in consultation with the Commissioner for Higher Education. The SC will further consist of stakeholders in basic education, tertiary education and related national and state agencies. The work of the SC should be supported by a Secretariat.

The responsibilities of the SC need to be stipulated in specific Terms of Reference. The main responsibilities will include:

- Holding regular meetings (it is suggested that these should be monthly in the initial period)
- Determining an Action Plan for each year
- Supervising the implementation of the activities of the Plan
- Monitoring the timely implementation of the Plan over the project period.
- Seeking funds and supporting submissions for financing the implementation of the Plan
- Making decisions based on policies in teacher education and suggesting new policy as required
- Evaluating progress against the indicators included in the Plan at the end of the first Annual Plan.

A Secretariat from existing stakeholder staff will be formed to provide support for the Steering Committee

A working group from within the Steering Committee (including SMOE and NCCE representatives) will be established to work with representatives of the College (drawn from the each School and including the part-time study coordinator) to develop new Teacher Education Programmes that are based on the new NCCE policies with regard to teacher standards and levels of specialisation (objective 2.1).

Other working groups to be established or revitalised are:

1. College Management Group;
2. A Number of Curriculum Groups;
3. One Access Working Group;
4. A Library Committee; and
5. A Student Grounds Improvement Committee.

Annex 2

	Name of working group	Objective	Tasks	Members
2.1	College Management Group	To reorganise the College Structure	To lead the College through the restructuring process; <ul style="list-style-type: none"> To implement the changes as required in the Development Plan; To develop Annual strategic plans for at least the life of ESSPIN and preferably beyond); and To develop courses for each of the newly developed schools and departments' programmes 	Deans and representatives of Senior Management Staff
2.2	Curriculum Groups	To adapt the broad content areas of the different courses for each of the Schools	<ul style="list-style-type: none"> To adapt the broad content areas of the different courses for each of the Schools (links to national work should be the preferred programme for this group) 	Mainly curriculum specialists
3.1	Access Working Group	To increase the enrolment and to improve the retention rate of female students	<ul style="list-style-type: none"> To undertake research To develop an action plan To implement the action plan 	Representative working group of especially female faculty members and female students
3.5	Library Committee	To improve the College library in support of quality learning and teaching	<ul style="list-style-type: none"> To develop a Library Action Plan; To review current workloads and job 	Representatives of Library staff, Departments and students .

			<p>descriptions;</p> <ul style="list-style-type: none"> • To review library systems, policies and procedures; and • To re-design the library space through the procurement of new resources including computers 	
3.6	Student Grounds Improvement Committee.	To improve the existing social, sporting and other support facilities and events for students	<ul style="list-style-type: none"> • Small annual seeding grant (proportion of current student fees) • Focus on student amenities – some free and some with cost recovery • Student Union support 	Students supported by few relevant staff members from e.g. the Home Economics Department, Fine and Applied Arts Department, Physical and Health Education Department.

Annex 3: Outcomes of Ranking exercise Workshop IV

	Section 1: Review of management and governance structure							
Object ives	Impact		Cost		Need for collaboration		Time required	
#	<i>L/M/H</i>	<i>Rationale</i>	<i>L/ M / H</i>	<i>Rationale</i>	<i>L/ M / H</i>	<i>Rationale</i>	<i>L/ M / H</i>	<i>Rationale</i>
1.1	H	Necessity for producing quality teachers.	L	It does not require additional funds if SMoE/SMoHE support the Development Plan.	H	All stakeholders especially SMoE and SMoHE	L	Establishment and functioning of Steering Committee can be done within the next months
1.2	H	Effective management is key for ensuring required changes that focus on quality teachers. Improves efficiency	M	Capacity building of managers through continuous training by experts does not require.	L	Technical assistance by agencies Possible financial support by ETF	L	Capacity building of managers through continuous training, guidance and support
1.3	H	Introduction of modern Technology will facilitate decision making. Support of free flow of information. Effective decision making.	M	Cost for infra structure, equipment, design and training of all staff. Training can be facilitated by ICT expert. Construction of new admin block that is foreseen in rolling plan should	L	Technical assistance by agencies Possible financial support by ETF.	M	Some facilities do already exist. Gradual transition.

				accommodate EMIS facility.			
1.4	H	This will facilitate easy management practises. Computerized financial system will be more effective and will save money	M	Some facilities (on-line registration system) already exists. Technical support for establishing system and for training/ guidance. Short-term training required.	L	Technical assistance by agencies Possible financial support by ETF	M Guidance is required over project period
1.5	H	Improved communication will increase efficiency of administration. Improved decision making.	L	It is only matter of review and decision making. Does except for time not require cost.	I	Internal reorientation. Internal affair.	L Limited time required but need for evaluation over time
1.6	H	Education is a collective responsibility.	L	Limited number of people need to be involved. Need for good will. Use of web site.	H	All stakeholders need to become involved. Some relations already exist.	L It takes time to develop situation at primary school. Gradual change is required

Section 2: Reform of academic programme for producing quality teachers								
Section #	Impact		Cost		Need for collaboration		Time required	
	L/ M / H	Rationale	L/ M / H	Rationale	L/ M / H	Rationale	L/ M / H	Rationale
2.1	H	The availability of quality teachers will have positive effect on College. Academic program becomes more functional.	L	Most resources are available. It requires technical expertise	H	Partnership required with DFID for technical support. Financial support from SMOHE	H	It will be a lengthy process. There are many consequences. There is a need to first development system before it is launched
2.2	H	Objective will result in educating quality teachers. Improved teaching and learning.	H	There is need to start from scratch. Need for reorientation.	H	Collaboration with different stakeholders for financial support.	H	Change requires a lot of time.
2.3	H	It is an essential component of teacher training. It will provide high quality teachers.	L	It is already a part of the College plan. Time and materials to make it facilitate change.	L	It should be addressed while restructuring the academic program. Most activities have to be implemented within the college. Collaboration needed with SMOE/ schools.	L	Requires constant dialogues, and many meetings.
2.4	H	Will result in producing quality teachers.	L	Implementation of new policy is required.	M	Changes can be implemented by College	L	Limited time but urgent for direct impact.

				Development of selection system does not require much cost.				
2.5	H	Teaching and learning will become more effective.	H	Requires many resources for procuring learning and teaching resources. Technical expertise required	M	Need for government support. Need for collaboration with those involved in 2.2	M	If funds are available this activity can start after first phase of restructuring.
2.6	H	This will mobilise the concern of staff. Need for professional standards.	M	Technical support required for developing standards and training.	M	Mainly an internal process.	H	Introducing of quality requires endurance.
2.7	H	Important to address the need for upgrading the quality of teachers within the State	H	Students will pay for cost of study	L	Requires the involvement of LGEA to send their teachers to College	H	It will take but the issue requires quick action.

Group #	Section 3: Enhancement of support structure for teachers and students							
Section #	Impact		Cost		Need for collaboration		Time required	
	L/ M / H	Rationale	L/ M / H	Rationale	L/ M / H	Rationale	L/ M / H	Rationale
3.1	H	Higher enrolment of female students. To encourage EFA. To extent education to all.	H	Hostels require high capital inputs. Sensitisation of stakeholders for funds.	H	Government and ETF. Cooperation with external stakeholders required.	H	Increased enrolment of females is lengthy process. Gradual process.

3.2	H	Important to close the information gap. Currently there is a lack of communication.	H	Requires financial resources electronic materials and expertise	H	High level of collaboration of faculty required	L	Process can be implemented if funds are available.
3.3	H	Will improve transparency.	H	Requires financial resources for procurement of electronic materials and expertise. Little information is existing. Training required	H	Financial and technical assistance is needed from other stakeholders	M	Process has to start from scratch.
3.4	H	Staff development will contribute to improved quality. Contributes to modern teaching. Creates incentive and motivation	H	Training and retraining requires additional funds.	M	Requires assistance and support by stakeholders. Linkages are needed with other institutions. Expertise required.	H	Development of plan and professional development requires time.
3.5	H	Library is integral part of effective teaching. Library can support research.	H	Need for equipment, exposure, materials	M	Experts needed for managing library	H	Needs time over the period
3.6	H	Important for improving quality. Creation of conducive student environment.	H	Financial support for sport facilities	M	Financial support for improving infrastructure of College is needed	H	Need for many improvements
3.7	H	Improves the working condition. Supports change.	H	Need for infrastructure	H	Support by stakeholders is needed	H	Gradual change
3.8	H	Key for improving teaching and learning	H	Requires construction of infrastructure	H	Support by stakeholders is needed for financing structures	H	Most facilities are not existing yet

Annex 4: Agendas for Teacher Education Workshops

Workshop I, 15 September 2009

AGENDA

- 1100 Welcome and introductory activity
- 1115 Overview and progress review of ESSPIN Teacher Education review
- 1130 The need for a Development Plan
- Group exercise to decide the key elements for a Development Plan
 - Show examples of possible strategies and links to resources, time, responsibility and evaluation
 - Agree on format for Development Plan
 - Group exercise to write further examples of strategies and the links
- 1215 Mission and Vision Statements
- Definitions
 - Homework: drafting a mission and vision for Kano State College
- 1225 The School Sector Improvement Team (SSIT) initiative
- 1345 Phases of learning and the implications for teacher education
- 1400 Final remarks, next steps for the Development Plan and closure **AGENDA**
-

Workshop II, 17 September 2009

AGENDA

- 1100 Welcome and Workshop objectives
- 1115 Mission and Vision Statements for Development Plan
- 1145 Further work on Development Plan with work on key objectives
- Turning issues into objectives
 - Deciding inputs for the Plan (e.g. strategies, resources, timing)
 - Group exercise to write further examples of strategies and the links
- 1300 Ongoing professional development for staff: introduction to Teacher Standards
- 1400 Final remarks, next steps and closure
-

Workshop III, 28 September 2009

AGENDA:

- 09.00 Welcome and introductory activity
- 09.15 Briefing to provide overview of ESSPIN and its activities in Nigeria
- 09.45 The need for a Development Plan (presentation)
- Key elements of a Development Plan
 - Structure of Development Plan
 - Ranking of key issues (group exercise)
 - Example of possible strategy linked to resources, time, responsibility and evaluation

- 10.30 Tea
- 10.45 Professional Development I:
- Phases of Learning
 - The implications of phases of learning for teacher education
- 11.30 Professional Development II: Setting the Standards
- 12.15 Time for questions, final remarks, next steps and closure
- 12.30 Lunch
-

Workshop IV, 30 September 2009

AGENDA:

- 09.30 Welcome and Workshop objectives
- 09.45 Distribution of DRAFT Development Plan
- Walk through of the document
 - Organisation of the document
 - Sections – dealing with three main clusters of issues
 - Development Plan format
- 10.00 *Section One: Review of management and governance structure*
- Presentation
 - Group activity
- 11.00 Tea
- 11.30 *Section Two: Reform of Academic program for producing quality teachers*
- Presentation
 - Group activity
- 12.00 *Section Three: Enhancement of support structure for students and staff*
- Presentation
 - Group Activity
- 12.30 Review of document by section: participants' questions and comments: consultation period
- 13.00 Lunch
- 14.30 Group activity:
- Ranking the specific objectives of the Development Plan by a range of criteria
 - Group ranks and provides rationale for rankings (Low, Medium, High)
 - Group reports
- 15.30 Wrap up and next steps: closing comments

Annex 5: Overview of all participants of four stakeholder workshops

	Name	Position	Mobile number
1	A.S Alfindiki	Quality Control Officer	08037874352
2	Abdu Baso	Sub Dean	08036383765
3	Abdu Mustapha	Snr Lecturer	08065457336
4	Abdulahdi A. Dambatta	Director Internal Audit	08089232527
5	Abdulkadir Abubakar	Eng. Dept	08035021649
6	Abdullahi Abdu Bello	HOD Chemistry	08065416295
7	Abdullahi M Inuwa	SMOE	08067418823
8	Adamu Ibrahim D/Tofa	Prin Lecturer	08033739281
9	Adamu M. K/K	Senior Lecturer	08036378218
10	Ado Mohd Kankarofi	Director Quality Control	08039269068
11	Ahmad D. Beli	Senior Lecturer	08065534544
12	Ahmed A. Ali	PRO	08032984856
13	Ahmed Bashari	Senior Lecturer	08069587940
14	Ahmed Isihak	Principal Lecturer	08039641312
15	Aisha M Kwale	Chief Inst	08037865250
16	Alhaji Idi Waziri	D.G Dean SASS	08057366732
17	Alhassan M Dawaki	Principal Lecturer	08035049592
18	Ali Bala Ibrahim	Lecturer I	08051032751
19	Ali D. Abdulkadir	Senior Lecturer	08023626515
20	Aliyu Hudu Suleiman	Chief Lecturer	08065529127
21	Aminu Isyaku M	Chief Instructor	07026019492
22	Aminu Labaran	Sen. Lecturer	08065454896
23	Aminu Yau Chiranchi	Chief Lecturer	07030320233
24	Arc. Anas B. Galadanchi	Director works	07028081324
25	Arch. Auwalu Ibrahim	Engineer	07031974246
26	Auwal Usman Tijjani	Lecturer I	08029454220
27	Bako Kamilu	DDPRS	08067053403
28	Balarabe Ahmed	HOD	08032411793
29	Bature Umar	Principal Lecturer	08038869560
30	Bello A. Zango	Senior Lecturer	08039645588
31	Bello Ibrahim Zimit	Lecturer I	08053336994
32	Danlami Garba	SESP	08037881577
33	Dije Musa Yarima	HOD	08036535242

34	Dr Sule Musa	Lecturer	08060417605
35	Dr, Garba Shehu	Deputy Provost	07063238184
36	Dr. A Abdullahi		08023747867
37	Dr. Abba Ahmed	Chief Lecturer	08099665259
38	Dr. Abba Ahmed	Chief Lecturer	08099665459
39	Dr. Ado Abubakar	Prin. Lecturer	08037055156
40	Dr. Ayyub Musa	Director Programs	08077359146
41	Dr. Isma'il Idris	Lecturer	
42	Dr. Tasim N Bari	Head of Department	08038343172
43	Eunice H. Muchilwa	I.T Specialist SRCOE	07039084510
44	Fatima a.a. Modibbo	Principle Lecturer	08035883266
45	Hajara Yahaya	Senior lecturer	08023753122
46	Hamza Muhammad Daneji	AD SMOE	08023930077
47	Hashim S. Minjibir	College Qty Surveyor	
48	Hauwa R. Musa	Senior Lecturer	08053680877
49	Hayatu A. Labaran	Chief Acct	08036055510
50	Huda Datti Ahmed	College Counsellor	08037878100
51	Ibrahim R Yalwa	Lecturer	08038343900
52	Ibrahim Umar	MHE	08064941989
53	Idi Mustapha Gaya	Snr. Lecturer	08050842807
54	Idris Y Charanchi	Principal Lecturer	08036866623
55	Iliyasu Abubakar	Senior Lecturer	08065548957
56	Iliyasu Ibrahim Bala	Principal Instructor	08037876872
57	Inuwa B. Darma	Prin Lecturer	08053138651
58	Ismail Kabir	MOPB	08074828744
59	Kabir A Ahmed	DSS SSMOE	08054126519
60	Kabiru A Gwarzo	Chief Lecturer	08068064471
61	Kabiru A Ibrahim	SUBEB DJSS	08081018646
62	Kabiru A. Gwarzo	Chief Lecturer	08068064471
63	Kabitu A. T/Nufawa	Senior Lecturer	08061605819
64	Khadija Musa Muhd	Lecturer I HOD	08035875840
65	Lawan Shuaib	Chief Lecturer	08034532035
66	Maimuna El-Yakub	Principal Lecturer	08033265439
67	Martha Yusuf	Chief Lecturer	08053239100
68	Maryam Mansur Yola	E.S SUBEB	07069203667
69	Mohamed Ali Suwaid	A.C.E.O/tsi	08062111256
70	Mudassir M. Kiru	HOD Econs	08027275385

71	Muhammad Idris	E.S. KSSSMB	08036161532
72	Muhammad Inuwa Marmara	Director Planning	08060753367
73	Muhammed Musa Marmara	Dir Planning	08060753367
74	Muhd Hadi Gwadabe	Provost	08032880787
75	Muhd M Sodangi	Senior Lecturer	08069285726
76	Rabiu Nasidi	Sen. Lecturer	08069690056
77	S.A Sarbi	Ag. Dean Languages	08025354607
78	Sabo Muhamed	Principle Lecturer	07025603086
79	Sadiya Adamu	Prin. Lecturer	08037022566
80	Saidu Suleiman	Chief Lecturer	08026507200
81	Sale Muhammed	Dean	08037404665
82	Sale Usaini Kwa	Pre NCE Coordinator	08080793585
83	Salisu Ahmed Sidi Ali	ECCE Director	08074828744
84	Salisu Iniwa G	H.O.D PES	08035946222
85	Salisu M. Farouk	Chief Lecturer	08069777237
86	Sallau Ibrahim Ahmad	HOD Biology	08036302291
87	Sani Muhammad	Principal lecturer	08037030826
88	Sani Sule	D/PR	064974368
89	Sarki Gwadabe	Principal Assistant Reg. Academic	08065574249
93	Sule M Dangage	SMOE	08065436921
94	Suleiman A Sarbi		08025384607
95	Sunusi Bello Bichi	Principal Lecturer	07035943560
96	Sunusi M. Kani	Principal Lecturer	08023272111
97	Surajo Isa Gaya	Registrar	08033174008
98	Ùamr Isa Muhd	Senior Lecturer	08035938071
99	Umar Lawal	Dean, SOVE	08032878919
100	Usman Indabo	A.G DSS	08062581592
101	Usman Sani Fagge	HOD History	08028502036
102	Yahaya Isa	Senior Lecturer	08035910374
103	Yahaya Sabo	Coordinator	08037867142
104	Yusuf Tanko	Senior Lecturer	08055153115
105	Zainab MS Minjibir	MHE	08023353994

Annex 6: Calendar of events: third input 6 September- 3 October 2009

Day	Activity	Comments and observations
Sunday September 6	Travel day	
Monday September 7	Meeting on logistics at ESSPIN Main Office Abuja Briefing by Mr. John Kay, ESSPIN Team Leader Abuja Briefing by Mrs Lilian Braekell (consultant SITT) on the implementation plan for professional development and guidance for teachers and head teachers in Kano State Travel by air to Kano Transfer to Prince Hotel	Focus of briefing by Mr. Kay was on main objectives of mission: Devising of a draft Development Plan for Kano State College providing insights into the required structural and policy changes for successfully support the implementation of the Development Plan. Main prerequisites for ESSPINs support will be the acceptance of the College to cut down enrolment numbers of students and their support of the SMOE and SMOHE for restructuring the College academic program according to the new NCCE policy. This requires the full endorsement of the Development Plan by other stakeholders: the SMOE and the SMOHE of Kano Collection of reference materials Briefing on recent developments with regard to SSIT
Tuesday September 8	Briefing by Mr. Richard Delgarmo, State Team Leader Planning meeting with Mr. Mustafa Ahmad, Education Quality Specialist Study of newly obtained reference materials Visit to the College of Education: Meeting with Dr Garba Shehu, Deputy Provost to discuss objectives of mission. Follow-up with Deputy Provost on requested data and information	Meeting with the Kano State Team leader confirmed the importance of reaching an agreement with Government of Kano State and College on certain key issues prior to starting the implementation of Development Plan. (DP) Meeting with Education Quality Specialist was very useful with regard to the planning of the mission. Data requested from the College was not available yet.
Wednesday September 9	Development of programme for mission in close collaboration with Mr. Mustafa Ahmed, ESSPIN's Education Quality Specialist Visit to the College of Education: Meeting with Dr Garba Shehu,	It was agreed to organise four workshops for stakeholders. <ul style="list-style-type: none"> The first two workshops for senior College Managers and Managers of Schools and Departments were going to focus on the needs for and the main elements of a DP and on the phases of learning and the

	Deputy Provost to review proposed programme workshop I and list of participants Meeting with Ms Eunice Muchilwa , ICT Specialist/trainer (VSO) on forthcoming ESSPIN contract Study of newly obtained reference materials	<p>implications for teacher education.</p> <ul style="list-style-type: none"> • The program of the third workshop was meant to brief senior lecturers and other middle cadre on the ToRs of the mission, the progress made so far and professional development on phases of learning and standards. • The fourth workshop was meant for the Core group involved in the workshops organized during mission one and two to critically review the DP. • The ESSPIN Office was going to arrange for meetings with the Commissioner and the Permanent Secretary Education of both Ministries.
Thursday September 10	Visit to College and follow-up meeting with Dr Garba. Preparation for workshop I (15 September). Development of framework for Development Plan.	In addition to senior managers of the College it was decided to invite few faculty members that have showed specific interest in developing plans for their department or the College in general for Workshop I.
Friday September 11	Preparation for workshop I Development of framework for Development Plan	Development of agenda, workshop activities and handouts
Saturday September 12	Preparation for workshop I Development of framework for Development Plan	Development of agenda, workshop activities and handouts
Monday September 14	Preparation for workshop I Visit to College. for meeting with Deputy Provost and ICT trainer	<p>Development of PP presentations for different sessions</p> <p>Review of logistics at ESSPIN Office and duplication of workshop materials</p>
Tuesday September 15	Workshop I at Boardroom of College for senior managers Meeting with John Kay to discuss progress mission and anticipated (ESSPIN) developments:	<p>The main objectives of the workshop were:</p> <ul style="list-style-type: none"> • To brief participants on ESSPIN's mandate and support provided so far and to commence the process for devising a Development Plan for Teacher Education for Kano State • To provide professional development on the phases of learning and the implications for teacher education.

		<p>During the first activity the participants had the opportunity to provide feedback on the draft issues chart, an outcome of the second mission. The participants commented on few issues though no major changes were needed.</p> <p>Another exercise was on timeline planning based on criteria provided. Special attention was paid to the further refinement of the different interventions in steps/actions to be taken.</p> <p>The second part of the workshop focussed on the phases of learning and the implications for teacher education: the need for a structural change of the academic program.</p>
Wednesday September 16	Working at ESSPIN Office	<p>Development of PP presentations for different sessions</p> <p>Review of logistics at ESSPIN Office and duplication of workshop materials</p>
Thursday September 17	Workshop II for senior managers (same participants as Tuesday 15) at Ni'ima Guest Palace, Sulaiman Crescent, Kano. 28 participants: Registrar, Deans and Sub- Deans, Academic Secretary, Bursar and Coordinator Part-time Programmes	<p>Development of a Mission and Vision Statement for Development Plan, further work on key objectives of Development Plan and ongoing professional development on introduction to Teacher Standards. The workshop was successful in terms of developing basic understanding for the need to update the current mission and vision statements. In large there was agreement on the content on the statements but these have to be finalized internally.</p>
Friday September 18	Preparation of framework for development plan and consultancy report, including workshop report and evaluation. Office	
Saturday September 19	Meeting with Dr Masooda Banu, ESSPIN consultant on Islamic Education	
Monday September 21	Working on first Draft Development Plan	<p>The actual draft Development Plan consist of three section, each section starts with the main issues related to that section and the actual plan. The DP is sandwiched between an</p>

		Introduction indicating, the process for devising the plan, the format of the plan and the different responsibilities for implementing the plan and the conclusions that also indicate the steps to be taken.
Tuesday September 22	Working on first Draft Development Plan	
Wednesday September 23	Finalisation of first draft Development Plan Presentation of first draft Development Plan to Mr Richard Delgarno, Team leader ESSPIN Kano Organisation of logistical issues with ESSPIN Staff.	
Thursday September 24	Sharing of first draft of Development Plan and programme of Third Workshop with Provost and Deputy Provost of KSCoE Discussion with Mr Richard Delgarno, Team leader ESSPIN Kano about first draft and finalisation of Development Plan.	The key managers of KSCoE were addressing their gratitude to ESSPIN's support so far. It was stressed that these types of workshops were new for the participants but that their response was encouraging. They were keen and interested to participate in an exercise focussing on the development of their College. The Kano Team leader
Friday September 25	Preparation of materials for Workshop III: <ul style="list-style-type: none"> • Development of Power Points and group exercises and duplication of handouts etc. Incorporation of comments received so far in draft Development Plan and duplication for wider distribution at Workshop IV.	
Saturday September 26	Development of a programme for Workshop IV Development of materials for Workshop IV Development of outline for Trip	It was basically agreed to make the Development Plan and the description of the process through which the plan was developed as the core of the trip report

	Report Meeting with Eunice	
Monday September 28	Workshop III for 80 senior lecturers and other staff that have not been involved in earlier workshops for stakeholders at Ni'ima Guest Palace, Sulaiman Crescent, Kano.	Briefing to provide overview of ESSPIN and its activities in Nigeria, a presentation on the need for a Development Plan and two professional development sessions on Phases of Learning and the implications of phases of learning for teacher education and on Setting the Standards After the workshop a meeting was planned with the DP to receive feedback from the College on the draft development plan. Unfortunately this could not be materialized due to the sudden commitment of the DP in Abuja
Tuesday September 29	Preparations for Workshop IV Duplication of materials Writing of the trip report	
Wednesday September 30	Workshop IV for 40 participants at Ni'ima Guest Palace, Sulaiman Crescent, Kano. The participants of this 4 th and fFinal workshop were the same as those who participated at the workshops of the first and second mission.	The main objectives of Workshop IV were to familiarize the participants with the draft Development Plan and to review the content by section through various exercises using different methodologies. Most of key stakeholders KSCoE, except for the DP of the College, SUBEB, SMoHE and SMoE attended. Unfortunately the Commissioner and the Permanent Secretary could not attend. The motivation and attitude of the participants was very good. The participants worked hard to finish all assignments on time and listened attentively to each other. Their feedback was very relevant showing an increased understanding for the need to work with a Development Plan as guiding instrument for change and moreover willingness to contribute to change.
Thursday October 1	Writing of the Trip report	
Friday October 2	Debriefing with Mr Richard Delgarno, Team leader ESSPIN Kano Writing of Trip report	
Saturday October 3	Finalization of Trip report	