

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

**Input Visit Report**

**Education Institutional Development: Teacher  
Education Strategy for Kano State, Task Specialist Visit 2**

**Report Number: KN 301**

**Geert Edelenbosch and Peter Short**

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ESSPIN 508	Knowledge Management Task Specialist Support Visit Report, Mar/April 09
KN 301	Education Institutional Development: Teacher Education Strategy for Kano State, Tasks Specialist Visit 1
KW 301	An Assessment of the Development needs of Teachers in Nigeria – Kwara State Case Study
KW 302	Oro College Review of Strategic Priorities
KW 303	Curriculum Transformation for College of Education Oro
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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 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
SmoE	State Ministry of Education
STUP	Special Teacher Upgrading Programme
SUBEB	State Universal Basic Education Board
TEP	Teacher Education Policy
UBEC	Universal Basic Education Commission

### Abbreviations and acronyms used in the Issues Chart:

CDC	Child Development Centre
ECD	Early Childhood Development
EMIS	Education Management Information System
ESP	Education Support Programme
GSE	General Studies Education
NCCE	National Commission for Colleges of Education
NCE	National Certificate of Education
PD	Professional Development
PES	Primary Education Studies
SSS	Senior Secondary School
TC II	Grade II Teacher's Certificate
TE	Teacher Educator
TP	Teacher practices



## Abstract

1. This report provides an initial overview of main issues as they apply to teacher education and preparation for teaching in basic education in Kano State. There is a particular focus on Kano State College of Education as the main training institution in Kano State. The core of the report is an *Issues Chart* developed through a scan of available research, structured interviews and an interactive workshop with key stakeholders.

## Executive Summary

2. The issues as they apply to teacher education and preparation for teaching in basic education (primary and junior secondary phases of schooling) in Kano State are well documented. During the mission the consultants have collected and analyzed existing data and information from recent studies, reviews and plans. These resources show that the key issues relating to both preparing teachers (pre-service requirements) and improving quality of existing teachers are:
  - Increasing the number of qualified teachers for basic education within available finances as enrolment increases from population growth and the inclusion of IQT schools;
  - Developing a costed five year strategic plan for the State College of Education to produce well qualified and motivated primary school teachers who can teach across the full curriculum (NB this presumably must include the revised (2007) curriculum for primary schools as the centrepiece of this reform);
  - Addressing the serious concerns about primary teacher recruitment and deployment;
  - Improving the performance of teachers in the classroom;
  - Improving teacher's pay and conditions of service i.e. implementing the planned Teachers' Salary Scheme (TSS) and maintaining the benefits over time. NB This is not a focus of the current work given other stakeholder actions to try to achieve this.
3. During the first input of the study of teacher education in Kano State, it was intended to have three main focus areas, namely:
  - gaining a rapid familiarisation with the systems of the different agencies (particularly Kano State College of Education);
  - undertaking broad consultation with stakeholders; and
  - gathering, collating and analysing data to establish baselines and significant trends as this applies to pre-service and in-service preparation of teachers and related student performance.
4. The first two focus areas have been attended to, with exposure to the literature, systems and key stakeholders through research, interviews and an interactive

workshop. However, 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. The process to gather data has commenced and this will be a priority in the second input.

5. It was recommended in the initial briefing with the Team Leader and Education Quality Specialist in Kano State that the main focus in the first input was on the institutional development and management functions of the State providers. This has informed the methodology that has been adopted for the first input. However, curriculum and pedagogical issues have also been given some attention given their interconnectedness with the structures and delivery of teacher education strategies.
6. The focus on the **issues** facing teacher education has also been the main emphasis for this first input. An *Issues Chart* (see Annex Two) has been developed through a scan of available research, structured interviews and a well-attended and very interactive workshop. Key stakeholders have prioritised the issues which provide possible starting points for a comprehensive Development Plan for the delivery of pre-service and in-service teacher education at Kano State College. The workshop also gave stakeholders an opportunity to consider possible improvement strategies and resource requirements (excluding capital works) to address the identified issues. These will be considered for inclusion in the Development Plan.

### Purpose of the Consultancy

7. 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
  - a. the development of an overall Teacher Education Strategy for Kano and
  - b. a specific development plan for the State College of Education.
8. An updated set of TORs was provided once the consultants arrived in Kano. This included several different tasks than the original TORs, but discussion has provided agreement on the focus and extent of the work to be covered – especially during this first input.
9. Originally the two consultants were to cover a dual focus for the study: one person to focus on the institutional development and management functions of the State providers: and, the other to focus on curriculum delivery and teaching aspects within the institutions (i.e. in the case of Kano State, the single College of Education). It was

decided in the preliminary discussion that there should be an initial focus on the institutional development aspects of teacher education. This has meant that both consultants have been more focused on this requirement than the curriculum and pedagogical issues.

10. No mention is made of costing of the strategic plan in the revised TORs. This is now considered to be part of the broader ESSPIN plan of which the teacher education strategy is one part.
11. The primary group of stakeholders for the first input was the staff of Kano State College of Education (KSCoE). Most of the detailed consultation (through structured interviews, focus groups and a workshop) focused on the KSCoE staff during the initial input. Some meetings with other stakeholders were also held (e.g. SUBEB, LGEA representatives – see *Calendar of Activities*).
12. While all TORs received some consideration during the first input, the focus was on the clarification and prioritisation of issues by stakeholders and their feedback for this initial visit report. Tentative solutions and resource implications were considered and proposed for each identified issue (during the *Stakeholder Workshop*), but this is more of a focus for the second input and subsequently, the final report.

### Achievement of the terms of reference

TOR Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
<p>1. Become familiar with results of teacher assessment study and ongoing reform at KSCoE and TDP component</p> <p>Information on ongoing reform will be collected during meetings with different segments of KSCoE management and teaching staff</p>	<p>The Teacher Assessment Study has not been, and may not be conducted in Kano State. The prevailing feeling seems to be that if it were conducted, the results in Kano State would be equal to or worse than those obtained in Kwara State.</p> <p>The major focus of this first input has been on gathering information from KSCoE staff. This has included individual and small group structured interviews, informal discussion and a stakeholder workshop that included KSCoE senior staff and other key stakeholders (MoE, MoHE, SUBEB and SESP representatives</p>	<p>No action until Teacher Assessment Study conducted</p> <p>There will be continuing dialogue with KSCoE staff as some staff have not yet been involved in information gathering. At least one further workshop with senior staff and other stakeholders will be planned ( to feedback their suggestions from the first workshop and also to present a draft Development Plan).</p> <p>A major constraint has been the lack of data from KSCoE (where this exists). Several requests have been made for data to be available for the next input. Some of this has been prepared and it would be good to have all data collected and available for the start of the next input (15</p>

		June).
2. Hold meetings with key stake holders	Several briefings with ESSPIN Kano senior staff have been held. <i>The Calendar of Events</i> and the list of <i>People Interviewed</i> indicate the stakeholder consultation (including KSCoE staff) that has occurred.	Ongoing briefings scheduled in Input Two Further formal and informal stakeholder consultation scheduled for Input Two
3. Make selected field visits	Visits have been made to one 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 community development strategy.  A visit was also made to Kumbotso LGEA to discuss their role and issues	It is not anticipated that further extensive field trips will be made unless there is a need to clarify specific issues related to teacher education.  The trips have added a valuable perspective to the focus on the preparation of teachers.
4. Hold participatory workshop	A one day workshop was held on 14 May in Kano and included senior staff representatives from KSCoE plus senior officials from MoE, MoHE, SESP. The focus of this initial workshop was on presenting the participants with the issues identified in previous reviews and the findings of the consultants in their interviews with stakeholders. An evaluation of the workshop was conducted and is available.	Participants provided a priority listing of issues, suggested strategies and possible resources that could be used as the basis for a Development Plan for KSCoE.  This information now needs to be analysed and added to other inputs (e.g. senior ESSPIN staff) and then used to create a Development Plan for KSCOE.  This is the focus for the next input

5. Present a framework for teacher reform	<p>A preliminary analysis of the research and review literature has been made (see Inception report and Workplan).</p> <p>Clarification and prioritisation of issues has been the priority for this input with many structured interviews and a stakeholder workshop providing the main methodology for achieving this.</p> <p>Linkages to current ESSPIN and stakeholder plans will be a focus for the next input: some connections have already been made e.g. community development, gender and EMIS development.</p>	<p>The <i>Issues Chart</i> included as an Annex in this report is a comprehensive framework that organises issues into Key Areas and major clusters of related issues. The priority setting exercise in the Stakeholder Workshop (<i>Agenda</i> included as an Annex) has contributed to establishing starting points for the Development Plan to be developed for KSCoE. Preliminary suggestions for strategies and resources to address these priorities have also been made in the workshop.</p> <p>This provides the starting point for the key work in Input two of developing a draft Development Plan.</p>
6. Map out the tasks that need to be undertaken for developing the strategy for Teacher Education	<p>While good information has been gathered, there is still a lack of data forthcoming, related to most aspects of teacher education at KSCoE. Requests for data by KSC Schools has commenced as well as the College Plan(s) and Budget.</p> <p>The review of interview information was used to develop the <i>Issues Chart</i> that was presented to the stakeholder workshop for confirmation or changes to be made. Generally, there was agreement that the major issues had been</p>	<p>It will greatly assist the Consultants if the requested data from KSC is gathered prior to the next input (in 4 weeks time). This includes Tables, the College Plan(s), the Budget, information on the PT upgrading courses, other in-service provision.</p>

	<p>captured and presented – several small changes were suggested and have been incorporated into the <i>Issues Chart</i>.</p> <p>The prioritisation of issues by participants during the workshop has provided a preliminary set of starting points for incorporation into the draft Development Plan. Further consultation on starting points will be part of the next input (as indicated within the Development Plan)</p>	<p>Cross-checking the priorities of KSCoE staff with the broader ESSPIN plans will be required.</p>
7. Develop a draft implementation schedule for strategy	<p>The stakeholder workshop has provided the preliminary information required for the Development Plan and the broader Teacher education strategy. It is assumed that the major focus of the Teacher Education strategy is KSCoE, as the single state facility for teacher education in Kano.</p>	<p>First draft of the Teacher education strategy is a focus for the end of the next input. Preliminary consultation can commence if there is agreement on the scope and sequence of the Development Plan for KSCoE.</p>
8. Present a draft framework and implementation plan	<p>No actions this input, although the framework and plan are informed by the current activities.</p>	<p>This task is a focus for Input Two</p>
9. Complete ESSPIN reports if necessary	<p>An initial Work plan was developed and presented to the Kano Team Leader, Mr Richard Dalgarno, on Friday 8 May</p> <p>The Visit Report was discussed with the Team Leader on 16 May.</p>	<p>A further Work plan will be developed at the start of Input Two, focused on the tasks outlined in this Visit Report.</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). (we talk about basic education?)

## 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. 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.
19. 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 which indicated that most teachers are not competent will be replicated in Kano on a sample basis. The system is also characterised by high Pupil Teacher Ratios (PTR's), 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.
20. Fortunately there is light at the end of the tunnel and 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 will lead 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. 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.

## Findings and Issues Arising

### 21. Key Area 1: Management Structure and Capacity

- Emphasis is on day to day administration rather than on strategic management, limited ideas developed on vision and lack of long-term planning;

- Management and staff have limited knowledge and skills about modern management methods, styles;
- Limited exposure to ideas of ESP;
- College lacks EMIS. Management sections are not computerized: high work load, lack of accessible data bases for planning purposes, cumbersome communication and decision making processes;
- Different systems are not connected and fed by accurate data;
- A long term strategic plan for further developing the College is missing. A lot of actions are undertaken which are not part of long-term implementation plans which are supported by annual financial plans; and
- No College Development Plan with long-term objectives, targets, strategies and activities.

## 22. Key Area 2: Institutional and Financial Structure

- *Financial management system* follows the instructions from State level and is limited to a receipt and billing system;
- Manually operated *financial system*. Except for salary section the financial system is not computerized. No direct access to balance of bank account to check expenditure level reduces decision making process Physical and human resource capacity of Finance Section is limited. Substantial number of staff is unqualified;
- *Insufficient funds* for capital expenditure-development schools on the one hand and limited technical competency to access all allocated funds e.g. to exhaust all capital expenditures and allocated ETF Funds. College Schools have (limited) budget for covering recurrent costs;
- *Limited influence of Deans* in budget preparation process;
- *Budget Committee* is not functional;
- Plans are *not linked* with computerized data; and
- *Dependency on government funds* for capital expenditure. Student admission fees are low by comparison with other CoEs. College has few channels for generating additional income Fee system may be a constraint for poor students, but cheap for middle class students. CD is constrained by resources and expertise in research methodology.

## 23. Key Area 3: NCE Curriculum and delivering of NCE curriculum

- *Limited staff capacity and experience* in the design and delivery of ECD course;
- *Limited status* of Primary Education Studies;
- *Limited quality and performance of student outcomes*;
- *Limited attention paid to community involvement* in decision making at schools; and

- *Weak leadership and management of Head master primary school.*

#### **24. Key area 4: Teaching and teaching practices**

- *Lack of regular power supply:* Computerisation is contingent on regular and extended power supply- College is awaiting functioning main generator;
- *Lack of facilities and materials to support modern teaching practices ;*
- Main library and mini libraries *lack essential books*, especially textbooks for students;
- *Students from rural areas and especially girls have limited access* to College Education; and
- *Lack of access to global information for developing teachers.* Lack of information and research on the effect of student support systems.

#### **25. Key area 5: Policy and support systems for students**

- *Teaching environment and practice* does not adequately prepare or support students for teaching;
- *Limited attention given to Special Education and Early Childhood Development* and no strategic plan for developing a Special Education Unit;
- *Accommodation:* Overcrowded and unsuitable class rooms for teaching and learning at College and Insufficient State support for teacher education; and
- *Teaching Practice:* Lack of good mentors at primary schools; Role of mentor is not clear, no rating; Limited period for teaching practises; Practise sometimes reduced by closure of school: holidays

#### **26. Key Area 6: Provision of In-service training at College**

- College lacks overall plan for extending in-service opportunities in Kano State
- Lack of quality among unqualified teachers;
- Shortage of Arabic teachers;
- Increasing enrolment of children, especially girls at Islamiyya schools in Nigeria: using core curriculum of primary school. Lack of Islamiyya teachers trained in practical teaching skills; Lack of in-service training opportunities for Islamiyya primary schools
- College in-service training programme does not take the teaching experience of unqualified teachers into account (i.e. course credits)

#### **27. Key Area 7. Student entrance, examination system and deployment**

- Limited policy and accurate data to support an overall College enrolment strategy;
- Concern about reduced value of SSS certificate. This has affected the final exam results at Coll. Level; and

- Lack of online information and *admission and registration system to support timely admission* to students. Lack of access for students to general information about College and entrance requirements. Absence of on-line system may have negative effect on entrance of non-urban students.

## 28. Key area 8. Staff: recruitment, utilisation, remuneration.

- *Recruitment*: Does not always follow selection process. Involvement of Deans is limited. Appointment of unqualified staff
- In efficient use of staff. Some support staff is not trained and qualified
- *Promotion* is more based on seniority than merit. Promoted teachers do not take on significant extra responsibility (nor can they), and their remuneration does not rise significantly.
- Remuneration: Brain drain of experienced lecturers and teachers to other educational institutions due to low salaries
- *Support*: Insufficient funds to support a comprehensive staff development plan. No possibilities for foreign exposure. Lack of conducive environment for TEs. Lack of incentives for attracting TE

## Options and next steps

29. Follow up occurs with Kano State College of Education staff to obtain the previously requested data, including:

- Tables and organograms requested from Deans of Schools;
- Tables requested from the Part-Time Coordinator;
- College Plans (including School Plans) and Budget from the Deputy Provost.

30. A schedule of to arrange the meetings outlined in the TORs is organised for 15 – 17 June;

31. A Stakeholder Workshop (same stakeholder group as for the first workshop) is organised for Monday 22 June (a larger room if possible).

## Terms of Reference for second input (15 – 25 June)

- Further consultation occurs with Kano State College to include departments not previously interviewed (Computer Studies, Library, Student Affairs, Consultancy Unit and Student Union);
- Further consultation occurs with SUBEB, the Ministry of Higher Education and at least one more LGEA;

- (iii) Review data received from KSCoE and other stakeholders to establish baselines (where possible) and to inform the priorities for the Development Plan;
- (iv) Establish the agreed format for the Development Plan;
- (v) Write the first draft of the Development Plan;
- (vi) Consult, through structured interviews and the Stakeholder Workshop, on the Development Plan;
- (vii) Finalise the development Plan.

## Annex 1: Persons Interviewed

Mr. Abdullah Musa	Personnel LGEA Kumbotso
Mr. Abdulmunain Bello Imam	Senior Deputy Registrar- Establishment, State College of Education
Mr. Anas Galadanci	Director of Works, State College of Education
Mr. Bello Ibrahim Zimit	Sub Dean, School of Languages, State College of Education
Dr. Garba Shehu	Deputy Provost, State College of Education
Mr. Hadi Gwadabe	Provost
Mr. Harma Abdu	Statistics, LGEA Kumbotso
Mr. Ibrahim Aliyu Kwaru	Academic Secretary, State College of Education
Mr. Ibrahim Hafiz	Senior Deputy Registrar, State College of Education
Mr. Mannir Mohammed Gaya	Accountant LGEA Kumbotso
Mr. Mustafa Ahmad	Education Quality Specialist
Mr. Muhammad Musa Marmara	Director Planning, State College of Education
Mr. Richard Delgarmo	State Team Leader
Mr. Sanusi Dambazau	SIWES Coordinator, State College of Education
Mr. Shehu Umar Mohamed	Dean School of Science, State College of Education
Mr. Sani Gule	Director Information PR and Protocol, State College of Education
Mr. Sirajo Isa Gaya	Registrar, State College of Education
Mr. Steve Baines	Technical Team Coordinator
Mr. Sulaiman Barau	Coordinator of Part-time Programme State College of Education,
Mr. Tijani Yola	Bursar, State College of Education
Mr. Uma Lala, Dean	School of Vocational Education, State College of Education
Mr. Umar Lawal	Dean, School of Vocational Education, State College of Education
Mr. Usman Abu Baka	Deputy Director School SUBEB
Mr. Yusif Ibrahim	Finance, LGEA Kumbotso
Mrs. Zaiab Biraji	Head of School of Education

## Annex 2: Issue Chart: State College of Education: Changing the College to a Centre of excellence for pre-service, in-service teacher training and research

The following information has been gathered and analysed from structured and informal interviews with individuals and small groups of stakeholders – both from staff at Kano State College of Education and other agencies involved in teacher education i.e. Ministries of Education and Higher Education, SUBEB and LGEAs. The stakeholder's workshop on 14 May has also been used to prioritise issues and to generate tentative strategies for improvement and the resources required to achieve these improvements. The statements in the chart that are in italic form have come directly from the stakeholder workshop.

The information contained in the Issues Chart is preliminary and will be added to and adapted as other information is provided during the next input.

Key Area 1: Management Structure and Capacity				
Main features	Known and potential issues	Input/Resources	Outcome	Comments
The College is administered by: - Office of Provost (academic leader) - Office of Registrar (Chief Administrator) - Bursary (Finance) - Works Department (civil and other works) College consists of five schools	- Emphasis is on day to day administration rather than on strategic management, limited ideas developed on vision and lack of long-term planning.	- Exposure of management staff to management practises of similar educational institutes - Technical support for developing long-term plan <i>- Ongoing training of management staff</i>	- Management decisions are based on information and planning and linked to budgetary decision making	- Need for strengthening the management of the College by in-service training and exposure to other management models
	Management and staff have limited knowledge and skills about modern management methods, styles Limited exposure to ideas of ESP.	- Workshop reviewing management skills and needs <i>- Seminar on newly developed government policy and support ESSPIN</i>	- New management style has been introduced	- Ongoing installation of satellite communication network.

Key Area 1: Management Structure and Capacity				
<p>managed by a Dean.</p> <p>. School of Education</p> <p>. School of Languages</p> <p>. School of Natural and Applied Science</p> <p>. School of Arts and Social Sciences</p> <p>. School of Vocational Education</p>	<p>- <i>College lacks EMIS.</i></p> <p>Management sections are not computerized: high work load, lack of accessible data bases for planning purposes, cumbersome communication and decision making processes</p> <p>- Different systems are not connected and fed by accurate data</p>	<p>- Seminar on computerised working environment</p> <p>- Development of overall computerized management system <i>that is based on indicators and fed by relevant data</i></p> <p>- In-house continuing training on use of computerized system</p> <p>- Provision of soft and hard ware for computerized management system</p>	<p>- Management has skills that can introduce and manage ICT based management system</p> <p>- Staff members are familiar with and can utilize ICT based College system</p>	<p>- There are different possibilities to tap existing resources for computers e.g. staff Internet café or computer lab.</p> <p>- There may be a need for support to retrieve data and or information</p>
<p>- All staff members have laptop computers for personal use. These computers are not linked with system.</p>	<p>- A long term strategic <i>plan</i> for further developing the College is missing. A lot of actions are undertaken which are not part of long-term implementation plans which are supported by annual financial plans</p> <p>- No College Development Plan with long-term objectives, targets, strategies and activities.</p>	<p>- Needs assessment among all staff</p> <p>- Course development</p> <p>- Material development</p> <p>- Training on planning</p> <p>- Ongoing support by consultants</p>	<p>- College has long-term development strategy.</p> <p>- Long-term plan is available and used</p>	



<b>Key Area 2. Institutional and Financial Structure</b>				
<b>Main features</b>	<b>Known and potential issues</b>	<b>Inputs/ resources required</b>	<b>Outcomes</b>	<b>Comments</b>
<ul style="list-style-type: none"> <li>- Financial sources come from State (salaries and construction), Education Trust =Federal (construction), Students and other e.g. Consultancy Department (CD) and Industrial training Fund (hard ware).</li> <li>- Three sections: Salary, Capital expenditure and Operational Expenditures Section</li> <li>- State money is released in tranches</li> <li>- Management receives proposals from Schools (Deans) which are represented by Academic Secretary in Budget Committee</li> </ul>	<ul style="list-style-type: none"> <li>- Financial management system follows the instructions from State level and is limited to a receipt and billing system.</li> </ul>	<ul style="list-style-type: none"> <li>- Development of a comprehensive financial management system that is linked to College planning.</li> </ul>	<ul style="list-style-type: none"> <li>- A planning process that links budget to required developments and longer term planning is operational</li> </ul>	<ul style="list-style-type: none"> <li>- An online financial management system is contingent on an overall decision on computerisation.</li> </ul>
	<ul style="list-style-type: none"> <li>- Manually operated financial system. Except for salary section the financial system is not computerized. No direct access to balance of bank account to check expenditure level reduces decision making process</li> <li>- Physical and human resource capacity of Finance Section is limited. <i>Substantial number of staff is unqualified</i></li> </ul>	<ul style="list-style-type: none"> <li>- Support to College to finalize on-line financial system.</li> <li>- Support for introduction of computerized system (hardware, software, training and coaching)</li> <li>- Training in management of financial systems and online applications</li> </ul>	<ul style="list-style-type: none"> <li>- A computerized financial system is operational</li> </ul>	<ul style="list-style-type: none"> <li>- Status of proposal for Computerized financial system is unclear</li> </ul>

<b>Key Area 2. Institutional and Financial Structure</b>				
<p>that meets annually.</p> <ul style="list-style-type: none"> <li>- Policy for revenue generation has resulted in establishment of CD</li> <li>- Study cost for students to study at Fed. College is much higher</li> </ul>	<ul style="list-style-type: none"> <li>- Insufficient funds for capital expenditure-development schools on the one hand and limited technical competency to access all allocated funds e.g. to exhaust all capital expenditures and allocated ETF Funds.</li> <li>- College Schools have (limited) budget for covering recurrent costs.</li> </ul>	<ul style="list-style-type: none"> <li>- Technical support for developing a plan for generating alternative resources, including support from (business) community.</li> </ul>	<ul style="list-style-type: none"> <li>- Technical capacity to review and access <i>optimal</i> resources available is strengthened</li> <li>- Functioning of a Budget Committee with more central role in decision making</li> </ul>	<p>Positive reports of past support to College from USAID and COMPAS. Review study on utilization of facilities (PS&amp;GE)</p>
	<ul style="list-style-type: none"> <li>- Limited influence of Deans in budget preparation process. Budget Committee is not functional</li> </ul>	<ul style="list-style-type: none"> <li>- Technical support for strengthening functioning Budget Committee</li> </ul>	<ul style="list-style-type: none"> <li>- Functioning of a more decentralised system with open communication lines between management and schools</li> <li>- More focus on Whole College Planning required</li> </ul>	
	<p>Plans are not linked with computerized data</p>	<ul style="list-style-type: none"> <li>- Technical support for developing a plan for a College based EMIS system</li> <li>- Supply of required soft and hard ware for EMIS</li> </ul>	<ul style="list-style-type: none"> <li>- Functioning of a College based EMIS system</li> <li>- Functioning of an EMIS, linking information of admin, schools and units and linked with State and national EMIS</li> </ul>	

Key Area 2. Institutional and Financial Structure				
	<ul style="list-style-type: none"> <li>- Dependency on government funds for capital expenditure</li> <li>- Student admission fees are low by comparison with other CoEs.</li> <li>- College has few channels for generating additional income</li> <li>- Fee system may be a constraint for poor students, but cheap for middle class students.</li> <li>- CD is constrained by resources and expertise in research methodology</li> </ul>	<ul style="list-style-type: none"> <li>- Study on possibilities for a varied fee system e.g. by CD</li> <li>- Strengthening of skills of CD</li> <li>- Study on possibilities for generating funds from private sector</li> </ul>	<ul style="list-style-type: none"> <li>- Reviewed policy for admission fees etc.</li> <li>- Establishment of Unit, policy and plan for income generating activities</li> </ul>	<ul style="list-style-type: none"> <li>- Both studies could be implemented by CD if supported by external technical assistance</li> </ul>

Key Area 3: NCE Curriculum and delivering of NCE curriculum				
Main features	Known and potential problems	Inputs/ resources required	Outcomes	Comments
<ul style="list-style-type: none"> <li>- NCE curriculum has little focus on Early Childhood Development (ECD).</li> <li>- Minimum standards for NCE are set by NCCE</li> <li>- No attention in curriculum to community involvement</li> </ul>	<ul style="list-style-type: none"> <li>- Limited staff capacity and experience in the design and delivery of ECD courses</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum designed in ECD</li> <li>- Recruitment of ECD staff and training for representative staff members from Schools</li> <li>- Furniture and materials for ECD centre</li> <li>- Technical support for early intervention strategies in teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>- ECD courses (e.g. an ECD stream in Primary Education Studies) established and functioning</li> <li>- Early intervention strategies in teaching and learg developed.</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum will be reviewed Sept 2009</li> <li>- College has plans to put more emphasis on ECD (teaching and policy development) within the Child Development Centre</li> </ul>
	Limited status of Primary Education Studies	/ Continuing incentives provided for primary trained teachers	- NCE training has more emphasis on teaching methodology and content	Increasing the number of primary teachers will require a joint MoE, SUBEB and KSCoE planning exercise

<b>Key Area 3: NCE Curriculum and delivering of NCE curriculum</b>				
	Limited quality and performance of student outcomes	<ul style="list-style-type: none"> <li>- Staff development on current curriculum and pedagogical practices</li> <li>- Models of innovative and student centred teaching and learning strategies.</li> </ul>	<ul style="list-style-type: none"> <li>- More emphasis on content (Science, Math and English) and teaching methodology of NCE course</li> <li>- Greater innovation and student centred teaching and learning strategies.</li> </ul>	The current large class sizes and limited facilities makes it difficult for lecturers (and teachers in schools) to use more student-centred strategies
	Limited attention paid to community involvement in decision making at schools	<ul style="list-style-type: none"> <li>- Implementation of planned school-based decision making policy</li> <li>- Seminar on community support for education</li> <li>- Research on community support</li> <li>- Course Development</li> <li>- Material development</li> <li>- Training of TE in community support for schools</li> </ul>	<ul style="list-style-type: none"> <li>- In-service training programme for teachers and LGEAs on community support and decision making strategies established and functioning</li> <li>- NCE training includes information and skills training on involving parents and community members in schools</li> </ul>	Possible partnership between school LGEA/KSCoE and ESSPIN (Possible source of income generation for College through CD)

Key Area 3: NCE Curriculum and delivering of NCE curriculum				
	- Weak leadership and management of Head master primary school	- Review of NCE courses to include school and classroom planning - Course materials developed - Training of TE in L&M	- NCE pays adequate attention to L&M  - In-service training programme for L&M course for primary school head teachers established and functioning	

Key area 4: Teaching and teaching practices				
Main features	Known and potential problems	Inputs/ resources required	Outcomes	Comments
College has facility to accommodate maths students for ICT - College has one academic library. Each school has mini library - Bulk of students come from Kano city.	- Computerisation is contingent on regular and extended power supply - College is awaiting functioning main generator		- College can generate power to supply computerized systems and sections	ICT is mentioned under objectives of School of Education
	- <i>Lack of facilities and materials to support modern teaching practices</i>	- <i>Supplies</i> - <i>Renovations of one block of existing classrooms</i>	- More conducive teaching environment for teaching modern teaching practises	
	- Main library and mini libraries lack essential books, especially textbooks for students	- Survey on availability and use of existing resources - Supply of books, etc.	- College library has sufficient resources for students	

<b>Key area 4: Teaching and teaching practices</b>				
<ul style="list-style-type: none"> <li>- College has E-library. Students are recently allowed to make use of facility if small fee is paid</li> <li>- System to counsel students through Guidance and Counselling Unit: 2 staff members</li> </ul>	<ul style="list-style-type: none"> <li>- Students from rural areas and especially girls have no access to College Education</li> </ul>	<ul style="list-style-type: none"> <li>- Study on possibilities to develop distance education courses for rural areas. If possible a combination of face-to-face and work packages.</li> <li>- Feasibility study for establish two or three Nucleus Colleges outside Kano city.</li> <li>- Funds for strengthening College PR (school visits, presentations, brochures, web side)</li> </ul>	<ul style="list-style-type: none"> <li>- College has strategies to increase the enrolment of motivated students and for improving their motivation for teaching profession</li> <li>- College has a strategy to reach more students especially girls and students from rural areas</li> </ul>	
Support is provided for needy students (10.000 N for Science students and 6000 N to others (check)	- Lack of access to global information for developing teachers		- College has web site portal, including LAN and hosting server	-Establishment of College web site portal, including LAN and hosting server  To be worked out during next input
	- Lack of information and research on the effect of student support systems	Student support system that has well-trained staff and resources for counselling and follow-up support. Needs to include monitoring and evaluation strategies.	- A guidance and pastoral care system that can identify and support most needy students	

Key area 5. Policy and support systems for students				
Main features	Known and potential issues	Inputs/ resources required	Outcomes	Comments
<b>Mode of teaching:</b> Policy: advised to discard lecturing as the main form of instruction	- Teaching environment and practice does not adequately prepare or support students for teaching		- More varied demonstrations of effective teaching methods: e.g. team teaching, micro teaching, inquiry methods, practical, excursions etc. in place	- Need for class room observations during next visit.
<b>Support:</b> - College has its own CDC which is currently adding a junior section. Students are visiting CDC on a weekly base for demonstration lesson	- Limited attention given to Special Education and Early Childhood Development - No strategic plan for developing a Special Education Unit	- Feasibility study on possibilities to develop (private) ECD centre - ECD Course Development - Supply of ECD material – Training of teachers	- Functioning ECD Centre supported by ECD experts	- Plans to focus more on ECD practises - Plan to establish a Special Education Unit



Key area 5. Policy and support systems for students				
Accommodation: Max 500 students in lecture theatre	<ul style="list-style-type: none"> <li>- Overcrowded and unsuitable class rooms for teaching and learning at College</li> <li>- Insufficient State support for teacher education</li> </ul>	<ul style="list-style-type: none"> <li>- Donor assistance with building program and longer term site plan</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher education recognised as a major state priority</li> <li>- Status of teachers enhanced</li> <li>- Students (and staff) provided better facilities to prepare for teaching</li> </ul>	<ul style="list-style-type: none"> <li>- Three new lecture theatres under construction. Plan for a total of 9 theatres</li> </ul>
<b>Teaching Practice (TP):</b> 12 weeks period for teaching practises at end of 2 <sup>nd</sup> year. Students especially practise their elective teaching subject - College makes min of 4 school visits to practising students Students propose a convenient primary school as the site for their teaching practice	<ul style="list-style-type: none"> <li>- Lack of good mentors at primary schools;</li> <li>- Role of mentor is not clear, no rating</li> <li>- Limited period for teaching practises</li> <li>- Practise sometimes reduced by closure of school: holidays</li> </ul>	<ul style="list-style-type: none"> <li>- Technical support for plan to change structure of TP</li> <li>- Identification of the best teachers in schools to mentor students on TP</li> </ul>	<ul style="list-style-type: none"> <li>- Increased time for teaching practises or one more teaching practice to further strengthen teaching skills.</li> <li>- Strengthened (coaching) system to support students during teaching practices</li> </ul>	<ul style="list-style-type: none"> <li>- Possible options to be considered for structure TP may be 2 + 10 weeks or 2 + 8 + 2 weeks</li> </ul>

Key Area 6. Provision of In-service training at College				
Main features	Known and potential issues	Inputs/ resources required	Outcomes	Comments
	College lacks overall plan for extending in-service opportunities in Kano State	<ul style="list-style-type: none"> <li>- Needs assessment</li> <li>- Technical support for development of vision and plan of College on their role and support to primary education.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>College has broadened its programme for support to education by developing varied in-service training programme that meets demand of wider community</i></li> </ul>	<ul style="list-style-type: none"> <li>- Lack of quality of teaching, school management, community involvement etc provides opportunity for college to extend in-service training package but also opportunities for training</li> </ul>
	- Lack of quality among unqualified teachers	Technical Support	Implementation of Plan to upgrade all unqualified serving teachers through STUP	<ul style="list-style-type: none"> <li>- Special Teacher Upgrading Programme (STUP)</li> <li>- This should be further discussed during 2e mission</li> </ul>

Key Area 6. Provision of In-service training at College				
	<ul style="list-style-type: none"> <li>- <i>Shortage of Arabic teachers</i></li> <li>- Increasing number of Islamiyya schools require teachers that can teach Arabic</li> <li>- Increasing enrolment of children, especially girls at Islamiyya schools in Nigeria: using core curriculum of primary school.</li> <li>- Lack of Islamiyya teachers trained in practical teaching skills</li> <li>- Lack of in-service training opportunities for Islamiyya primary schools with qualified Arabic teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Development of new policy to support Islamiyya schools in using (core) curriculum primary school is in process</li> <li>- Look into possibility to develop an in-service training package for imparting practical teaching skills for teachers at Islamiyya schools</li> <li>- Course Development</li> <li>- Material development</li> <li>- Training of Islamiyya teachers</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Development of strategy to increase the number of Arabic students in the School of Languages</i></li> <li>- College may address needs for practical teaching skills for teachers at Islamiyya schools</li> </ul>	<ul style="list-style-type: none"> <li>- This should be further discussed during 2e mission</li> <li>- Follow-up during next mission with Masooda</li> </ul>
	<ul style="list-style-type: none"> <li>- Programme does not take the teaching experience of unqualified teachers into account (i.e. course credits)</li> </ul>	<ul style="list-style-type: none"> <li>- Review of practices and procedures for course entry, including recognition of prior learning</li> </ul>	<ul style="list-style-type: none"> <li>- Existing in-service training program for NCE training is taken into account needs and background of students. Credit may be given for existing teaching practises to unqualified teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Assessing student experience may be difficult. Ten years of teaching does not guarantee it has all been <i>effective</i> teaching.</li> </ul>

Key Area 7. Student entrance, examination system and deployment				
Main features	Known and potential problems	Inputs/ resources required	Outcomes	Comments
<ul style="list-style-type: none"> <li>- 18.000 NCE students</li> <li>- 3000 Remedial Course students</li> <li>- 1500 part-time students</li> <li>- ICT students</li> <li>- 3 times as many applicants as can be placed</li> <li>- Students with different SSS passes, Pre-NCE Final exam or TC II</li> <li>- Number of science students has increased from 30% to 55%, number of arts students has reduced from 70</li> </ul>	- Limited policy and accurate data to support an overall College enrolment strategy		- Strategies to increase motivation of students for teaching profession	- Ongoing reorganisation of student registration
	- Concern about reduced value of SSS certificate. This has affected the final exam results at Coll. level		- Strengthened quality secondary schools	- At this level this can only be addressed through advocacy
	- Lack of online information and <i>admission and registration system to support timely admission</i> to students	- Financial resources for establishment of E- Registration and E- Administration	- <i>Establishment of computerized system that is able to timely register and administer student</i>	- Discuss issue with other SESSPIN consultants: Dominique - Most information required for web portal is available in Annual Student Handbook
	- Absence of on-line system may have negative effect entrance of non-urban students		- Establishment of web portal on College	
	- Lack of access for students to general information about College and entrance requirements			
	- NCE does not take the experience of those with TC II into account (??)		- Reviewed NCE curriculum for facilitating TC II certificate holders	
	- <i>Inconsistent academic calendar</i>			

Key Area 7. Student entrance, examination system and deployment				
<p>45% (This data is questionable) 1/3 of NCE students are unqualified teachers that are exempted from duty - No information is known about deployment of graduates</p> <p><b>Part time programme:</b> - Total cost for students is N 6000 annually, incl. fees, exam cost, identity card etc.</p> <p><b>Examination:</b> NCE: At the end of</p>	<p>- Limited number of graduate students find employment in PS. (Supply of qualified PS teachers exceeds demand)</p> <p>Substantial numbers of students enter College with no intention of teaching</p> <p>- Lack of qualified teachers, especially women in rural areas</p>	Tracer study on student deployment	<p>- Information about deployment of teachers</p> <p>- Scholarships for needed girls in especially rural areas</p> <p>- Incentives for students that work in rural areas e.g. teaching kit.</p>	<p>- Need to get more information on reasons for drop out</p> <p>- Development of criteria and implementation process for scholarships to needed girls.</p>
	<p>- Campus lacks an enabling environment for students</p> <p>- <i>College has limited possibilities for supporting students</i></p>	<p>- <i>Technical support for guidance to students</i></p> <p>- <i>Resources for student initiatives to improve campus environment (landscaping/shady places, recreational facilities)</i></p>	- Campus offers student friendly environment	- Need to further investigate this with student representations/unions
	- High annual cost for substantial number of students to study PT at College	Funds for implementing projects implemented by Student Union		- Need to know more about background of students and other costs made (housing etc.)

Key Area 7. Student entrance, examination system and deployment				
each of six semesters the School organizes exam. 3 years minimum: 36 credits General Educ. 6 TP, 14 GSE=56 credits Continuous assessment 40% End of programme Assessment 60%	- Limited quality of student performance and outcomes <i>results in high rate of failure of students for examination</i>	- Establishment of effective quality assurance unit	- TEs that can monitor student performance throughout the years	

Key area 8. Staff: recruitment , utilisation, remuneration.				
Main features	Known and potential problems	Inputs/ resources required	Outcomes	Comments
	Appointment of staff does not always follow selection process: Involvement of Deans is limited. <i>Appointment of unqualified staff</i>	<i>Review of selection process</i> <i>Induction course for new staff members</i>	- Maximum involvement of key staff of schools in selection of teachers desirable - <i>Appointment of staff is needs based</i>	Development of list of TA Competencies
	- In efficient use of staff - Some support staff is not trained and qualified	- <i>In- service training that imparts skills that directly can be applied to the work</i>	- <i>Rendering equitable distribution of working hours among staff members</i>	
	- Insufficient funds to support a comprehensive staff development plan - No possibilities for foreign exposure.		- Upgrading of current teaching force - Accelerated efforts for funds for staff development program	Development of staff Development plan. Prior to start capacity building activities it is important to review the utilization of funds for PD of staff that is linked with promotion scheme.
	- Promotion is more based on seniority than merit			

Key area 8. Staff: recruitment , utilisation, remuneration.				
<b>Remuneration:</b>	Brain drain of experienced lecturers and teachers to other educational institutions - Promoted teachers do not take on significant extra responsibility (nor can they), and their remuneration does not rise significantly.		- New policy for staff that is supported by College for further study e.g. bond and agreement with other colleges	Info needed
<b>Support</b>	- <i>Lack of conducive environment for TEs</i> - <i>Lack of incentives for attracting TE</i>	- <i>Review package for further studies</i> - <i>Upgrade infrastructure (staff room, access to reference materials etc) for TEs</i>	- <i>Conducive work environment has been established</i>	



**Annex 3: Calendar of events**

Day	Activity	Comments and observations
Sunday May 3	Travel day	
Monday May 4	Meeting at ESSPIN Main Office Abuja Briefing with Mr. Steve Baines, Technical Team Coordinator	<ul style="list-style-type: none"> <li>• Overview of ESSPIN</li> <li>• Discussion regarding TORS</li> <li>• Logistical arrangements</li> <li>• Collection of reference materials</li> <li>• Study of reference materials</li> </ul>
Tuesday May 5	Travel Abuja – Kano Briefing meeting with Mr. Richard Delgarmo, State Team Leader and Mr. Mustafa Ahmad, Education Quality Specialist <ul style="list-style-type: none"> <li>• Study of reference materials</li> </ul>	<ul style="list-style-type: none"> <li>• Overview of key issues and logistical arrangements</li> </ul>
Wednesday May 6	Kano ESSPIN Office: Continuation of briefing by Kano Office Planning meeting	<ul style="list-style-type: none"> <li>• Revised TORs presented and agreed to</li> </ul>
Thursday May 7	Visit to Koffar Nassarawa Primary School: <ul style="list-style-type: none"> <li>• Meeting with Head Teacher Mr. Ado Hassan and four teachers</li> <li>• Guided tour of school</li> </ul> Visit to Kano State College of Education <ul style="list-style-type: none"> <li>• Introductory meeting with management staff of College, the Provost, Registrar, different Deans, Academic Secretary, Librarian</li> </ul> Planning meeting with Mr. Mustafa Ahmad	<ul style="list-style-type: none"> <li>• Lack of facilities and materials evident in school</li> <li>• Limited knowledge of school planning</li> </ul> Preliminary meeting to meet key players at KSCoE  Schedule of meetings discussed and finalised for

	<ul style="list-style-type: none"> <li>• Development of workplan</li> <li>• Study of reference materials</li> <li>• Structured interview developed for meeting with Deans</li> </ul>	remaining input time
Friday May 8	<p>Visit to Kano State College of Education</p> <ul style="list-style-type: none"> <li>• Meeting with Deputy Dean School of Education, Mr. Abdu Baso</li> <li>• Meeting with Dean School of Science, Mr. Shehu Umar Mohamed, Dean, School of Vocational Education, Mr Uma Lala, Sub Dean School of Science and Mr. Bello Ibrahim Zimit, Sub Dean, School of Languages,</li> <li>• Finalisation of workplan and briefing with Team Leader</li> <li>• Study of reference materials</li> <li>• Structured interview for Saturday meetings</li> </ul>	<p>Strucutured interviews held with senior KSCoE staff:</p> <ul style="list-style-type: none"> <li>• Range of issues documented and included in the <i>Issues Chart</i></li> <li>• Importance of data underlined</li> </ul>
Saturday May 9	<p>Visit to College of Education</p> <ul style="list-style-type: none"> <li>• Meeting with Mr. Sulaiman Barau, Coordinator of Part-time Programme</li> <li>• Meeting with Mr Tijani Yola, Bursar</li> </ul> <p>Preparing formats-tables for data collection</p> <p>Preparation of agenda and activities for workshop</p> <p>Ongoing work on visit report including issues, suggested recommendations for achievable interventions</p> <p>Create stuctured interviews for Monday meetings</p>	<p>An excellent meeting. Mr Barau has a vision for the College and was able to articulate several strategies to assist College outreach programs e.g. distance education program for married women in rural areas</p>
Sunday May 10		
Monday May 11	<p>Visit to Kano State College of Education</p> <ul style="list-style-type: none"> <li>• Meeting with Academic Secretary, Mr. Ibrahim Aliyu Kwaru</li> <li>• Meeting with Registrar, Mr. Sirajo Isa Gaya and key officers of the unit</li> <li>• Visit to SUBEB Office: Meeting with Mr Usman Abu Baka, Deputy Director School Services and several other senior officers</li> </ul>	<p>Good overview of governance and key functions. Problem of unqualified teachers seen as an LGEA exacerbated issue. Support for more community involvement, teacher registration and more power for SUBEB in teacher appointments.</p>

	<p>Create structured interviews for Monday meetings and list of topics for focus group discussions</p> <p>Ongoing work on visit report including issues and suggested strategies for achievable interventions</p>	
Tuesday May 12	<p>Visit to LGEA Kumbotso. Meeting with Messrs Harma Abdu (Statistics), Yusif Ibrahim (Finance), Abdullah Musa (Personnel) and Mannir Mohammed Gaya (Accountant)</p> <p>Visit to College of Education</p> <ul style="list-style-type: none"> <li>• Meeting with Director of Works (Mr Anas Galadanci)</li> <li>• Meeting with Deputy Provost (Dr Garba Shehu)</li> </ul> <p>Ongoing work on visit report including issues, suggested recommendations for achievable interventions</p>	Concerns expressed about the political interference in teacher appointments. Also indications of stretched resources and need for more cooperation with other stakeholders.
Wednesday May 13	<p>Preparation for Workshop</p> <p>Visit Workshop venue</p> <p>Ongoing work on visit report including issues, suggested recommendations for achievable interventions</p>	<p>Agenda, Workshop Activities and Evaluation developed</p> <p>Issues Chart to provide the focus for feedback and the prioritisation of issues by the stakeholders</p>
Thursday May 14	<p>Workshop in Mambayya House, 25 participants: Registrar, Deans and Sub-Deans, Academic Secretary, Bursar and Coordinator Part-time Programmes, Members of Quality and Standards Committee, PM SmoE, DPRS), SMoE-SUBEB, PSU Coordinator-SESP</p>	Very successful workshop in terms of affirmation and prioritisation of issues – development of tentative intervention strategies and resources required for improvements. Most of key stakeholders in attendance from KSCoE, SUBEB, MoE, MoHE
Friday May 15	<p>School Visits; Fanda CPS and Fanda Girls JSS</p> <p>Meeting with Fanda Traditional Leader</p> <p>Finalisation of draft report taking into account inputs of workshop participants</p>	The focus on community involvement was the feature of the schools. A School Based Management Committee is providing some direction and support to the school – much more possible, but a

		good example of community support and recognition of the value of education
Saturday May 16	Debriefing with Team Leader and finalisation of report Travel to Abuja	Next set of TORs the focus for the discussion and the need for support for data collection.

## Annex 4: References

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