

Education Sector Support Programme in Nigeria (ESSPIN)

Input Visit Report

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

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ESSPIN 004	Inception Strategy
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JG 301	An Assessment of Teacher Education in Jigawa State: Task Specialists Visit 1
JG 302	An Assessment of Teacher Education in Jigawa State: Task Specialists Visit 2
KD 301	Institutional Analysis of Teacher Education Structures in Kaduna State with Particular Focus on Gidan Waya College of Education
KN 301	Education Institutional Development: Teacher Education Strategy for Kano State, Task Specialists Visit 1
KN 302	Education Institutional Development: Teacher Education Strategy for Kano State, Task Specialists Visit 2
KN 401	IQTEB Proposal for the Approval of Kano State Government, Jun 09
KW 301	An Assessment of the Development needs of Teachers in Nigeria – Kwara State Case Study
KW 302	Oro College Review of Strategic Priorities
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KW 305	Institutional Strengthening of Oro College
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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
IQTE	Islamiyya Quránic 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

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. A Progress review and *Issues Chart* provide the main information in the report, which will lead to the creation of a Development Plan for Kano State College of Education and the broader state level education reforms supported by ESSPIN.

Executive Summary

2. During the mission the consultants have collected and analyzed existing data and information from recent studies, reviews and plans. These resources show that 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) NCE curriculum for primary schools and the NCCE policy changes on phases of schooling as the centrepiece of this reform);
 - Addressing the serious concerns about primary teacher recruitment and deployment;
 - Improving the preparation and performance of teachers in different phases of schooling;
 - 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 second input of the study of teacher education in Kano State, it was intended to focus on gathering and analysing available data from Kano State College of Education. While more data has been provided, it 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. The involvement in the NCCE Taskforce meeting in Abuja and the addition of Dr Alex Maiyanga, a Deputy Director from NCCE, to the team reviewing KSCoE has been an important development. The NCCE policy to provide pre-service teacher training based on specialisation in phases of schooling has been significant in the discussions on structural

changes required at KSCoE for improvements in curriculum and teaching methodology. The interactions with the Kwara State consultants have also strengthened this focus.

5. The focus on the *issues* facing teacher education as they apply to KSCoE has been summarised in a second workshop where stakeholders confirmed the priorities for attention, added timelines and provided tentative strategies to address these priorities. The engagement of stakeholders in all steps of the review is a feature of the work thus far. The *Issues Chart* (see Annex One) has been further developed in the second input through additional research, structured interviews and another well-attended and very interactive workshop. The *Issues Chart* provides the basis for a comprehensive Development Plan for the delivery of pre-service and in-service teacher education at Kano State College. The Plan will be developed in draft form during the next few inputs (in September and November 2009).

Purpose of the Consultancy

6. 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.

Achievement of the terms of reference (progress at the end of the second input)

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 is now agreed that a Teacher Assessment Study will be conducted in Kano State in conjunction with four other States by the end of the year.</p> <p>Information has now been gathered 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 (MoE, MoHE, 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>Once the Teacher Assessment Study has been conducted, the results will inform the interventions to be included in a Development Plan for KSCoE (particularly as these apply to in-service training) with reference to other state planning documents.</p> <p>A representative sample of staff opinions on key issues has now been gathered. Further data from Management, School Deans and other program and Unit managers have been obtained during the second input (see separate tables and other sections of this report). There is an issue with both the lack of data and its routine use in decision making. The manual nature of the data also makes it difficult to provide a central MIS. This will be addressed through a (later) suggested development of an EMIS that has internal College use and also links to the wider requirements of other stakeholders (e.g. MoHE).</p> <p>Further workshops with staff and other stakeholders will be used (by the consultants and short-term experts) to address identified issues/needs e.g. planning and policy development, teaching methodology required for phases of schooling, ICT applications, etc</p>

2. Hold meetings with key stake holders	<p>Briefings and meetings have been held 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>Consultation occurred with MoE, SUBEB and LGEA during input One and included MoHE with these groups in the two workshops. During Input Two the consultants had discussions with a representative of NCCE who accompanied the consultants to various meetings at KSCoE. The <i>Calendar of Events</i> and the list of <i>People Interviewed</i> for both inputs indicate the stakeholder consultation (including KSCoE staff) that has occurred.</p>	<p>Further formal and informal Kano education stakeholders' consultation will be ongoing for later inputs. One finding from the Kwara State experience indicates there is a need to gain more administrative "buy-in" for the implementation of ESSPIN reforms in Kano State and this will be an emphasis for later inputs. (See <i>Options and Next Steps</i>, p.18, as this applies to Input Three in September 2009). A key person (or small group of people) to lead the implementation of the required changes remains to be identified.</p>
3. Make selected field visits	<p>Visits were made during Input One 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 community development strategy. A visit was also made to Kumbotso LGEA to discuss their role and issues.</p> <p>The focus for Input Two has been on KSCoE and the issues to be addressed and the outcomes to be achieved through a Development Plan. The wider context in which this plan will operate (e.g. attention to NCCE policy) will require further work with education stakeholders.</p>	<p>The trips have added a valuable perspective to the focus on the preparation of teachers. 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.</p> <p>As stated previously, the focus for most field visits will now be on assessing stakeholder (MoE, MoHE, SUBEB, LGEA) involvement, capacity and commitment to the changes and their willingness to assist the reform processes. This will require 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.</p>

4. Hold participatory workshop	<p>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 (see report in First Visit Report (4-16 May)).</p> <p>A second workshop involving a wider group of KSCoE staff and the same external stakeholders was held on 24 June. Feedback from the first workshop was given and participants provided priorities for consideration in the Development Plan, the possible timeline (short, medium or long term interventions) for priorities, desired outcomes stated and tentative strategies and activities identified that would be required to provide effective improvements.</p>	<p>The workshops serve several purposes. They are being 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. Much more remains to be done before a Development Plan is finalised (e.g. links to the MTSS for funding and planning needs, monitoring and evaluation strategies) While this process is proving to be successful in gaining KSCoE staff involvement and confidence, there are limitations due to the lack of information or data that can be used in a final Development Plan. Although there is some evidence that schools are involved in developing proposals for financial support in the annual budget, most staff members have little experience in strategic planning to address needs and plan reforms. Nonetheless, this is proving to be valuable training and it is intended to continue this approach. It also indicates a need for further workshops to build planning skills.</p>
5. Present a framework for teacher reform	<p>A preliminary analysis of the research and review literature was made during Input One (see Inception report and Workplan).</p> <p>Clarification and prioritisation of issues has been the priority for the first two inputs with many structured interviews and two stakeholder workshops providing the main methodology for achieving this.</p> <p>A tentative framework for teacher reform (Development Plan) is being developed through this cumulative process, with consultation and stakeholder inputs informing its</p>	<p>Linkages to ESSPIN and stakeholder plans (e.g. MTSS and especially State Government sector plan) and policies (e.g. NCCE policy on <i>Changes in the Academic Specialization Structure</i>) remain to be achieved in later inputs. A comprehensive framework is included in the <i>Findings and Issues Arising</i> section of this report that organises issues into eight Key Areas and major clusters of related issues. The priority setting and related exercises in the Stakeholder Workshops have contributed to establishing starting points for the Development Plan to be developed for KSCoE.</p> <p>A draft Development Plan is emerging through this iterative</p>

	development i.e. issues to be addressed, their rationale, desired outcomes, timelines, etc.	process. It will need further consultation and support for implementation (and funding) elicited from key people such as the Commissioner for Education and the Permanent Secretary for Higher Education. Requests for scheduled meetings with these people are made (in the <i>Options and Next Steps</i> section of this report) for the next input.
6. Map out the tasks that need to be undertaken for developing the strategy for Teacher Education	<p>While good anecdotal information has been gathered, there are still gaps in the data related to many aspects of teacher education at KSCoE. This is particularly the case for College planning documents, where the linkages between strategies for improvement and available funds should be shown. The major emphasis on planning at KSCoE appears to be on facilities and procurement of equipment (perhaps this is understandable given the lack of both). Ongoing requests for data from management and the five Schools will still be needed. It is also possible that planning documents either do not exist, or are not constructed to show linkages between outcomes, strategies, responsibilities, resources and monitoring.</p> <p>Meetings with John Kruger and Wole Ayo were useful in gaining more budgetary information: specifically the Kano State Government Contribution to KSCoE, the breakdown of approved capital expenditure and the line items relating to recurrent expenditure at KSCoE.</p> <p>The meeting with ESSPIN Consultant on Quranic Education,</p>	<p>It will greatly assist the Consultants if the requested data from KSCoE (as outlined in the <i>Options and Next Steps</i>, p.18) is gathered prior to the next input. This includes Tables from the School Deans and information on the Part Time upgrading courses and other in-service provision (from the Part Time Coordinator).</p> <p>Cross-checking the priorities of KSCoE staff with the broader ESSPIN plans will be required. This will allow more efficient delivery of support (e.g. common workshops, procurement savings, more efficient consultant use, etc</p>

	<p>Mrs Masooda Bano, was held to discuss the current status of this EESPIN support and the possible linkages with the KSCoE upgrading and part time programmes.</p> <p>The review of presented information has been used to develop the <i>Issues Chart</i> that was presented to the stakeholder workshops for confirmation or changes to be made. Generally, there was agreement that the major issues had been captured and presented – several additions and minor changes were suggested and have been incorporated into the <i>Issues Chart</i> (Annex One).</p> <p>The prioritisation of issues by participants during the workshops has provided a preliminary set of starting points for incorporation into the draft Development Plan. Further consultation on other sections of the Plan will be ongoing during the next input.</p>	
7. Develop a draft implementation schedule for strategy	<p>The stakeholder workshops have 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. Further consultation can continue if there is agreement on the scope and sequence of the Development Plan for KSCoE.</p> <p>A key issue for implementation is the need to coincide funding requests with the State’s planning cycle for inclusion of KSCoE initiatives in annual plans. 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 the following year.</p>

8. Present a draft framework and implementation plan	A draft framework (the Development Plan) is under construction using stakeholder inputs, available data, consultation and feedback. An accompanying implementation plan will be developed once agreement with the Development Plan has been achieved with the different stakeholders. Prior to the finalisation of the Development Plan, an outline for a plan to enhance the functioning of the existing ICT based services and the introduction of new services has been developed. One aim is to show ESSPIN visibility at the College that can support essential changes in a meaningful partnership (See proposal in Annex Seven)	<p>Ideally a draft framework will be finalised and presented to stakeholders (in a workshop) during the next input. This will depend to some extent on available data, although in the absence of this, assumptions will be made (and checked) to keep the planning process moving.</p> <p>A significant feature of the Development Plan will be its focus on elements other than physical resources (which is the focus for current planning). 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 will be a radical shift in the focus of planning for KSCoE management and the individual Schools (change management required).</p>
9. Complete ESSPIN reports if necessary	An initial work plan was developed and presented to the Kano Team Leader, Mr Richard Dalgarno, on Friday 8 May. The First Visit Report was discussed with the Team Leader on 16 May and the second report (this report) on 25 June.	A further work plan will be developed at the start of Input Three in September 2009, focused on the tasks outlined in the <i>Options and Next Steps</i> (p.18) section.

Background

7. 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.
8. 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.
9. 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

10. 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.

11. 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.
12. 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.
13. 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, 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.
14. 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.

Kano State College of Education (Kumbotso)

15. 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
 16. 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.
 17. 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.
 18. 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
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(mainly related to the quality of the graduates) that have resulted from the student numbers blowout are not included in the plan.

Table Two: 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%

19. 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 2008-09

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%

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

20. 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 NCE (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

21. 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 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

22. 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 has been the focus for the first two inputs;
 - Using the information on the issues faced by KSCoE to develop a draft Development Plan which address key issues, suggests intervention strategies and addresses the required resource commitments for capacity building and sustainable improvements to occur (the focus for input Three in September 2009);
 - Using the draft Development Plan to provide a dialogue with and obtain commitments from other stakeholders at the state (MoE, MoHE, SUBEB, LGEA) and federal levels (MTSS, 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. Improvements at the College and schools (primary and Junior Secondary) will only be possible through enhanced partnerships involving key education stakeholders (broader systemic consultation will commence in Input Three in September 2009 and continue in Input Four in November 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 as required).

Summary of key issues at Kano State College of Education

23. The chart included as Annex One: *Summary of issues at Kano State College of Education by Key Area*, provides 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 controlling the student intake, the need for College planning (beyond solely for capital works), significant curriculum and pedagogical issues, the need for structural changes to current Schools and Departments and attention, in partnership with other stakeholders, to strategic issues i.e. meeting Kano State needs.
24. Annex One, *Summary of issues at Kano State College of Education by Key Area*, indicates the known and potential issues facing the College, as well the rationale for each issue. The framework will be the basis for a future Development Plan. It is based on:
 - information from structured and informal interviews with individuals and small groups of stakeholders at Kano State College of Education and other agencies involved in teacher education;
 - Data gathered and analysed during both missions;
 - The inputs of two workshops with stakeholders: one workshop with 30 participants on 14 May and one with 28 participants on June 24, to agree on the prioritisation of issues, to generate tentative strategies and resources required to achieve these improvements and to agree upon a tentative timeline for each issue
 - The Timeline column in the Table has been deliberately left uncompleted. Information has been gathered with stakeholders on possible timelines based on short, medium or longer term interventions. However, this needs further research, discussion and refinement before finalising this section (See Annex Two for stakeholder comments on timelines).
25. The Table can be considered to be preliminary and should be further refined and concluded based on the inputs of stakeholders during future missions. The final Development plan will subsequently include sections on required resources, focal points for action and monitoring and evaluation strategies.

Broader education system Issues for Kano State

26. This section of the study has received only preliminary coverage in the first two inputs given the emphasis on understanding the issues facing Kano State College of Education – the focus of the initial TORs provided to the consultants. Some meetings have been held with SUBEB, MoE and an LGEA. Representatives from MoE, SUBEB, MoHE and the NCCE have attended the two stakeholder workshops.
27. The major work with system level education stakeholders commences in earnest in Input Three. 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 teacher supply and demand study to provide clearer indications of system needs in the different phases of schooling (pre-primary, upper primary and junior secondary) to match the NCCE requirements;
 - Professional teacher standards (or competencies) need to be established for teachers at different stages of their careers (e.g. beginning, more experienced and “master” 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 and state 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 training centres)
 - School planning linked to system initiatives and adherence to established policies and procedures
 - Quality assurance arrangements to monitor system growth and ongoing needs. Consideration may also need to be given to a performance management system under QA arrangements.
28. 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.
29. The TORs for Inputs Three and Four are outlined below and reflect the focus on the work to address these systemic issues.

Options and next steps

30. The next steps in the process of working to improve the quality of teacher education in Kano State (and initially with Kano State College) are best represented in the TORs that will guide the next few inputs. The overall objectives of the support will be:

- (i) To develop, in close collaboration with key stakeholders, a five year development plan for Kano State College of Education;
- (ii) To support strengthening of management of KSCoE in line with the objectives of the College Development Plan;
- (iii) To provide support for improved systems in line with the short term objectives of the College Development Plan;
- (iv) To support improved student support and teaching practice in the various curriculum areas in line with the short term objectives of the development plan; and
- (v) To support the restructuring of the College in accordance with the newly developed NCCE policy on the academic specialization structure for Colleges of Education and to support the operational requirements of this new structure (medium-long term plan).

31. The detailed tasks for each of these objectives follow:

Objective 1:

- Familiarization with other institutes for Higher Education in Kano State
- Organization of working meetings with members of the Academic Board and all key managers at Kano State College;²
- Development of linkages with other ESSPIN support to basic education, including their support to EMIS, IQT, M&L, MTSS, the NCCE taskforce and forthcoming Federal initiatives; and
- Organization of a one day Third Stakeholders workshop³

Objective 2:

- Needs assessment exercise with Management of KSCoE to explore finalize work plan for strengthening of management;
- First one day training workshop on collection and use of data for educational management⁴; and
- Development of an implementation strategy for introducing a College EMIS.

² Indicative plan: 3rd week of mission

³ Indicative plan: 30 September

⁴ Indicative plan: 2nd week of November

Objective 3:

- Needs assessment among Admin and Finance Staff to identify their specific professional needs and to identify a suitable financial and administrative software system needed;
- First training workshop of accounting and administrative staff to facilitate introduction of specific accounting and auditing packages;
- Support to the development of on-line networks for improved service delivery at all levels; and
- Development of an online system for students with information concerning admission, course outlines, timetables and possibly newsletters;

Objective 4:

- Development of strategies for improved presentation, content and methodology of lecturing;
- Develop improved teaching methodologies that incorporate ICT applications, e.g. Computer assisted teaching and learning information research; and
- Needs assessment amongst students to provide a more conducive and motivating study environment, e.g. through improved study environment in main library, availability of on-line College information, newsletters, recreational facilities, etc.

*Objective 5:*⁵

- Establishment of permanent working relationships with State government, including senior decision makers, SUBEB, LGEA and possible other partners in support of a College that is capable of implementing new NCCE policy;
- Develop a scenario with different strategies for drastically reducing the intake of day students;
- Facilitate exposure and or exchange visits of staff and managers of schools to other colleges to facilitate restructuring of College; and
- Support linkage between College Development Plan and State Development Plan
- Establish a strategy for in-service education.

Next Inputs

32. The ToRs will be accomplished during two missions that have been tentatively planned to take place from:

- (i) 7 September 2009 to Friday 2 of October 2009 (4 weeks of 6 working days , plus one day for travel = 25 working days)
- (ii) 2 of November 2009 to Friday 16th of November (3 weeks of 6 working days , plus one day for travel = 19 working days)

⁵ Requires continued support by ESSPIN during entire project period,.

Follow up actions and support needed from the ESSPIN Office prior to the start of the next mission (7 September 2009):

- Agreement with and finalization of ToRs and subsequent contract for two consultants
 - Arrange for continued involvement of Dr. Alex Maiyanga, Deputy Director of NCCE;
 - Meetings arranged with the following persons and institutes:
 - HE Governor of Kano State ;
 - HE Commissioner for Higher Education, and Permanent Secretary;
 - Kano University;
 - Polytechnic College;
 - Collection of Policy papers and other research documents available from other related ESSPIN supported activities (EMIS, IQT,MTSS)
 - NCCE Taskforce meeting on new academic structure to be implemented in 2011
33. Also, if possible, check planning and arrangements for a meeting in Abuja with other pilot states' Teacher Education consultants and NCCE Task Force representatives in the second week of September 2009.

Annex One: Summary of issues at Kano State College of Education by Key Area

Key Area 1: Management Structure and Capacity

Issue	Known and potential issues	Rationale	Time line	Input/Resources	Outcome
1.1	Emphasis is on day to day administration rather than on strategic management, limited ideas developed on vision and there is a lack of long-term planning.	<ul style="list-style-type: none"> • Lack of exposure • Lack of integrated planning system • Planning focussed on capital expenditure rather than improvements in quality of teacher graduates 		<ul style="list-style-type: none"> • Exposure of management staff to management practices of similar educational institutes • Technical support for management to develop a long-term plan • Ongoing training of management staff 	Management decisions are based on information and derived from planning and linked to budgetary decision making
1.2	Management and staff have limited knowledge and skills about modern management methods and styles	Managers have been selected from ranks of College staff but have received limited or no management training.		<ul style="list-style-type: none"> • Workshop reviewing management skills and needs • Seminar on newly developed government policy and support available from ESSPIN 	- New management style has been introduced
1.3	Limited exposure to ideas of State Education Sector Program	Except for meetings on annual budgets, limited involvement in policy development. Only Deputy Provost participates in MTSS meetings		<ul style="list-style-type: none"> • More representation of KSCoE staff in state/national forums for education • Staff development programme includes inputs from state bodies 	More informed staff at KSCoE

1.4	Management lacks access to readily available and consolidated 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.	<ul style="list-style-type: none"> College lacks an Education Management Information System. Management sections are not computerized: The information is collected by different departments but does not feed into an integrated College data base. 		<ul style="list-style-type: none"> Development of an integrated computerized management system that is based on performance indicators and uses relevant and current data Ongoing in-house training on use of computerized system Provision of soft and hard ware for computerized management system(See also Annex Seven) 	Management has skills to use an ICT based management system.
1.5	Different systems e.g. student administration and examination system are manual and not connected and fed by accurate data.	<ul style="list-style-type: none"> Managers are not computer literate Silos of information and decision making need to be connected through an ICT network 		<ul style="list-style-type: none"> Development of a College intranet (See also Annex Seven) 	Management and staff is connected and using intranet.
1.6	Many decisions are made and actions undertaken which are not part of long-term implementation plans or supported by annual financial plans. No College Development Plan with long-term objectives, targets, strategies and activities has been developed	A long term strategic plan for further development of the College is lacking Current planning (e.g. the College's Rolling Plan) is almost totally focussed on Capital expenditure to create more facilities at the College. Need to focus more on quality aspects of the College's work (e.g. curriculum, teaching, student welfare)		<ul style="list-style-type: none"> Training of management in strategic planning Needs assessment among all staff Planning course development Training on planning Ongoing support by consultants 	<ul style="list-style-type: none"> Strategic planning provides direction and purpose for the College - College has long-term development strategy. Long-term development plan is available and used to address issues of quality at the College

Key Area 2: Institutional and Financial Structure

Issue	Known and potential issues	Rationale	Time line	Input/Resources	Outcome
2.1	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.	Lack of capacity to introduce a computerized financial system Not all staff has financial background		<ul style="list-style-type: none"> • Development of a comprehensive financial management system that is linked to College planning. • Support for introduction of computerized system (hardware, software, training and coaching) • Training of Finance Section in management of financial systems and online applications (See also Annex Seven) 	On-line financial management system managed by trained and ICT literate staff
2.2	Insufficient funds for capital expenditure and development of the College on one hand, but also limited technical competency to access all allocated funds on the other hand e.g. to exhaust all capital expenditures and allocated ETF funds. College Schools have (limited) budgets for covering recurrent costs.	<ul style="list-style-type: none"> • Lack of capacity to access available or potential funds, e.g. lack of submission writing skills • Need for more access to key decision making bodies and individuals • Long term planning that links to state/national requirements for education is lacking 		<ul style="list-style-type: none"> • Technical support for developing a long term plan • Work with senior management to establish alternative income generating strategies, including in-service opportunities, community programs, support from (business) community • Develop links to decision making bodies through proactive programs that illustrate College needs 	<ul style="list-style-type: none"> • Access to more sources of revenue that allows more capital and recurrent expenditure. • Closer links to system requirements through long term development planning

Issue	Known and potential issues	Rationale	Time line	Input/Resources	Outcome
2.3	Limited influence of Deans in budget preparation process. Budget Committee is not functional or central to decision making.	Existing management structure allows only for limited involvement of Deans		<ul style="list-style-type: none"> Review of decision making structures Technical support for Budget Committee to more effectively manage College's finances Technical support for strengthening functioning Budget Committee 	<ul style="list-style-type: none"> Budget is more linked to teaching and learning priorities Budget linked to planning Functional Budget Committee
2.4	Dependency on state 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 more wealthy students.	State engagement with KSCoE is at a critical point if changes are to occur. Controlling student numbers is at the heart of the issue, but teacher supply and demand data is also required. A review of student fees, income generation strategies and state planning for education all require attention.		<ul style="list-style-type: none"> Presentation(s) to State Commissioner of KSCoE needs Teacher supply and demand study (ESSPIN) linked to student intakes Further development of upgrading courses and other in-service programmes linked to approved income generation strategies Review of student fees 	<ul style="list-style-type: none"> State engagement with College is more evident Budget processes well understood Staff contribute to income generation schemes through innovative practices
2.5	Consultancy Department constrained by resources and expertise in research methodology	Consultancy Department requires support in research methods and related proposal writing,		<ul style="list-style-type: none"> Possible area of TA support Strengthen focus on data driving decision making at KSCoE Review focus of department 	<ul style="list-style-type: none"> Consultancy Dept undertakes relevant research for improving quality of KSCoE

Key Area 3: NCE Curriculum and delivering of NCE curriculum

Issue	Known and potential issues	Rationale	Time line	Input/Resources	Outcome
3.1	Limited status and lack of emphasis for Primary Education Studies.	<ul style="list-style-type: none"> - Background of lecturers - More interest among students to gain employment in junior secondary schools 		<ul style="list-style-type: none"> - Restructure Schools to make Primary Education more central - TA for lecturers in primary teaching methods - Publicity promoting primary education 	More focus on junior and upper Primary teaching reflected in student enrolment at KSCoE
3.2	Limited quality and performance of student outcomes.	<ul style="list-style-type: none"> - Entry levels for students into KSCoE needs to be raised - Focus on quality at all levels of education is required - Quality assurance program for KSCoE and schools 		<ul style="list-style-type: none"> - Staff development on current curriculum and pedagogical practices - Models of innovative and student centred teaching and learning strategies - QA program (ESSPIN) 	<ul style="list-style-type: none"> - More emphasis on teaching methods required for phases of schooling - Greater innovation and student centred teaching and learning strategies.
3.3	Structure of new NCE curriculum is not reflected in College structures.	<ul style="list-style-type: none"> - Current focus of Schools emphasises subject specialisation 		<ul style="list-style-type: none"> - review of structures needs to reflect teacher preparation for phases of schooling 	<ul style="list-style-type: none"> - NCE training has more emphasis on teaching methods at phases of schooling

3.4	Weak leadership and management of many Headmasters of primary school.	<ul style="list-style-type: none"> - An emphasis on instructional leadership has not been required - No specific leadership and management preparation for school heads 		<ul style="list-style-type: none"> - Review of NCE courses to include school and classroom planning - Course materials developed - Training of teacher educators in leadership and management - Induction programme for school heads 	<ul style="list-style-type: none"> - NCE pays adequate attention to leadership and management - In-service training programme for leadership and management course for primary school head teachers established and functioning
3.5	Staff is not trained in NCE curriculum	<ul style="list-style-type: none"> - NCCE has developed new primary school curriculum - Training programme needed for teachers and administrators 		<ul style="list-style-type: none"> - Training in new NCE curriculum (possible partnership between NCCE and ESSPIN) 	New curriculum implemented with understanding and appropriate strategies
3.6	Limited proficiency in English amongst students has negative effect on performance	<ul style="list-style-type: none"> - Strong view that the problem of poor English can be traced to limited teacher capacity to use English effectively 		<ul style="list-style-type: none"> - College entry levels for English raised - Admission includes English proficiency test 	Raised levels of English and thus better student performance

Key Area 4: Teaching and teaching practices

Issue	Known and potential issues	Rationale	Time line	Input/Resources	Outcome
4.1	College does not prepare students for different teaching methods at different phases of schooling	Preparation of students for Junior Secondary Schools is mainly linked to staff's own experiences (limited primary methodology studies)		<ul style="list-style-type: none"> - TA in primary methodology linked to phases of schooling - TA in new curriculum focus and implementation strategies 	Preparation of students equipped for primary (emphasis) and junior secondary teaching

4.2	Teaching and learning is highly affected by limited infrastructure of College	<ul style="list-style-type: none"> - Large student enrolment is putting pressure on the limited infrastructure - Policy that allows College to keep student fees has a negative effect i.e. it promotes excessive student enrolments - Large enrolment has also created a preoccupation with capital works (e.g. see Rolling Plan) 		<ul style="list-style-type: none"> - Controls placed on student entry (emphasis on state needs and quality of intake) - Funding review involves state (ETF and capital expenditure) officials - Long term planning issues considered i.e. another CoE, use of teacher supply and demand data 	<ul style="list-style-type: none"> - Infrastructure plan developed for the longer term - Teacher supply and demand is apparent and linked to funding for KSCoE
4.3	Students are not exposed to modern teaching practice	Existing infrastructure too limited and unsuitable for practising modern teaching practises.		<ul style="list-style-type: none"> - Technical support for study of different options to prepare teachers for basic education. - Technical support for teacher supply and demand study Supply of modern teaching and learning materials - Renovations of one block of existing classrooms to provide more opportunities for demonstrating modern teaching. 	<ul style="list-style-type: none"> - More conducive environment for teaching modern teaching practises
4.4	Main library and mini (Departmental) libraries lack current and essential books and other media (videos, CDs, on-line systems, internet, etc) and is therefore under utilised	Lack of vision among librarians. Lack of capacity to modernise library		<ul style="list-style-type: none"> - Survey on availability and use of existing resources - Supply of books, audio-visual materials, etc. 	<ul style="list-style-type: none"> - College library is equipped to support students

4.5	Students from rural areas and especially girls have limited access to College Education (no hostel accommodation).	Distance to college Cultural reasons that are disadvantaging girls from rural areas to study in urban College. No hostels.		<ul style="list-style-type: none"> - Provision of hostel for female students (already included in 2009 forward estimates) - Study on possibilities to develop distance education courses for rural areas. If possible a combination of face-to-face and work packages. - Feasibility study to establish two or three In-service centres outside Kano city (could also include support to Islamiyya schools) . - Funds for strengthening College PR (school visits, presentations, brochures, web side) 	<ul style="list-style-type: none"> - Hostel for female students established - College has strategies to increase the enrolment of motivated students wishing to enter the teaching profession - College has a strategy to reach more students especially girls and students from rural areas
4.6	Limited exposure to global information for developing teachers.	Limited of facilities and resources Existing web site is lacking essential information Student's access to college internet cafe is limited by space and financial constraints		<ul style="list-style-type: none"> - Technical and material support for more effective web site portal, including LAN and hosting server 	<ul style="list-style-type: none"> -More effective usage of College web site portal, including LAN and hosting server
4.7	Overstretched and therefore limited student support systems.	Limited staff for Student Counselling Students see counselling as last option for existing problems.		<ul style="list-style-type: none"> Student support system that has well-trained staff and resources for counselling and follow-up support. Needs to include monitoring and evaluation strategies. 	<ul style="list-style-type: none"> - A guidance and pastoral care system that can identify and support most needy students

Key area 5: Policy and support systems for students

Issue	Known and potential issues	Rationale	Time line	Input/Resources	Outcome
5.1	Teaching environment and practice does not adequately prepare or support students for teaching;	<ul style="list-style-type: none"> - No quality controls placed on selection of teaching practice schools (usually based on proximity of schools to students to reduce costs) 		<ul style="list-style-type: none"> - QA reviews of schools by the state could be used to select schools suitable for teaching practice (data sharing) - More microteaching sessions for students - ESSPIN funds and TA for establishment of another micro-teaching facility 	<ul style="list-style-type: none"> - More varied demonstrations of effective teaching methods: e.g. team teaching, micro teaching, inquiry methods, practical, excursions etc. in place
5.2	Overcrowded and unsuitable facilities for teaching and learning at College;	<ul style="list-style-type: none"> - Over past five years student populations has more than doubled. - State government capital works do not match blowout in student enrolments - Lack of College strategy to influence State decision making 		<ul style="list-style-type: none"> - Teacher supply and demand study to establish needs and College enrolment reflects this - Seek donor assistance (through State) with building program and longer term site plan- (One large and two small lecture theatres currently under construction) Four small lecture theatres to be constructed during next academic year) 	<ul style="list-style-type: none"> - Teacher education recognised as a major state priority -Status of teachers enhanced - Students (and staff) provided better facilities to prepare for teaching

5.3	Teaching Practice: Lack of quality controls for selecting good teachers as mentors at primary schools; Role of mentor is not clear; Rating system is all based on one teaching practice; Limited period for teaching practice. (Check with key area 4)	<ul style="list-style-type: none"> - College preparation is inadequate (only one microteaching facility) Lack of good mentors at primary schools; - Role of mentor is not clear - Limited period for teaching practises - Practise sometimes reduced by closure of school: holidays 		<ul style="list-style-type: none"> - Establish at least one more microteaching facility Technical support for plan to change structure of teaching practice - Identification of the best teachers in schools to mentor students during teaching practice 	<ul style="list-style-type: none"> - Increased time for teaching practises or one more teaching practice to further strengthen teaching skills. - Strengthened (coaching) system to support students during teaching practices
5.4	No special facilities created for students e.g. study centres, café, social	<ul style="list-style-type: none"> - No funds available for creating a more conducive environment for students. Student organisation is limited. - No cultural support for student facilities 		<ul style="list-style-type: none"> - Technical support for strengthening student organisations and involvement in campus development. - Pilot with discretionary funds administered by student organisations 	<ul style="list-style-type: none"> - Enhanced student facilities

Key Area 6: Provision of In-service training at College

Issue number	Known and potential issues	Rationale	Time line	Input/Resources	Outcome
6.1	College lacks overall plan for extending in-service opportunities in Kano State	Lack of policy to support ongoing in-service provision Existing College infrastructure does not motivate management to expand initiatives such as a comprehensive in-service programme. This can only change if the number of students is drastically reduced		<ul style="list-style-type: none"> - Assessment of in-service needs for education within Kano State (including teacher upgrading numbers) - Technical support for development of a College Plan focused on their role to support primary education through quality in-service provision. 	- College has broadened its programme for support to education by developing varied in-service training programmes that meets demands of education system and the wider community
6.2	Recognition of importance of in-service provision at Kano State College needs inclusion in state budget	Establishment of a well qualified and equipped In-service Department at Kano State College will be reliant on further capital investment		<ul style="list-style-type: none"> - Re-focus of College from pre-service training to accommodate an expanded in-service training role - Staff training and exposure to other systems of in-service delivery - Establishment of purpose built facilities for delivery of distance education 	-A well equipped facility with qualified staff that is addressing the in-service (and teacher upgrading) needs of Kano State

6.3	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		<ul style="list-style-type: none"> - Development of new policy to support Islamiyya schools in using (core) curriculum primary school (currently in process through partner ESSPIN project) - Look into possibility to develop an in-service training package for imparting practical teaching skills for teachers at Islamiyya schools - Course Development - Materials development - Training of Islamiyya teachers 	- A broadened curriculum and improved practical teaching skills of teachers at Islamiyya schools
6.4	Need for more partnerships with LGEAs to upgrade unqualified teachers and provide in-service programs	There is no structure where the different State institutes that are responsible for the implementation of primary education meet		Implementation of Plan to upgrade all unqualified serving teachers includes LGEA support.	All untrained teachers are trained by College with LGEA support where appropriate

Key Area 7: Student entrance and examination system

Issue	Known and potential issues	Rationale	Time line	Input/Resources	Outcome
7.1	Limited policy and accurate data to support an overall College enrolment strategy.	Lack of EMIS Lack of a support/information system for potential students		- Technical support for reviewing existing policy	- Strategies exist to increase motivation of students for teaching profession
7.2	Reduced value of the Senior Secondary Certificate has affected the final exam results at the College.	Education system has focussed on increased enrolment of students without paying attention to sufficient financial needs to support a larger enrolment		Discussions with key administrative bodies KSCoE representation on peak bodies	- At this level this can only be addressed through advocacy
7.3	Limited information available at web site may have a negative effect on the entrance of non-urban students.	Lack of access for students to general information about College and entrance requirements		- Financial resources and technical support for establishment of E-Registration and E- Administration (proposal being developed – see Annex Seven)	- Establishment of computerized system that is able to register and administer student enrolment - Establishment of web portal to provide College information
7.4	Students required to stay longer at the College (fourth year).	Current marking load in examination system means delays in student feedback and also affects courses being offered at the scheduled times		- Technical support for review of examination system - Introduction of on-line examination system(See also Annex Seven)	- Exams can be administered within given timeframe and thus not causing delays

7.5	Limited quality of student performance and outcomes results in high rate of failure of students for examination.	- Establishment of effective quality assurance unit		- Lecturers monitor student performance throughout the years	- Establishment of effective quality assurance unit - Lecturers that can monitor student performance throughout the years
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Key Area 8 Staff: recruitment, utilisation, remuneration

Issue	Known and potential issues	Rationale	Time line	Input/Resources	Outcome
8.1	Appointment of unqualified staff occurs	- Recruitment does not always follow procedures of selection process. - Involvement of Deans of schools is limited.		- Review of selection process - Induction course for new staff members	- Maximum involvement of key staff of schools in selection of teachers desirable - Appointment of staff is needs based
8.2	Inefficient use of staff (i.e. inequitable workloads).	- Some support staff are not trained and qualified	-	- In- service training that emphasizes skills that can be applied to specific courses - Course planning in School and Departments that involves all staff and maximises staff skills and experience - establishment of workloads based on policy of equitable staff allocations	Equitable distribution of working hours among staff members

8.3	Brain drain of experienced lecturers to other educational institutions due to low salaries	- Remuneration of College staff is not able to compete with other colleges and university		<ul style="list-style-type: none"> - Technical support for developing a more effective staff policy on more effectively making use of staff that has been supported by College to further upgrade their education, e.g. master degree and PhD - Review of package for further studies - Upgrade infrastructure (staff room, access to reference materials etc) for lecturers 	New policy for staff that is supported by College for further study e.g. bond and agreement with other colleges
8.4	Insufficient funds to support a comprehensive staff development plan that includes career development and promotional opportunities.	<ul style="list-style-type: none"> - Little opportunity for foreign exposure. - Lack of a conducive working environment for staff. Lack of incentives for attracting staff - Staff development should have direct relationship with College needs 		<ul style="list-style-type: none"> - Development of staff Development Plan (to be developed) - allocation for staff development is included as regular item in budget - senior management determine priorities for staff development - staff development linked to promotional opportunities 	<ul style="list-style-type: none"> - College Plan includes staff development objectives - Staff development activities match College's needs - Accelerated efforts for funds for staff development program

Annex Two: Second Stakeholders Workshop Activity Two: Views of participants from KSCoE and other stakeholders on priority timelines

Key Area 1: Management Structure and Capacity		Timeline(short, medium, long term)
	Issues	
1.1	Emphasis is on day to day administration rather than on strategic management, limited ideas developed on vision and there is a lack of long-term planning.	Medium Term
1.2	Management and staff have limited knowledge and skills about modern management methods and styles.	Short Term
1.3	Limited exposure to ideas of State Education Sector Program.	Short Term
1.4	College lacks an Education Management Information System. Management sections are not computerized: high work load, lack of accessible data bases for planning purposes, cumbersome communication and decision making processes.	Long Term
1.5	Different systems are not connected and fed by accurate data.	Long Term
1.6	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.	Long Term
1.7	No College Development Plan with long-term objectives, targets, strategies and activities has been developed.	Long Term

Key Area 2: Institutional and Financial Structure		Timeline(short, medium, long term)
	Issues	
2.1	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 reduces decision making processes. Physical and human resource capacity of Finance Section is limited. Substantial number of staff is unqualified.	Medium Term
2.2	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;	Medium Term
2.3	Limited influence of Deans in budget preparation process.	Short Term
2.4	Budget Committee is not functional or central to decision making.	Short Term
2.5	Plans are not linked with computerized data.	Medium Term
2.6	Dependency on state 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 more wealthy students. Consultancy Department constrained by resources and expertise in research methodology.	Long Term

Key Area 3: NCE Curriculum and delivering of NCE curriculum		Timeline(short, medium, long term)
	Issues	
3.1	Limited status and lack of emphasis for Primary Education Studies	Long Term
3.2	Limited quality and performance of student outcomes.	Long Term
3.3	Structure of new NCE curriculum is not reflected in College structures'.	Long Term
3.4	Limited attention given to Special Education and no strategic plan for developing a Special Education Unit or Department.	Long Term
3.5	Weak leadership and management of many Headmasters of primary schools.	Long Term
3.6	Staff requires training in new NCE curriculum.	Short Term
Key Area 4: Teaching and teaching practices		Timeline(short, medium, long term)
	Issues	
4.1	Lack of facilities and materials to support modern teaching practices.	Short Term
4.2	Main library and mini (Departmental) libraries lack current and essential books and other media (videos, CDs, on-line systems, internet, etc).	Short Term
4.3	Students from rural areas and especially girls have limited access to College Education (no hostel accommodation).	Medium Term
4.4	Lack of access to global information for developing teachers.	Medium Term
4.5	Overstretched and therefore limited student support systems.	Medium Term

Key Area 5: Policy and support systems for students		Timeline(short, medium, long term)
	Issues	
5.1	Teaching environment and practice does not adequately prepare or support students for teaching.	Long Term
5.2	Limited attention given to Special Education and Early Childhood Development and no strategic plan for developing a Special Education Unit.	Medium Term
5.3	Accommodation: Overcrowded and unsuitable class rooms for teaching and learning at College.	Long Term
5.4	Teaching Practice: Lack of quality controls for selecting good teachers as mentors at primary schools; Role of mentor is not clear; Rating system is all based on one teaching practice; Limited period for teaching practice.	Short Term
5.5	No special facilities created for students e.g. study centres, café, social areas.	Long Term
Key Area 6: Provision of In-service training at College		Timeline(short, medium, long term)
	Issues	
6.1	College lacks overall plan for extending in-service opportunities in Kano State.	Short Term
6.2	Recognition of importance of in-service provision at Kano State College needs inclusion in state budget.	Short Term
6.3	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.	Medium Term
6.4	Need for more partnerships with LGEAs to upgrade unqualified teachers and provide in-service programs.	Medium Term

Key Area 7: Student entrance, examination system and deployment		Timeline(short, medium, long term)
	Issues	
7.1	Limited policy and accurate data to support an overall College enrolment strategy.	Short Term
7.2	Concern about reduced value of the Senior Secondary Certificate. This has affected the final exam results at the College.	Long Term
7.3	Lack of access for students to general information about College and entrance requirements .Absence of an on-line system may have a negative effect on the entrance of non-urban students.	Short Term
7.4	Current marking load in examination system means delays in student feedback and also affects courses being offered at the scheduled times (students required to stay longer at the College).	Short Term
Key Area 8: Staff: recruitment, utilisation, remuneration.		Timeline(short, medium, long term)
	Issues	
8.1	Recruitment: Does not always follow selection process. Involvement of Deans is limited. Appointment of unqualified staff occurs.	Short Term
8.2	Inefficient use of staff (i.e. inequitable workloads). Some support staff are not trained and qualified.	Medium Term
8.3	Promotion is more based on seniority than merit. Promoted lecturers do not take on significant extra responsibility and their remuneration does not rise significantly.	Long term
8.4	Remuneration is low: Brain drain of experienced lecturers to other educational institutions due to low salaries.	Long term
8.5	Support: Insufficient funds to support a comprehensive staff development plan. Little opportunity for foreign exposure. Lack of a conducive working environment for staff. Lack of incentives for attracting staff.	Long Term

Annex Three: Second ESSPIN Stakeholders Workshop “Quality Education”, 24 June 2009

Name	Position	Mobile number
Amina Abdulazees Abba	Assistant P.R.O	080 35054730
Sulaiman Shehu K.K.	AD Curriculum Development SRCoE	080 29459123
Ali Wada Sheshe	Ag. Director KERD.	080 67041379
Salisu Ahmad Sidi Ali	Director ECCE- SRCoE	080 74828744
Anas B. Galadanci	Director Works SRCoE	070 28081324
Ali D Abdulkadir	Head Geography Dept. SRCoE	080 23626575
Baha Muhamad Inuwa	Lecturer, SRCoE	080 24625353
Garba Shehu	Deputy Provost, SRCoE	08063238187
Suleiman A. Sarbi	Ag. Dean SOLS	080 25584607
Kabiru Ahmed Gwara	Lecturer SRCoE,	080 68064471
Shehu Umar Mohamed	Sub-Dean SRCoE,	07028441112
Suraji Isa Gaya	Registrar SRCoE	080 33174008
Bello Ibrahim Zimit	Sub-Dean Languages, SRCoE	08053336994
Munzali M. Mustapha	AD/Research SUBEB, Kano	080 28415113
Musa Abubakar	Dean, SASS, SRCoE	08033548732
Ibrahi SRCoE m Aliyin Kwaru	Academic Secretary,	070 28265298
Saleh Muhammad	Dean School of Science	080 37404665
Ahmad Ali	Assistant P.R.O., SRCoE	
Umar Lawal	Dean School of Vocational Education	080 32878919
Zainab M.S. Minjibu	DD/Academic Planning, Min. Of HE	08023757994
Mohamed Musa Marmara	Director Planning, SRCoE	08 0 60753367
Abdussalam Moh. Gama	College Librarian, SRCoE	070 41163438
Sami Muhammad	H.O.D. FRA	080 37030826
Ibrahim Rilwanu Yalwa	Lecturer Chemistry, SRCoE	080 38343900
Bello Usaini	DSS/SUBEB	080 67136033
Ado Abubaker	H.o.D. Agriculture, SRCoE	08058021594
Eunice Muchilwa	ICT Specialist, SRCoE	07039084510
Ahmed Dahiri Beli	H.O.D. Integrated Science	080 65534544

Annex Four: Persons Interviewed

Dr. Masooda Banu	ESSPIN, ESSPIN Consultant on Quranic Education
Mr Abder Salam	Librarian, Kano State College of Education (KSCoE)
Dr. Alex Maiyanga	Deputy Director, NCCE
Mr. Aliyu Musa	Head of College Examination Department, KSCoE
Mr. Anas Galadanci	Director of Works, Kano State College of Education
Ms. Eunice Muchilwa	ICT Trainer, VSO
Dr. Garba Shehu	Deputy Provost, Kano State College of Education
Dr. Harold Thomas	Consultant, ESSPIN/Kwara State
Dr. Huda Ahmed	Head of Student Counseling Centre, KSCoE
Mr. Ibrahim Hafiz	Head Student Affairs & Senior Deputy Registrar, KSCoE
Mr. Idris Halilu	Lecturer Prim Education Studies/ Assistant Director ECCE Centre, KSCoE
Dr. Jaap Kuiper	Consultant, ESSPIN/Kwara State
Ms Khadija Musa Muhammad	Head of Computer Science Department, KSCoE
Mr. Malim Yahaya Sabu	Head of Unit for Teaching Practise, KSCoE
Mr. Matthias Rwehera	Consultant, ESSPIN/MTSS
Mrs.Maimuna I el –Yakub	Lecturer Department of English/ Deputy Director ECCE Centre, KSCoE
Mr. Muhamed S Aliyin	DD Languages, NCCE
Mr. Mustafa Ahmad	ESSPIN, Education Quality Specialist
Mr. Otumuyi Akit	Chief PO, NCCE
Mr. Paul Kruger	Consultant, ESSPIN/MTSS
Mr. Richard Delgarno	ESSPIN, Kano State Team Leader
Mr. Salisu Ahmed Sidi Ali	Assistant College Counselor, KSCoE
Mr. Salisu Sidi	Director ECCE Centre, KSCoE
Mr. Sirajo Isa Gaya	Registrar, KSCoE
Mr. Sulaiman Barau	Coordinator of Part-time Programme, KSCoE
Mr. Tijani Yola	Bursar, KSCoE
Mr. Ugwnayi Chukwuma	Deputy Director Research and Statistics, NCCE
Mr. Wole Ayo	Consultant, ESSPIN/MTSS
Mrs. Zaiab Biraji	Head of School of Education, KSCoE

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Annex Six: Calendar of events: second input 14 – 25 June

Day	Activity	Comments and observations
Sunday June 14	Travel day	
Monday June 15	Meeting on logistics at ESSPIN Main Office Abuja Study of reference materials Briefing by Mr. John Kay, ESSPIN Team Leader Abuja Meeting with Jaap Kuiper & Harold Thomas, Consultants ESSPIN/ Teacher Education Kwara	Discussion regarding focus of mission Logistical arrangements Collection of reference materials Discussion on logistical arrangements Briefing on ESSPIN approach towards Teacher education in Kwara State.
Tuesday June 16	Briefing by Mr. John Kay, ESSPIN Team Leader Abuja Meeting NCCE team Travel to Abuja - Kano	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.
Wednesday June 17	Briefing meeting with Mr. Richard Delgarmo, State Team Leader and Mr. Mustafa Ahmad, Education Quality Specialist Visit to the College of Education: Meeting with Dr Garba Shehu, Deputy Provost Meeting with Abder Salam, Librarian Main Library KSCOE Meeting Ms Eunice Muchilwa , ICT Specialist/trainer (VSO) Meeting Kajija Musa Muhammad, Head of Computer Science Department Follow-up with Deputy Provost on requested data and information	Development of itinerary, including planning of stakeholders workshop Visit to KSCOE Library revealed the lack of vision on how a College Library should support students in 2009. Visit to Computer Science Department KSCOE - effectiveness could be further improved by a functioning maintenance system. The driving force behind the emerging on-line campus is a motivated and experienced VSO (see attached proposal in Annex Seven for VSO involvement with ESSPIN). Some data from Management, School Deans and other program and unit managers have been obtained during the second input.
Thursday June 18	Visit to the College of Education: Meeting with Mrs Huda Ahmed, Head of Counselling Centre and Mr. Salisu Ahmed Sidi Ali, Assistant College Counsellor	Structured interviews used for focus group discussion with students and lecturers to obtain their issues and

	Meeting with Focus group discussion with sixteen students Focus group discussion with ten lecturers Visit to ECCE Centre Meeting with staff of ECCE Centre	views.
Friday June 19	Visit to the College of Education: Meeting with Mr. Alex Maiyanga, Deputy Director of NCCE Meeting with Mrs. Zainab Brahi, Dean School of Education Visit to Media Centre Meeting with Mr. Malim Yahaya Sabu Head of Unit for Teaching Practise Meeting with Mr. Aliya Musa, Head of the College Examination Department Meeting with Deputy Provost on requested data and information	Dr Maiyanga joined the mission and attended subsequent meetings and presented at the workshop
Saturday June 20	Visit to College of Education Meeting with Mrs. Eunice Muchilwa, ICT Trainer Meeting with Mr Tijani Yola, Bursar and Mr. Anas Galadanci, Director of Works Preparing formats-tables for data collection Follow up on data and information Development of elaborated ICT plan for submission to ESSPIN	The collection of data, following the formats handed out to the five Deans of Schools during the previous mission, is incomplete
Sunday June 21	Development of programme for Workshop, preparation of agenda and activities for workshop Ongoing work on visit report including issues, suggested recommendations for achievable interventions	The programme included a introduction by Mr. Alex Maiyanga, Deputy Director of NCCE.
Monday June 22	Preparation of workshop (continued). Visit of Workshop venue. Visit to College. Meeting with Deputy Provost and ICT trainer	A last minute decision was taken to postpone the planned stakeholders' workshop for one day due to logistical problems at venue.
Tuesday June 23	Development of framework for development plan and writing of consultancy report Meeting with Dr Masooda Banu, ESSPIN consultant on Islamic Education	Workshop preparation and report writing
Wednesday June 24	Workshop at Ni'ima Guest Palace, Sulaiman Crescent, Kano. 28 participants:	During the first activity the participants had the

	Registrar, Deans and Sub- Deans, Academic Secretary, Bursar and Coordinator Part-time Programmes, Lecturers, and representatives of SMOHE, SUBEB, PSU Meeting with Mr. Richard Delgarno	opportunity to provide feedback on the draft issues chart, an outcome of the first mission. The participants commented on few issues though no major changes were made. 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. The workshop was designed to contribute to both the further development of the framework and also to the “on the job training” of the stakeholders in project planning. The presentation of Dr Alex Maiyanga created awareness about the need of the College for rethinking the existing College structure to pay specific attention to phases of schooling with an emphasis on primary education. This is in line with the newly approved NCCE policy for 2011 that requires bifurcation of primary education from junior secondary education.
Thursday June 25	Preparation of framework for development plan and consultancy report, including workshop report and evaluation. Debriefing with Mr Richard Delgarno, Team leader Kano ESSPIN Kano Office	The mission outcomes were reviewed and requests made for follow-up during the period July-August when the consultants will be away. This included collection of the datasheets from the different Schools, the involvement of the VSO, the planning for meetings in the next two missions, and the need for approved new ToRs and contracts for the two consultants.

Annex Seven: Proposal: Creating ongoing ESSPIN support for reforms at Kano State College of Education

1. Background

Since October 2007, Ms Eunice Muchilwa, a volunteer employed through the VSO programme, has been supporting Kano State College to create awareness, exposure and training in ICT. This has involved extensive staff training, as well as providing exposure to new teaching methods and materials. A range of software applications have been introduced and used and some on-line applications have been developed and established, e.g. the on-line admission system that has been introduced for the 2009-2010 admissions. In spite of the difficulties with intermittent supply of electricity and overcrowded classrooms, significant gains have been made. This has resulted in:

- Capacity building of the computer staff of the College Computer Science Department;
- Evidence of application of computer strategies used in lectures by staff;
- Training of accounting and administration staff in specific accounting and auditing packages; and
- Training of at least 260 lecturers.

There have been some significant achievements, primarily due to the commitment and expertise of Ms Muchilwa and her ability to work with all levels of staff at the College. While further major challenges remain to take ICT applications to the next level, this proposal aims to build on the initial ICT work by extending Ms Muchilwa's support role to the College. In particular, the focus is on strengthening the reform programme occurring through the ESSPIN Teacher Education consultancy

1. Purpose of the proposal:

To provide continuing support to Kano State College, it is proposed that Ms Eunice Muchilwa, with support from ESSPIN, is provided with ongoing employment at the College. While the length of a contract remains to be negotiated, ideally, a further two years employment (at least) should be provided. The major terms of reference for her employment would be drawn from the following objectives:

- To support the implementation of ESSPIN funded (and other) inputs that result from the reform programme at the College;
- To coordinate the programme of reforms that will be included in the College Development Plan – particularly during the Teacher Education Consultants' absence.

Tasks would include:

- Data collection and analysis
- Planning exercises at both the College and school levels of operation
- Policy development to support reforms

- Training in proposal writing and submissions
- Monitoring of ESSPIN activities – their establishment and ongoing operation
- To continue the ICT initiatives commenced with the College with additional ESSPIN support for training, connectivity and hardware and software applications. This would include:
 - Improving management practices and transparency of operations at the College by creating access to on-line communication, on line delivery and data sharing;
 - Equipping lecturers with skills to incorporate ICT as part of the teaching methodology for their course delivery;
 - Enhanced opportunities for students to use ICT strategies and applications as useful tools in becoming quality teachers;

2. Support strategies

Further negotiation with the College will be required to finalise these strategies. However, as a key resource person for ESSPIN, likely areas of support include:

- Coordination of ESSPIN reforms through mentoring, liaison, further explanation and identified support strategies;
- Data collection, analysis, reporting and its use at the College management level
- On-going training of staff (lecturers, management, support staff) in key reforms (ultimately, those included in the Development Plan);
- Continuation of the ICT initiatives already commenced at KSCoE (with ESSPIN support) including
 - Exposure to a range of software packages and computer hardware;
 - Creation of ICT networks to provide improved service delivery at all levels;
 - Training of a small group of staff and students as technicians for minor ICT problems;

3. Outcomes:

As a result of the interventions included in this plan, it is anticipated there will be:

- More continuity and ongoing maintenance of the programme of reforms supported by ESSPIN;
- A College based coordination person for ESSPIN activities;
- Additional support for senior management and other key staff in the implementation of key reforms;
- Continuation of a valuable reform programme in ICT applications that includes:
 - Management that is based on available on-line information and data, e.g. data used for planning exercises, analysis of student numbers, admission numbers;
 - Teaching methodologies that incorporate ICT applications, e.g. computer assisted teaching and learning and information research;

- Development of an on online (and virus free) system that enables student and lecturer access to current college information e.g. admission, examination results, course outlines, time tables;
- Effective use of ICT as a communication tool for the different groups e.g. on-line newsletters for students and staff, minutes for each faculty, information for staff meetings, etc.

4. Supervision

The day to day work of Ms Eunice Muchilwa at KSCoE would occur under the supervision of the Deputy Provost, Dr Garba Shehu. Dr Shehu is also a member of the MTSS Management team and is familiar with, and a key person, in the teacher education strategy being developed through ESSPIN.

5. Activities

An indicative costing is available for the ICT component of this proposal for the consideration by ESSPIN management. More work remains to be done, in consultation with the College, on Ms Muchilwa's wider role and the amount and type of support to be provided. Further costing details and priority activities need to be provided if the proposal receives approval and once the College is included as a partner in this proposal.