

# IMPROVING THE QUALITY OF TEACHING: A TEN-YEAR AGENDA

Nigeria's Annual Education Conference,  
(NAEC) 2016



## PURPOSE AND OBJECTIVES OF THE SESSION

*The session explored [or aimed to explore] the strategies for creating a professional basic education teaching force in Nigeria in the short term (2019), the medium term (2025) and the long term (2050) and assessed what would be needed to achieve the objectives proposed.*

## SUMMARY

The theme of Nigeria's Annual Education Conference 2016 focused on the critical role of teachers in the delivery of learning opportunities for all. With a subtheme of "Improving the Quality of Teaching: A Ten-Year Agenda", participants sought realistic ways to achieve short-term, mid-term and long-term education goals. Participants also considered strategies for preparing teachers for their role in the short, medium and long term.

For improved teaching, it was recommended that the National Council on Education (NCE) reform agenda and the National Teacher Education Policy (NTEP) be implemented. More so, the teaching profession should be made lucrative and attractive through appropriate incentives. Reliable data on teachers should be collected and used; and state-specific education sector strategic plans should be made. In addition to budgetary allocations and release, synergy between and among training institutions should be created and sustained.

The session concluded that the agenda for short-term, medium and long-term improvements in the teaching force should include recruitment; management and incentives; and evaluation. To fund the agenda and professionalise teaching, it was proposed that a Bank of Education be created, and that single digit loans be given out to teachers. It was also proposed that public-private partnerships be promoted to augment government funding.

## RECOMMENDATIONS

The session recommended that

1. The Federal Ministry of Education (FMoE) and its agencies should effectively implement the National Council on Education (NCE) Reform agenda, the Teacher Professional Development (TPD) policy and the National Teacher Education Policy (NTEP);
2. FMoE and State Ministries of Education (SMoE) should attract best candidates

into the teaching profession by raising standards for pre-service entry: top 50% in 2019, top 40% in 2025 and top 30% in 2050;

3. FMoE and SMoE should generate sufficient data on teachers for sustained engagement at school level using innovative methods, materials and technology like the Teacher Management Information System (TMIS);
4. FMoE and SMoE should enhance the teaching profession with appropriate incentives; deliberate policy choices; teacher professional development; trainings and re-trainings for subject content, soft skills and multilingual environments;
5. FMoE and SMoE should increase education budget, and leverage on partnerships with the private sector and international agencies, to augment UBEC funding;
6. FMoE and SMoE should create synergy within and between teacher training institutions to ensure comprehensive teacher education strategies;
7. SMoE should develop and share state-specific Education Sector Strategic Plans with participation of all stakeholders, to promote and implement long term attainment of education objectives.

## PROCEEDINGS, TECHNICAL INPUT AND DISCUSSIONS

The session mapped out the criteria for establishment of a professional basic education teaching force in Nigeria by 2019, 2025 and 2050, with strategies to achieve the goals. The strategies were drawn from the perspectives of a researcher, decision maker/political office holder, policy implementer, education practitioner, and an investor in education, in addition to the lead presentation. Participants and discussants presented the challenges, solutions, and actions being taken from the different perspectives to improve the quality of teaching in Nigeria in the long term.

Knowledge sharing and lesson points on the subtheme include teachers' challenges and their commitment towards learners, profound knowledge of subject matter, and effective pedagogy. Other lesson points include monitoring and management of learning, quality and access, education funding and budget release. Competency and learning outcomes, and the possibility of establishing a Teacher Management Information System (TMIS) were also discussed.

Some major challenges to teacher professionalisation include a lack of sufficient guidelines for teacher improvement and development, lack of incentives to attract top talents, and low entry requirements. Other challenges include lack of adequate knowledge of subject

matter, inadequate pedagogical skills, lack of adequate pre-service and in-service training, and lack of professional motivation. Politicization of the recruitment process, and dwindling remuneration in the face of inflation were also identified as a problem.

The lack of adequate knowledge of subject matter continues to have an impact on learning outcomes. Statistics from ESSPIN and TDP reports and the MLA 2011 studies show that 75% – 84% of primary 4 pupils perform below average (learning outcomes) in numeracy and literacy for their grade level. To improve learning outcomes and the quality of teaching, the session set an agenda for 2019, 2025 and 2050 on teacher recruitment, teacher management and incentives, and evaluation.



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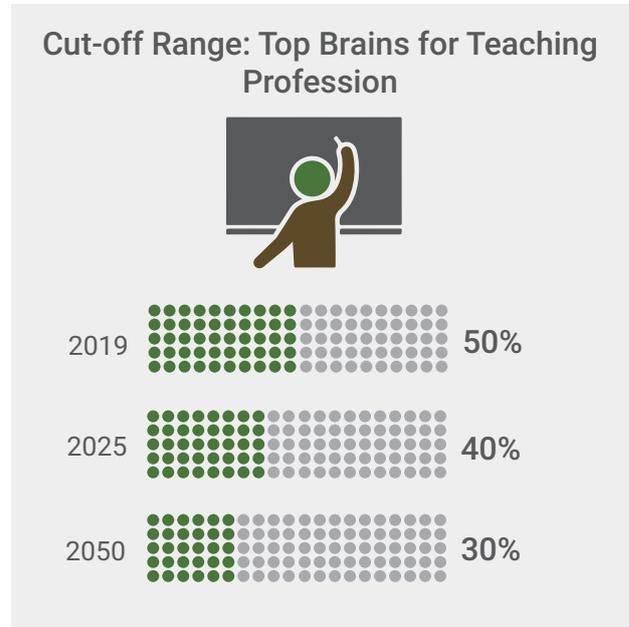
# 84%

of primary 4 pupils perform below average (learning outcomes) in numeracy and literacy for their grade level.

### 1. Teacher Recruitment in 2019, 2025 and 2050

On teacher recruitment, the session set an agenda, that top 50% of school leavers be

recruited into the teaching force in 2019, top 40% in 2025 and top 30% be recruited in 2050 as shown below:



### 2. Teacher Management and Incentives in 2019, 2025 and 2050

For 2019, the agenda is that professional associations for teachers and governing bodies be strengthened like the Teacher Registration Council of Nigeria (TRCN), Nigerian Union of Teachers (NUT), the Nigerian Commission on Colleges of Education (NCCE) and School-Based Management Committees (SBMCs).

More so, that in 2019, 20 states implement Teacher Assessment Standards and Teacher Professional Development (TPD) Policy. Lastly, that there be a reliable Teacher Management Information System (TMIS) in place, while teachers’ salaries be increased to one of the highest compared to other professions.

For 2025, the agenda is that teacher demand analysis be conducted and recommendations be implemented for

purposes of recruitment, deployment and trainings. More so, that in 2050, rigorous initial and continuing professional development programmes be implemented.

### **3. Evaluation of the Teaching Force in 2019, 2025 and 2050**

The session recommended, as an agenda for 2019, that standards for teacher efficiency be set based on the Programmes for International Students Assessment (PISA). Also, that by 2025, teacher assessment standards and the policy on Teacher Professional Development (TPD) be implemented in at least 70% of states. Lastly, that by 2050, teacher assessment standards and TPD policy be implemented in all states of Nigeria.

To fund the agenda for 2019, 2025 and 2050, the following were identified as necessities:

**1.** A Bank of Education (BoE) where all education-related funds can be channelled and managed.

**2.** Single digit interest loans for teachers to facilitate the professionalisation process.

**3.** Special budgetary allocation for TRCN focusing on teacher professionalisation.

**4.** Public-Private Partnership to boost funding for teacher professionalisation.

### **ABOUT THE CONFERENCE**

Nigeria's Annual Education Conference is organised by Federal Ministry of Education in partnership with the education portfolio of the UK Department for International Development; the Education Data, Research and Evaluation in Nigeria (EDOREN); the British Council and World Bank-supported Education Projects: Nigeria Partnership for Education Project (NIPEP) and the State Education Programme Investment Project (SEPIP). EDOREN is managed by Oxford Policy Management (OPM).

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