

PLANE INSIGHTS

A Publication of Partnership for Learning for All in Nigeria

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Addressing Learning Poverty in Nigeria through Teacher Recruitment, Deployment and Development.

Spotlight on Jigawa's laudable education reforms



Consortium Partners:

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About PLANE

The Partnership for Learning for All in Nigeria (PLANE) is a seven-year programme funded by the UK Foreign, Commonwealth and Development Office (FCDO). It aims to realise the Government of Nigeria and the UK Government's shared commitment to deliver sustainable improvements in learning outcomes for Nigeria's children.

PLANE works at the federal level and in five states (Kaduna, Kano, Jigawa, Yobe and Borno) with legislators, state and non-state education providers, civil society organisations, teachers' union, community leaders, learners and parents. PLANE also works in two regions (south-east and south-west).

The Programme works with state and non-state actors within the basic education sub-sector to strengthen systems for improved delivery of inclusive, good-quality foundational learning, with a focus on marginalised groups, especially girls and children with disability. It will contribute to transformational change, enabling the delivery of effective and efficient educational services at scale to improve learning outcomes.

This will be done through improvements in teaching and learning with a focus on foundational skills; unlocking governance bottlenecks for better education service delivery; improvements in the regulation of the non-state sector; embedding the use of data and evidence within the education system; helping children affected by conflict; and improving the inclusion and learning of marginalised children as a whole.

PLANE OPERATIONAL WINDOWS

Window 1

Getting the Foundations Right



Strengthened learning & teaching



Improved governance for state and non-state education systems



Increased use of data and evidence generation

Window 2

Education in Emergencies



Creating access To foundational learning



Focus on conflict-affected children



Supporting recovery systems

Window 3

Community Support to Learning



Growing community support for children's learning

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From the National Team Lead

Dear Readers,

Welcome to another edition of the PLANE Nigeria newsletter. In this and subsequent editions, we hope to share not just activities, but useful insights and successes recorded from our collaboration with state and non-state education providers, in transforming basic education delivery and improving learning outcomes for children in Nigeria.

This newsletter highlights the issue of learning poverty in Nigeria and presents some of the solutions that we have been working on together with our partners. It is gratifying to note that addressing the learning crisis is top on the agenda of government. Development partners and other relevant stakeholders have lined up behind the Government of Nigeria's education reform agenda.

Specifically, the PLANE programme has worked with government to generate data for decision-making. The issues of education financing, girls' education, out-of-school children, teacher shortage and quality are high on the reform agenda. The Programme provides technical assistance for government to strengthen systems for effective and efficient education delivery with focus on foundational learning, policy review, strategy development and implementation for state and non-state providers as well as evidence gathering and information dissemination. We are excited that our collaboration is yielding significant results towards resolving some of the issues identified.

Jigawa State has demonstrated that progress is possible with the right political will. The State has recently announced its intention to recruit about 6,000 additional teachers to close the gap in teacher shortage. PLANE is supporting the equitable and transparent recruitment and deployment process and intends to strengthen the capacity of the new teachers to be more professional in the delivery of teaching and learning. We hope to see similar strides in other states in Nigeria, as this will reduce the current gap in pupil-teacher ratio.

Nigeria faces a major situation where only 1 in 4 children aged 7 to 14 are able to read with comprehension or



Dr Guyan Feese

solve simple arithmetic problems. In this edition, we take a look at the data on the learning poverty assessment conducted in Kaduna State, which revealed that over 70% of children cannot read and write at their level. This assessment has generated policy dialogue on the need to urgently address the crisis.

Kano State has demonstrated the critical role that headteachers play in school improvement through the training of all 8,202 headteachers at the primary school level on school leadership and management. In Kano, Kaduna and Jigawa states, the government has also shown commitment to reducing the large number of out-of-school children, improving quality of education delivery through the allocation of additional resources to the sector. In all three states, the government is working with PLANE to strengthen the delivery of foundational literacy through the training of 10,845 in-service teachers. In addition, the Programme has trained teachers to provide accelerated learning opportunities for learners in Kano State, with other states indicating interest in adopting the approach.

PLANE has supported the establishment of over 200 community learning hubs with trained facilitators, providing learning opportunities for children in non-formal settings. It is heartening to see the progress we are making together in advancing education reforms in the country. Every step taken towards this goal is victory for the Nigerian child. We firmly believe that just as the African proverb says, "it takes a village to raise a child," it is the responsibility of all stakeholders to ensure that every child in Nigeria is provided with equitable, inclusive and quality education, regardless of physical, environmental, social, economic, and geographical barriers.

Enjoy reading!



The Learning Poverty Landscape in Nigeria

By Bukola Bayo Philip

According to the World Bank, all children should be able to read by the age of 10. This is one of the key objectives of basic education, and difficulties in attaining this simple goal may have serious consequences for individuals, communities and an entire nation. Reading is an essential skill for children, as it provides them with a strong foundation for lifelong learning. It also opens doors to a wealth of knowledge and information across various subjects that are crucial in navigating the complexities of the modern world. Without good reading and comprehension skills, children will struggle to learn in other areas, including mathematics, science, and humanities.

Despite its importance, data has revealed that many children around the world today are not learning as they should. At the half-way point to attaining the 2030

Sustainable Development Goal 4 (Inclusive and equitable quality education and promote lifelong learning opportunities for all), most countries in sub-Saharan Africa have only achieved 41% of commitments^[1].

Education deprivation and learning poverty are stalling the world's progress on other development goals, with many children around the world not being able to read proficiently and solve simple math problems. The United Nations Educational, Scientific and Cultural Organisation (UNESCO), in its global data released in 2022, estimated that there are 244 million children and youth between the ages of six and 18 worldwide who are still out of school. Out of this number, Nigeria alone accounts for 20 million.

[1]

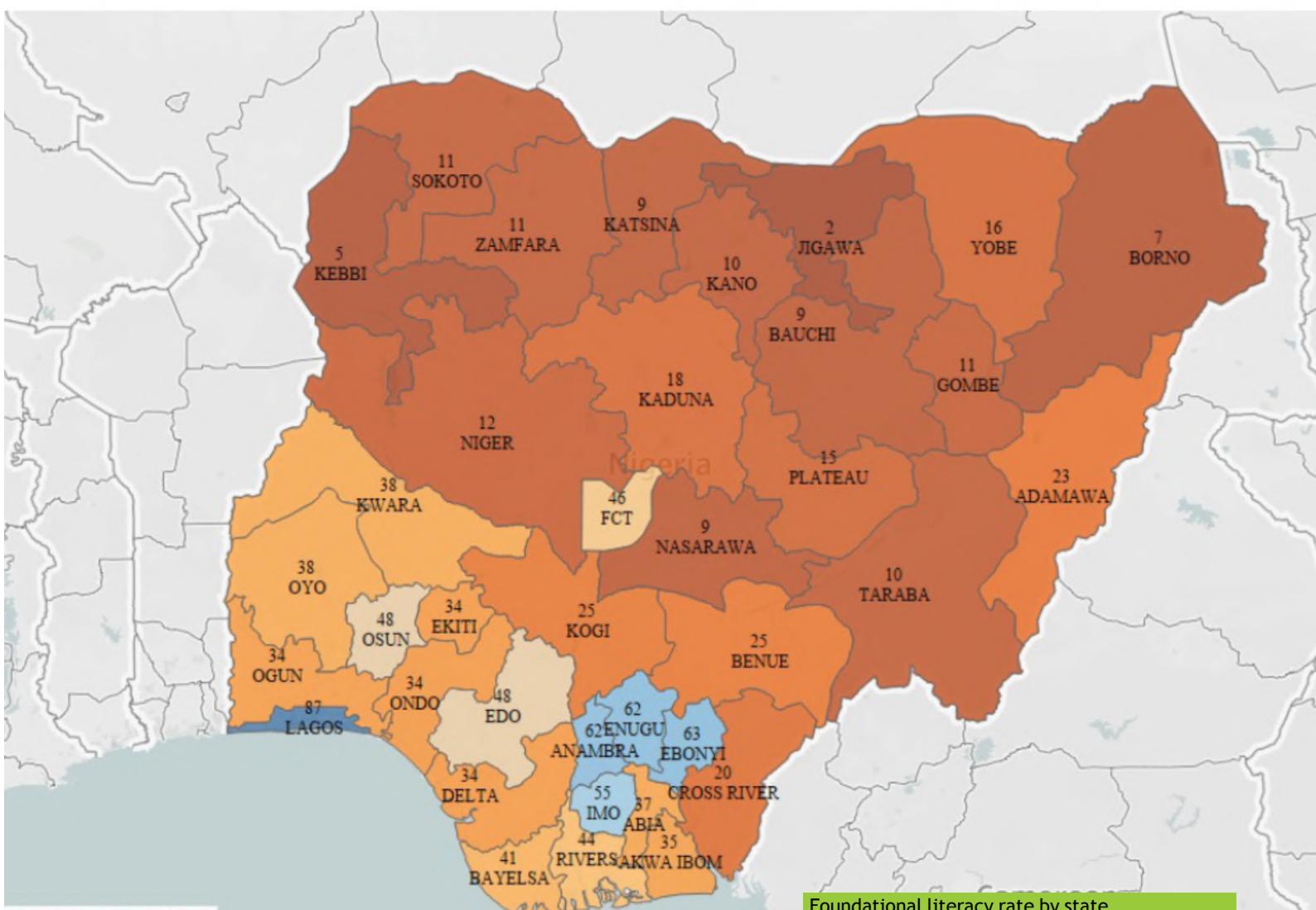
Source: United Nations. (2023). SDG Index Dashboard

The progress being made over the years has continually been undermined by an increasing growth in the population of school-age children and other factors including the pandemic outbreak which led to school closures, a rise in insecurity and kidnapping sprees where schools are targets. Nonetheless, learning poverty extends beyond the issue of out-of-school children.

Of the many children who are enrolled in formal schools, a significant number are not also learning the

fundamental skills they need to excel in life. UNICEF reports that in Nigeria, 75% of children aged 7 to 14 years are unable to read a simple sentence or solve a basic math problem. According to experts, for children to be able to read and learn effectively, they must learn to read during the first three years of their schooling. This is not often the case in a lot of schools, and this situation is especially severe in the northern part of Nigeria. Just 10% of 7- to 14-year-olds in the Northwest and 12% in the Northeast demonstrate foundational literacy [2].

[2] UNICEF Nigeria Cheat Sheet: Foundational Learning.pdf



Data shows that Nigeria is falling behind its peers with similar development status when it comes to learning levels in literacy and mathematics. This troubling trend represents a learning crisis that jeopardises the nation's attempt to develop human capital and reach the goals outlined in the Sustainable Development Goals (SDGs). It also means that despite Nigeria's vibrant and growing youth population, a lot of young people will remain excluded from employment and positive contributions in the society.

The learning poverty in Nigeria is fueled by a lot of factors. First is the underinvestment in education. Despite the critical challenges in the sector, Nigeria's budget for education, year after year has consistently fallen behind the UNESCO benchmark of a minimum of 15 to 20% of public expenditure [3]. The Guardian Newspaper carried out an analysis of the recently presented 2024 budget. It reported that despite a surge in figures compared to the previous year, the education sector only accounted for about 7.93 percent of the nation's budget, with the Universal Basic Education Commission receiving about 11.56% of the total amount allocated to education.

Another major challenge includes overcrowded classrooms caused by inadequate teachers and poor school infrastructure. There is a very high pupil-to-teacher ratio in a lot of states, and this affects the quality of teaching being received in schools. Teacher ratios in Nigeria's basic education are among the lowest, and inefficient distribution means benefits do not reach learners.

Nigeria has a deficit of 277,537 teachers at the basic level according to the 2018 Personnel Audit report on Public and Private Basic Education Schools in Nigeria.

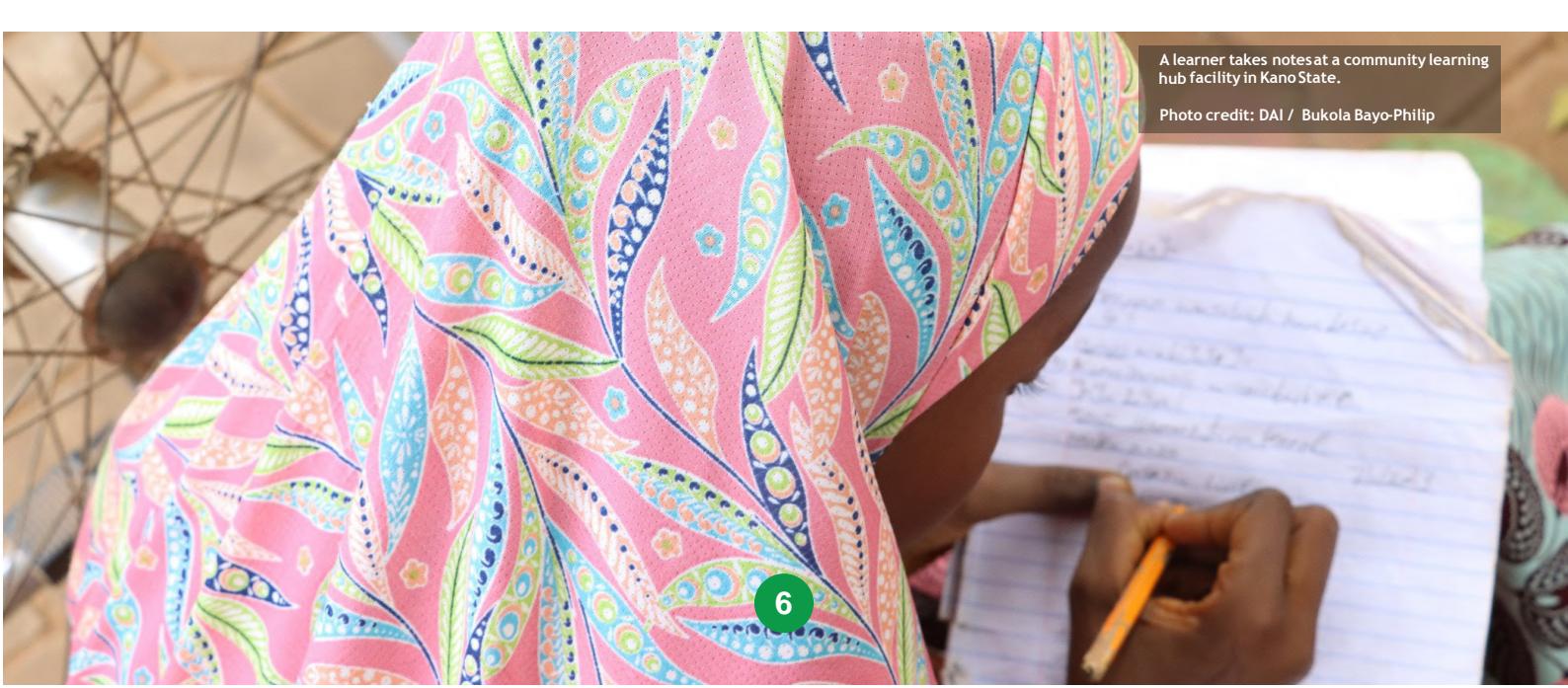
The critical shortage of teachers is being compounded by the number of qualified teachers available and the lack of teaching and learning materials. According to Nigeria's Education Sector Analysis (2021)[4], in public schools, the government employs 9 out of 10 teachers directly, while the remaining teachers are hired by the schools to fill the teacher deficit. Unfortunately, at least 20% of the teachers in public basic education schools are not trained to teach, which is a cause for concern. On the other hand, private schools have a higher percentage of unqualified teachers, with 40% of their teachers being untrained. This is double the percentage of unqualified teachers in public schools.

The Teacher Registration Council of Nigeria Act Section 17 (2) states that it is a criminal offence for any individual who is not registered by the TRCN as a teacher to do the job of a teacher or earn the reward of a teacher or use the title or identity of a teacher. However, is this always the case?

The recruitment and deployment of qualified teachers is one major immediate way that Nigeria can begin to address its learning poverty. And this recruitment and deployment has to be done right, paying attention to rural and urban issues, gender, inclusion, welfare, provisions for professional development among other major factors.

[3] Federal Republic of Nigeria. (2021). *Education Sector Analysis*.

[4] UNESCO Member States unite to increase investment in education |UNESCO



A learner takes notes at a community learning hub facility in Kano State.

Photo credit: DAI / Bukola Bayo-Philip

Findings from Kaduna State's Learning Poverty Assessment

By Bukola Bayo Philip



Kaduna State is the first state in Nigeria to conduct a learning poverty assessment. The learning poverty assessment was coordinated by the State's Bureau of Statistics with support from several partners, particularly PLANE and AGILE (Adolescent Girls Initiative for Learning and Empowerment). This article presents major highlights of the report, drawn from the research report, as well as an interview with some of the officials involved: Tochukwu Innocent (former Head of Project and Technical Coordination Unit, Kaduna Bureau of Statistics), Dr Aliyu Usman (Monitoring and Evaluation Consultant), Amina Aliyu Lami (Data Management Specialist, Kaduna Bureau of Statistics).

With a rapidly growing population estimated at 6.1million as at 2006, Kaduna State in north-western Nigeria is the 12th largest state in Nigeria by landmass and a major trade centre and transportation hub.

Learning Poverty is measured using an indicator jointly developed by the World Bank and the UNESCO Institute for Statistics. This indicator looks at the share of children who haven't achieved minimum reading proficiency (as measured in schools) and is adjusted by the proportion of children who are out of school (and are assumed not able to read proficiently). The first is referred to as schooling deprived (SD) and the other is called, learning deprived (LD).

This learning poverty assessment conducted in the state covered all 23 local government areas, with both private and public schools sampled. In this assessment, learning is defined

Methodology

This Learning Poverty research is typically a meta-analysis that pools data from three main sources. In particular, the research pooled data from the Annual School Census (ASC), out-of-school children (OOSC) Survey and the Learning Outcome Assessment. According to officials who participated in the research, the FCDO-funded PLANE programme in the state was already working with state partners to carry out a learning outcome assessment using the EGRA (Early Grade Reading Assessment) and EGMA (Early Grade Mathematics Assessment) models. This same model was adopted by the state, with PLANE's technical support.

Children from a basic school in Kaduna State exiting their classrooms during break time.

Photo credit: DAI / PLANE Kaduna office

in the space of reading at the end of Primary School.

Objectives of the Learning Assessment

The Learning Poverty Research, completed in February 2023 was conducted to avail Kaduna State Government with the requisite data and indicators to tackle its own Learning Poverty problem especially through the adoption of the RAPID Framework in the State. The broad objective of the LP research is to provide information on the extent of Learning Poverty in Kaduna State which will serve as a guide to policy designs, implementation, monitoring, quality assurance and education planning in general in Kaduna State.

Others include:

- *Determine the extent of Learning Poverty among pupils in primary four, primary six and JSS 1 in the State.*
- *Identify the main factors responsible for the Learning Poverty in the State.*
- *Suggest viable policy options to address the Learning Deprivation in Kaduna State.*

Immediate Findings

- The pupil-teacher ratio for public Primary Schools stood at 73:1.
- The overall percentage of OOSC of Primary School-age in Kaduna State 31.1%. By gender, the percentage of out-of-school girls of Primary School-age is 30.0% while that of boys is 32.3%.
- The overall learning deprived (LD) stood at 63.3%. By gender, the learning deprived for males, and females stood at 59.2% and 67.5% respectively.
- The overall LPI for the State is 74.7%. By gender, Learning Poverty Indicator (LPI) for males and females are 71.4% and 78.0% respectively.
- Kauru LGA has the highest LPI of 97.5% while Jema'a LGA has the lowest LPI of 10.1%.

These findings have corroborated the proclamation of the UNICEF and the World Bank. In August 2022, UNICEF reported that no fewer than 70 per cent of children in Nigerian schools are suffering from Learning Poverty

I think one of the biggest revelations here is the proportion of children 10 years and above who are considered learning poor. The study shows 74.7 percent.

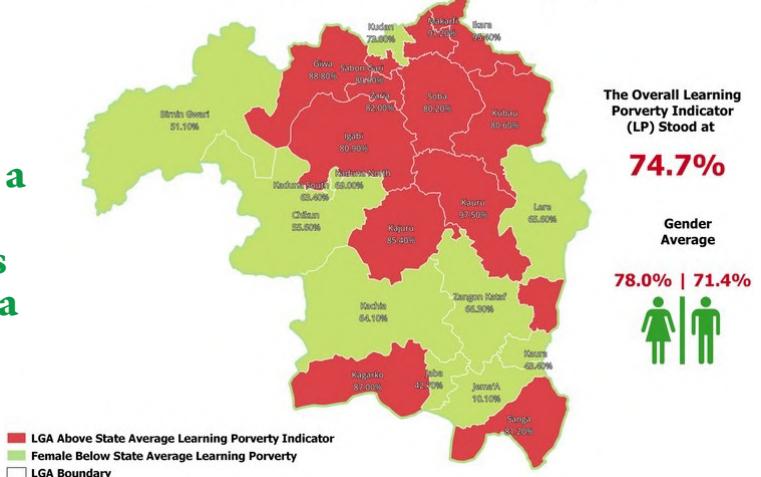
That means in every 100 pupils who are aged 10 years and above, we have about 74 of them who cannot actually read and comprehend a simple text. This is a very big challenge in Kaduna, despite a huge investment that has been made in education in Kaduna over the years

- Tochukwu Innocent

Highlights

- Measuring learning poverty is essential for several reasons, including assessing the quality of education, identifying gaps, informing policy development, monitoring progress, promoting accountability, enabling global comparisons, fostering economic development, and supporting informed decision-making.
- According to officials involved, the findings have corroborated the proclamation of UNICEF and World Bank. In August 2022, UNICEF reported that no fewer than 70 per cent of children in Nigerian schools are suffering from Learning Poverty
- Learning poverty assessment is capital intensive, so it requires government commitment and support from government partners
- The learning assessment done in the state will serve as a baseline, against which to evaluate and assess the performance of the state
- Ideally, the assessment should be carried out at least once every two years.
- If the recommendations are not put in place, the learning poverty Index will continue to get worse, hence the need for urgent actions
- The state government is collaborating with partners including UNICEF and PLANE to implement recommendations from the research including new policy development.

LEARNING POVERTY INDICATOR (LPI)



It is important that states conduct learning poverty assessments to understand the scale of learning problems and track progress being made towards SDG 4's broader goal to ensure inclusive and equitable quality education for all. Without a proper assessment, it is impossible to effectively appraise the effectiveness of education systems and how outcomes vary based on geographical location, background and gender, among others. Governments committed to improving the quality of education and investing in human capital need insights from such globally benchmarked assessments for policy evaluation and improvements. It provides a comprehensive and nuanced understanding of the state of education and helps to foster accountability by showing where exactly different types of resources should be committed.

Bridging Gaps in Teacher Recruitment and Deployment Policies

By Rasheed Adebesin

One of the major problems affecting basic education in Nigeria is the acute shortage of teachers. This situation, compounded by the quality of available teachers, has led to large class sizes and poor learning outcomes in schools, especially those in rural areas, which are often underserved.

The effective management of teachers is an important contributor to the successful delivery of basic education. However, without effective policies, adequate financing and quality data in place to cater to teacher recruitment, deployment, welfare and professional development, inclusive and equitable education for all may remain elusive. While policies addressing teacher recruitment and deployment exist at the federal level and in some states, implementation has been weakened by several factors including political, financial, demographic and administrative obstacles.

PLANE's Approach

At the commencement of the PLANE programme in 2021, PLANE conducted an initial place assessment to gain insights into existing policies, systems and processes in locations where the programme will be implemented. The findings from the initial place-level assessment indicated the need for a more detailed policy gap analysis to be conducted on selected

policy documents, one of which was the teacher recruitment and deployment policy in the states. PLANE working with other stakeholders supported the review of the teacher policies in Kano, Kaduna and Jigawa states. The analysis revealed the extent to which the policies are inclusive, responsive and address emerging issues in the education sector.

Specifically, on teacher recruitment and deployment, PLANE supported the revision of the draft Kano Teacher policy, which is now being finalised for endorsement by the state government. The revised Kano teacher policy has been aligned with the national policy on the career path for the teaching profession, the national teacher education policy as well as giving due consideration to gender, safeguarding and disability inclusion issues, and emerging issues of digital literacy.

The Jigawa teacher policy was developed with the collaboration of other FCDO programmes (PERL- Partnership to Engage, Reform and Learn and TDP- Teacher Development Programme), and has now been endorsed by the state government. PLANE's engagements around teacher policy including through the conduct and dissemination of teacher baseline assessment have led to the gradual implementation of the policy.

Below are some findings from the reviewed policies.

Headline Findings by PLANE The Kano Teacher Policy:

The 2017 Kano Teacher Policy provides a useful set of overall principles for human resource management in the education sector but does not provide sufficient detail, and is subject to numerous gaps, most notably in relation to the situational analysis, teacher recruitment process, incentivising female teacher recruitment, safeguarding, in-service training and continuous professional development, teacher deployment policy, career progression, performance monitoring and school governance. The implementation framework needs further development, in particular, to provide a step-by-step implementation plan, detailed costing, and performance targets.

Cross Cutting Issues in Teacher Recruitment and Deployment

- Inadequate numbers of teachers as indicated by very high pupil-to-qualified teacher ratios.
- Low proportion of female teachers.
- Large numbers of unqualified teachers remaining in the profession.
- Large geographical variations in pupil-to-qualified teacher ratios indicating that there is significant room for improvement in teacher deployment policies.
- Very limited recruitment of new teachers in recent years.
- Very large requirements for additional teachers based on projected enrolment trends, which will require large scale recruitment. Resource constraints will make it very difficult to finance the required recruitment.
- Lack of effective teacher replacement strategies Lack of data on special needs teachers and teachers with disabilities. This data gap needs to be addressed in future Annual School Censuses.

Jigawa Teacher Recruitment , Deployment and Management Policy

The Jigawa Teacher Recruitment, Deployment and Management Policy has many positive features that if implemented should significantly strengthen human resource management in the education sector in Jigawa. However, there are some notable gaps in the policy content, in relation to the recruitment of female teachers, safeguarding, unqualified teachers, continuous professional development, defining a career path, performance monitoring, the role of school governance bodies and the application of the policy to private and religious schools.

Since the policy has now been approved, the implementation framework needs urgent review and revision, in particular to provide a step-by-step implementation plan and performance targets. PLANE will focus its support on filling these specific gaps and supporting the state to strengthen the implementation framework.

Recommendations in improving Teacher Recruitment and Deployment

- Financial resources and incentives
- An effective teacher replacement strategy
- Strict adherence to merit-based recruitment
- Localised deployment



A mathematics class lesson session using the learning materials provided by PLANE in a school in Kaduna State.

Photo credit: DAI / Babatunde Lawal



The Executive Governor of Jigawa State, Umar Namadi and some cabinet members take a group photograph with FCDO delegation during a courtesy visit on the state's education reform.

Photo credit: Jigawa State Government

Jigawa Leads the Way with an Education Reform Agenda

By Salisu Koki

To close the gap in teacher shortage, the Jigawa State Government, with technical assistance from PLANE has commenced the implementation of its Teacher Recruitment, Deployment, Replacement, and Management Policy. The state has recently shown strong commitment in improving quality of education, through a recruitment exercise which will bring in 6000 additional teachers into schools.

The Challenge:

Jigawa State is one of the states in Nigeria struggling with the problem of children not attending school as well as the shortage of qualified and competent teachers assigned to the thousands of primary schools located throughout the state's local government areas.

According to Abdulkadir Yunusa, the chairperson of the Nigeria Union of Teachers (NUT) in the state, Jigawa lacks 32,000 classroom teachers. It appears the profession is threatened by several issues, including the large number of teachers retiring without adequate replacements since the creation of the state in August 1991 and the lack of opportunities for professional growth.

Speaking during an event to mark the celebration of World Teachers' Day in 2023, the NUT chairperson stated that approximately 14,000 teachers retired from the workforce between 2015 and 2023, and only 1,700 of them received permanent appointments while in service, despite efforts to enroll more teachers and construct additional classrooms.

Prioritising Policy:

The development of a Teacher Recruitment, Deployment, Replacement, and Management Policy was a step in the right direction for the state government. The policy development process was overseen by FCDO's Partnership for Reform and Learning (PERL) programme, while PLANE offered assistance with its review, which included a policy gap analysis to bring the policy up-to-date with the state's basic education subsector's present and future realities.

Part of the requirements of the policy is to guarantee that Jigawa's basic education system has a sufficient number of suitably qualified teachers allocated to both rural, urban, and hard-to-reach communities. With this policy in place, PLANE supported the state to engage stakeholders and promote prompt teacher recruitment to address the state's teaching force crisis. Part of this support also included the Ministry of Education's extraction of an Executive Council memorandum on the approved policy. This memo was subsequently used by the Jigawa Education Accountability Forum (JEAF), a PLANE-supported State Level Accountability Mechanism to engage critical stakeholders and communities in the state towards prioritizing teacher recruitment.

During a media parley organised by the forum in the third quarter of 2023, JEAF analysed the state's basic education subsector and the education budget. The analysis was presented to various stakeholders, including the Chairman of the House Standing Committee on Basic Education.



The Executive Governor of Jigawa State, Umar Namadi presenting a plaque to Mr Ian Attfield, the Senior Education Adviser, British High Commission, in recognition of FCDO's support to the state

Photo credit: Jigawa State Government

Recruitment of 6000 Teachers: Acknowledging the poor teacher-to-student ratio in the state and the overwhelming number of classrooms throughout the state as demonstrated during the media parley, the State House of Assembly, via its Committee on Basic Education, decided to prioritise resolving the teacher shortage issue over building new classroom blocks.

The Jigawa State House of Assembly's action to make it easier to hire teachers was in line with the State Executive Governor's 12-point agenda, which committed to raising the standard of education in Jigawa State and stressed the value of education as the cornerstone of a prosperous society. ***To this end, the Executive Governor has approved the payment of N2.6 billion for the recruitment of an additional 4,000+ teachers into the state's teaching workforce, bringing the total number of teachers hired recently to over 6,000. This includes the absorption of over 1973 J-Teach teachers.***

PLANE is part of the 32-person Teacher Recruitment Committee set up by the Honourable Commissioner, Ministry of Basic Education, Dr Lawal Yunusa Danzomo, and the team has so far supported the committee with the following:

- Presentation of a full copy and summarised version of the Teacher Recruitment, Deployment, Replacement, and Management Policy
- Brief to the Committee on the imperative of adhering to the provisions of the policy during the screening and recruitment exercise Extraction of screening/recruitment criteria from the policy document which was then used in the recruitment of more than 6,000 teachers
- Technical support to the committee for the development of scoring and reporting templates
- Supervision of the recruitment exercise in more than 12 LGAs of the State.

In November 2023, a delegation from the British High

Commission, PLANE and DAI was in Jigawa State to show support to the state government as it commenced the roll-out of the transformative education reforms under the new administration's 12- point agenda. The team met with the Governor, Malam Umar Namadi and his cabinet members, and attended an Education Reform Dialogue convened by the Ministry of Basic Education and the Ministry of Higher Education, Science and Technology in Jigawa State.

The delegation, which was led by Mr Ian Attfield, the Senior Education Adviser, British High Commission, witnessed the formal inauguration of the Teacher Recruitment Committee during the Reform Dialogue. Mr Attfield was in company of British High Commission's Education Programme Manager, Tonia Momodu; Education Adviser, Joseph Wales; Regional Coordinator in Jigawa State, Abubakar Tijani; Country Director of Development Alternatives International (DAI) Dr Joe Abah; the National Team Leader of PLANE, Dr Nguyan Feese, and the Jigawa State Team Lead for the PLANE programme, Mr Mustapha Ahmed.

"Nigeria is still experiencing a learning crisis, and one of the most vital ingredients that any state or government can do is to supply qualified, motivated and adequately supported teachers. The UK is delighted to see the progress being made across board, under the leadership and vision of Governor Namadi", said Attfield.

In addition to the state recruitment, PLANE equally provided support to the Leadership of the Dutse Local Government Area Council for the recruitment and induction of 200 D-Teach teachers comprising men, women, and teachers with disabilities. The Executive Governor insisted that only, competent, passionate, and committed teachers recruited through a transparent process will be approved by the State, indicating strict adherence to the provisions of the approved teacher recruitment policy.

Upholding Standards in the Teaching Profession - TRCN

In this interview, Mr Lawrence Ugo-Ali, the Director, Planning, Research and Statistics of the Teachers Registration Council of Nigeria, sheds light on some of the current challenges with teacher professionalisation in Nigeria and TRCN is working with partners to address the challenges.

The Mandate of TRCN

The Teacher's Registration Council of Nigeria is the regulatory body that has been saddled with the responsibility of regulating and controlling the teaching profession in all ramifications at all levels of the educational system. By implication, what it means is that for you to be able to practice as a teacher, you must relate with us. We must have registered, certified and licensed you on our database after taking you through other regulatory activities fit for you to become a professional teacher.

Current Challenges in the Teaching Profession

Some of the challenges we have in terms of the teaching profession include teacher welfare, teacher shortage and teacher attrition. Teacher attrition has to do with a situation where people who have gone to school, read education and have been professionalised, abandon the profession for other jobs. When such teachers see some other places where they can better their economic fortune, they leave the teaching profession and move on.

Teacher shortage is when the number of teachers is not matching the number of learners that are available in the classrooms and this is typical across the country. You will discover that in some states, you will have maybe five teachers in a school, and among these five teachers, maybe there are only three of them that are actually professionals, so these are our challenges. The issue of teacher shortage is not something that cannot be tackled, but it is a challenge as well as the issue of teacher welfare.

Everyone is aware that apart from the general economic condition of the country, teachers are not



Mr Lawrence Onu Ugo-Ali, Director, Planning, Research and Statistics (PRS) Department, TRCN.

Photo credit: DAI/Jeremiah Ogbe

fairly treated because some states across the country are not adequately and promptly paying their salaries as the case may be.

How TRCN is addressing challenges

We have worked so hard to see how we can bring policies that will address these issues and that's why in the year 2020, we came up with what is called the 2020 Presidential Approvals. There are so many benefits outlined in the 2020 Approvals approved by the President, addressing teachers' welfare, teacher allowances and all other issues, including retirement age for teachers to extend their stay in terms of their work condition because a number of them are retiring and lots of them are moving away from the profession.

So, those who agree to stay, we bring in those policies to motivate them to stay so that they can work hard to continue. Those are the kind of challenges that we are battling and in terms of the teacher welfare, this is the only profession where people even when they come for their programmes, need support with their transportation and accommodation. We understand the plight of teachers. They are poorly treated and renumerated particularly by private individuals who are engaging them. Because labour is cheap, some of them are not employing teachers who are professionals. They are also not paying teachers who are professionals adequately.

Commencement of Enforcement

In terms of the private and even the public sector, we are persuading teachers to see how they can get professionalised. We are also using the motivational aspect. The one we have added to it now is

enforcement. This is a situation where we will go out and enforce what the law says in terms of who you engage, the type of persons you engage and all of that. We believe that without enforcement, some of these challenges will not be addressed.

We are enforcing the issue of teacher welfare that rests solely with employers too because there is a minimum that you shouldn't pay below when you are engaging a teacher. By the time we check with employers and they are not able to meet up, we can make recommendations to determine their existence. If you know you can't pay people adequately, don't engage them or even start. We know the business angle, particularly in the private sector. The reason why they are employing and engaging those who are not qualified is because they don't want to pay them, and we are working round the clock with stakeholders to see how we can check that across the country.

Strengthening current efforts

What development partners like PLANE are doing is fine. Bringing up training modules and programmes to strengthen teachers' professionalism

because you know what we do in this business is to practice continuous reading, continuous education looking at emerging issues in the industry. We are working with partners, setting up mandatory professional training where teachers can participate within the system.

In terms of teacher professionalisation, development partners can work with us to identify those that they can assist and pay their dues. They can also bring them into the profession by ensuring that they undergo the professional qualifying examination. Partners can pay for them and when they pass, they get their certification.

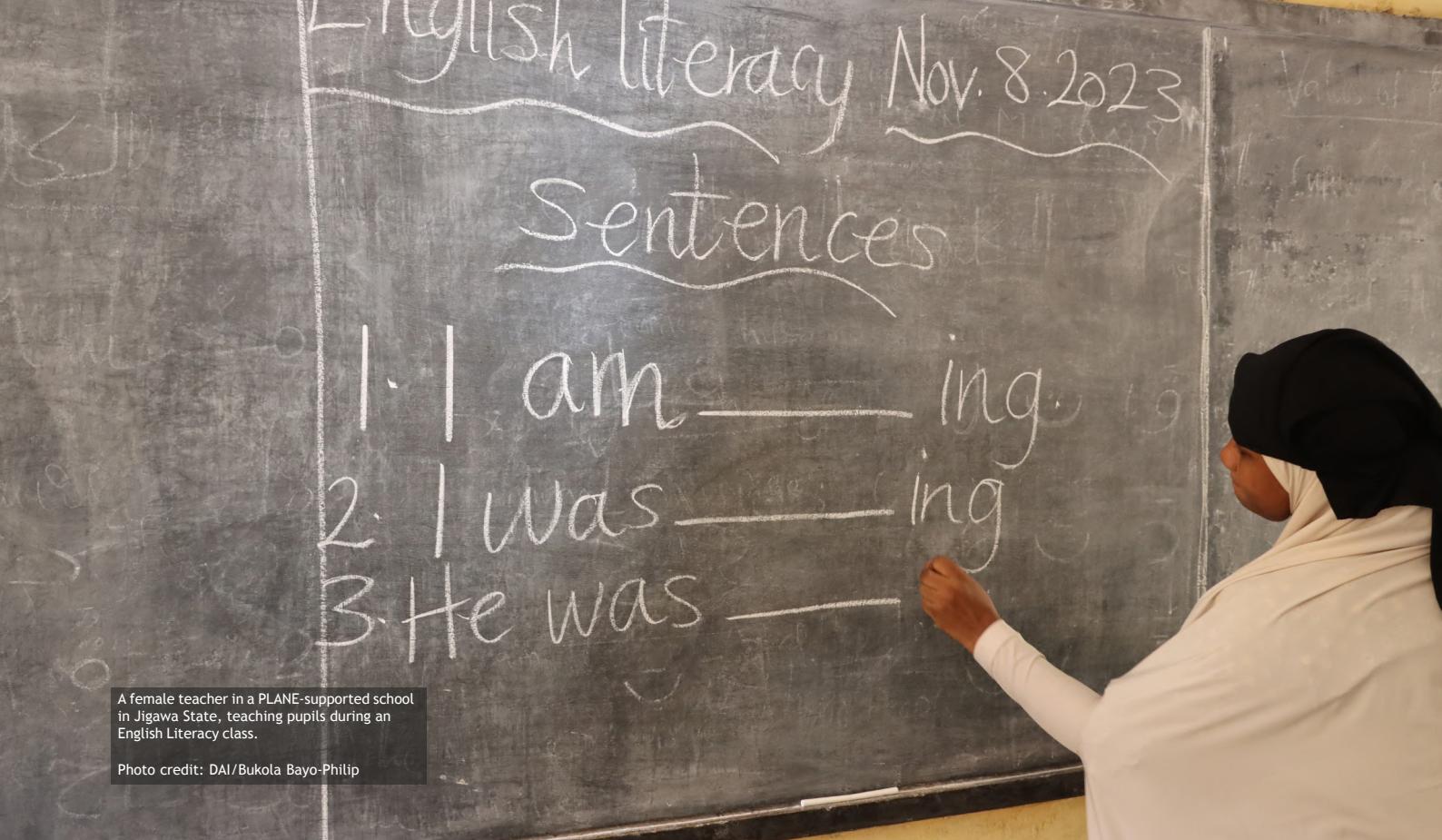
For example, using the Global Partnership for Education Funding, and working with UNICEF, we had what we called the BAY states project. The BAY states are Borno, Adamawa and Yobe states. We did the demographic study of teachers in these states and the demography showed that about 18,000 individuals were practicing as teachers in schools, and they are not qualified or registered teachers and so when we attempt to enforce the law, it would mean the three states will be deprived of over 18,000 people who are already teaching in the classroom. To address this, we worked with the National Teachers' Institute (NTI) to bring in the Post Graduate Diploma in Education Programme for those who had a degree or Higher National Diploma certificate and those who are supposed

to go for minimum qualification, which is the Nigeria Certificate of education (NCE). NTI took them through that process and then we came, harvested the product, took them through the Professional Qualifying Examination (PQE), and got those who were successful inducted. That is what partners can do.

In the northeast too, Save the Children International (SCI) sponsored a group of people using the same framework for teachers who already have the teaching qualification, but they were not registered. So, partners can come in and we will work together. TRCN will set the professional qualifying examination, while they sponsor the professional qualifying examination for teachers to get qualified and certified. We have been very successful, collaborating with a couple of organisations on this. Save the Children International and a couple of others, supported teachers.

Also, when we plan programmes, like the annual conference and the review of our documents such as the code of conduct, which will take care of emerging issues, partners can come in to support. This will strengthen the system.





Why Focus on Female Teachers?

By Manjola Kola

Introduction

Over the years, the Nigerian government with support from international donor programmes have made concerted efforts to bridge the gender gap in education through the use of different strategies which include the United Nations Universal Declaration of Human Right Act of 1948; the Nigerian Child Rights Act of 2003 that provides an opportunity for pregnant girls and breastfeeding learners to continue their education in fulfilment of the provisions of the Basic Education Act in 2004; the establishment of Education for All Goals (EFA), Sustainable Development Goals (SDGs), among others. These declarations have helped to create the platform for all present-day Nigerian girls to have better educational opportunities than their mothers.

However, recent statistics still show that despite noticeable improvement in female enrolment in the country, girls are still left behind in the formal education

system, particularly in the northern and southern regions of Nigeria. Some of the main barriers to inclusion and equality for achieving girls' education in Nigeria have been identified as poverty, insecurity, safety risks of travelling to school, experiences of sexual exploitation, abuse and harassment (SEAH^[1]) within school environments, harmful social and cultural gender norms , religious misconception, infrastructural deficits, water, sanitation and hygiene (WASH) issues, teenage pregnancy, early marriage, child labour, household duties, insufficient learning time and lack of female teachers.

Nigeria's northern rural regions suffer acute shortages of both female teachers and female pupils. UNICEF estimates that over half of all girls are not in school in the north, while under a third of all primary school teachers are women.

PLANE's GESI Strategy

PLANE works on basic education across state and non-state education systems with a focus on greater inclusion and safer access to school for marginalised learners, especially girls. It contributes towards real, transformational change, driving progress and a greater emphasis on safeguarding within the learning environment and supporting improvements in how education is managed and delivered. It will lead to more girls going to school, staying in school and learning more.

The emphasis on gender equality, social inclusion and safeguarding is the right thing to do. These approaches are cross-cutting and have the potential to facilitate transformative change by addressing the root causes of unequal power dynamics that contribute to exclusion and marginalisation of women and girls. The results can be catalytic for vulnerable girls who are at risk of remaining entrenched in a cycle of poverty due to lack of formal education, training and skills. This gender inequality is also a significant driver to sexual exploitation, abuse and harassment (SEAH).

In summary, a GESI strategy for PLANE is not just a requirement; it is a proactive and ethical approach that recognises the diverse needs of the girls and ensures that the project contributes to building a more inclusive, resilient, and equitable education system.

The development of minimum standards for the Gender Equality and Social Inclusion (GESI) strategy in PLANE, signifies a commitment to fostering equity and inclusivity in the project. These standards serve as a foundation, providing clear benchmarks and guidelines to ensure that GESI principles are embedded in every aspect of PLANE's initiatives. These minimum standards ensure that GESI strategy is comprehensive, measurable, and aligned with the overarching goals of promoting gender equality and social inclusion.

Case Study- Jigawa State

The Jigawa state government requested support in gathering data on the sex- and disability-disaggregation of teachers in Jigawa and the proportion of teachers

that have skills to adequately support learners with disabilities. There was also interest in where teachers of different identities (including gender and disability status) live/work. PLANE has collected published and non-published data on this topic and identified data gaps.

Findings

- *With the exception of Dutse, there are more male teachers than female teachers teaching in private schools in each LGA especially in Birnin-Kudu, Gwaram and Maigatari. There are far lower numbers of female teachers in public schools than in private schools. In public schools, Dutse has the highest number of female teachers.*
- *In most cases, female teachers tend to have higher academic qualifications than male teachers. Male teachers are more likely to have no qualifications than female teachers. There are not many differences between the highest teaching qualifications of men and women overall.*
- *58. 0% of female teachers are qualified compared to 58.7% of male teachers. The number of qualified teachers in ECCDE is fairly balanced between men and women, whereas at junior and secondary levels there are far higher numbers of qualified male teachers compared to female teachers.*
- *There are not many differences in who employs male and female teachers. The only differences are at the junior secondary level, where female teachers are more likely to have contracts with the Federal Government of Nigeria, whereas male teachers are more likely to be employed full time by the State government.*
- *The number of Teaching Staff in Public Schools- In comparison, there are far lower numbers of female teachers in public schools than in private schools. In public schools, Dutse has the highest number of female teachers.*

Minimum Standards Focusing on Teachers:

Support the strengthening of human resource processes to ensure gender responsiveness and disability-inclusion in recruitment and deployment of teachers

Ensure that teachers are trained and mentored on use of the inclusion tips to meet the needs of the different learners

Develop a tool for teacher observation building onto existing tools to ensure inclusion and safeguarding is embedded

Mobilise special education teachers who are already in the system and have the expertise to mentor and transfer skills to regular teachers

How to Recruit using GESI and Safeguarding Lens

Promoting gender-safe and inclusive recruitment of teachers is a critical step toward building a diverse and supportive educational environment. Ensuring that the recruitment process is sensitive to gender, safeguarding, and inclusion issues contributes to fostering a culture of equity and respect within educational institutions. Here are some strategies to promote these principles in teacher recruitment:

Craft job postings using inclusive language that encourages candidates of all genders and backgrounds to apply.

Provide training for recruitment teams to recognise and mitigate implicit biases. This ensures fair and objective evaluation of candidates regardless of gender or background.

Implement a gender-neutral application process to minimise potential biases. Use gender-neutral language and avoid asking unnecessary questions related to gender during the initial stages of recruitment.

Create diverse and inclusive recruitment committees that represent various backgrounds, experiences, and perspectives. This ensures a comprehensive evaluation of candidates and reduces the risk of unconscious bias.

Create a safe and inclusive interview environment. Ensure that interview spaces are accessible, free from discriminatory language, and provide opportunities for candidates to express their unique perspectives and experiences.

Demonstrate a commitment to gender equality by having diverse leadership. This sends a powerful message about the organisation's values and priorities.

Actively engage in community outreach to attract a diverse pool of candidates. Attend events, collaborate with community organisations, and leverage social media to reach individuals from various backgrounds.

Provide benefits that are sensitive to gender-related needs, such as family leave policies and childcare support. Demonstrating a commitment to work-life balance is crucial for attracting a diverse workforce.

Establish clear reporting mechanisms for any incidents of harassment, discrimination, or unsafe practices during the recruitment process. Creating a safe and confidential way for candidates to express concerns confidentially and without a fear of recrimination.

Ensuring disability inclusive recruitment is embedded into the onboarding process

Provide ongoing education and training for staff and teachers on gender sensitivity, inclusion, and creating safe spaces.

Conclusion

Promoting the recruitment of female teachers is not only an essential step towards achieving gender equality, but also contributes to creating a more diverse, inclusive, and enriched educational environment and safer schools for women to teach and for girls to learn. Encouraging the recruitment of female teachers involves recognising the unique contributions they bring to the profession and addressing barriers that may impede their entry into the field.

Representation matters, and having female teachers provides important role models for both male and female students. Female teachers inspire young girls to enroll, stay in school and learn, showing them that they too can excel in any field, including traditionally male-dominated ones. Similarly, male students benefit from exposure to strong, knowledgeable women, breaking down gender stereotypes and promoting respect for diversity.

These qualities are instrumental in creating a supportive learning environment where pupils feel safe to express themselves, ask questions, and seek help and report any safeguarding concerns they may be experiencing at school. Effective communication is at the core of successful teaching, and female teachers excel in fostering strong teacher-pupil relationships, especially for girls.

The importance of female teachers in the educational system cannot be overstated. Recognising and valuing the contributions of female educators is not just a matter of gender equality; it is an investment in creating a more enriched, inclusive, and vibrant educational experience for all.

Supporting the integration of Islamic, Quranic and Tsangaya Education (IQTE) into formal School System

Dr. James Fadokun

Nigeria has a large and growing population, which could lead to a demographic dividend or disaster. It is estimated that at least 30% of Nigeria's 200 million people are of school age. With a fertility rate of 5.5 and low contraceptive use, the population is projected to reach 400 million by 2050. Population growth is likely to be highest in the North, where fertility rates are as high as 8.9.

The northern part of Nigeria houses most of the country's out-of-school children. However, many parents in the region embrace Islamiyya, Quranic and Tsangaya Education (IQTE), with children often being sent far from home to acquire knowledge of the Quran. Many of the out-of-school children in northern Nigeria have access to this form of education.

IQTE is an Islam-based educational system that existed for several centuries before colonialisation. It constitutes an alternative or parallel schooling system to formal education system in several countries in sub-Saharan Africa. However, in most countries, the Qur'anic schooling system is seldom recognised officially in terms of its contributions to education delivery. Hence, they remain relatively unknown by education planners and statisticians and are rarely explicitly taken into account in the formulation of national policies and strategies.

Qur'anic schooling is designed to address first and foremost the spiritual needs of the learners and to offer them avenues for growth in the faith. Despite its richness of content, the system in Nigeria has, unfortunately, been identified with begging and destitution. It has been wrongly classified as an 'informal' system, and, as such been given too little attention, if any, by authorities.

UKaid's Education Sector Support Programme in Nigeria (ESSPIN) conducted a research which revealed that these schools far outnumber the formal western education schools in Northern Nigeria. For example, the number of these schools in Kano are



almost five times the number of the western schools. Kano state has over 5,800 Primary to Senior secondary state schools, while the state has over 23,000 IQTE schools.

Why Integrate IQTEs

Considering the huge number of IQTE schools and their students, the integration of these schools may help the country draw closer to achieving the Sustainable Development Goals targets, especially Goal 4- Education for All, in northern Nigeria.

At the moment, many states do not have statistics of the number of students in IQTE schools nor the number of schools in their states. Conflicting information on the number of what is referred to as out of school children is given by policy makers. A great number of these out of school children are children in Quranic and Tsangaya schools.

To make nonformal education relevant to the needs of modern-day Nigeria, the learners who attend IQTE schools also need to pursue an advanced level of secular education. The PLANE programme integrates core subjects into the Qur'anic curriculum to enable learners to acquire the skills and knowledge needed to meet the challenges of the modern world, but doing so in keeping with Islamic values and ideals. By combining the traditional with the modern, the education package hopes to meet the complex religious, vocational, and psychosocial needs of millions of children in Northern Nigeria.

This is being done in collaboration with the Universal Basic Education Commission (UBEC), State Universal Basic Education Board (SUBEB) and the newly established National Commission for Almajiri and Out-of-School Children.

PLANE is collaborating with UBEC and State Implementation Team (SIT) on Quranic Education established in Kano, Kaduna and Jigawa states. Through this collaboration, basic education teachers provided by state governments are being deployed to communities and challenges with learning infrastructure are also being addressed. Strategies being deployed include:

Creation of Tsangaya School Clusters

PLANE has been working work with the states' IQTE Agencies to form Tsangaya school clusters with the support of School Development Officers. A Tsangaya school cluster format will be developed where five Tsangaya schools near each other are grouped as a cluster and children from this cluster will be invited to attend a centrally located community school. Forming a cluster will be more effective than sending a teacher to individual Tsangaya schools to teach modern subjects as it will enable the programme to reach out to a larger number of Tsangaya schools. Further, it has reduced resistance from the malams, who are at times averse to sharing their space with the modern subject teacher. In the case of Islamiyya schools, which operate more as regular schools with multi-grade classes, the model focused on providing a community teacher to the school to help improve the teaching of modern subjects in the primary classes.

Adjusting teaching hours

Respecting Islamic education required adjusting the teaching hours for modern education to fit the teaching schedule of the Islamic subjects. As most Tsangaya schools focus on the study of the Quran in the morning, most of the community schools were scheduled to operate in the afternoons or evenings, when the children will be free to attend to modern education. Each Tsangaya cluster and Islamiyya school will be supported to set its own weekly timetable for the study of modern subjects as long as they are allocated between 12 to 15 hours of contact time for the teaching of modern education. The flexibility in teaching hours was central to acceptance of the model among the religious leaders.

Creation of Innovation Hubs for IQTE Schools

The innovation hub is in alignment with the PLANE intervention project. The innovation hub is structured into three different sections: Pedagogy, School Management Systems (SMS), and Learning Management Systems (LMS). The hub is designed to focus on non-state schools within all the senatorial districts of Kano, Kaduna and Jigawa states.

Development of Non-State School Policy

PLANE has also supported Kano, Kaduna and Jigawa states in the development of Non-State School policies which aims to achieve the following:

- *Enhancing political will among policymakers at all levels to commit resources for integrating core subjects into Qur'anic schools*
- *Increasing awareness among stakeholders on the importance of the integration program and reducing resistance through sensitisation, advocacy, and community dialogue*
- *Creating an enabling environment for learning in Qur'anic schools*
- *Increasing interagency linkages and partnerships between Government, Civil Society Organisations (CSOs), and other development partners working towards SDGs.*
- *Empowering learners with vocational and life skills for their socioeconomic well-being*
- *Increasing enrolment, retention, and completion of quality basic education of learners*

Training support teachers

Another approach will be to seek for the active participation of the support teachers, who are required to provide in- school support to the teachers and monitor progress in schools through school support visits. The support teachers will be central to the expansion and sustainability of this intervention as they will be trained to carry out the training of new community teachers using the PLANE modules and Teachers Guide. The School Support Officer's capacity will be strengthened to provide school support through school visit and graded assessments of private and IQS. For example, PLANE supported the conduct of literacy & numeracy training for 91 head teachers drawn from Islamiya and Qur'anic Schools Association (IQS) and Private Schools Association (PSA) on inclusive teaching, learning, gender and social inclusion, and water, sanitation and hygiene (WASH).

In conclusion, it is crucial to establish ongoing programs for teacher training in Qur'anic schools and to implement measures to cater to the learning needs of children in these schools, particularly those from marginalised and underprivileged areas.

Our Community Story

By Caitlin Downs and Yusuf Kabir

Meet Malam Aliyu Musa, a passionate facilitator teaching children in his community to read and write



Photo Credit: DAI/Bukola Bayo-Philip

It's a Sunday afternoon in Kano, Nigeria, and Malam Aliyu Musa is walking from his home to the mosque. He carries writing materials and posters filled with letters, syllables and words. On his way, he is met by children of all ages – some as young as 3 years old – excitedly running up to him with their siblings and friends in tow.

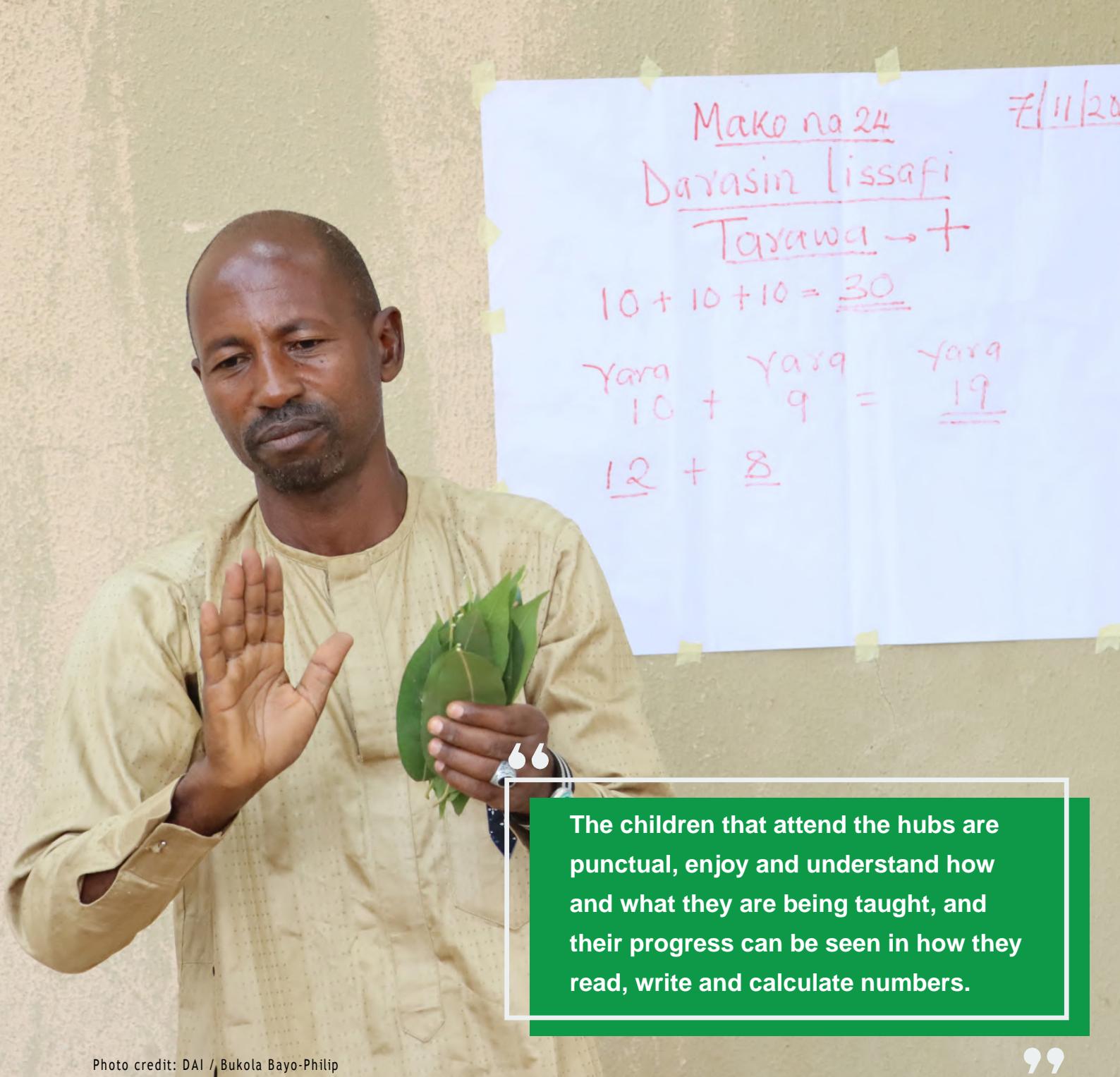
Malam Musa is going to teach at a Community Learning Hub, an initiative under the FCDO-funded Partnership for Learning for All (PLANE) programme. These Community Learning Hubs provide a safe space for both in-school and out-of-school children to learn basic literacy and numeracy skills.

In Malam Musa's community, the Hub is located just within the walls of a local mosque. The Hub is ardently supported by the community. Every week, over 100 children each week find their place on mats and pull out their exercise books, ready to learn.

Malam Musa is a retired teacher of 30 years who now works as a farmer. He has a deep desire to help all children learn to read and write, and when you ask him about his decision to volunteer as a Hub Facilitator, his lips break into a wide smile. His passion for education is clear. He shares: "I became interested in teaching at the Hub having seen the impact they have had on children who otherwise would not have access to a formal

education system. This encouraged me to assist in the Learning Hubs to improve the learning and teaching skills in not only [my community] but also in the country. The children that attend the hubs are punctual, enjoy and understand how and what they are being taught, and their progress can be seen in how they read, write and calculate numbers."

"I became interested in teaching at the Hub having seen the impact they have had on children who otherwise would not have access to a formal education system."



The children that attend the hubs are punctual, enjoy and understand how and what they are being taught, and their progress can be seen in how they read, write and calculate numbers.

Photo credit: DAI / Bukola Bayo-Philip

Second only to this deep motivation to help learners read and write is his preparedness for each session. Learning activities each week are one hour long and cover a variety of topics such as writing letters, identifying syllables, and improving reading comprehension.

The PLANE program provides a simple Facilitator's Guide to each facilitator for the lesson covered each week. PLANE also builds capacity of the facilitators to source their own local materials and teach activities that meet

the unique learning needs of the children at the hubs. Malam Musa does just that and notes the kindness with which the community has supported both him and the children. The Village Head regularly visits the Hub, while the School Based Management Committee (SBMC) Chairman and Mothers Association provide learning materials and advice to the children on the importance of education. Malam Musa notes, too, that "The Local Education Authority monitors the hubs to ascertain how and what the

children are taught and [provides] some necessary tools for teaching."

PLANE has provided training and support to 200 facilitators like Malam Musa, reaching three states in northern Nigeria. The popularity of the Hubs is a testament to community interest in education. While many challenges in education remain, the Hubs offer one model for communities to take ownership of education and expand learning opportunities for children

ACTIVITY HIGHLIGHTS



PLANE holds 4th Quarterly Programme Review Meeting

Following the end of its first year of implementation, PLANE held its 4th Quarterly Programme Review meeting on 16 October in Abuja. The meeting presented an opportunity to reflect on progress and lessons learned. It was attended by partners from the Federal Ministry of Education, Universal Basic Education Commission, Teachers Registration Council of Nigeria, State Ministries of Education and the State Universal Basic Education Board (SUBEB) in Kaduna, Kano and Jigawa States.

During the meeting, partners made presentations on state and federal-level progress and their plans to scale up the current initiatives supported by PLANE. As reflected in the data presented by Umer Khan, M&E Advisor, PLANE working with partners in the three states and at the federal level is on track to improving learning outcomes and realising critical policy reforms in the education sector. These reforms cover critical areas including governance of non-state schools, girl-child education, safeguarding, quality assurance and teacher education.



Advocacy for Inclusive Education on World Disability Day 2023

In December 2023, PLANE, in partnership with the Joint National Association of Persons with Disability (JONAPWD), celebrated the International Day of Persons with Disabilities (IDPwD) under the theme, "United in action to rescue and achieve the Sustainable Development Goals (SDGs) for, with, and by persons with disabilities."

A series of activities, including radio programmes, advocacy visits, town hall meeting, rally, school quiz competition and sports were organised in Jigawa State to strengthen community awareness, understanding, and acceptance of individuals with disabilities. The town hall meeting, which was a central element of this collaboration, saw active participation from over 300 stakeholders, including persons with disabilities (PWDs) from the 27 local government areas of the state. In attendance were representatives of commissioners, heads of education parastatals, security agencies, development partners, religious and traditional institutions, and the media.

Through this engagement, PLANE and JONAPWD successfully amplified the importance of accessibility and inclusion, particularly in education, while also shedding light on the challenges faced by PwDs and how they can be addressed. A paper was presented on the relevance of inclusion in promoting Basic education; challenges and way forward.





Participation at National Conference on the Learning Crisis

PLANE participated in the National Conference on Learning Crisis organised by the Federal Government, in collaboration with the Ministry of Education, the Universal Basic Education Commission, the Nigeria Governors' Forum, and UNICEF. The conference, which took place in October 2023 provided an opportunity to dissect the educational challenge in Nigeria, while also showcasing successful educational models that have proven effective in improving reading skills in children, such as the Reading and Numeracy Activity (RANA) in PLANE assisted states and TaRL (Teaching at the Right Level).

PLANE made a presentation during a panel session, highlighting the remarkable progress made in improving reading skills for students in primary 1-3, catering to formal and Integrated Quranic Schools. Strong voices from federal and state officials, international donors, development partners, and the private sector led to the creation of a 'Framework of Action. The Conference stressed that a united effort, blending political leadership, technical expertise, and local



PLANE's exhibition booth
Photo credit: DAI / Bukola Bayo-Philip

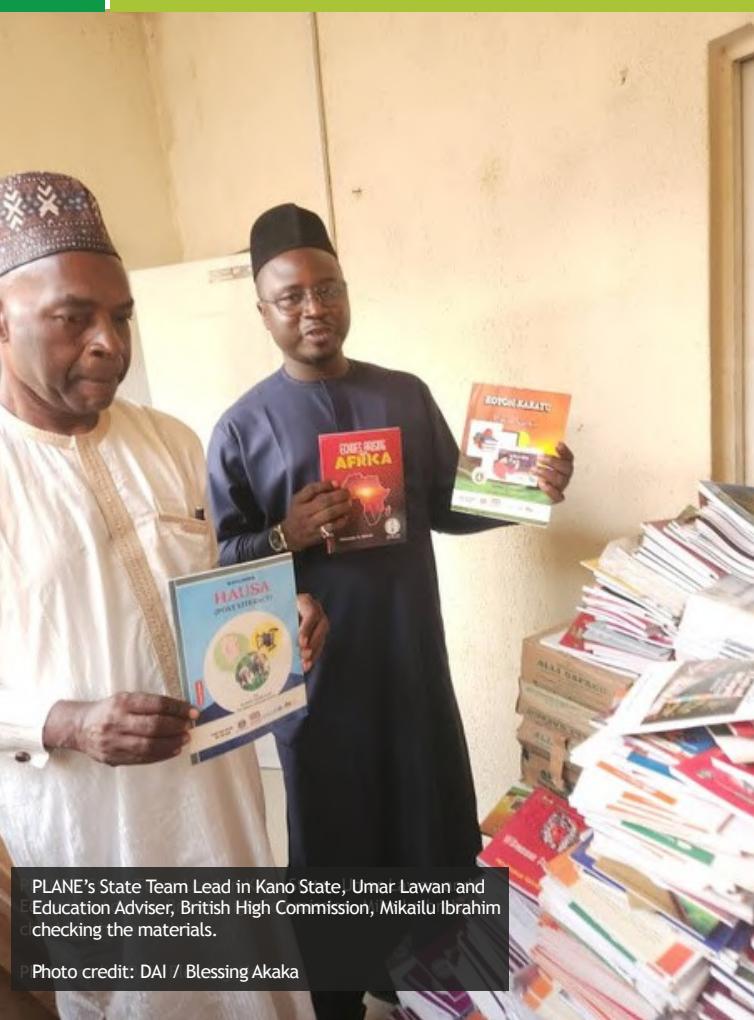




Some of the books and learning materials provided by Kano State Government.

Photo credit: DAI / Blessing Akaka

Kano State Government donates learning materials to Community Learning hubs



The management of Kano State Universal Basic Education Board has approved the release of essential teaching and learning materials to the PLANE office for distribution to the 50 Community Learning Hubs established in the state. This move is in recognition of the significant role that community learning hubs play in reducing the number of out-of-school children in the state. Learning materials donated included whiteboards, whiteboard markers, chalk, exercise books, literacy books, library books and pens.

In Kano, Kaduna and Jigawa states, the FCDO-PLANE programme has supported the establishment of 200 community learning hubs in its first year of implementation, with a goal to promote learning in informal settings and attract out-of-school children, who over time, will be mainstreamed into the formal school environment.

Unlike formal schools, community learning hubs are run by volunteer facilitators with the support of community stakeholders. Lessons are held in a variety of locations, including formal schools or open-air safe spaces in the community. Strengthening the functionality of these hubs through provision of resources as done in Kano State will further ensure the hub achieves its goal of helping both in- school and out-of-school children improve their basic literacy and numeracy skills.

PLANE's State Team Lead in Kano State, Umar Lawan and Education Adviser, British High Commission, Mikailu Ibrahim checking the materials.

Photo credit: DAI / Blessing Akaka

Refresher Training of National and State master Trainers

In November/December 2023, PLANE organised a refresher training for 19 national master trainers covering northwestern states within the country, in Dutse, Jigawa State. The 5-day training focused on foundational learning skills for Primary 1 to 3 teachers, with attention on pedagogy, material development, safeguarding, inclusion and challenging topics/grey areas reported by teachers during school support visits. PLANE, using the cascade model, trains the national master trainers, who in turn train state-based master trainers. The state-based trainers step down the same training received to headteachers and Primary 1-3 teachers.

Through the refresher training, PLANE contributes to the continuous professional development of teachers while also strengthening their capacity to teach effectively.

Photos by: DAI/Babatunde Lawal



Validating the professional standards for school leadership



PLANE in collaboration with British Council and Teachers Registration Council of Nigeria (TRCN), developed the Professional Standards for School Leaders in Nigeria in October 2023. Thereafter, PLANE supported a 5-day stakeholder engagement summit involving 75 participants across the country in November 2023. The developed standard aims to establish clear performance expectations for school leaders in instructional leadership across different career stages and define the essential knowledge and competencies needed for effective leadership.

Training of 100 Gender Desk Officers in Kano State

In November 2023, PLANE worked with the Kano State Government to successfully conduct a 5-day training for 100 Gender Desk officers, Girl Education coordinators and Special Education Officers.

The training, which was at the request of the state government, aligns with PLANE's system-strengthening approach, and is expected to drive activities geared towards removing gender and disability-based barriers to teaching and learning in the state.

The desk officers, drawn from key ministries, agencies and local government education authorities, will collect data, document relevant days and engage stakeholders to promote gender and social inclusion in education. Targeted planning and budgeting will be informed by the generated data for GESI-related issues.

PLANE-supported activities in the news



<https://www.dai.com/news/uk-government-pledges-continued-support-as-nigerias-jigawa-state-makes-plans-to-recruit-6-000-new-teachers>

<https://tribuneonlineng.com/uk-govt-pledges-more-support-for-educational-reform-in-jigawa/>

<https://leadership.ng/jigawa-inaugurates-committee-to-fill-teaching-gaps/>

<https://guardian.ng/news/jigawa-signs-maf-with-fcdo/>

<https://dailypost.ng/2023/11/09/uk-jigawa-governments-move-to-end-out-of-school-children-shortage-of-teachers/>

<https://tribuneonlineng.com/jigawa-earmarks-n2-6bn-for-teachers-recruitment-induction/>

<https://nannews.ng/2023/10/25/plane-distributes-170976-textbooks-to-694-schools-in-kaduna/>

<https://leadership.ng/plane-trains-8000-kano-teachers/>

[Strengthening Education: Jigawa State Non-State Schools Grading Assessment Workshop](#)

In case you missed it!

The newsletter header features the PLANE logo (a stack of books) and the UK Aid logo. The title 'PLANE NIGERIA NEWSLETTER' is in bold, with the date 'September 2023' below it. A green sidebar on the left contains the text 'Our community story'.

Welcome to another edition of PLANE Nigeria's quarterly newsletter. We hope you enjoy reading about our work in Nigeria and the progress we are making with partners to ensure that children everywhere have access to safe, effective, and inclusive education delivery.

Our website, www.planenigeria.com, is now live and accessible to everyone. On the site, you will find a wealth of resources including detailed information on our activities across different windows. Feel free to explore and share your feedback with us. Enjoy reading!

Our community story

"Now, I have the confidence that if you come to my school, any child from Primary 1 and 2 can write and read without any stress" - Amina Mohammed

Amina Mohammed serves as the headteacher of LGEA Kagoro Primary School, located in Sabon Gari, Kaduna South. This primary school, founded in 1977, currently has approximately 1,350 students and 43 teachers. As is often the case in rural areas, ensuring adequate literacy levels and teacher quality has been a persistent challenge. Nevertheless, this school is making strides towards becoming a model for empowerment and education. Mohammed believes PLANE's interventions in the school have brought about some significant changes over the past one year.

Since I started teaching in 2002, we have not received any intervention or any programme that is up to the standard of PLANE. Our teachers are really working hand in hand with this project because of the way they were trained and motivated. It makes them more motivated to teach these learners, she says.

You can download the previous edition of PLANE newsletters on our website: www.planenigeria.com. Simply visit the resources tab, search for 'newsletter' and click 'download'. PLANE also has useful learning resources and evidence products on the website.

This newsletter is produced by the Partnership for Learning for All in Nigeria programme office in Abuja, Nigeria.

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