



**FEDERAL MINISTRY OF  
EDUCATION**

**NATIONAL TEACHER  
EDUCATION POLICY**

**February, 2014**

**FEDERAL REPUBLIC OF NIGERIA**  
FEDERAL MINISTRY OF EDUCATION



**NATIONAL TEACHER  
EDUCATION POLICY**

Revised version, sequel to a Stakeholder workshop held in  
Abuja on 15-16 September, 2011 and reviewed by  
the High Level Implementation Committee on the Report of  
the presidential Task Team on Education in  
February, 2012

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## FOREWARD

The need for quality teacher education in this country informed the development of this National Teacher Education Policy (NTEP). The policy is the outcome of the collaborative efforts of the Federal and State Ministry of Education, and major stakeholders in the education sector, with technical and financial support from ENHANSE/USAID. It underlines the pivotal role of quality teachers in the provision of quality education at all levels. As a sure step towards the realization of both the Education For All (EFA) goals and the Millennium Development Goals (MDGs).

The policy objective is to produce highly knowledgeable, skilled and creative teachers who are capable of producing learners who can compete globally, while its goal is to ensure that teachers are adequately catered for and made adaptable to our changing world.

It is also to ensure that teachers are trained and recruited based on explicit performance standards.

It is hoped that the effective implementation of this policy, based on the accompanying guidelines would enrich the nation's education process and ensure quality learning.

I therefore, fully endorse and recommend the National Teacher Education Policy to all Stakeholders whose valued support in its implementation would ensure emergence of quality teachers for quality teaching and learning in the nation's education system.

**Malam Ibrahim Shekarau CON**  
**(Sardaunan Kano)**

Honourable Minister of Education  
October, 2014.

## **ACKNOWLEDGMENTS**

The development of the National Teacher Education Policy is a major achievement towards qualitative improvement of initial education and career-long professional development of teachers in Nigeria.

The Federal Ministry of Education wishes to acknowledge the immense contributions of State Ministries of Education and their agencies, tertiary institutions, education sector parastatals, particularly the Universal Basic Education Commission (UBEC), the National Commission for Colleges of Education (NCCE), the National Teachers' Institute (NTI), the National Board for Technical Education (NBTE), the Nigeria Educational Research and Development Council (NERDC), and the Teachers Registration Council of Nigeria (TRCN).

The immense contributions of the Nigeria Union of Teachers (NUT) and the National Association of Parents-Teachers Association of Nigeria (NAPTAN) are hereby also gratefully acknowledged.

Finally, we acknowledge with deep appreciation the technical and financial support of international development partners:- United Nations Educational Scientific and Cultural Organization (UNESCO), Japan International Cooperation Agency (JICA) and particularly, ENHANSE/USAID that were helpful in realizing this national dream of developing a national teacher education policy.

## **ACRONYMNS**

ANBC	Advanced National Business Certificate
ANTC	Advanced National Technical Certificate
COE	College of Education
CPD	Continuing Professional Development
ECE	Early Childhood Education
ECCE	Early Childhood Care and Education
ENHANSE	Enabling HIV/AIDS, TB and Social Sector Environment
GCE	General Certificate of Education
ICT	Information and Communication Technology

IT	Information Technology
ISTE	In- service Teacher Education
JAMB	Joint Admission Matriculation Board
JCCE	Joint Consultative Committee on Education
JSS	Junior Secondary School
LGEAs	Local Government Education Authorities
MCPD	Mandatory Continuing Professional Development
MDGs	Millennium Development Goals
MOE	Ministry of Education
M&E	Monitoring and Evaluation
NBC	National Business Certificate
NBTE	National Board for Technical Education
NCE	Nigeria Certificate in Education
NCCE	National Commission for Colleges of Education
ND	National Diploma
NPE	National Policy on Education
NTC	National Technical Certificate
NTI	National Teachers` Institute
PES	Primary Education Studies
PSTE	Pre-service Teacher Education
PTDF	Petroleum Technology Development Fund
SSS	Senior Secondary School
SSCE	Senior Secondary Certificate Examination
STM	Science Technology and Mathematics

STUP	Special Teacher Upgrading Programme
SUBEBS	State Universal Basic Education Boards
TC II	Teacher Grade II Certificate
TEDFA	Teacher Education Development Fund Account
TEDPL	Teacher Education Development Plan
TESCOM	Teaching Service Commission
TRCN	Teachers` Registration Council of Nigeria
TSS	Teachers Salary Scale
TP	Teaching Practice
UBEC	Universal Basic Education Commission
UNESCO	United Nations Educational Scientific and Cultural Organization

## 1.0 INTRODUCTION

“In recognition of the pivotal role of quality teachers in the provision of quality education at all levels, teacher education shall continue to be emphasized in all educational planning and development.”

### **National Policy on Education, 2007.**

Access to basic and post-basic education continues to expand in Nigeria, a hopeful sign of increasing confidence in the possibilities and promise of the Nigerian education system. Yet, ensuring consistent quality of teaching and learning remains a significant challenge. One area in which this challenge is most evident is that of teacher education: while various policies exist to ensure the provision of quality teacher education, these policies are often inappropriate. Moreover, there are practically no teacher education policies that link pre-service teacher education and in-service teacher education (PSTE and ISTE) in any coherent way, or that fully recognize the role of ISTE in teacher motivation and in ensuring continuous improvement in the quality of teaching and learning.

## 2.0 SITUATION OF TEACHER EDUCATION IN NIGERIA

Recent studies have shown that a number of significant areas of concern would have to be seriously addressed if teacher education is to contribute meaningfully to achieving the goals of the National policy on Education (NPE). These areas include:

- a. the need for up-dating of recruitment, admissions and graduation requirements.
- b. incentives and measures for attracting talents into the teaching profession.
- c. PSTE course content in NCE and university undergraduate programmes that fall below the requirements of today’s knowledge economy.
- d. inadequate coverage and inadequate mastery of content knowledge in ‘teaching subjects’ especially in languages, science, mathematics and technology.

- e. the prevalence of memorization-regurgitation due to the predominance of the lecture method of teaching.
- f. inadequacy and inappropriateness of teaching and learning materials, and
- g. low level of IT penetration and utilization in an IT-dominated area.

In teacher education and more especially in the degree programmes, the duration of practical teaching is unacceptably short. Little or no time is devoted to classroom observation prior to teaching practice. Quality of lesson preparation and delivery by student teachers is abysmally low. The quality of supervision of student teachers on teaching practice leave much to be desired; while there is no formal induction exercise for student teachers prior to their involvement in teaching practice.

A good number of institutions for teacher education operate with dilapidated infrastructure and furniture; overcrowded lecture halls and insufficient equipment and materials (e.g) library and laboratory materials, computer). There is also little or no student support in terms of scholarships, medical care and, counseling services.

Lecturer selection for colleges of education (COEs) was generally considered as not being sufficiently rigorous. Lecturers were found to be inadequately prepared to teach in the areas to which they are assigned; especially Primary Education Studies (PES). Worse still, Lecturers have very limited opportunities for continuous professional and academic development.

There are very limited attempts to systematically link In-Service Teacher Education (ISTE) programmes closely to the learning needs and workplace challenges which consists primarily of programmes to provide for upgrading or certification through distance and "sandwich" courses. Systematic professional development programmes for teachers at the post-basic level are few and far between.

Funding has remained a perpetual challenge, while monitoring and evaluation of teacher education programmes are not what they ought to be.

### **3.0 POLICY ENVIRONMENT**

As a signatory to numerous international conventions and agreements on the provision of quality education for all, Nigeria has ensured that its education system embodies principles stated in the ILO/UNESCO Joint Recommendations Concerning the Status of Teachers (UNESCO, 1966), Education For All (EFA) (Jomtien, 1990), the Millennium Development Goals (MDGs,) (2000), the Dakar Framework for Action (2000) and the International Strategy to put the Dakar Framework into Action (2002).

These conventions and agreements are reflected in the principal policy documents that guide teacher education in Nigeria, namely:

- a. National Policy on Education (6th ed. 2013);
- b. Minimum standards for Nigeria Certificate in Education;
- c. Guidelines on Academic Programmes for Nigeria Certificate in Education;
- d. Approved Minimum Academic Standards in Education for all Nigerian Universities;
- e. UME/DE Brochure Guidelines for Admissions into First Degree Courses in Nigerian Universities and other Degree-Awarding Institutions, (15th Edition 2007/2008 Academic Session);
- f. TRCN's Mandatory Continuing Professional Development (CPD) Manual; and
- g. **TRCN Manual for Accreditation of Teacher Education in Nigeria.**

In addition the Federal Government trained 145,000 serving teachers in 2006, while 40,000 unemployed NCE graduates were recruited and deployed to primary schools in 2006. In the year, 2007, 5,000 unemployed NCE Teachers of English, Mathematics and Science were recruited and deployed to Junior Secondary Schools. Government has also introduced the Special Teacher Upgrading Programme (STUP), aimed at upgrading Grades I and Grade II teachers to the Nigeria Certificate in Education (NCE) level.

#### 4.0 **POLICY PROCESS**

The process of developing this policy involved a research survey which included a documentary study, interviews and focused group discussions. This was complemented by a study on Basic Quality Standards. The findings of the two studies were later reviewed in the course of consultative session with key stakeholders on teacher education.

An early policy draft was developed and shared with three states partnering with USAID (Kano, Lagos and Nassarawa) for their input. Results of a number of relevant studies by International Development Partners were used to further enrich that draft. The enriched draft policy was thereafter presented to the Federal Ministry of Education (FME) Task Team on Teacher Quality and Development and was useful in the development of a Framework for a National Strategy for Teacher Quality and Development. This was upgraded to embrace post basic teacher education issues to make for a more comprehensive policy.

A Stakeholders Meeting was held in Abuja on 25th July, 2007 where the draft was critically reviewed. It was thereafter presented to JCCE Reference Committee on Teacher Education

which held in Asaba, Delta State on 1st and 2nd August, 2007. That further reviewed it for presentation to JCCE Plenary held in Lagos.

The document was presented at the National Council on Education meeting held in Katsina 10th -14th December, 2007. Owing to observed grey areas in the draft, the National Council on Education directed a wider stakeholder meeting to address a number of critical issues. The Meeting was held on the 26th and 27th March, 2008 in Abuja, in the course of which the issues were resolved.

The draft arising from the Stakeholders Meeting was presented to the JCCE Reference Committee on Teacher Education held in Gombe on 16th and 17th April, 2008. A redrafted version of the policy was discussed at the JCCE Plenary held at Akure, Ondo State on 10th -14th November, 2008. while final approval was given by the National Council on Education (NCE), the nation's highest policy making body in Education, at its meeting in Abuja, on 5th -9th January, 2009.

## 5.0 **CONDITIONS FOR SUCCESS**

Employing best practices is a major conditions for success of the policy. Efforts are underway to improve teacher education programmes in Nigeria. This policy is intended to complement, and more importantly, reinforce these and other efforts by ensuring that key aspects of quality teacher education are implemented.

These include:

- a. use of standards in the design of teacher education programmes, with a focus on outcomes and teacher performance.
- b. recruitment of quality candidates into teacher education programmes.
- c. sound grounding of teachers both in academic disciplines and pedagogy mastery and subjects based methodologies.
- d. developing in teachers, the skills of team work and reflection, mastery and application of ICT, as well as action research.
- e. literacy promotion as an integral part of teacher preparation programmes.
- f. authentic assessment of teacher learning;

- g. closely linking pre-service and in-service teacher education curricula and programmes.
- h. increased opportunities for re-skilling and professional support for teachers on a continuous basis, especially at the local or school level.
- i. recognition of prior learning or experience in professional development programmes in decisions concerning career advancement.
- j. provision of opportunities for continuous teacher promotion and recognition.
- k. encouragement of active participation of teachers in relevant professional bodies/associations.
- l. introduction of a reward and incentive system for exceptional teachers.
- m. improved conditions of service (and of work) for teachers.

## 6.0 **GUIDING PRINCIPLES**

This Policy is premised on the overarching guiding principle of ensuring that knowledgeable and effective teachers are recruited, constantly re-tooled and re-skilled, and most importantly, retrained to be able to teach to world-class standards. In more concrete terms, guiding principles serve to ensure that the policy is:

- \* **Comprehensive:** The policy incorporates key components of Pre-Service Teacher Education (PSTE) and In Service Teacher Education (ISTE) to ensure coherence and continuity of training opportunities throughout the career of teachers at all levels of education.
- \* **Standards-based:** The policy focuses on standards to be implemented in PSTE and ISTE programmes, with emphasis on evaluation of teachers' performance i.e, the knowledge, professional competences, values and attitude they must possess to be able to practice their profession and objectively verifiable means of determining their performance level.
- \* **Focus on life-long learning:** The policy promotes continuous professional development of all teachers throughout their careers, couple with appropriate rewards and recognition for all self-improvement efforts.

## 7.0 **POLICY DIRECTION AND MAJOR PROVISIONS**

### 7.1 **VISION**

A national school system staffed by quality, highly skilled, motivated, devoted, knowledgeable and creative teachers (capable of raising a generation of Nigerian learners who can compete globally) based on explicit performance standards through the world standard Pre- Service and In-Service Programmes.

### 7.2 **GOAL**

To promote quality education at all levels of the system by transforming the image, self concept and social recognition of teachers by improving the standards of recruitment into the teaching profession, by the development of world standard initial teacher education programmes, by institutionalizing systematic career long professional development of all teachers.

### 7.3 **OBJECTIVES**

- i To create adequate incentives to attract first rate candidates to the teaching profession.
- ii. To ensure rigorous admission and graduation requirements and apply them consistently.
- iii. To ensure that teacher education institutions are well equipped both in human, financial and material resources.
- iv. To ensure that teachers have sufficient mastery of academic content disciplines and of pedagogy principles and their applications, including enhanced capacity to respond to learners with special needs.
- v. To ensure structured, effective and supportive supervision of student teachers during teaching practice as well as standardized procedures for induction into the profession, certification and licensing.
- vi. To ensure the availability in sufficient numbers of quality teacher educators who can serve as master models in terms of knowledge, values, attitudes and pedagogical competence.

- vii. To ensure the provision of opportunities for the continuing professional development of serving teachers; their retention, advancement and self-improvement in their chosen career.
- viii. To ensure that teachers avail themselves of opportunities for career-long personal, professional and intellectual development.

## 8.0 **POLICY FOCUS AREAS**

The focus areas of the policy revolve around the above statements of objectives and are each predicated on a key PRINCIPLE (an article of faith on quality teachers provision in the school system for quality teaching and quality learning) .

Pre-Service Teacher Education: recruitment, admissions and graduation requirements

PRINCIPLE ONE: To attract first rated candidates into the teaching profession there must be adequate incentives:

### A. ENROLMENT

The following incentives for enrolment in teacher education shall be provided for enrolment into teacher education programmes:

- i. Scholarship schemes: In order to encourage admission into the NCE and Bachelors degree programmes in education, the following incentives shall be provided: Scholarships for tuition, feeding, book allowances and monthly stipends for general up-keeping.
- ii. Special incentives shall be given to primary school teachers to be posted to rural or disadvantaged areas in form of rural posting allowance.
- iii. More incentives shall be provided for candidates studying ECCE, Primary Education studies and the other areas such as: Technology, and Mathematics (STM), English Language and French.
- iv. Teacher trainees on Teaching Practice and Practicum shall be recognized and harmonized with the Student Industrial Work Scheme (SIWES).

- v. The Federal Teachers' Scheme, which guarantees employment for a minimum of two years for qualifying NCE graduates, is recommended for adoption by the state Governments.
- vi. The Teachers Salary Scale (TSS) shall be fully adopted by both Federal and State Government

**B. ADMISSION REQUIREMENTS**

PRINCIPLE TWO: To produce quality teachers, admission and graduation requirements for teachers education programmes need to be reviewed, to improve the calibre of both entrants and graduates.

- 1. The minimum requirement for admission into the NCE programmes shall be Credit passes in five relevant subjects, at not more than two sittings in GCE/TC II/SSCE, NTC and NBC at a maximum of two sittings.
- 2. For admission into NCE I, pre-NCE candidates must possess credit passes in at least four relevant subjects.
- 3. The minimum requirements for admission into the five-year B.A. /B.Sc. Ed. or B.Ed. program shall be credit passes in a minimum of 5 relevant subjects, including English language in the GCE/SSCE /TC II/NTC/NBC at a maximum of two sittings.
- 4. For admission into the 3-year degree programme designed for holders of NCE/GCE A/L, ND Diploma/Foundation Course Certificate, ANTC and ANBC or any other certificate, acceptable for Direct Entry in Nigeria Universities, candidates must:
  - a. Meet the general requirements for the 4-year programme.
  - b. A minimum of merit obtained at the NCE level in education and a teaching subject, credit level in GCE A level or ND and the Diploma/Foundation course.

## **C. GRADUATION REQUIREMENTS**

1. For graduation from the NCE and Bachelor's degree programme, each student teacher shall be required to pass the minimum number of units of courses as prescribed in the NCCE Minimum Standards and the NUC Minimum Standards, respectively.
2. A student teacher should be exposed to a well supervised and extensive period of teaching practice and practicum.

Conditions of study in Universities, Colleges of Education and the National Teachers' Institute ( NTI ).

PRINCIPLE THREE: For student teachers to be able to learn well, teacher education institutions must be equipped to prepare them adequately.

1. Teacher education institutions are required to comply with the NCCE or NUC requirements for Principal Officers and the minimum number and quality of administrative and other non-academic staff relative to academic staff required for approval as an institutions for teacher education.
2. NCCE and NUC shall prescribe the minimum number of lecturers i.e lecturer/student ratio and support staff for each course in the NCE or Bachelor's programme.
3. NCCE and NUC shall involve TRCN in monitoring the quality of teaching staff in the teacher education institutions.
4. Teacher education institutions shall comply with extant conditions of service for staff at all times.

## **CURRICULUM AND INSTRUCTION**

PRINCIPLE FOUR: For teachers to be able to teach well, at their level , they must have sufficient mastery of content and subject-specific methods of teaching.

1. The NCE curriculum shall consist of courses and programmes that are age- and level-specific. That is, the courses are targeted at producing specialist teachers for:
  - Pre-primary Education or Early Childhood Care and Education (ECCE)
  - Primary Education
  - Junior Secondary Education
  - Adult and Non-Formal Education, and
  - Special Needs Education.
2. The NCE curriculum shall include at least one course on subject-specific teaching methodologies for example:
  - a. Teaching in the English language of environment
  - b. Teaching English as a second language
  - c. Teaching numeracy/mathematics
  - d. Teaching the natural sciences, physical/health education
  - e. Teaching the social sciences
3. The curriculum for the ECCE and PE streams shall include the learning of the language of the environment. This is in consonance with the NPE's provision that the language of the environment shall be employed, as much as possible, in teaching at ECCE and lower primary classes.
4. The PE curriculum shall be divided into lower primary and upper primary streams.
5. Students majoring in Primary Education shall be required to take a minimum of 4 courses in the lower primary stream, including reading methodology and teaching in the language of the environment.
6. The ECCE and PE programs shall each be offered as double majors, i.e., without any specialized teaching subjects. For example, PE

student teachers shall be trained to teach all the core subjects in the primary schools curriculum rather than being trained to teach one or two specialized subjects.

7. The PE and JSE programs shall each include a course on Technical and Vocational Education.
8. JSE student teachers shall continue to have one double major or two specialized teaching subjects, which are obtainable in JSS curriculum; e.g. NCE (Integrated Science), NCE (Agriculture Education), NCE (Business Education) or NCE (English/Social Studies), etc.
9. University Faculties of Education shall be encouraged to develop relevant degree and higher degree programmes providing in area related to primary Education, and ECCE too! To provide avenues for the educational advancement of NCE teachers who are specialized in that area.
10. The teaching subjects content of the curriculum for the Bachelor's degree program shall account for a minimum of 70% of the course, while core Education courses shall not be more than 20% and 10% for general studies.
11. Specialization such as Education Administration and Guidance and counselling shall be combined with reasonable level of teaching subject units.
12. As part of the Education courses, either in the NCE or undergraduate programs, all student teachers must take courses in IT and relevant audio-visual their applications in teaching and learning.
13. All student teachers, irrespective of stream or programme, shall take a compulsory course, relevant to each programme, in Special Education and Entrepreneurship Education.
14. Curriculum evaluation instructions: NCCE/NUC shall develop and implement standardized instruments, with clear indicators for pass/fail, to be used to review the curriculum for cultural relevance, gender-sensitivity and health orientation, including HIV and AIDS. These instruments will be available to the public, and will be used

by the NCCE/NUC accreditation and re-accreditation procedures in the Colleges of Education, the National Teachers' Institute and Universities.

15. **Methods:** Standard observation instruments shall be developed and administered to ensure that appropriate practical, exploratory and experimental teaching methods are used in all courses taught in the Universities, COEs and NTI and other NCE- awarding institutions. This instrument will also include provision for the use of relevant teaching and learning materials, which can be Sourced from the school's local environment and the inclusion of Information Technologies (IT) in teaching where possible .
16. **Monitoring:** NCCE and NUC shall develop standardized instruments to be used by the management of each training institution and the two agencies shall monitor the regularity and quality of instrument in each institution.
  - a. All curriculum evaluation instruments developed shall be available to the public, and shall be used by the NCCE or NUC as part of its accreditation and re-accreditation procedures in the COEs, NCE-awarding institutions, NTI and universities.
  - b. Adequate library space and stock shall be provided. Facilities for and access to the virtual libraries shall be provided in each institution.
  - c. A standard instrument shall be developed and administered to assess the use of authentic exercise (e.g., development of lesson plans, case studies, position papers, development of instructional materials, demonstration lessons) in continuous assessment and final examinations.

## **TEACHING PRACTICE AND INDUCTION**

**PRINCIPLE FIVE:** Successful student teaching is a result of structured, effective and supportive supervision provided to the student teacher by a variety of educators.

### **A. TEACHING PRACTICE**

1. Every student teacher shall be exposed to professional training in the school system through the Teaching Practice (TP) exercise.
2. At least one course shall include a minimum of 30 hours of micro-teaching, to be carried out before TP begins (2 credits).
3. The duration of Teaching Practice for NCE shall be for one Semester duration to be run at a stretch from the beginning of the first Semester Year Three to the end. The TP shall begin with guided classroom observation, followed by instruction assisted by the classroom "cooperating teacher" and ending with assumption of full responsibility for teaching with the cooperating teacher remaining in the classroom.
4. For the Bachelor's degree programme, the duration of the TP shall be for a total of two academic terms, one at the 300 level and the other at 400 level.
5. The period between the two exercises shall be devoted to a critical analysis and enrichment of TP experience.
6. Each student teacher shall be supervised and assessed by different personnel at least four (4) times during each TP exercise. As much as possible student teachers shall be supervised by specialists.
7. Standardized Teaching Practice assessment forms and procedures shall be developed for supervisors University/COE/NTI academic staff, head teachers/cooperating teachers and external moderating agencies.
  - a. Assessment scores given by University/COE/NTI staff shall account for 40% of student teacher's overall TP score.
  - b. Assessment scores given by head teachers and cooperating teachers shall account for 20% of student teacher's overall TP score.
  - c. Assessment scores given by external moderating teams or relevant government agencies (NUC/NCCE) shall constitute 40% of the student teacher's overall TP score.

8. Student teachers shall be paid a minimum amount not below the minimum wage as stipends during the TP period by State Governments /LGAs (primary).
9. A standardized module shall be provided to all supervisory personnel delineating procedures for supervision and assessment, with a special emphasis on the role of supervisors in helping and supporting student teachers rather than fault-finding and punishment.
10. Assessors shall have an orientation programme on assessment procedures.

## **B. INDUCTION**

1. A structured process of deployment and supporting graduates(NCE or Bachelor's degree) in their first year of service as teachers shall be developed.
2. Supervisory personnel from MOEs, TRCN, SUBEBs and LGEAs shall receive training in standardized procedures for ensuring optimal support for new teachers during the induction period.
3. Graduate of all Teacher Education programmes shall be inducted by TRCN in collaboration with Federal Education Institutions.

## **C. CERTIFICATION AND LICENSING**

1. After graduation from any Teacher Education programmes every new teacher shall be registered by the TRCN after at least one year of successful internship with mentoring to qualify for licensed.
2. Re-validation of every registered teacher by the TRCN, based on evidence of continuing academic and professional development, shall take place every five years.

Training, qualification and support for Colleges of Education and Faculty/Institute of Education staff.

PRINCIPLE SIX: For teachers to learn well, teacher educators must be sufficiently trained and capable of imparting and modeling desired knowledge, skills and attitudes.

## **QUALIFICATIONS OF TRAINED EDUCATORS**

1. The National Commission for Colleges of Education (NCCE) shall specify minimum qualifications of all academic and support staff in teacher education institutions in NCE awarding institutions.
2. The minimum requirement for teaching in a College of Education shall be a Master's degree in a teaching subject.
3. Every teacher in a Education Institution must have a teaching qualification.
4. All Colleges of Education/NTI lecturer shall be encouraged to possess a doctorate degree.
5. All teacher educators shall register with the Teachers Registration Council of Nigeria.
6. All teacher educators shall receive a minimum of 12 hours of Continuing Professional Development (content and methodology) at least once every two years.
7. All Teacher Educators shall be IT compliant.

## **IN-SERVICE TEACHER EDUCATION: CURRICULUM AND PROGRAMMES**

PRINCIPLE SEVEN: If teachers are to stay motivated, they must have opportunities for continuing professional development, advancement and improvement in their chosen career.

### **UP-GRADING PROGRAMMES (CERTIFICATION)**

1. All policies relating to full-time PSTE programmes (e.g., Infrastructure requirements) shall also apply to the

NTI's distance learning and the universities/COEs part-time or sandwich programmes leading to the award of the degrees/NCE, except for policies on infrastructure and funding.

2. A formula for awarding credit for previous education or experience shall be developed and applied for teachers who are upgrading from TC II or grade II to NCE or from NCE to Bachelor's degree status.
3. The Universities, COEs' and NTI's ISTE- Bachelor's/NCE programmes shall only be for serving teachers.
4. A professional career ladder shall be developed and linked to the Teacher Salary Structure, taking into account seniority as well as results of performance-based evaluations (e.g., tests, observation of teaching, assessment of teacher products, etc.) in order to provide the rationale for advancement.

### **CONTINUING PROFESSIONAL DEVELOPMENT (CPD)**

PRINCIPLE EIGHT: Like all professionals, teachers must constantly upgrade their knowledge and skills if they are to remain relevant in a rapidly changing world.

1. There shall be a structured career progression based on quality of work teachers at all levels.
2. There shall be a systematic and coordinated continuing professional development programme for all teachers which shall be linked very closely to the pre-service training programme.
3. The universities, COEs, NTI, SUBEBs, TESCOM and TRCN shall provide continuing Professional Development (CPD) opportunities for all teachers.
4. Every teacher shall be required to participate in at least one CPD programme of at least 4-day duration once every two years in order to maintain his/her professional status.
5. The TRCN shall develop and implement a standardized instrument for assessing CPD activities to be approved for renewal.
6. CPD opportunities shall be based on needs assessments conducted by relevant agencies and other collaborating institutions.

7. Strategies that promote training closer to the school, such as school- based and cluster-based formats, shall be encouraged.
8. School-Based Management Committees-SBMCs (comprised of parents, teachers, community leaders, etc.) shall be established in each primary, JSS or SSS and provided with standardized instruments for training in order to monitor CDP activities.
9. Incentives to teachers on CPD shall be in the form of:
  - a. Linking of CPD to career development such as promotion and renewal of TRCN licences and
  - b. Sponsorship by UBEC, SUBEBs/TESCOM and LGEAs.

## 9.0 **FUNDING**

One sure way of ensuring that a teacher education policy serves its intended purpose and attains its intended objectives is the provision of financial resources for its implementation. There is therefore the need for increased, well-targeted transparently and prudently managed funding for adequate and relevant personnel, resources, infrastructural facilities, ICT, and technical equipment, as input for quality teacher development programmes.

### 9.1 **Teacher Education Development Plans.**

Universities, Colleges of Education, the National Teachers' Institute, SUBEBs TESCOM and as well as the TRCN, shall be authorized to submit funding proposals for a Teacher Education Development Plan (TEDPL).

- a. TEDPL grants shall be provided for from teacher.
- b. Education Development Fund Account (TEDFA).
- c. Every TEDPL shall take into account the issues included in this policy and other teacher education policy documents in order to develop a coherent PSTE and ISTE programmes for its institution.
- d. Every Teacher Education Development Plan shall include goals, objectives, a description of proposed activities, time

line, budget, accounting and monitoring procedures, and outcomes.

- e. A schedule for activities for a given year, should be detailed in programme Action Plan.
- f. A template shall be provided to institutions to facilitate the submission of standardized TEDP proposals.
- g. Universities, COEs, NTI, SUBEBs, TESCOM, and the TRCN shall be eligible for funding from TEDFA.

## 9.2 **Funding of TEDPLs**

This section deals with funding eligibility and criteria: funding shall be made available to institutions addition to funding already being received by these institutions from Federal and State governments.

- a. An office shall be established in the Federal Ministry of Education to coordinate the implementation of TEDP and TEDFA.
- b. Criteria for the selection of TEDPLs will include:
  - (i) conformity with policies laid out in this and other documents (e.g., NUC and NCCE requirements for instructional materials, facilities, staff, etc.)
  - (ii) The quality of proposal.
  - (iii) Provisions for cost-sharing, or commitments made by other partners (e.g., private industry, local and state governments universities, COEs, NTI, etc.) in support of teacher education activities specified in these plans.
  - (iv) Other creative ideas e.g, participation of PTAs, NGOs, FBOs and corporate bodies that are community-friendly.
  - (iv) Other creative ideas e.g, participation of PTAs, NGOs, FBOs and corporate bodies that are community-friendly.

### 9.3 **Funding Sources**

Financing of teacher development programmes shall be made available from the following sources:

- a. Normal annual Budget from Federal and State governments.
- b. Two percent (2%) of National Annual allocation/budget for the next ten (10) years starting from 2014 should be set aside as Teacher Education Development Fund Account (TEDFA).
- c. The Universal Basic Education Commission (UBEC) shall support National capacity Building for teachers, as provided for in section. 9 (m) and section. 11 (3) of the UBEC Act and in accordance with the disbursement formula as approved by the Federal Executive Council.
- d. TEDFA shall be managed by TEDP office In the Federal Ministry of Education.
- e. Tertiary Education Trust Fund (TETFUND) should continue its interventions in the critical area of Teacher Education at the Tertiary Education delivery system in line with the Fund's statutory mandate and law.

### 10.0 **MONITORING AND EVALUATION**

Monitoring and evaluation activities are vital to the realization of the provisions of this policy.

10.1 The universal Basic education Commission (UBEC) shall provide twice yearly monitoring reports to the Federal Ministry of Education (FME) on the use by SUBEBs of the 10% FGN-UBE intervention Funds earmarked for different aspects of CDP programmes of education personnel in the basic education system.

#### 10.2 Pre-Service Teacher Education

- a. A standard monitoring and reporting format shall be developed for all institutions submitting TEDP plans.
- b. each institution shall establish a Quality Assurance and Control Unit to monitor the implementation of its TEDP and teacher education provision generally.

### 10.3 In-Service Teacher Education

- a. The PSTE M&E plan shall be used to monitor ISTE (certificate upgrading programmes as well).
- b. CPD activities shall be monitored at three levels:
  - i. At the local level, each LGEA shall establish a data base to monitor teachers' participation in ISTE activities. In this connection,
    - \* LGEA shall prepare annual reports specifying the number of CDP activities held in their areas, duration, subjects treated and participant list and submit them to the SUBEB and TRCN.
    - \* These reports shall incorporate the reports of School-Based Management Committees.
  - ii. At the state level, SUBEB shall make periodic monitoring and evaluation visit to CDP events, rate these events using standardized instruments, and submit reports twice a year to UBEC.
  - iii. At the national level, TRCN, through its State and Zonal Offices, shall enter teacher CDP participation data for use in classification of teacher certification status. These data shall be made available to FME, MOEs and SUBEBs. UBEC shall analyse the data to make decisions about future CDP programming and funding recommendations.

### 11.0 **TEACHER EDUCATION POLICY MANUAL**

It is important that this Policy be fully understood by key stakeholders and actors.

To facilitate such understanding:

- \* A Teacher Education Policy Manual that summarizes all teacher education policies, as spelt out in the present document and in other related documents shall be packaged into a single easy-to use volume for all key actors to use as a guide.

- \* NUC, NCCE, NTI, NBTE, TRCN, UBEC and other relevant agencies shall ensure the development and dissemination of the manual and also organize orientation sessions for users.

## 12.0 **A LIVING DOCUMENT**

The ultimate goal of this Policy is quality teachers for quality teaching and learning in Nigerian Schools in the overall context of ensuring world quality education in the country that can produce citizens who can ensure the continuing development of the country, and who are also capable of competing globally. Its development has followed a systematic consultative and participatory process, to ensure its ownership by key stakeholders- federal, state and local governments, the teaching profession, and the ultimate beneficiary of the nation's investments in Education-the society at large.

Since no education system can rise above the level of its teachers, the Policy has addressed issues impacting on teacher quality, based on a detailed analysis of factors that have impeded the recruitment of first - rate candidates into teacher education programmes, the emergence of quality teacher education programmes and the development of career-long professional, academic and personal development of teachers, together with appropriate incentives for keeping people in Teaching.

As implementation goes on, the entire process will be subjected to systematic monitoring, while situational analysis will be a permanent process. It should therefore be possible to review every aspect of the policy directions and provisions in keeping with the demands of changing times and changing needs of the Nigerian society and the national education system, in the wider context of global best practices.