The Nigerian Teacher

A QUARTERLY PUBLICATION OF THE TEACHERS REGISTRATION COUNCIL OF NIGERIA / VOL. 1 NO. 2, JAN., 2026

First Lady Puts Education At The Heart Of Nigeria's Future

FG Launches TRCN Digital Portal, Strategic Vision To Transform Teaching Profession

Tinubu Will Prioritize Teachers' Welfare, Amba

Inside Stories

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OPENING SHOT

At a time when nations rise or fall on the strength of their classrooms, Nigeria is taking deliberate steps to place teachers where they truly belong - at the very heart of national development. The second edition of The Nigeria Teacher Magazine captures this defining moment in the country's education journey, where policy, innovation, recognition, and reform converge around one central figure: The Nigerian teacher.

From the Federal Government's launch of a transformative digital portal redefining teacher registration, certification, and professional development, to powerful conversations linking education directly to economic growth under the Renewed Hope Agenda, this edition chronicles a sector in motion. It spotlights excellence, celebrates dedication, and interrogates the systems shaping the teaching profession, whether through national examinations, leadership retreats, global partnerships, or state-level recruitment drives.

Through insightful interviews with key education leaders, in-depth perspectives on reform drivers, compelling features on modern learning approaches, and vivid photographic storytelling, this edition presents more than news, it tells a story of purpose, progress, and possibility.

As Nigeria reimagines its education future, the publication remains committed to documenting the voices, values, and vision redefining teaching as both a profession and a national priority.

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Tinubu's Renewed Hope Initiative Repositions Teachers At The Heart Of Nigeria's Education Reform

As Nigeria intensifies efforts to rebuild its education system and improve learning outcomes nationwide, the country's First Lady, Senator Oluremi Tinubu, is steadily placing teachers and their professional development at the centre of national education renewal through her flagship programme, the Renewed Hope Initiative (RHI).

While the initiative is widely recognised for advancing girl-child education, scholarships and digital inclusion, education stakeholders say its most far-reaching impact lies in how it is strengthening the ecosystem in which teachers work, teach and grow professionally.

Building Infrastructure that Empowers Teachers

One of the most significant interventions under RHI is the National Library Project, supported through the Oluremi@65 Education Fund. By December 31, 2025, the fund had mobilised over □25 billion in donations to complete the National Library headquarters in Abuja.

Education experts describe the project as a long-awaited investment in teacher research, lesson planning and continuous learning, providing educators with access to modern learning resources, academic archives and digital repositories essential for effective teaching in a knowledge-driven economy.

Complementing this effort is the rollout of 10 Digital Learning Centres unveiled in October 2025 across different parts of the country. These centres are designed to improve technological literacy among learners but also serve as training hubs for teachers, equipping them with practical digital skills required for modern classrooms, computer-based assessments and blended learning delivery.

Supporting Teachers Who Shape Second-Chance Education

The reintroduction of the Alternative High School for Girls model in states such as Osun and Ondo has further highlighted the role of teachers as change agents. The schools provide a "second chance" for girls affected by early marriage or pregnancy, while also creating specialised teaching environments that demand trained, empathetic and professionally supported educators.

Senator Oluremi Tinubu, CON. *Nigeria's First Lady and National Chairman, Renewed Hope Initiative, RHI*

Teachers deployed to these schools benefit from exposure to inclusive education strategies, counselling-oriented pedagogy and adaptive teaching methods—skills increasingly relevant across Nigeria's diverse learning contexts.

Scholarships That Strengthen the Teaching Pipeline

Through RHI's National Scholarship Programme (NAPS), indigent students in public tertiary institutions receive □1 million annually and laptop computers, easing financial pressure and enabling academic focus. Beyond student welfare, education analysts note that such interventions help sustain the future teaching workforce, especially in education faculties where financial constraints

Senator Oluremi Tinubu, CON. *presenting a cheque award to* **Abdulrazaq Fatimah Baba** *after a successful ICT Training Program.*

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Editor's Note

As educators, we are united by a shared mission - to continuously grow, inspire, and elevate the young minds entrusted to our care. Every day presents an opportunity to become better versions of ourselves and to make learning more meaningful for our students.

In this edition of The Nigerian Teacher, we shine a light on Personal and Continuous Professional Development — a pivotal pillar in modern teaching. Through insightful articles and reflective pieces, our contributors explore practical strategies and proven ideas that teachers can apply — from crafting more engaging lessons to using quantitative tools for assessment that truly support learning.

We also celebrate exemplary educators whose stories reflect the dedication, resilience, and passion at the heart of our profession. Their journeys remind us that teaching is not just a job, but a calling.

As we navigate the evolving landscape of education, we must continue to embrace collaboration, innovation, and lifelong learning as our anchors. It is our hope that the perspectives and resources shared in this issue will not only inform you but energize you.

Thank you for your unwavering commitment to shaping the future. We invite you to share your thoughts, stories, and ideas with us for future editions.

With appreciation,

Durotimi Adeboye
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Printed & Published by:
GLOBAL EDUCATION MEDIA NIG. LTD.
For Teachers Registration Council of Nigeria

often discourage completion.
Similarly, strategic endowments to universities are reinforcing academic environments that train teachers and education professionals. At Obafemi Awolowo University (OAU), a □1 billion donation and the provision of 21 modern buses have improved campus infrastructure and mobility, directly benefiting lecturers and teacher-training programmes.
Endowment funds at Maryam Abacha American University and Joseph Ayo Babalola University (JABU)—including targeted support for outstanding law and female graduates—are also contributing to improved academic morale, staff development and institutional stability.

Advocacy, Partnerships and Safer Classrooms

At the policy and advocacy level, Senator Tinubu has consistently pushed for reforms that directly affect teachers' working conditions. Her engagement with the Qatar Foundation in October 2025 secured commitments to reform the Almajiri education system and address Nigeria's out-of-school children crisis—initiatives that will require trained teachers, curriculum redesign and sustained professional development.

Senator Oluremi Tinubu, *CON presenting a gift to a young learner at the flag off of NDDC/RHI Collaborative Educational program.*

Her support for creative education, including a □100 million donation to the Five Cowries Arts Education Initiative, is opening new instructional pathways for teachers, particularly in underserved communities where arts-based learning improves engagement and psychosocial development.
Equally important is her strong advocacy for school safety, which she describes as a strategic national investment. Education stakeholders agree that safe learning environments are critical not only for students, but also for teacher retention, morale and effectiveness in insecurity-prone regions.

Teaching Tools for Daily Classroom Impact

At the grassroots level, RHI has distributed over two million exercise books and learning materials, alongside digital tablets, to schools nationwide. These basic but essential resources reduce classroom pressure on teachers, improve lesson delivery and allow educators to focus on instruction rather than improvisation.

Senator Oluremi Tinubu, CON. *promoting ICT Education at a grassroot digital learning center.*

Reframing Teacher Development as National Priority

Education experts say the cumulative effect of these interventions is a deliberate repositioning of teachers as the backbone of Nigeria's education reform. By investing in infrastructure, digital capacity, institutional stability and learning resources, the Renewed Hope Initiative is indirectly but effectively strengthening teacher quality, confidence and professional growth.
As Nigeria confronts learning gaps, teacher shortages and uneven access to training, stakeholders note that sustained support of this nature—especially when aligned with teacher development policies—could mark a turning point in restoring the dignity and effectiveness of the teaching profession.
For many educators across the country, the message is clear: renewing hope in education begins with empowering the teacher.

FG Launches TRCN Digital Portal, Strategic Vision To Transform Teaching Profession

The Federal Government has unveiled the Teachers' Registration Council of Nigeria (TRCN) Digital Portal alongside a new Strategic Vision for Nigerian teachers, aimed at professionalizing and modernizing the education sector.

Minister of Education, Tunji Alausa, speaking at the launch in Abuja, described the initiative as a milestone for teacher empowerment and national development. He said the portal — accessible via www.trcn.gov.ng — will streamline registration, licensing, renewals, and professional development while serving as a national database to track teacher performance and guide policy.

The Strategic Vision is anchored on five pillars: professionalization, digitalization, accountability, equity, and global alignment. It also introduces a mandatory Teacher Ethics and Criminal Record Verification Framework to safeguard classrooms, strengthen integrity, and restore dignity to the teaching profession.

The Honorable Minister of Education, **Dr. Tunji Alausa, CON.** *(4th left), flanked by the Honorable Minister of State for Education,* **Prof. Suwaiba Ahmad, Dr. (Mrs.) Ronke Soyombo,** *TRCN Registrar/CE and panel members at the TRCN Digital portal launch in Abuja.*

Minister of State for Education, Prof. Suwaiba Said Ahmad, linked the initiative to President Bola Tinubu's Renewed Hope Agenda, emphasizing that digitalization is key to global competitiveness. She said the platform will redefine teacher professionalism through transparent data management and real-time certification processes.

TRCN Registrar, Dr. Ronke Soyombo, explained that the portal is part of her 100-day plan to digitize TRCN operations and eliminate delays in certification. She revealed that results of the Professional Qualifying Examination (PQE) will now be released within one week and that the PQE curriculum has been streamlined from 23 subjects to five core areas: literacy, digital literacy, safeguarding, pedagogy, and foundational mathematics.

She added that an AI-powered lesson plan generator will launch in October to provide contextualized instructional materials, targeting a 50 percent increase in certified teachers across the country.

The initiative has attracted support from local and international partners. British Council's Chikodi Onyemerela hailed it as a "significant milestone" in education reform, while Ian Attfield of the British High Commission praised its potential to enhance transparency and boost teacher motivation.

In his remarks, Senior Special Assistant to the President on Special Needs, Hon. Mohammed Isa, urged the inclusion of accessibility features such as screen readers, sign language support, and Braille to ensure inclusivity for all teachers.

A cross section of education stakeholders present at the TRCN DIGITAL PORTAL LAUNCH.

From Chalk To Smartboards: Alausa's Digital Education Drive

Dr. Tunji Alausa, *Minister of Education on arrival at Queens College, Yaba, Lagos with* **Hon. Jamiu Alli-Balogun,** *Lagos State Commissioner for Basic and Secondary Education and* **Dr. Hakeem Shittu,** *Lagos State SUBEB Chairman for the Launch of Digital Smart Boards for Schools.*

Nigeria's education sector has witnessed a bold surge of reforms under Dr. Maruf Tunji Alausa, the Minister of Education. From October through mid-November 2025, Alausa has steered the sector toward digital transformation, curriculum realignment, and evidence-based policy, demonstrating that reform is not about rhetoric but measurable results. With the steadfast support of Minister of State for Education, Prof. Suwaiba Ahmad, the duo are crafting an education ecosystem designed for future-readiness, inclusivity, and sustainable learning outcomes.

Central to Alausa's vision is the digital classroom revolution. In October, he launched the National Smart Learning Initiative, distributing over 800 interactive smartboards to public schools. This programme is designed to replace the traditional chalk-and-talk method with dynamic, multimedia teaching that engages students and strengthens understanding.

Complementing this effort is the National EdTech Strategy, a roadmap to institutionalize digital learning across Nigeria, coupled with the "Zero-Rated Data and Devices" scheme, which ensures teachers in underserved areas have free internet access and subsidized smart devices. Through these innovations, classrooms are being transformed into hubs of interactive learning, where access to information is no longer limited by geography or resources.

But Alausa's reforms go beyond technology. He has championed data integrity and academic credibility by launching the Nigeria Education Repository and Databank (NERD) initiative. Each certificate, transcript, and diploma is now assigned a National Credential Number (NCN), allowing students, employers, and institutions to verify credentials instantly. This system is a strategic move to tackle certificate fraud, enhance trust in Nigerian education, and align academic credentials with global standards.

Curriculum reform has also been a major focus. Alausa has promoted a skills-oriented approach, trimming the number of subjects students study while prioritising trade skills, digital literacy, and civic education. He emphasises that education

must move beyond rote memorisation to producing innovators, problem-solvers, and workforce-ready graduates. "Our reforms must impact classrooms, teachers, and learners directly," he recently stated at a national education stakeholders' forum.

A particularly bold and debated move was the reversal of the 2022 National Language Policy. Policy had mandated mother-tongue instruction for early education. Alausa's data-driven decision reinstates English as the primary medium of instruction across all levels, following evidence that regions that implemented mother-tongue instruction recorded lower exam performance. While critics warn about potential cultural erosion, Alausa insists that performance and measurable learning gains must guide policy.

In tandem, Minister of State Prof. Ahmad is rolling out specialised teacher training programmes targeting early-grade literacy and numeracy, ensuring foundational learning keeps pace with national standards.

Beyond language and curriculum, Alausa has also focused on teacher empowerment and professional development. Several workshops and digital training sessions were conducted across states to equip teachers with pedagogical skills compatible with technology-driven classrooms. This proactive approach ensures that teachers are not left behind in the digital transformation, enabling them to maximise the impact of smart learning tools and adopt innovative teaching methodologies.

Another critical dimension of Alausa's reforms is equity in education access. Special attention has been given to underserved regions, particularly in northern Nigeria, where schools have historically lacked infrastructure and digital resources. By prioritising these zones for device distribution, internet connectivity, and teacher training, Alausa is addressing long-standing disparities, aiming to level the playing field for all Nigerian children regardless of geography.

Additionally, Alausa has engaged extensively with stakeholders and international partners to reinforce reform implementation. Collaborations with education-focused NGOs, global tech firms, and policy think tanks have enabled pilot projects in digital literacy, STEM labs, and vocational education. These partnerships not only introduce global best practices but also position Nigeria as an active participant in shaping 21st-century education standards in Africa.

This collaborative leadership dynamic, with Alausa in the lead, Ahmad providing crucial support and focus, is striking and deeply strategic. While the Minister of State handles the foundation, Alausa shapes the macro policy architecture: digital strategy, curriculum reform, credential integrity. Together, they offer complementary pillars of a reform agenda that aspires to sustainable transformation.

From technology-driven classrooms to evidence-based language policy, Dr. Tunji Alausa's tenure exemplifies a reformist agenda rooted in results, not ideology. His approach signals that Nigerian education is being repositioned to meet the demands of a rapidly changing world, where access, credibility, and practical skills determine national competitiveness.

As these initiatives unfold, the message is clear: Nigeria's classrooms are evolving. From chalkboards to digital platforms, from rote to skills, and from opaque credentials to verified data, Dr. Alausa is redefining what success in education looks like. If sustained, his reforms could make him the minister remembered for turning the page, equipping a generation not just to pass exams, but to thrive globally.

The writer, Gesinde is an award-winning journalist, political scientist and social commentator with The Guardian.

Dr. Tunji Alausa, *Minister of Education*

Nigeria's Education Reforms Must Translate Into Measurable Outcomes - Alausa

The federal government has unveiled three key policy documents to address teachers' education, Almajiri education, and drugs and substance abuse in secondary schools and tertiary institutions.

The policy documents were launched recently by Minister of Education, Dr Olatunji Alausa, alongside the Minister of State for Education, Professor Suwaiba Sa'id Ahmad, representatives from UNESCO and Foreign, Commonwealth and Development Office (FCDO).

The policy documents included: National Teachers' Policy and its implementation guidelines; the National Policy on Almajiri Education and its implementation guidelines; and the National Policy on Drug and Substance Abuse in secondary schools and tertiary institutions.

Alausa said the ministry has adopted an 80 per cent implementation and 20 per cent policy development model in line with international standards.

The minister said that Nigeria's education reforms must now translate into measurable outcomes across all states. He appreciated the continued support of development partners, including UNESCO, UNICEF, and others, for Nigeria's education sector. The minister stated that the new policies would either improve existing ones or address areas where no policy previously existed.

Alausa stressed that policy is just 10 per cent of the work, adding, "Implementation is the heart of what we do, and the commissioners will drive this work, while the Federal Government will provide the technical support and resources required.

"The first of the three policies presented is the National Teachers' Policy alongside its implementation guidelines. The policy is designed to strengthen teacher quality, upgrade competencies, and improve professional development."

"This is the first time Nigeria is developing a national policy and implementation guideline on drug abuse in schools," the minister said.

Dr. Maruf Tunji Alausa
(Fourth) Minister of State for Education

He added that the policy incorporated counseling and behavioural support but affirmed that the government would not hesitate to punish repeat offenders.

Alausa said, "We must protect our youth. Addiction destroys lives, and President Bola Tinubu believes strongly in the capacity of Nigerians."

Credit: Wasiu Ayanwola- The Nation

(Front Row) Minister of Education, **Dr. Maruf Tunji Alausa** *(Fourth) Minister of State for Education,* **Professor Suwaiba sa'id Ahmad,** *and Registrar, Teachers Registration Council of Nigeria (TRCN)* **Dr. (Mrs.) Ronke Soyombo** *(Second from right, Back Row) flanked by dignitaries during the launch of three major education policies—the National Teachers Policy, Guidelines Against Drug and Substance Use and the National Policy on Almajiri Education, recently in Abuja.*

My Ambition Was To Teach At The Secondary School Level

- Minister Of State For Education, Professor Suwaiba Sa'idu Ahmad

By Misbahu Bashir Ajumawa & Esther Chiwar (TRCN, Abuja)

In this interview, Professor Suwaiba Sa'idu Ahmad, Minister of State for Education said that her lifelong aspiration was to teach at the secondary school level and progress through the ranks to become a principal. She also revealed that her Ministry plans to host a teacher's summit, during which the government will recognize and reward outstanding teachers.

Q-What experiences have influenced your decision to pursue a career in science education?

A-My late father, who came from an academic background, expressed concerns regarding my marital prospects, given my unmarried status and residency at home, and he was uncertain about my future spouse. Based on this concern and his understanding of our cultural norms, where some men may feel intimidated by wives who are medical doctors and potentially discourage them from pursuing a career after completing their studies, he firmly believed that education was the most viable option for a woman and, therefore, encouraged me to pursue education courses.

At that time, I struggled to comprehend his rationale, as I vividly recall embarking on a hunger strike in response to being denied the opportunity to study medicine. However, recognizing my father's unyielding determination, I

Professor Suwaiba Sa'idu Ahmad
Minister Of State For Education,

understood that once he made a decision, it was irreversible. He presented me with two alternatives: pursuing education or getting married. I opted for education, as marriage was not a viable option for me. Currently, I consistently express gratitude towards him, as he made an informed decision on my behalf. Upon commencing my education, I developed a profound passion for it, and I have wholeheartedly accepted and internalized it. I am now an educator, and I am grateful for the path I have taken.

Q-You have achieved a remarkable career progression from lecturer to professor. What were the pivotal milestones that influenced your academic development?

A-I come from a family where my father was exceptionally supportive of all his children. As a professor within the university system, he conferred with me after I had settled into my education courses and emphasized the importance of exerting maximum effort to achieve superior performance. He discouraged me from engaging in any activities that might divert my attention from my academic objectives. This motivation was instilled in me from the inception of my academic journey. My father would regularly inquire about my progress, asking me what I had accomplished and how far I had advanced. I would attribute my motivation to both his influence and my inherent nature as a diligent and hardworking individual. Ultimately, I was able to graduate as the top student in my class.

During my 300 Level, I received a call from my class representative, who informed me that the Head of Department (HOD) wished to have a meeting with me. I was apprehensive, as I was uncertain regarding the purpose of the meeting. However, upon arriving at his office, he addressed me by name and registration number, which I confirmed. His subsequent remarks had a profound impact on me, as he expressed his admiration for my academic performance and assured me that if I maintained this level of excellence, I would eventually ascend to his position. At the time of our conversation, my ambition was to teach at the secondary school level and rise through the ranks to become a principal. However,

appointment to this position in my career, even as a Graduate Assistant. I attribute my accomplishments to my dedication to performing my duties diligently and to a high standard.

Another aspect that significantly influenced my personal and professional development, as well as deepened my understanding of the education sector, was when a family friend, who is also a faculty staff member, shared a call for proposals by the British Council, published in a newspaper, seeking young researchers to apply for grants. At the time, I was initially hesitant to apply, perceiving it as a national issue and doubting my chances of securing the grant. I recall that the announcement was made between 2007 and 2009, with the grant amounting to N3.3 million, a substantial sum, and a nationwide call. Consequently, I was skeptical about my prospects, but my father encouraged me, saying, 'You will never know if you don't try, and it will be a valuable experience.' Ultimately, I was among the six researchers selected as winners, a notable achievement.

We embarked on a one-year research training program, which afforded me an additional opportunity to engage in development work. The training we received facilitated my seamless transition into development work, commencing as a local consultant, and I am delighted to report that five years thereafter, I progressed to become an international consultant. My consulting role provided me with invaluable insights not only into university life as a lecturer but also into research at the primary schools, secondary schools, and policy-making levels, as several of my projects involved supporting the government in policy development. I contributed to the development of six policies, including one at the national level and in Jigawa and Kano states. I firmly believe that these experiences have significantly

shaped my current role as a state minister of education.

Q-TRCN has recently launched a digital platform designed to enhance teacher registration, licensure, and professional development. What is your assessment of this initiative thus far?

A-That is an excellent initiative, and I am hopeful that you will successfully implement it, conduct the necessary sensitization, and obtain the buy-in of the teachers, as countries that have made significant strides in teacher training have adopted this approach. For instance, some of our staff recently attended a training program in Ghana, where they underwent various forms of continuous digital training, ranging from two days to three months, depending on the skills required, which is similar to what we intend to implement through the TRCN digital portal. Upon registration, they completed the training and were able to print their certificates immediately, effectively bringing training to the doorstep of the teacher.

Part of our current initiatives at the Ministry involves implementing a comprehensive digital training program for all teachers and developing a digital training package in collaboration with TRCN. This approach is necessary due to the limitations of the physical training model, which has restricted reach and insufficient resources to train a substantial percentage of teachers. In our previous training sessions, we were only able to train a mere five percent and three percent of the total number of teachers in the country. However, digital training offers universal accessibility, enabling every teacher to access continuous development training from any location, provided they have a digital device. Therefore, I wholeheartedly endorse the TRCN digital portal and remain committed to providing assistance whenever needed.

Q- Teacher professionalism and certification are central to your agenda. What reforms have you initiated within TRCN to improve teacher quality and welfare, particularly in underserved regions?

A-Whatever we undertake is expected to encompass all regions of the country, but regarding teacher quality, we have established a technical working committee comprising TRCN and NTI to provide accelerated training for teachers lacking teaching qualifications after 12 months of service. The training duration is between four to six months. The expectation is that every teacher who has taught for 12 months without teaching qualifications can register for the accelerated training program, which may be hybrid, physical, or online, depending on the teacher's location. If the teacher is situated near one of our campuses, they can attend in person or opt for online participation.

Upon completion of the training, TRCN will confer certification on the teachers, as agreed upon. Notably, one of the key policies implemented to ensure that these educators acquire the requisite training and teaching qualifications is the requirement that, effective this year, all schools must have at least 60 per cent of their teachers holding a TRCN license. Failure to meet this requirement will result in the West African Examination Council (WAEC) and the National Examination Council (NECO) withholding registration from the non-compliant school. All schools nationwide have been given until

the end of the year to ensure that their teachers are qualified and licensed. As such, whether an institution is public or private, it must meet this requirement by the end of the year.

Q- You have been regarded as one of our most effective ministers. What personal leadership choices do you believe have contributed to that perception?

A- Thank you, I appreciate your kind sentiments. Your words serve as a motivation for me to strive for excellence in all our endeavors. Access to quality education is paramount, and it is imperative that we work towards achieving it. Personally, my leadership journey commenced during my university days, as I previously mentioned that I held the position of HOD at a relatively young age, and I remain youthful. Leadership at the university level can be more challenging compared to leadership at this level, as one deals with faculty members who may be set in their ways, some of whom have taught you.

Throughout my tenure, most departmental staff members have served as my mentors, and engaging with them was not a straightforward process. Consequently, from that point forward, I was groomed in terms of the essential qualities required to be an effective leader. During that period, I developed the habit of devoting extra time to reading and conducting extensive consultations to ensure thorough preparation for any discussion topic. I have consistently demonstrated punctuality, arriving prior to schedule times, such as arriving before 8am for an 8am meeting. The HOD position was the most challenging role I held, and it adequately prepared me for my subsequent role as a director, overseeing an entire unit comprising diverse personnel from both senior and junior cadres.

I also had the privilege of serving as Provost of a College of Education, which, along with my other diverse leadership roles, has significantly broadened my understanding of the expectations associated with leadership positions. Furthermore, I have been fortunate to have my father as a valuable mentor, who I frequently consulted for guidance. He advised me that regardless of the position of power one holds, it is crucial to identify legacy projects, as leadership tenure is often fleeting, whereas legacy projects have a lasting impact. I took this advice to heart, ensuring that as Head of Department, I undertook at least two legacy projects that distinguished me from my peers. Additionally, as Director of the Centre for Gender Studies, I oversaw the implementation of postgraduate studies in gender studies, a distinction shared by only two centers within the university and also championed the introduction of an additional program. Currently, as State Minister, I am pleased to be working alongside the Minister of Education, Dr. Maruf Tunji Alausa, who possesses a clear vision for our current position and future aspirations. I am learning a great deal from him, and we share a unified perspective on key issues.

Q- Looking ahead, what is your long-term vision for enhancing teachers' professionalism through TRCN and how do you aspire to be remembered upon completing your tenure?

A- In terms of my vision for teacher professional development from now to 2027, all Nigerian teachers should be registered with TRCN, as teaching is a noble profession that demands utmost dedication and expertise. We cannot afford to trivialize teaching as a profession; it is not a vocation for individuals who could not secure their preferred jobs. Our objective is to ensure that every individual who enters the classroom is eminently qualified and possesses the requisite training to excel as a teacher. Consequently, my vision for TRCN is to certify all teachers. With regards to career progression, we aspire to have teachers who are not only confined to the classroom but also undergo continuous training and development. We want teachers who are adept at implementing the curriculum and are committed to lifelong learning. To achieve this, we must provide teachers with opportunities for continuous professional development. In line with our digital transformation agenda, teachers will no longer need to leave their schools to access training; they can participate in training programs at their convenience.

TRCN should be able to oversee all continuous professional training and make it more easily accessible to teachers.

Our vision is unequivocally clear: to provide access to quality education for all, irrespective of gender or socio-economic background. We have implemented numerous initiatives, including the Laminar 2030 initiative, aimed at creating access for girls in rural locations or those who have dropped out of school due to economic factors. Concurrently, we have the Almajiri Policy, which encompasses expanding Almajiri schools' curriculum provision, quality monitoring, learner safety, sanitation facilities, and hostels. These efforts ensure that every Nigerian has access to quality education. We have a clear direction, not only regarding infrastructure but also in terms of teacher training, school administration training, and targeted interventions based on specific school needs, as we are also conducting school grading to identify gaps and address them.

TEACHERS REGISTRATION COUNCIL OF NIGERIA

Steps for Teachers to Navigate TRCN Portal

- Visit the portal www.trcn.gov.ng
- Click Teachers Login
- If you have an account, login and check your results.
- If you don't, click Sign up
- Read the pop - up message/information carefully with the documents listed and click continue
- Enter your Valid Email and Password to Sign up
- You can now Login and update your details which includes: Personal Information, Work Details, Qualification Details, Certificate & License Verification and check your results afterward .

www.trcn.gov.ng

Outstanding Teachers Take Centre Stage At 11th Maltina Awards In Lagos

LAGOS – Outstanding teachers from across Nigeria took center stage on Friday, November 21, 2025, at the 11th Maltina Teacher of the Year Awards, held at Eko Hotels and Suites, Victoria Island. The annual event, organized by the Nigerian Breweries–Felix Ohiwerei Education Trust Fund, celebrates excellence in teaching and recognizes educators who have made exceptional contributions to the development of young minds.

Serah Yusuf of Wisdom International School of Excellence (WISE), Tudun Wada, Lugbe, FCT Abuja, emerged as the overall winner. She received a □10 million cash prize, an all-expense-paid overseas capacity development training, and a □30 million school infrastructure project to be built in her honor.

Adeola Akinsulure from Omole Senior Grammar School, Ikeja, Lagos, was named first runner-up with a □5 million prize, while Chibuzor Amarikwa of Deeper Life High School, Yola, Adamawa State, took second runner-up honors, receiving □3 million. Additionally, 24 state champions received □1 million each for their outstanding dedication to education.

L–R: **Thibaut Boidin,** *MD/CEO Nigerian Breweries PLC;* **Professor Suwaiba Said Ahmad,** *Honorable Minister of State for Education;* **Serah Yusuf,** *2025 Maltina Teacher of the Year;* **Folashade Ambrose-Medebem,** *Honorable Commissioner for Commerce, Cooperatives, Trade & Investment, Lagos State, representing the Governor,* **Mr. Babajide Sanwo-Olu; Grace Omo-Lamai,** *Human Resources Director, Nigerian Breweries PLC; and* **Uzodinma Odenigbo,** *Corporate Affairs Director, Nigerian Breweries PLC, presenting the grand prize to* **Ms. Serah Yusuf.**

Lagos State Governor Babajide Sanwo-Olu, represented by Commissioner Folashade Ambrose-Medebem, praised the initiative for elevating the teaching profession and lauded Nigerian Breweries for its commitment to supporting schools and nation-building.

"Nigerian Breweries is shaping the future of our nation. Tonight, we honour the remarkable men and women whose passion and creativity prepare our children not just for exams, but for life. I urge Yusuf to carry her new role as an ambassador of excellence with pride", he said.

Minister of State for Education, Prof. Suwaiba Ahmad, described the awards as a model public-private partnership, highlighting teachers as "the true architects of national transformation."

Olufunmilola Aluko, *Chief Brand and Marketing Officer, Union Bank of Nigeria PLC, with the 2025 Maltina Teacher of the Year,* **Serah Yusuf,** *at the 2025 Grand Finale.*

Nigerian Breweries' Managing Director, Thibaut Boidin, noted the competition's growing impact on school infrastructure, professional recognition, and learning tools.

This year's competition received a record-breaking 2,000 entries, according to Corporate Affairs Director Uzodinma Odenigbo, reflecting the growing trust teachers place in the program. Yusuf dedicated her award to children in slum communities, pledging to expand her educational initiatives.

Since 2015, the Maltina Teacher of the Year Competition has recognized ten previous winners, creating a prestigious league of national education ambassadors. Supported by the Federal Ministry of Education, NUT, ANCOPSS, and TRCN, the program continues to celebrate teachers as the backbone of Nigeria's future.

Senator Abaribe: Championing Teachers Development In Abia South

The Teachers Registration Council of Nigeria (TRCN) has lauded Senator Enyinnaya Abaribe, representing Abia South Senatorial District, for his outstanding support for teachers and sustained investment in the development of the teaching profession within his constituency.

The commendation was made during a policy advocacy visit to the National Assembly led by the Registrar of TRCN, Dr. Ronke Soyombo, as part of the Council's ongoing engagement with key policymakers to strengthen teacher professionalism and improve educational outcomes across Nigeria.

Speaking during the visit, Dr. Soyombo described Senator Abaribe as a passionate advocate for education whose interventions have made tangible impact at the grassroots. She specifically applauded the Senator for sponsoring over 300 teachers in his constituency to obtain their professional teaching licences, noting that the initiative has significantly enhanced teacher quality, professionalism, and motivation.

According to the Registrar, the Senator's intervention represents a strategic investment in human capital development, with long-term benefits for learners, schools, and the broader education system.

Dr. Soyombo explained that since assuming office, she has prioritised policy-driven advocacy focused on building a high-quality teaching workforce, strengthening regulatory compliance, and advancing early childhood

Senator Enyinanya Abaribe *(Abia South)*

education through constructive engagement with lawmakers and education stakeholders.

Discussions during the meeting centred on teacher professional development, regulatory support for educators, and collaborative approaches to improving teaching standards nationwide, with Senator Abaribe's constituency interventions highlighted as a model worthy of emulation.

In his response, Senator Abaribe reaffirmed his strong commitment to education, describing teachers as the backbone of national development. He pledged continued support for initiatives that enhance teacher capacity, improve learning outcomes, and promote access to quality education, while expressing readiness to deepen collaboration with TRCN and other stakeholders.

The advocacy visit underscored the productive partnership between TRCN and the National Assembly and reaffirmed a shared resolve to strengthen the teaching profession, celebrate impactful leadership and deliver sustainable improvements in Nigeria's education sector.

TRCN Holds Retreat, Sets Agenda For Leadership Capacity Building, Teacher Integrity

By Misbahu Bashir Ajumawa (TRCN Abuja)

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remuneration packages and foster a more fulfilling work environment.

In a major commitment, Dr. Salihu pledged to mobilise support from individuals and organisations to provide laptops to state offices in the North-East and ensure the provision of solar power solutions across all states to boost productivity and sustainability.

He further announced plans for a joint meeting between the Nigeria Governors' Forum and TRCN to address critical issues affecting teachers' welfare, including the timely payment of annual dues. He also promised improved financial support for staff travel, including full airfare coverage.

The retreat featured interactive sessions, departmental presentations and robust engagements that encouraged collaboration and shared ownership of the Council's reform agenda. Participants included directors, zonal and state coordinators, and selected support staff.

TRCN is mandated to set standards for teacher education, accredit Initial Teacher Education (ITE) programmes, approve qualifications for professional registration and ensure that only qualified and competent individuals enter the teaching profession.

Zamfara Governor Issue Letters Of Appointment To 500 Newly Recruited Teachers

In a landmark move for the state's education sector, Governor Dauda Lawal has officially issued Letters of Appointment to the 500 newly recruited teachers under the Teacher Recruitment and Deployment Guidelines (TRDG) Policy.

The ceremony, held at the Grand Hall, Government House, Gusau, immediately followed the State Executive Council meeting.

Speaking at the event, Governor Lawal hailed the recruitment as a major step towards strengthening public education in Zamfara State, noting that the new teachers would play a critical role in improving learning outcomes across schools.

The event attracted a high-profile audience, including Deputy Governor, members of the State Executive Council and House of Assembly, the Chief Judge and top judicial officers, security chiefs, traditional rulers, and representatives of teachers' unions and professional education bodies, alongside development partners and other invited guests.

Governor Dauda Lawal *of Zamfara State with a group of learners, beneficiaries of the newly expanded teaching staff*

Governor Dauda Lawal *of Zamfara State, presenting a prize to a student*

Aliyu Muhammad Tukur, Executive Secretary of the Zamfara State Civil Service Commission and Chairman of the Recruitment Committee, described the occasion as "a milestone in the state's ongoing commitment to quality education."

Beneficiaries expressed excitement and gratitude, with many highlighting the opportunity as a life-changing step in their teaching careers.

The Governor urged the teachers to uphold professionalism and dedication as they take up their new roles in schools across the state.

The ceremony reflects the administration's continued focus on addressing teacher shortages and enhancing the educational experience for students in Zamfara State.

Computer-Mediated Learning As A Vital Approach To Modern Education

Teaching remains the most powerful instrument for shaping the destiny of any nation. As Nigeria advances further into the 21st century, the responsibilities of teachers extend far beyond the delivery of subject content. Today's teacher is expected to serve as a facilitator of learning, a digital navigator, a mentor, and a builder of character. The future of Nigeria's education system will therefore depend largely on how well teachers are prepared to operate in a rapidly evolving global environment.

The pace of technological and knowledge advancement is unprecedented. Artificial intelligence, digital platforms, and online learning environments are redefining how information is created, accessed, and shared. As a result, the traditional teacher-centred classroom is steadily giving way to more interactive, learner-centred, and technology-driven models of instruction. In this new reality, Nigerian teachers must be equipped not only with strong academic knowledge but also with digital literacy, creativity, and adaptability.

Mr. Israel Olorunshola
Ekiti State Coordinator

The rapid advancement of information and communication technology (ICT) has transformed virtually every sector of society, including education. Teaching and learning are no longer confined to the four walls of the classroom or limited to face-to-face interactions. Computers, mobile devices, the internet, and digital platforms have become powerful tools for delivering, supporting, and enhancing education. This transformation has given rise to computer-mediated teaching and learning—an instructional approach in which learning processes are supported or delivered through digital technologies.

Nigerian teachers must therefore embrace lifelong learning. No initial qualification, however robust, is sufficient to sustain an entire teaching career. Continuous Professional Development (CPD) is no longer optional; it is a core professional obligation for members of the Teachers Registration Council of Nigeria (TRCN). Teachers must consistently update their competencies in areas such as digital instruction, assessment strategies, classroom management, and inclusive education. TRCN's role in regulating and promoting CPD is critical to ensuring that Nigerian teachers remain relevant and globally competitive.

The future of teaching in Nigeria also demands stronger collaboration among government, teacher education institutions, professional bodies, and the private sector. Teacher preparation programmes must align with national development priorities and global best practices. Schools must be equipped with modern facilities and digital infrastructure, while teachers must be adequately valued, motivated, and provided with opportunities for continuous professional growth.

In contemporary education, computer-mediated learning is no longer optional; it is essential for effective teaching, global

Cross section of learners at a modern CBT facility

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EU-Funded Initiative Trains 429 Borno Teachers For TRCN Certification, Records 39% Knowledge Gain

In a major boost to teacher professionalisation and education recovery efforts in conflict-affected communities, no fewer than 429 teachers across three Local Government Areas (LGAs) of Borno State have successfully completed a four-day intensive preparatory training for the Teachers Registration Council of Nigeria (TRCN) Certification Examination.

The training, sponsored by the European Union Civil Protection and Humanitarian Aid Operations (ECHO), was organised by Plan International Nigeria, Borno State Field Office, in collaboration with Unique Care and Support Foundation (CASFOD), Maiduguri, and implemented between 28 November and 2 December 2025.

It was held simultaneously in Damboa, Kala Balge and Mobbar LGAs, targeting N.C.E. and graduate teachers drawn largely from hard-to-reach and conflict-impacted communities where access to professional development opportunities has remained limited.

For Borno State—one of the regions most affected by insecurity, displacement and infrastructural deficits—the challenge of meeting this requirement has been particularly pronounced. The EU-funded training therefore sought to bridge this gap by equipping teachers with the knowledge, digital competence and confidence required to pass the TRCN certification examination.

The trainning which was held in three centers had a total 429 partcipants. In Damboa Central Primary School and the NITDA Computer Training Centre in Damboa, 304 teachers participated at the tarinning while, 92 and 33 teachers were trained at Government Day Junior Secondary School, Rann in Kala Balge and at the Computer Training Centre, Damasak in Mobbar respectively.

Facilitated by university lecturers, TRCN officials and Local Government Education Authority (LGEA) education secretaries, the workshop combined theory with extensive practical sessions. Participants received orientation on the TRCN Act and professional standards, while also revisiting key areas of education theory, pedagogy, curriculum planning, classroom management, assessment techniques and professional ethics.

A major highlight of the training was its strong focus on ICT literacy and Computer-Based Testing (CBT). Teachers engaged in hands-on CBT simulations, mock examinations and timed practice sessions using computers and mobile devices—an experience that marked the first-ever exposure to digital assessments for many participants.

Beyond academic performance, the training delivered important psychosocial benefits. Exposure to realistic CBT environments helped to significantly reduce exam-related anxiety among participants, many of whom had previously expressed concerns about digital examinations.

Participants described the workshop as a timely refresher on core professional knowledge last studied during their N.C.E. or degree programmes, with many expressing renewed motivation

Engr. Lawan Abba Wakilbe, *Borno State Commissioner for Education, Science, Technology, and Innovation*

and commitment to their careers. The initiative has strengthened teachers' understanding of ethics, pedagogy, assessment and education law—key pillars of effective teaching—while also addressing long-standing gaps in digital literacy among rural educators.

While commending the success of the intervention, stakeholders have called for sustained support to consolidate the gains recorded. Key recommendations emerging from the programme include the organisation of periodic refresher courses, improved access to digital infrastructure in rural LGAs, post-training mentoring and coaching, and the expansion of similar TRCN preparatory programmes to other underserved areas of the state.

As Borno State continues its journey of recovery and rebuilding, initiatives such as this EU-funded training underscore the critical role of well-trained, professionally certified teachers in restoring quality education and securing better outcomes for learners across affected communities.

SOYOMBO: FG Is Determined To Revamp Education

The Registrar/Chief Executive, Teachers Registration Council of Nigeria, (TRCN), Dr. Aderonke Soyombo, has reaffirmed the resolve of President Bola Ahmed Tinubu to revamp the education sector in Nigeria, using the Sustainable Development Goals as a guide.

Speaking of the 2025 Annual Teachers Conference organized by the Association of Chartered Certified Accountants (ACCA), the TRCN scribe, who was represented by the Lagos State Coordinator, Mr. Ojewuyi Muyiwa, said the Renewed Hope Agenda of the Federal Government has prioritized education as a key paradigm for economic growth in the country. She stated that a pivotal component of growth in the education sector is the teaching profession, stressing that the Council is fully aligned to the Policy mandate. In her words, "TRCN will ensure that the 21st Century teacher is tech-savvy, flexible, and globally competent; that is the more reason why aligning with the Sustainable Development Goals is a move in the right direction."

The SDG-4 is the United Nation

Mr. Ojewuyi Olumuyiwa Ayodeji,
Lagos State Coordinator 1,
Teachers Registration Council of Nigeria.

Sustainable Development Goals which is aimed at students within the age range of 10-13 years. The programme is to equip students with knowledge about significance in addressing global challenges and to develop practical habits and actions that support sustainability in daily life, she said, adding that the project will further ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Also speaking at the occasion was the seasoned country Head of ACCA Mr. Tom Isibor, who applauded the TRCN Management under the leadership of Dr. Soyombo, for its commitment to the Nigeria Education Sector Renewal Initiative – a government-led effort to transform the country's education system.

The ACCA Country Head, stated that the initiative as in tandem with the United Nation's Sustainable Development Goals which is aimed at creating sustainable development ideas in the education sector.

According to him, "these ideas, if well annexed will move Nigeria from a resource-development economy to a knowledge base one. This, he said, was one of the reasons why ACCA has decided to work with Nigerian teachers in order to encourage students to take active roles in promoting sustainability within their schools, homes and communities.

Isibor concluded by stating that there will be more collaboration with the Teachers Registration Council of Nigeria in order for proper repositioning of teaching in Nigeria as a paradigm for economic growth.

A contribution by our Lagos State Coordinator.

Official commissioning/handover of an ultra modern Digital Learning Center: a collaborative initiative between National Information Technology Development Agency (NITDA) and Renewed Hope Initiative, RHI

Akwa Ibom Higher Institutions Drive Surge In Teacher Professionalisation Through PQEI And Induction

By Akaninyene Louis Ekpah – TRCN, Akwa Ibom State

The Teachers Registration Council of Nigeria (TRCN) has recorded a remarkable increase in participation in the Professional Qualifying Examination Integrated (PQEI) and the subsequent induction of successful candidates in Akwa Ibom State, highlighting the critical role of higher institutions in advancing teacher professionalisation.

Since 2018, faculties, colleges, and institutes of education across the state have progressively aligned their programmes with TRCN standards, ensuring graduating education students are fully prepared for professional certification. Sustained sensitisation and institutional support have improved awareness of the legal and professional requirement for TRCN registration, resulting in steady growth in PQEI participation year after year.

Data from TRCN's Akwa Ibom State Office indicates that between 2018 and 2025, a total of 15,141 candidates sat for the PQEI in four major tertiary institutions: the University of Uyo (UNIUYO), College of Education Afaha Nsit, National Teachers' Institute (NTI), and Akwa Ibom State University (AKSU). UNIUYO led the enrolment with 38.06%, followed closely by COE Afaha Nsit with 37.62%, NTI at 18.92%, and AKSU at 5.40%.

Mr. Akan Ekpah
State Coordinator, Akwa Ibom

According to the Acting State Coordinator, TRCN Akwa Ibom, Akaninyene Louis Ekpah, the upward trend in 2025 underscores a growing recognition of teaching as a regulated profession. Institutions have taken deliberate steps to sensitise students and ensure they understand the importance of professional registration.

The increase in PQEI participation is mirrored by a corresponding rise in induction ceremonies, where successful candidates formally take the Teachers' Oath of Allegiance and are admitted into the teaching profession. Between 2021 and 2025, a total of 7,045 candidates were inducted, with UNIUYO contributing the highest number of inductees, followed by COE Afaha Nsit, NTI, and AKSU. The slight drop in 2025 figures is attributed to the rescheduling of second induction exercises to the first quarter of 2026.

TRCN's engagement with higher institutions has clearly yielded results, creating a culture of professionalism, ethics, and accountability in teacher preparation. Visual highlights from recent induction ceremonies at UNIUYO and NTI illustrate the scale and ceremonial significance of the process.

Looking ahead, the National Open University of Nigeria (NOUN), Akwa Ibom State Centre, has expressed interest in adopting the PQEI and induction protocol, further expanding the reach of TRCN's professionalisation mandate.

Akwa Ibom State's experience demonstrates that collaboration between TRCN and tertiary institutions is vital for producing a competent, ethically grounded, and professionally certified teaching workforce, strengthening the national drive toward a regulated and high-quality education system.

Candidates at the 2025 PQEI at a CBT Center, Akwa Ibom state

Mandatory Continuing Professional Development (MCPD): A Cornerstone for Teacher Professionalism in Nigeria

By Dr. Frances Alimigbe, Head, Department of Accreditation, Regulation and Teachers Development (ARTD).

The teaching profession in Nigeria stands at a pivotal moment, shaped by evolving national priorities, global competitiveness, and the urgent need to improve learning outcomes across all levels of the country's education sector. As the regulatory body mandated to ensure professionalism among Nigerian teachers, the Teachers Registration Council of Nigeria (TRCN) continues to champion robust systems that enhance teacher competence. One of the most critical mechanisms in this effort is the Mandatory Continuing Professional Development (MCPD) programme.

Mandatory Continuing Professional Development (MCPD) refers to the structured, continuous, and purposeful learning activities required of all registered teachers to maintain, improve, and broaden their knowledge, skills, and dispositions. It is designed to ensure that teachers remain up-to-date with contemporary pedagogical practices, innovations, policy directions, and emerging trends in global education.

The MCPD is not merely a training programme; it is an accountability framework that aligns the Nigerian teaching profession with international standards, where continuous learning is a non-negotiable professional expectation.

Importance of MCPD: the importance of MCPD in the service life of teachers cannot be overemphasized. MCPD programmes enhance professional competences of teachers. The 21st century education demands more than just the knowledge of subjects, teachers must be competent in pedagogy, numeracy, literacy, safeguarding, digital literacy, inclusive education and classroom management. MCPD equips teachers with updated competencies needed to function effectively in the 21st-century classroom and education environment. It provides a remediation platform where identified gaps in any teacher's knowledge areas can be systematically addressed. Its framework reinforces ethical standards, professional conduct, and commitment to lifelong learning that strengthens public confidence in the teaching profession and helps uphold TRCN's mandate of ensuring quality education delivery.

All registered teachers are required to participate in MCPD activities and accumulate a prescribed number of credit hours annually. Compliance to MCPD programmes is tied to license renewal, career progression, and professional recognition.

Benefits of MCPD: MCPD has a lot of benefits to both teachers and the education system as a whole. Through MCPD, teachers gain new skills, earn credit points for license renewal and career progression, improved professional standing and enhance classroom effectiveness. Learners experience improved teaching quality, better engagement, and improved learning outcomes. The schools benefit from a more

Dr. Frances Alimigbe, HOD. *Head, Accreditation, Regulations & Teachers Development.*

competent workforce capable of driving innovation. The nation gains a stronger, more competitive education system that impact national development.

Challenges of MCPD and the Way Forward: Despite its many strengths, MCPD implementation in Nigeria faces challenges such as uneven access to quality training, poor awareness of the importance of the programme, funding constraints, and limited digital infrastructure in rural schools. TRCN is working to address these challenges through partnerships, regulation of training providers, decentralization of training opportunities by emphasizing on flexible training/learning modes such as Professional Learning Communities (PLCs) School Based Professional Development Meetings (PDMs),

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Tinubu Will Prioritize Teachers' Welfare - NUT President, Amba

By Misbahu Bashir Ajumawa & Esther Chiwar (Abuja)

Comrade Audu Titus Amba, National President of the Nigeria Union of Teachers (NUT), also serving as National Deputy President of the Nigeria Labor Congress (NLC) and Vice President of Education International (EI), West Africa Region, expressed support for recent initiatives by the Teachers Registration Council of Nigeria (TRCN) to reform the teaching landscape during an exclusive interview with theTeachers Magazine at his Abuja office. He assured that the Union will facilitate prompt payment of annual fees to the council by teachers. The further expressed optimism in President Bola Ahmed Tinubu's capability to significantly enhance teacher welfare.
Excerpts

Q- During your tenure as state chairman in Kaduna, teachers collectively contributed funds and embarked on private investments, including the adoption of the Teachers Social Security Scheme known as the 'Endwell Scheme'. Can you provide an update on the status of that initiative?

A- It is noteworthy to mention that I commenced my service to the union as Branch Secretary in Kaduna South Local Government Area (LGA), where I served for eight years and subsequently assumed the role of Branch Chairman for six years before becoming the State Chairman. Prior to assuming executive roles within the union, I had developed a keen interest in the trade union movement, which adequately prepared me for full participation. Notably, I recall being delegated by my headmaster to represent our school at the School Representative Meeting of the union at the LGA level, where I gathered pertinent information for our teachers and subsequently briefed them upon my return.

As I demonstrated my leadership abilities, influential individuals who had previously held leadership positions took notice and rallied behind me during the union executive elections. Prior to my role as an executive member, I was nominated by the state wing to represent my LGA at a meeting in Ibadan, Oyo State, where I collaborated with colleagues from other locations to learn from Oyo's pioneering Endwell Scheme.

The initiative was a response to the challenges teachers faced around 1998-99, when retirement benefits were consistently delayed. At that time, the profession was not highly regarded, and many of us struggled financially, including getting married under financially difficult circumstances. I recall people asking my wife, "Do you want to marry a teacher? How will you survive?" She remained resolute, and we got married. Today, she is delighted that she married a teacher.

The Endwell programme was established in response to the challenges faced by educators. At that time, numerous civil servants, including teachers, were laid off and struggled to make ends meet. We adapted the programme in Kaduna,

Comrade Titus Amba,
NUT President

initiating a monthly contribution of N50 from teachers, which was later increased to N100. The programme commenced under the administration of the then military governor of the state.

Following the second anniversary of the programme, we began receiving loans in the form of bicycle loans and grinding machines for women, without receiving any cash disbursements. As the programme progressed, the financial base expanded, and teachers started to reap the benefits. Consequently, when we were requested to increase our monthly contributions, there were no objections. The monthly contributions for junior staff were increased to N150, while senior staff contributed N300; subsequently, all staff members contributed N300. The scheme gained further momentum when teachers started contributing N500, enabling us to provide motorcycle loans, coloured

televisions, roofing sheets, and refrigerators.

Our group was the first set of educators in Kaduna to receive a loan for a Plasma TV, which I utilized in my bedroom for over 25 years, maintaining its excellent condition until I donated it to someone last year. This achievement showcases the power of responsible lending and borrowing. I constructed my first house using the Endwell loan, a testament to the positive impact of accessible financing. My wife encouraged me to purchase a plot of land in Kaduna, and subsequently, I obtained a loan of eight bundles of roofing sheets from Endwell. After completing the loan repayment within two years, I accessed another loan of 100 bags of cement, 20 of which I sold to purchase two trucks of sand used for molding blocks, demonstrating my ability to leverage financial opportunities for growth and development.

I had previously cautioned my colleagues in Kaduna against relinquishing the Endwell loan for building a house, highlighting that they had missed a valuable opportunity. Consequently, upon assuming the role of chairman of NUT in the state, we engaged in discussions with our colleagues across all 23 LGAs and collectively agreed to increase the monthly dues to N2,000, thereby enabling investments in diverse sectors of the economy. Our investments encompassed a hotel, market shops in multiple locations, and numerous residential units that were rented out to individuals. Furthermore, we established a micro-finance bank.

We encountered difficulties when Governor Nasir El-Rufa'i terminated the monthly dues received from teachers. The governor saw the substantial revenue generated by the

scheme, and we attempted to persuade him that the funds were contributed by teachers who, in turn, received their entire contributions back upon retirement, along with 60 per cent interest on their total contributions.

The Endwell funds were being managed by a board on which I served as a member, given my position as state NUT Chairman, although I was not authorized to sign on its bank account. The Board Chairman, Mr. Tom Maiyashi, the NUT secretary, and the Endwell Board Secretary were the designated signatories. Furthermore, the governor established a committee to audit the scheme, and we extended an invitation to the team to inspect all the investments and properties acquired by the scheme. Subsequently, the committee commended the union for its achievements in the scheme and recommended that other unions adopt a similar approach.

During the audit team's visit to NUT headquarters in Kaduna, they encountered retired teachers from two LGAs who had been requested to collect the monies they contributed as retirement benefits, prior to receiving their entitlements from the government, and were observed with their passbooks containing their signatures and the exact amount they contributed.

Ultimately, when Governor Uba Sani was elected following the tenure of El-Rufa'i, he authorized the release of over N500 million Endwell funds held by the State Universal Basic Education Board (SUBEB) and the return of monthly deductions for teachers. Indeed, Governor Sani demonstrated a pragmatic approach and willingness to listen, ensuring job security within the state.

A considerable number of states operate a scheme akin to Kaduna's Endwell, albeit under different designations, and we encourage them to maintain these initiatives. Visits to Niger, Adamawa, and Taraba reveal exemplary programmes, including the establishment of schools, micro-finance institutions, and petrol stations. These schemes also alleviate financial burdens on governors, as we facilitate immediate payment to teachers upon retirement, enabling them to stabilize financially, in contrast to most state governments that have long-standing gratuity arrears. Consequently, we advocate for states to adopt the 65-year retirement age extension for teachers, allowing for better planning and payment for retirees. This approach ensures that experienced educators remain in the profession, as many individuals entering the teaching profession nowadays lack professional expertise. Teaching necessitates professionalism, and it is imperative that this standard is upheld.

Q- The union recently garnered attention with an appeal to President Bola Tinubu to implement welfare packages approved for teachers by his predecessor, late President Muhammadu Buhari, since 2020. What

LR: **Prof. Suwaiba Sa'idu Ahmad,** *Minister of State for Education;* **Dr. Tunji Alausa,** *CON, Minister of Education;* **Comrade Titus Amba,** *NUT President;* **Dr. (Mrs.) Ronke Soyombo,** *Registrar/CEO TRCN at the World Teachers Day celebrations.*

precisely do these packages entail?

We appreciated the approval granted by the late President Muhammadu Buhari's administration. We actually initiated the welfare packages, part of which included the extension of retirement age, which we just finished discussing. There is also the issue regarding years of service, salary structure, and special allowance for teachers in remote villages, housing units for teachers, soft loans for children of teachers intending to pursue education and become teachers, and numerous other welfare programmes. The only aspect that has been implemented is the extension of retirement age, which has been executed by about 26 states, because it does not entail any financial costs.

We have been engaging with both state and federal governments regarding the necessity of approving welfare packages for teachers. Recently, we met with the Registrar of the TRCN to discuss potential partnerships for enhancing teacher welfare. Although teachers comprise a significant demographic, their numbers should not deter the government from investing in the education system; in fact, advanced countries have consistently prioritized education. Investing in education yields invaluable returns, and no amount allocated to this sector can be considered excessive. Efforts are being made by President Bola Ahmed Tinubu to improve teacher welfare, and I am confident that these initiatives will yield positive outcomes for Nigerian teachers.

Q- You have consistently stressed that teaching merits greater recognition and support across all levels of government. Are you experiencing obstacles in your efforts to influence government policies that benefit teachers, and how are you addressing these challenges?

A- Every system inherently encounters challenges. We acknowledge and support the positive initiatives of any government in power. Currently, under President Tinubu's administration, we will persist in advocating for teachers' welfare. Notably, inadequate funding poses a significant obstacle to education, but as the adage goes, if education is expensive, then ignorance is an alternative. The government recently cited funding issues and removed the TRCN from budgetary allocation. This decision does not reflect well on the government, as it is essential to provide funding for the regulatory body of teachers. The government must reassess its priorities and reallocate resources to education funding. Notwithstanding the challenges in allocating sufficient funds to education, the prevailing attitude towards education in this country is a significant concern.

I commute from Abuja to Kaduna and consistently observe a high number of out-of-school children in Jere town, which is situated along the route. Many politicians and high-ranking government officials travel through this area and witness the thousands of school-age children roaming the streets.

They pose a risk to society; thus, rehabilitation and education are imperative. This phenomenon is less prevalent in developed nations. Government intervention is necessary to address this issue. In Kaduna, officials recently conducted a raid during school hours, relocating children from the streets and enrolling them in school. Similarly, the Abia State government has prohibited street hawking by children. We are confronted with a high number of out-of-school children, and the government must establish policy measures to tackle this challenge.

Another challenge confronting the education sector is the issue of funding, on one hand, and the deplorable state of school infrastructure, on the other. Most public schools in this country lack conducive learning environments due to inadequate furniture, teaching materials, dilapidated buildings, leaky roofs, and insufficient recreational facilities. If schools were made more attractive for learning, many children roaming the streets would be drawn to them.

Moreover, it is unsanitary for children to sit and learn on classroom floors.

Years ago, while serving as a young educator in Kaduna, I participated in a program that took me to several European countries, where I toured school facilities and observed best practices. I visited Copenhagen, Denmark, where I observed classrooms in a public school with a limited number of students, equipped with teaching support materials that foster interaction and engagement. While acknowledging that our schools in Nigeria do not need to replicate those in Denmark, I firmly believe that we should strive to provide a decent learning environment that supports the educational needs of our students. A more conducive school environment would undoubtedly reduce the presence of children on the streets. Similarly, the recent school feeding program, which provided free meals to pupils, resulted in increased school enrollment in many states.

Q-The NUT has posited that the shift to computer-based examinations by the West African Examinations Council (WAEC) and the National Examinations Council (NECO) will not eradicate malpractices. Can you provide further analysis and propose a solution?

A- Computerizing examination is one thing, while having the requisite facilities in place is another. We aim to ensure alignment with global best practices. For instance, the NUT Secretary and I will attend a workshop on Artificial Intelligence organized by Education International, where I serve as Vice President, in Brussels. This is part of our efforts to enhance the learning environment through AI-driven educational systems. As education becomes increasingly sophisticated, there is nothing wrong with NECO and WAEC digitalizing examinations, but the question remains: how prepared are we to actualize these dreams and avoid being caught off guard?

There are schools within local communities that possess adequate facilities, serving as centers for exam bodies, yet numerous centers lack the requisite equipment for examinations and internet services. Furthermore, a significant majority of exam candidates lack computer literacy, having had no practical interaction with computers. I am not suggesting that the initiative is inherently flawed, but rather that alternative arrangements should have been made accessible in the event that students and invigilators encounter issues with the Computer-Based Testing (CBT) system.

Government should establish more CBT centers and provide sufficient computers to schools for students to acquire operational skills.

Q- In its efforts to empower teachers, TRCN has introduced several initiatives, but faces challenges with delayed or non-payment of annual dues by teachers. Do you have a strategy in place with the council to ensure timely remittance of dues?

A- I would like to begin by extending my congratulations to my sister, Dr. Ronke Soyombo, Registrar and Chief Executive of TRCN, who has demonstrated remarkable creativity and diligence in enhancing the teaching profession in Nigeria. Her efforts and innovative strategies for advancing the council are evident. During our

last meeting, I assured her of our support, emphasizing that the success of TRCN is indeed a testament to the achievements of teachers. However, it is crucial to acknowledge that TRCN cannot fulfill its objectives without the financial contributions of teachers through their subscriptions. Moreover, we are actively advocating for the government to resume funding the council through the budget, as it is the sole regulatory body for teachers, requiring adequate budgetary provisions to function effectively.

We have been at the forefront, advocating state by state, to ensure that teachers pay their annual subscription to our professional body. We are promoting awareness among teachers that the council was established for their welfare and that they should value, support and promote it. On December 13th, we will convene our National Executive Council meeting at the Conference Hall of the Teachers House in Abuja, where we will present statistics on states that have strictly adhered to the payment of subscription fees at source, as well as those that have not.

We will instruct the states to ensure that all outstanding payments are settled between December and the first quarter

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TRCN Conducts 2025 Professional Qualifying Exam, Reinforces Standards For Nigerian Teachers

The Teachers Registration Council of Nigeria (TRCN) has successfully conducted its professional qualifying examination for teachers nationwide, a key step in strengthening standards and professionalism in the country's education sector.

Speaking to newsmen at the examination centre in Lagos State, the Registrar of TRCN, Dr. Shoyombo, said the 72-hour examination spanned all 36 states and the Federal Capital Territory (FCT) and was executed smoothly.

"This exam remains a critical requirement for professional certification aimed at improving the quality of teaching and learning outcomes nationwide," she said.

Highlighted the growing role of technology in education, Dr. Shoyombo STATE THAT teachers are using digital tools more effectively, and this is improving learning outcomes.

"In Lagos today, I saw many teachers navigating computers independently, and overall, the feedback has been overwhelmingly positive. Nigeria is moving in the right direction toward professionalizing educators," she added.

Mr. Akintoye Hassa, Chairman of the Nigeria Union of Teachers (NUT), Lagos State, described it as a "wake-up call for every teacher to engage in continuous professional development to remain relevant."

Similarly, Mr. Abayomi Maseyi, Chairman of the All Nigeria Confederation of Principals of Secondary Schools (ANCOPSS), Lagos State, noted that the exam was "smooth, efficient, and not overly difficult," adding that future candidates may soon be able to take the test from home.

Mr. Olukayode Edun, Chairman of AOPSHON, Lagos State, emphasized the importance of registration and professionalism in teaching. "Teaching is the mother of all professions. To be a professional teacher, you must be properly registered. I encourage all aspiring educators to follow this path," he said.

Lagos State TRCN coordinators, Mr. Olumuyiwa Oyewuyi and Ms. Adaobi Ekwuno, highlighted the historical significance of the exam and the accessibility of CBT platforms. "If you can navigate an Android phone, you shouldn't fear this exam," Ms. Ekwuno noted.

To ensure credibility and transparency, Dr. Shoyombo and other TRCN officials monitored selected examination centers. The exercise not only tested professional competencies but also showcased the growing adoption of technology in Nigeria's teaching profession.

The examination, conducted online through a Computer-Based Testing (CBT) platform, was praised by education stakeholders for its efficiency and accessibility.

The successful execution of the TRCN professional qualifying examination underscores Nigeria's commitment to continuous professional development for teachers and the broader goal of raising education standards nationwide.

Candidates at the 2025 Professional Qualifying Examination in a CBT Center

Dr. Soyombo And The Advancement Of Effective Teaching Change

By Misbahu Bashir Ajumawa (TRCN Abuja)

Teaching, much like select few professions is centered on providing services that contribute to societal betterment, thereby by enabling educators to nurture learners' intellectual, social and emotional growth. Accordingly, individuals aspiring to become teachers are required to secure specific professional documents and licenses prior to being cleared to manage a classroom in many countries including Nigeria.

Under the law, the Teachers Registration Council of Nigeria (TRCN) was vested with the authority to establish the standards of knowledge and skill for individuals seeking registration as teachers, maintain and publish the register of teachers and regulate and control the teaching profession in all its aspects and ramifications among other responsibilities.

Since its establishment, the Council has developed and implemented policies designed to improve teaching standards including recommending a comprehensive welfare package for teachers to the federal government and licensing of qualified teachers, resulting in significant reduction in quackery and enhanced school performance.

Following her recent appointment as Registrar/Chief Executive of the TRCN by President Bola Ahmed Tinubu, Dr. (Mrs.) Ronke Soyombo has commenced duties and committed to developing an effective strategy to improve teaching skills including keeping teachers' knowledge up-to-date through ongoing education courses.

Dr. (Mrs.) Ronke Soyombo, *Registrar/CEO TRCN .*

Upon conducting a comprehensive assessment of the council's departments and units, the new Registrar implemented a restructuring plan, which included establishing a department of private schools, later converted into a unit under her direct supervision. To address staffing needs in the new units, personnel were redeployed and responsibilities adjusted to enhance efficiency.

The proliferation of private primary and secondary schools in Nigeria has been a notable trend over the years, driven mainly by the decline of public schools due to inadequate infrastructure, poor supervision, and widespread corruption. Many of the private schools have allegedly failed to adhere to established regulations and have employed unregistered teachers. Consequently, with the creation of the new unit, the council will closely monitor all private schools nationwide, ensuring compliance with stipulated guidelines.

Since assuming office, the Registrar has undertaken effective policy advocacy to foster high-quality teaching workforce and enhancing early childhood education nationwide including successful interactions with stakeholders. The Registrar had held talks with the Sesame Square Nigeria Limited officials, a group that produces literary materials for pupils in basic schools, with a view to finding suitable areas of collaboration.

In the same vein, in her continued push for advocacy, Dr. Ronke has engaged the leadership of the National Assembly to advance the prioritisation of effective teacher professional development. One of such engagements is the meeting the Council had with the Senator representing Abia South, Senator Abaribe Enyinnaya, where the lawmaker expressed his enthusiasm for education and signaled his intention to explore potential collaboration with relevant

stakeholders to drive improvements in quality and accessibility of education in Nigeria

The engagement revolved around among other matters and thereafter the Registrar conveyed heartfelt appreciation to the Senator for initiating commendable programmes to support teachers in his constituency.

The Registrar had stated that the council's strategic plan was structured around a five-point agenda, encompassing the development and launch of the TRCN website and portal, the implementation of a mandatory criminal record vetting system for all teacher registration and licensure, the development of an AI-powered lesson plan generator, the reduction of PQE subjects from 23 to five, specifically Numeracy, Literacy, Information and Communication Technology (ICT), Pedagogy, and Safeguarding, aligned with national and global best practices, as well as the production and validation of questions banks for PQE.

The public's challenges in accessing online information about the teaching profession in Nigeria via various digital platforms were mitigated after the Registrar revamped the council's portal, launched on August 25th in Abuja by the Minister of Education, Dr. Maruf Tunji Alausa, and established a presence on social media. She has initiated the necessary legal proceedings to facilitate the shutdown of fake social media accounts purporting to represent the council.

The council's portal will feature an updated register of teachers, enabling registered teachers to verify their status upon completing the requisite procedures. Teachers with expired licenses will be identified on the portal. Furthermore, the council will explore options to grant parents and relevant authorities access to the status of teachers educating their children. Similarly, the council is reportedly collaborating with the police authority and relevant agencies to provide the criminal records of teaching candidates on the portal, facilitating a mandatory Teacher Ethics and Criminal Record Verification Framework. This will ensure that no teacher in public or private institutions is employed without undergoing ethics screening and criminal background checks.

Pursuant to the Registrar's directives, the council has

established a collaborative partnership with distinguished experts to develop an AI-driven Lesson Plan generator for teachers, thereby empowering them to design highly customizable, editable and distinctive Lesson Plans for implementation in their classrooms. This initiative enables teachers to effortlessly align their lesson plans with state standards at the mere click of a button.

The council's development of Lesson Plans, as part of its efforts to promote ongoing improvements in teaching practices and facilitate teacher assessments of lesson effectiveness, will incorporate the necessary materials, resources, and techniques required to cater to the diverse needs of students. This initiative, led by Dr. Soyombo, will undoubtedly enhance focus, align goals, support all learners, and augment teaching effectiveness.

To address certain common challenges candidates face during exams, the council has implemented a reduction of Professional Qualifying Examination (PQE) subjects from twenty-three to five, specifically Numeracy, Literacy, Information and Communication Technology, Pedagogy, and Safeguarding, in accordance with national and global best practices, as well as the development and validation of question banks for the PQE.

Similarly, a 3-day residential programme for TRCN and Plan International, structured around five core subjects, namely Numeracy, Literacy, Information and Communication Technology (ICT), Pedagogy and Safeguarding, took place from November 13th to 15th in Abuja.

The programme, sponsored by Plan International, undertook comprehensive deliberations and developed suitable multiple-choice question banks for the teachers PQE in the core subjects.

In her opening address at the event, the Registrar stated that the council is diligently working to promote high-quality teaching and childhood education with enriched programmes. She noted that President Bola Ahmed Tinubu has mandated authorities to restructure education standards to reflect evolving contemporary ideals of social, economic, and political culture.

She said, "Under the Renewed Hope Agenda, the President has given us directives to reform the education in line with Nigerian

Education Sector Renewal Initiatives (NESRI) by focusing on literacy improvement, data digitization and access to quality education."

Dr. Soyombo stated that the 3-day programme has, among other topics, produced and validated question banks, ensuring that all questions genuinely assess teaching competency, yield consistent and fair results for every candidate everywhere, and align our standards with international best practices.

With her extensive experience as a professional teacher, the Registrar made a commitment to establish clear, quantifiable objectives designed to inform the development of sustainable training initiatives, policies, procedures, and resource allocation, ultimately enhancing the capacity of the council's employees and prospective teachers across the country, consistent with President Tinubu's renewed hope initiatives. The Registrar sought to provide teachers with modern pedagogical approaches responsive to the requirements of students in the 21 st century.

To enhance personnel capability, the council hosted a transformative two-day management retreat in Abuja, empowering officers on level 12 and above to unlock their full potential and drive exceptional service delivery.

During the exercise, the Registrar urged participants to use the knowledge acquired at the inaugural retreat to enhance their individual and collective responsibilities

She stated that the retreat provided participants with the opportunity to revert to the foundation upon which the council was established, identified areas for improvement, reassessed strategies and programmes, and devised new strategies.

She demonstrated her commitment to improving staff potential by introducing initiatives that foster well-being, accelerate skills development, and nurture expertise, thereby equipping them to excel in their roles

As part of efforts to further decentralize policy making and implementation procedures, the council has established six zonal offices, each with a appointed zonal coordinator. These offices will liaise closely with state under their jurisdiction to facilitate service delivery.

In another positive development, the Registrar noted with concern the deliberate media blackout, which limited the effective dissemination of council programmes to the public, largely due inadequate engagement with the mass media. To rectify this, the council's information unit is undergoing a revamp to facilitate collaboration with media outlets, ensuring the timely sharing of accurate information. The information unit will be integrated into the council's programme decision-making processes, encompassing seminars, courtesy visits, teacher induction, PQE activities, and stakeholder meetings to facilitate access to and sharing of approved content.

The Registrar had established the Nigerian Teacher Magazine to facilitate the dissemination of accurate information, and activated all the social media handles of the council to ensure constructive engagement with stakeholders.

The inaugural edition of the magazine, published quarterly by the TRCN, achieved a significant milestone with its successful launch in August by the Minister of Education, Dr. Maruf Tunji Alausa, with invaluable support from the Minister of State for Education, Professor Suwaiba Sa'id Ahmad, in Abuja.

Transforming Nigeria's educational landscape, the publication fuels teacher empowerment, delivers expert analysis of government initiatives, and fosters a vibrant community of educators united by a shared passion for excellence.

The upcoming December 2025 edition of the magazine is poised to be a groundbreaking issue, showcasing pioneering storytelling concepts that will herald a new era of publishing excellence.

Maintaining high teaching standards necessitates significant funding, but reportedly, the dwindling budget is adversely affecting the council's services. The paucity of funds escalated when the federal government withdrew funding for the council in 2024, rendering it impossible to pay salaries according to the approved minimum wage scale.

Concurrently with the new Registrar 'efforts to boost professional development opportunities and motivation among teachers, the federal government needs to provide complimentary support by allocating adequate grants to the council through the budget.

TRCN Holds Retreat, Sets Agenda For Leadership Capacity Building, Teacher Integrity

The Teachers Registration Council of Nigeria (TRCN) has taken a decisive step to strengthen institutional capacity and service delivery with the hosting of a two-day management retreat for senior officers in Abuja.

The retreat, which brought together officers on Grade Level 12 and above, was designed to sharpen leadership skills, reassess organisational strategies and align staff with the Council's reform agenda aimed at elevating professional standards in the teaching sector.

In her opening address, the Registrar of TRCN, Dr. Ronke Soyombo, described the retreat as a critical platform for reflection and renewal, urging participants to translate the knowledge gained into improved performance and collective responsibility.

She said the retreat offered an opportunity for management staff to reconnect with the Council's founding mandate, identify gaps, reassess existing programmes and develop innovative strategies to reposition TRCN for greater efficiency and impact.

Dr. Soyombo reaffirmed her commitment to staff development, unveiling initiatives focused on employee well-being, accelerated skills acquisition and expertise development to enable staff perform optimally in their roles.

She also highlighted the broader implications of the newly introduced TRCN digital portal, noting that it would enable employers to make informed recruitment decisions by verifying teachers' credentials and conducting ethical and background checks. According to her, the system would protect children and restore confidence in the teaching profession by ensuring that only qualified teachers of sound moral character are allowed into classrooms.

Dr. (Mrs.) Ronke Soyombo *leading staff of TRCN at a management retreat recently.*

Stressing that Nigeria is not a dumping ground for unqualified and unethical teachers, the Registrar noted that the new verification system would prevent a recurrence of situations where some expatriate teachers previously engaged by schools in the country had been barred from teaching in their home countries due to criminal records.

Speaking on leadership and management, Mr. Kane Erukorah of the British Council challenged participants to embrace adaptive leadership, reminding them that regulating teachers effectively requires understanding the learner's perspective.

In his remarks, the Chairman of the TRCN Governing Board, Dr. Mustapha Salihu, commended the management for organising the retreat, describing it as timely and strategic. He said President Bola Ahmed Tinubu and the Minister of Education, Dr. Maruf Tunji Alausa, are fully committed to reforming the teaching profession, improving teachers' welfare and driving systemic change in the education sector.

Dr. Salihu, who also chairs the Board of the National Agency for the Prohibition of Trafficking in Persons (NAPTIP), said his appointment as TRCN Board Chairman was largely to help address longstanding challenges confronting the Council.

He noted that the establishment of TRCN zonal offices would significantly enhance operational efficiency, adding that zonal coordinators would soon be empowered with the resources and clear mandates required to deliver results.

The Board Chairman also disclosed plans to motivate staff through a structured system of rewards and sanctions, improve

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Education, Central To Economic Growth Under Renewed Hope Agenda -TRCN Registrar

The Federal Government has reiterated its commitment to repositioning Nigeria's education sector as a key driver of economic growth, in line with President Bola Ahmed Tinubu's Renewed Hope Agenda.

The Registrar and Chief Executive of the Teachers Registration Council of Nigeria (TRCN), Dr. Aderonke Soyombo, stated this at the 2025 Annual Teachers Conference organized by the Association of Chartered Certified Accountants (ACCA).

She explained that the administration is leveraging the Sustainable Development Goals (SDGs) as a strategic framework to strengthen the education system and accelerate national development.

Dr. Soyombo, who was represented at the event by the Lagos State Coordinator of TRCN, Mr. Ojewuyi Muyiwa, emphasized that sustainable growth in the education sector is largely dependent on the quality, competence and adaptability of teachers.

According to her, the Council is fully aligned with the Federal Government's policy direction and is committed to reforming the teaching profession to meet global standards.

"TRCN will ensure that the 21st-century teacher is tech-savvy, flexible and globally competent. Aligning teacher development with the Sustainable Development Goals is therefore a step in the right direction," she said.

She noted that Sustainable Development Goal 4 (SDG-4), which focuses on inclusive and equitable quality education, targets students between the ages of 10 and 13, equipping them with early knowledge of sustainability, global challenges and practical habits that support lifelong learning.

The Registrar added that the initiative is designed to promote inclusive access to quality education while preparing young learners to play active roles in building a sustainable society.

Also speaking at the conference, the Country Head of ACCA, Mr. Tom Isibor, commended the TRCN leadership for its commitment to the Nigeria Education Sector Renewal Initiative, a government-led effort aimed at transforming the nation's education system.

Isibor noted that the initiative aligns with the United Nations Sustainable Development Goals and is intended to transition Nigeria from a resource-driven economy to a knowledge-based one.

"These ideas, if properly harnessed, will reposition Nigeria's economy and empower learners with the skills required for sustainable development," he said.

Dr. (Mrs.) Ronke Soyombo,
Registrar/CEO TRCN .

He further disclosed that ACCA would deepen collaboration with the Teachers Registration Council of Nigeria to strengthen the teaching profession and reinforce education as a critical pillar for Nigeria's long-term economic growth.

Mandatory Continuing Professional Development (MCPD):A Cornerstone for Teacher Professionalism in Nigeria

Cont'd from Pg. 22

Community of Practice (CoPs); and gradual integration of digital MCPD platforms.

Conclusion: Mandatory Continuing Professional Development (MCPD) remains a cornerstone of TRCN's agenda for raising teacher quality and restoring dignity to the teaching profession in Nigeria. It embodies TRCN's conviction that a teacher who stops learning stops being effective.

As education systems globally evolve, MCPD guarantees that Nigerian teachers will continue to grow, innovate, and inspire the next generation of learners. Through continuous learning, the teaching profession in Nigeria will not only meet present expectations but exceed future demands.

TRCN Inducts 277 LASUED New Educators Into The Teaching Profession

The Teachers Registration Council of Nigeria (TRCN) has formally inducted 277 newly qualified teachers from the Lagos State University of Education (LASUED) into the teaching profession, marking a significant milestone in their academic and professional journeys.

The induction ceremony, which brought together key education stakeholders, saw inductees ranging from National Certificate in Education (NCE) holders to Ph.D. graduates take the oath of practice, thereby officially joining the ranks of certified teachers across the country under the Teachers Registration Council of Nigeria (TRCN).

Speaking at the event, the Vice-Chancellor, LASUED, Professor Bidemi Lafiaji-Okuneye, described the ceremony as a high point in the lives of the successful candidates who had passed the TRCN qualifying examinations held in April. Out of 303 candidates who sat for the assessment, 277 scaled through, a feat she said demonstrated resilience, dedication, and intellectual excellence.

"Your success is a reflection of your perseverance and commitment to this noble cause," she said. "Today, you are not only licensed to teach but are also entrusted with shaping the character and future of young learners. Teaching is not just a job, it is a unique calling that requires integrity, compassion, and unwavering dedication," she noted.

The Registrar and Chief Executive of Teachers Registration Council of Nigeria (TRCN), Dr. Ronke Soyombo, in her address, emphasized the

Dr. Ronke Soyombo, *Registrar and Chief Executive of Teachers Registration Council of Nigeria (TRCN).*

weight of responsibility that comes with the profession. She urged the new teachers to uphold the ethics and standards of the teaching profession, describing educators as more than conveyors of knowledge.

"As teachers, you are mentors, motivators, and architects of destiny," she said. "Nigeria's hope for a brighter tomorrow rest in the learners sitting in our classrooms, and you hold the keys to unlock their potentials. That is why we demand not just competence, but character, not just qualification, but dedication. You must prioritize the safety and wellbeing of your students while maintaining the highest standards of professionalism and integrity."

The Registrar further stressed the importance of respecting students' dignity, maintaining professional boundaries, and adopting proper channels to address concerns within the school environment.

Highlighting the changing dynamics of the education sector, stakeholders at the ceremony called for the integration of technology and innovative practices in classrooms. They underscored the need for teachers to embrace modern tools and Artificial Intelligence (AI) to foster inclusivity and make learning more engaging for today's digital-native learners.

According to the TRCN, the digital shift would ensure that teachers across Nigeria remain relevant, adaptable, and equipped to deliver quality education that aligns with global best practices.

The induction was rounded off with a charge to the new inductees to commit themselves fully to academic excellence, character building, and lifelong learning—qualities seen as vital in transforming Nigeria's education landscape.

L-R: **Prof. Bidemi Lafiaji-Okuneye,** *VC LASUED, an inductee (middle),* **Dr. Risqat Sanni,** *Desk officer for TRCN at LASUED.*

Computer-Mediated Learning As A Vital Approach To Modern Education *Continued.*

competitiveness, and lifelong learning. It enables educators to reach a wider range of learners, deliver diverse learning experiences, and respond effectively to the evolving needs of students in the digital age.

Computer-mediated learning is a cornerstone of modern education, breaking down barriers and expanding access to quality learning for students everywhere. By integrating technology into teaching, it enhances instructional effectiveness and supports learner-centred approaches, allowing students to engage actively, think critically, and take ownership of their learning.

This approach also enables continuous assessment and timely feedback, helping teachers monitor progress and tailor instruction to individual needs. Beyond the classroom, it prepares learners for the digital economy by fostering essential technological skills and digital literacy. Furthermore, computer-mediated learning strengthens communication and collaboration, connecting teachers and students across schools, regions, and even countries, creating a dynamic, interactive, and future-ready educational experience.

In conclusion, Nigerian teachers must be skilled, ethical, adaptable, and technologically competent. Achieving this requires deliberate policy direction, strong regulatory frameworks, and sustained investment in professional development. As the statutory body responsible for regulating and professionalising teaching in Nigeria, TRCN remains central to this transformation. By upholding professional standards, promoting continuous learning, and enforcing ethical conduct, TRCN is helping to secure a future in which Nigerian teachers are respected, empowered, and fully equipped to lead the nation into a knowledge-driven global economy.

Tinubu Will Prioritize Teachers' Welfare - NUT President, Amba

By Misbahu Bashir Ajumawa & Esther Chiwar (Abuja)

Cont. from Pg. 25

of 2026 before subsequent payments commence. Next year, we will convene our Delegate Conference, the supreme decision-making body in Enugu, where we will deliberate on and approve key decisions. While there may be bureaucratic hurdles in requesting government deductions at source, teachers should emulate other professional organizations where membership subscriptions are paid by members without issue. Other professional bodies even offer benefits tied to annual dues, which will not be provided if payment is not made. We are working to fortify TRCN.

Q-The Council has introduced a programme allowing private and public employers to utilize its portal for background checks on prospective teachers, thereby preventing the hiring of individuals with criminal records. How would you characterize this initiative?

A- That is a highly commendable project in that the teaching profession necessitates dignity, as one ought to exhibit impeccable manners before becoming an educator. Teachers impart knowledge, inspire, and shape the younger generation. Parents entrust their children to teachers, who serve as role models. Any policy initiated by the TRCN aimed at refining teachers to be distinct, decent, and reliable individuals is wholly supported by us.

Q-The Federal Government has recently issued a directive mandating teachers to register with the council and obtain licenses prior to the enforcement commencement in 2026. How do you perceive this development and what initiatives is your union undertaking to educate its members on this matter?

A- All prospective teachers must adhere to certain criteria, the first of which is to be registered and licensed. This is done to protect the teaching profession. In fact in other countries, no teacher can teach in school without being registered by a regulatory body such as TRCN. That statement by the Ministry of Education is apt.

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Teachers Registration Council of Nigeria

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