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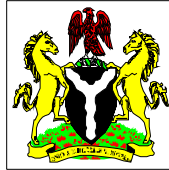
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**THE MINISTER OF EDUCATION,
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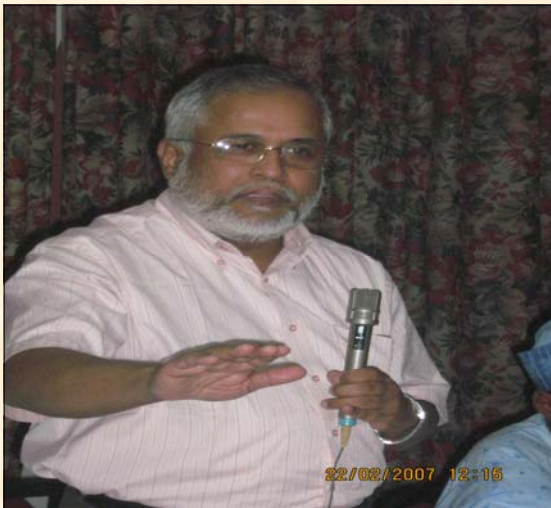


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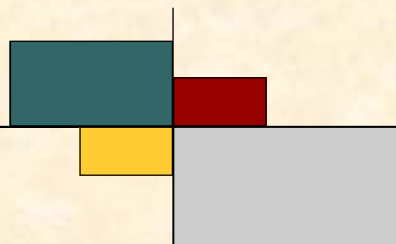
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TRCN...

Teaching for Excellence



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TRCN VISION

To control and regulate teacher education, training and practice at all levels and sectors of the Nigerian education system in order to match teacher quality, discipline, professionalism, reward and dignity with international standards.

Editorial Note

Consolidating the gains of the Professional Diary

The Dairy has proved to be such a powerful medium for the dissemination of the key activities and challenges of TRCN. Indeed, no other singular channel of communication has given stakeholders so much comprehensive idea about what TRCN does day-in-day-out, the draw-backs and the triumphs, as the *Diary* has done so far. The country is such a large and complex one and no matter how much any organisation publicized its activities, it will always be urged to do more because there are still bound to be millions out there who for one reason or another could boldly say that they have not even heard of that organisation before. This scenario is part of the challenge TRCN faces, particularly as it charts a new course for Nigeria's largest occupational group.

However, the joy is great that TRCN has not only gotten its information in a rich, colourful and comprehensive style to the doorsteps of key stakeholders but also has got the stakeholders to actually give feedback and write to applaud the initiative. It is really very encouraging that some State Governors, scores of Vice Chancellors of Nigerian universities, Rectors of polytechnics, Provosts of Colleges of Education, Honourable (State) Commissioners of Education, Chief Executives of Federal and State Educational Agencies, Heads of Non-Governmental Organisations, International Development Partners and others too numerous to mention have personally written to acknowledge and appreciate the publication and asking for more. TRCN's oversea sister agencies too - from Canada, England, United States of America, Australia, South Africa, etc have enjoyed the past editions and found them very informative. This has more than ever strengthened the ties that TRCN shares with them.

Motivated by this success, TRCN has made commitment to keep the Diary flowing. The subsequent editions will get juicier so that the great



supporters of TRCN will have all the information required to remain on board.

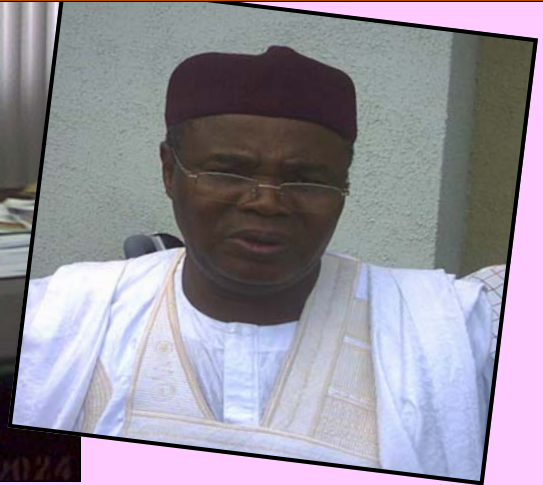
In this edition...

The period between December 2006 and May 2007 saw such an array of events that cannot be all recounted or even mentioned in this *Diary*. It was basically a period described as *tsunami* because it witnessed the climax of the efforts of the Federal Government of Nigeria through the Minister of Education, Mrs. Obiageli Ezekwesili, to fundamentally reform the Education sector in Nigeria. The Reform kept every agency of the Federal Ministry of Education, of which TRCN is one, on its toes. The number of meetings with the Minister, Reform Team, Ministerial Task Teams, Stakeholders summits, etc were simply countless. Yet the routine activities and programmes accelerated to keep pace with the new service delivery impetus brought about by the Reform.

In effect, the accounts in this edition of the *Diary* still remain at best, a tip of the iceberg. But we believe that the iceberg in this circumstance will give our beloved readers sufficient basis for understanding and appreciating TRCN operations during the period. From the story of TRCN chair who became Minister of State for Environment, Housing and Urban Development and the New Face of Education in Nigeria credited to the Minister of Education to the verdict of Nigerian teachers in an opinion poll and the warm reception by the South African Council for Educators, its all a reader's delight! Enjoy your *Diary*.

**STEVE NJOKU NWOKEOCHA, PhD.
EDITOR-IN-CHIEF**

THE EXECUTIVE STANCE ...



BETTER TEACHERS, BETTER EDUCATION SYSTEM

It is an ageless truth that teachers determine the quality and level of advancement of any education system. For that reason, TRCN is very mindful of the pivotal role it has to play in order to put education in the country on the right part.

This is clearly evidenced in TRCN's comprehensive and relentless strategies in not only registering qualified teachers in Nigeria but also setting standards in most respects concerning the teaching profession in Nigeria. From matters of Continuous Professional Development (CPD), code of conduct, teachers' tribunal and teachers investigation panel to teachers' professional performance standards, accreditation of teacher education institutions in Nigeria, formulation of special teachers salary structure and the protection of the teachers' general interest, TRCN has set in motion landmarks that are re-directing the teaching profession in Nigeria towards the part of excellence.

Particularly of note is TRCN's insistence on the enforcement of the Nigeria Certificate in Education (NCE) as the minimum national teaching qualification, which received the strongest support of the National Council on Education and led to the decision of the Federal Government to introduce the **SPECIAL TEACHER UPGRADING PROGRAMME (STUP)**. Through STUP, the Federal Government intends to fund the training of over 100,000 Teachers Grade Two Certificate holders still in the school system in order to upgrade them to the NCE level within the shortest possible time. The success of the initiative is expected to decisively end the era of Teachers Grade Two in the Nigerian school system, which is a problem that has defied solution for nearly thirty years since 1977 when the National Policy on Education made the NCE the minimum national teaching qualification.

In summary, TRCN remains committed to entrenching an education system that will be respected around the world through the world-class performance of its teachers.

CHIEF ANJIKWI MUSA CIWAR (OON, MNAE), REGISTRAR/CHIEF EXECUTIVE



FROM THE CHAIR

that calls for the participation of all stakeholders, particularly all professional teachers and their employers, in TRCN affairs. This participation will ensure that all opportunities of the autonomy granted TRCN are utilized.

The Federal Government looks forward to a future in which no unqualified teacher in Nigeria will have the desire to offer his or her services as a teacher and no employer is willing to hire the services of an unqualified teacher because that is against the existing law. The Government equally looks towards a situation in which TRCN can successfully prosecute teachers and employers that choose to violate the law establishing the Council.

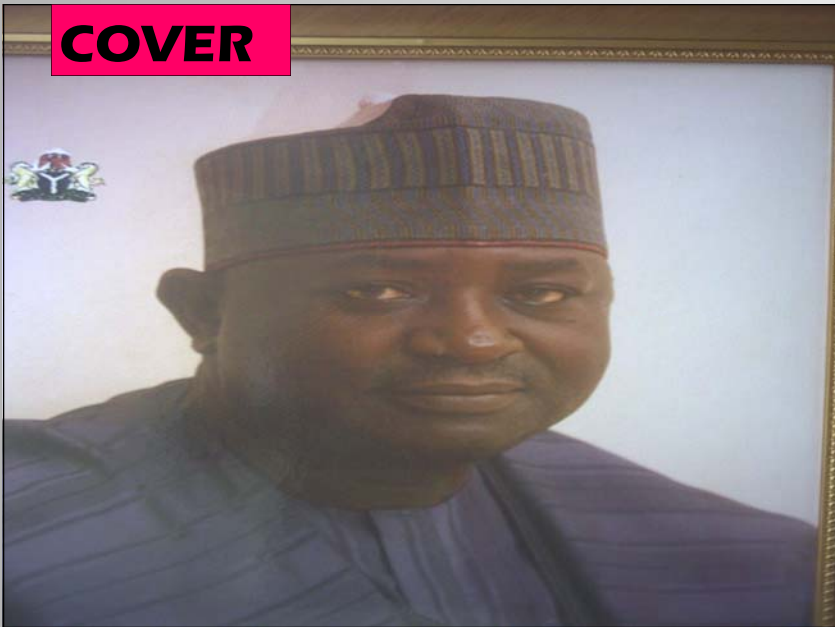
Other aspirations of the Government is that teachers should be effectively licensed to do their jobs and the licenses renewed periodically based on the teachers meeting stipulated conditions. Teachers' economic conditions are also expected to improve like that of their counterparts in the other professions so that they could have the capacity to fund their professional regulatory agency better as their colleagues do. Meeting these aspirations are the best ways to guarantee a teaching force that is competent, professional, attractive, respected, motivated and international in out look.

FEDERAL GOVERNMENT STRENGTHENS TRCN

It was not surprising that TRCN had to emerge out of the Federal Government Reform in the Education sector, stronger, more popular and above all, with greater political and financial independence. This is borne out of the Federal Government's recognition of the importance of a Teaching Council as exists in other parts of the world. It equally demonstrates a vote of confidence on the ability of TRCN to creditably deliver its mandates, going by the successes it has recorded within its relatively little time of existence.

The Federal Government intends that TRCN should wield all the powers and enjoy all rights and privileges as do its peers not only abroad but also in Nigeria like the agencies regulating the professions of law, medicine, engineering, pharmacy, etc. This is a great challenge

ALH. ALIYU IKRA BILBIS, CHAIRMAN, TRCN GOVERNING BOARD



BILBIS: TRCN CHAIR BECOMES MINISTER

The Chair of TRCN Governing Board, Alhaji Aliyu Ikra Bilbis, had another feather added to his cap as the President of the Federal Republic of Nigeria, Chief Olusegun Obasanjo, appointed him Minister of State for Environment, Housing and Urban Development with effect from December, 2006. The news of this elevation was made known in November when the name of the Minister was sent to the Senate of the Federal Republic for screening. Alhaji Bilbis, who is decidedly intelligent, versatile and confident had no hard time scaling the very critical and often challenging inquisition by the Senate which in the recent past has caused some Ministerial nominees to drop or have re-scheduled/repeated screening by the Senate.

Alhaji Bilbis is in the category of the relatively young Ministers in Nigeria who through sheer hard work and unprecedented achievements in the present Federal Administration, have proved that the younger generation could hold the key to the socio-economic development of the nation. His records at TRCN and six months as Minister favourably compares him with the other young and revolutionary Ministers and Chief Executive of Federal Agencies who have resolved intractable socio-political problems and set Nigeria on the path of accelerated development. Among these are the Minister of Education, Mrs. Obiageli Ezekwesili; Minister of the Federal Capital Territory, Mallam Nasir Ahmad El'Rufai; former Minister of Finance, Mrs. Ngozi Okonjo-Iweala; Chairman of Economic and Financial Crimes Commission, Mallam Nuhu Ribadu; Director-General of the National Agency for Food and Drug Control and Administration, Professor Dora Akunyili; and others.

Working in concert with the Senior Minister of Environment, Housing and Urban Development, Mrs. Ellen Esuene, Alhaji Bilbis has become instrumental to the enthronement of a new environment, housing and urban development agenda in Nigeria. The latest hitting the newslines is the crafting of a **bill on *National Building Code*** to be sent to the National Assembly which is aimed at sanitizing the sector, setting higher standards for operators and checking the incessant collapse of buildings in some parts of the country.

COVER

**NEW
FACE OF
EDUCATION
IN
NIGERIA:
MINISTER
PRESENTS
STRATEGIC PLAN
AND NEW BILL;
GIVES TRCN
AUTONOMY**



MRS. EZEKWESILI

Minister of Education, Mrs. Obiageli Ezekwesili, in March 2007 at the banquet Hall of the Presidential Villa unfolded the final documents that will define the future of Education in the country. The move was a solemnization of nearly a year of earth-shaking restructuring and reformation of the Federal Ministry of Education, its Agencies and the general Education sector in Nigeria. Eventually in April 2007, she moved on to serve at the world level as the Vice President (Africa) of the World Bank based in Washington DC, United States of America. She was succeeded by the Minister of State for Education, Dr. Sayyadi Abba Ruma.

The President of the Federal Republic of Nigeria, Chief Olusegun Obasanjo, took time in many of his public speeches to emphasize how important it is to reform Education as he said that the possibility of reforming other sectors would depend on the success of the reform in Education. He said that this was so because Education was the foundation of life and social change in any society; therefore, a prosperous Education system would inevitably lead to a desirable society. He has also been quick to add that he sent the Minister, Mrs. Ezekwesili, on a special mission to the Education Ministry, being one of his Ministers he is proud of the most.

The Minister accordingly took her mission with every seriousness, working 24-hour each day, leaving no stone unturned and daring the monsters that held back the wheel of progress in the Education Sector in Nigeria. With so many initiatives to her credit, the Federal Ministry of Education website, www.fme.gov.ng, has become a cynosure of sort, dotted with dozens of radical programmes and attracting millions of keen information seekers every day, worldwide.

COVER

In the ***Ten Year Strategic Plan*** of Education in Nigeria, the Minister made it clear that the goal of the Ministry was to help Nigeria achieve its **VISION 2020**, which is the nation's dream to **"Become one of the top 20 economies of the world by the year 2020"**. In that light, she stated that the vision of the Federal Ministry of Education is to **"Become an emerging economy model, delivering sound education policy and management for public good"**.

The *Strategic Plan* highlighted the responsibilities of the three tiers of government in Nigeria, that is the Federal, State and Local Governments, towards Education. Basically Education is a joint responsibility of all the tiers but the Federal Ministry of Education would have the overall duty of setting, maintaining, and enforcing standards to ensure that Nigeria's Educational products can compete effectively in the global economy and polity.

The Minister further indicated that she set up Task Teams to address eleven key issues requiring reform in the Education sector. The areas were:

- *Education, economy and competitiveness,*
- *Curriculum, instruction and teacher quality,*
- *Reform of the Federal Ministry of Education and parastatals,*
- *Information and Communication Technology (ICT),*
- *Physical infrastructure,*
- *Standards, accountability and academic assessment,*
- *Examination ethics and campus safety,*
- *Communications strategy,*
- *Equity,*
- *Governance and politics, and*
- *Education finance.*

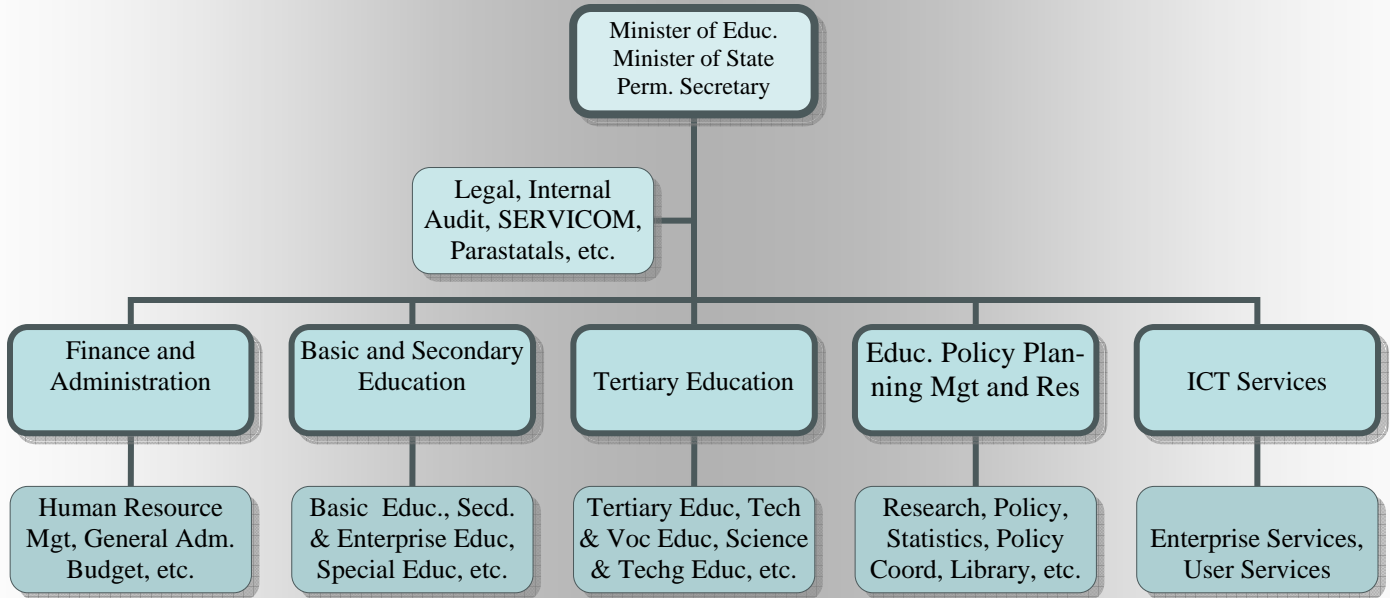
And TRCN's Role...

Based on the findings and recommendations of the Task Teams and various dialogues of the Minister with stakeholders, the ***Plan*** dictated a comprehensive road map which the Federal

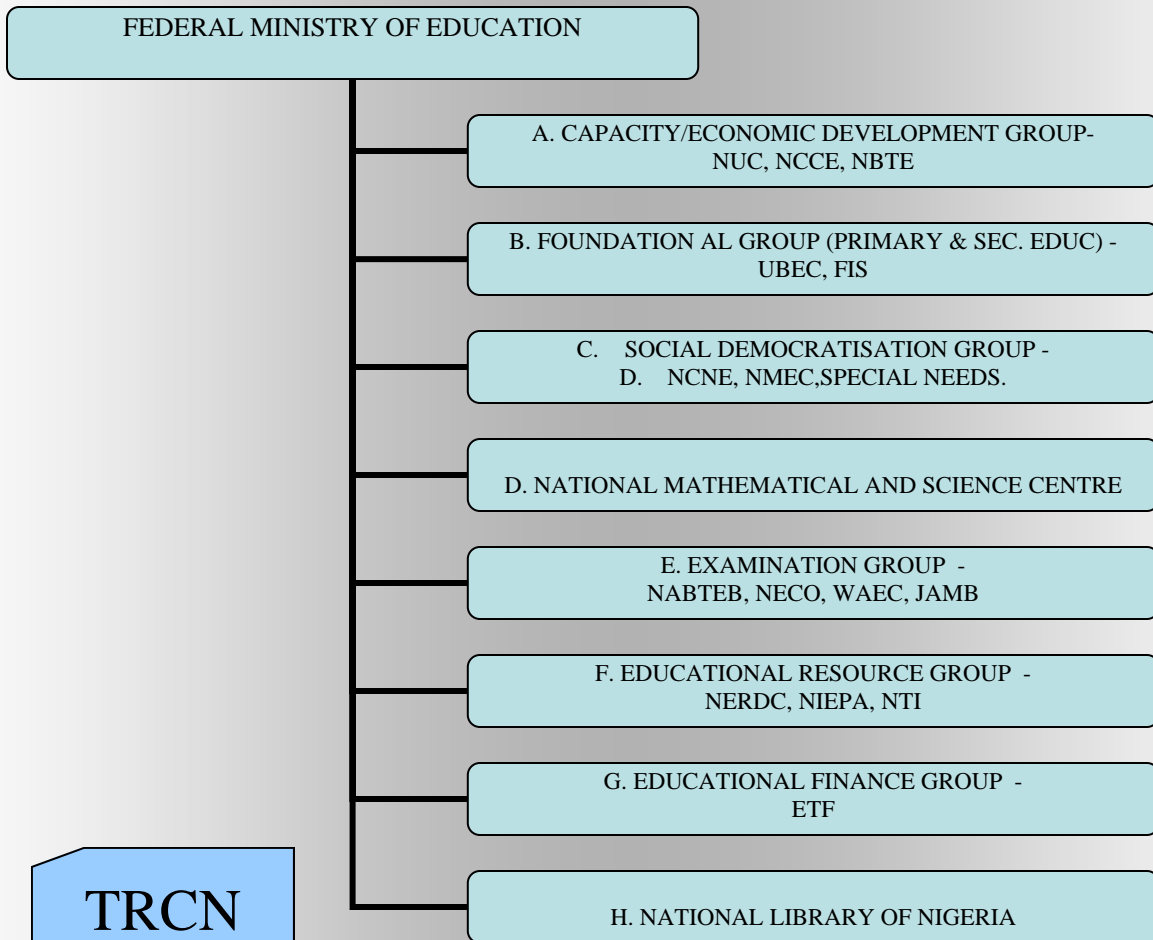
Ministry of Education and its agencies must in the ten years ahead work jointly to implement. The road map cuts across the basic, senior secondary, tertiary, special and general education. Particularly with respect to teacher quality, the ***Plan*** directed TRCN to work with the Ministry to:

- *Set overall professional standards for teachers,*
- *Define teacher quality in terms of performance and certifications; define benchmarks for what teachers should know and be able to do,*
- *Define professional standards for teacher educators who train new teachers,*
- *Set targets for reducing the number of professionally unqualified teachers year on year until all teachers are fully qualified.*
- *Provide incentives to attract high quality personnel to train to become qualified teachers,*
- *Develop training programmes and a set of standards and criteria for becoming a head teacher/school principal,*
- *Improve the conditions of service of teachers (e.g. housing, soft loans),*
- *Introduce the procedure for obtaining and periodically renewing a teaching licence,*
- *Use benchmarks to design teacher initial preparation and continuing professional development programmes,*
- *Encourage and support teachers' professional associations,*
- *Design and implement a National Teacher Education framework based on what teachers should know and be able to do:*
 - *On graduation*
 - *On completion of an induction period, and*
 - *For licensing as an accomplished teacher.*

NEW STRUCTURE OF FEDERAL MINISTRY OF EDUCATION (FME)



MERGER OF FEDERAL MINISTRY OF EDUCATION PARASTATALS



New FME Structure and its Parastatals:

As part of the Reform, the Plan restructured the FME Departments from eight down to five Departments and replaced all the Directors with new ones described by the Minister as thoroughly tested and trusted. In a similar vein, the twenty one agencies of the FME were merged and reduced to thirteen parastatals while TRCN was placed on special status. An Examination Regulatory Agency was created as one of the thirteen parastatals to set standards for the conduct of post Basic and Senior Secondary examinations in the country. WAEC, JAMB, NECO, and NABTEB were to come under the regulation of the Examination Regulatory Agency, however each will retain its separate identity as a parastatal.

The **Plan** provided for the full empowerment of TRCN to operate independently of Strict Ministerial control in line with national and global best practices and in order to match the performance of its peers anywhere in the world.

The New Education Bill:

To give the new structure the necessary legal backing, the Minister presented a Bill of 134 pages which clearly spelt out the powers, functions, programmes and interrelationships of the

new Agencies of the Federal Ministry of Education as well as the roles expected of the Federal Ministry of Education itself.

1. The Agencies provided for in the Bill are:
2. **Basic and Secondary Education Commission** (former Universal Basic Education Commission),
3. **Tertiary Education Commission** (Former National Universities Commission, National Board for Technical Education, and National Commission for Colleges of Education),
4. **National Education Resource Commission** (Former National Teachers Institute, National Educational Research and Development Council, and National Institute for Educational Planning and Administration),
5. **National Examinations Regulatory Council,**
6. **Joint Admissions and Matriculation Board,**
7. **National Examinations Council**
8. **National Business and Technical Examinations Board,**
9. **National Commission for Technical Education** (This will deal with Technical and Vocational Education at the lower level of the Education system),



BANGUET HALL OF THE PRESIDENTIAL VILLA, VENUE OF THE MINISTERIAL SUMMIT

10. National Library and Information Service Board,

11. Special Education Commission (Former National Commission for Nomadic Education, National Commission for Mass Education, and the new impetus for Education of People with Special Needs),

12. National Mathematical and Science Education Commission,

13. Teachers Regulatory Council of Nigeria (Former Teachers Registration Council of Nigeria), and

14. Education Trust Fund

The Ministerial Summit at the Presidential Villa was convened by the Minister to get the final inputs of the stakeholders before forwarding the documents to the Federal Executive Council and the National Assembly for the considera-

tion of the Bill. The audience was a galaxy of the key players in the Education sector. Among them were the Directors of the FME, Chief Executives of FME agencies, international development partners, non-governmental organisations, teachers unions and associations, parent-teachers association, etc. The summit lasted two full days with the Minister and participants working late into the night on each day. At the close of the summit, participants had been able to read with the Minister, page-by page, the 32 page Strategic Plan and 134 page Education Bill and made critical inputs. The summit came to an end leaving stakeholders with very high hope of a new system of educational administration in Nigeria that could make Nigerian education products truly global competitors.



CHIEF A.M. CIWAR (OON), TRCN REGISTRAR/CHIEF EXECUTIVE AT THE PRESIDENTIAL VILLA DURING THE MINISTERIAL SUMMIT

SPECIAL REPORT

16

A line-up of the very cars given out by Mr. President to the teachers.



MR PRESIDENT

**BREAKS
RECORDS, HONOURS
BEST TEACHERS AND
SCHOOLS,**

**The Presidential
Excellence Awards now
institutionalized as annual
event.**

History was made on the Global Children's Day, May 27, which in Nigeria coincided with a series of ceremonies to usher in a new President on May 29. May 29



**Chief Olusegun Obasanjo, GCFR.
President of Nigeria**

is popularly known in Nigeria as Democracy Day because it is the date on which a democratically elected President is inaugurated every four years.

Teachers never had it so good before as the out-going President of Nigeria, Chief Olusegun Obasanjo brought teachers to the fore-front by institutionaliz-

ing Teachers Excellence Awards. Brand new reigning cars were given to twenty teachers and school administrators adjudged to be the best at the primary, junior secondary and senior secondary school levels in Nigeria. Best schools at the three levels of the education system also got twenty five computers and the second and third best schools got ten and five computers, respectively.

SPECIAL REPORT



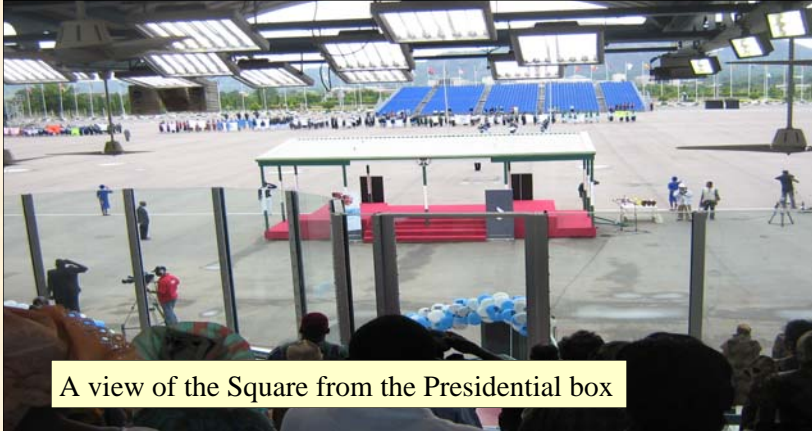
Presidential Box at the Square

THE EAGLE SQUARE WAS AGOG:

Venue of the historic Presidential Excellence Award to deserving teachers and schools was the Eagle Square, Nigeria's No. 1 arena where Presidents are inaugurated every four years. The square wore colours and decorations reminiscent of a highest national event. The school children took their parades as it is usual on the Global Children's Day. Their perfect match past and smart school uniforms complemented the festive mood of the nation.



School children



A view of the Square from the Presidential box

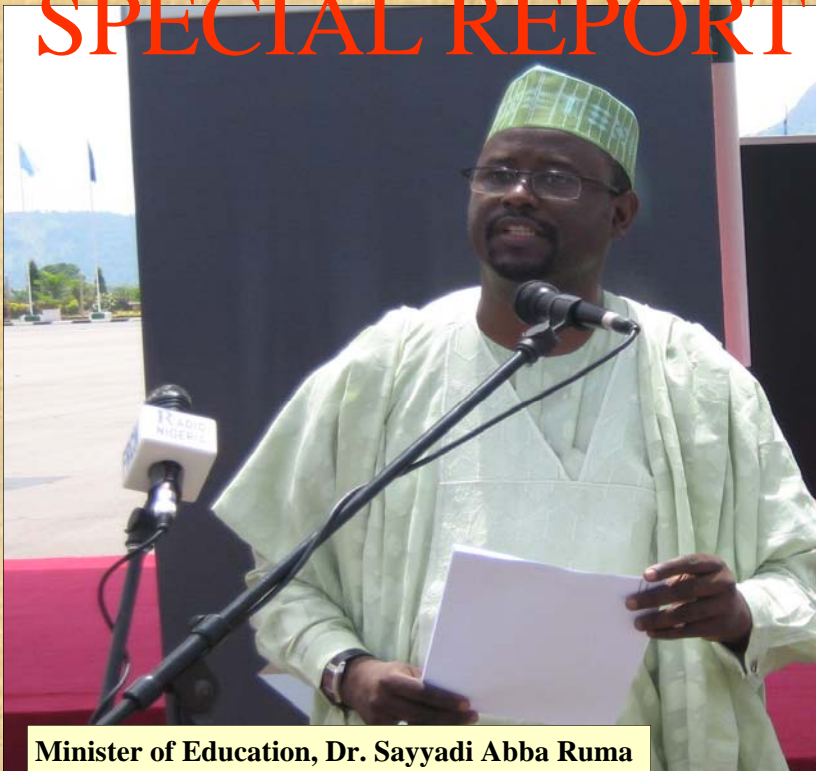


School children on parade



SPECIAL REPORT

A ROLL CALL OF MINISTERS



Minister of Education, Dr. Sayyadi Abba Ruma



Hajia Ciroma



Mrs. Ezekwesili



Chief A.M Ciwar (OON), Chairman, Awards Implementation Committee, announcing winners.

The large turn out of Ministers of the Federal Republic, Country Directors of international development partners like UNESCO, UNICEF, etc and other captains of the education and political industry intensified the glamour of the Children Day and Presidential Excellence Awards.

Mr. President, Chief Olusegun Obasanjo was represented by the Honourable Minister of Education, Dr. Sayyadi Abba Ruma. He was supported by his predecessor, Mrs. Obiageli Ezekwesili now Vice President (Africa) of the World Bank, who flew in from Washington to be part of the epoch-making event.

Hajia Inna Maryam Ciroma, the Honourable Minister of Women Affairs and Social Development delivered Mr. President's address on the Children's Day and took the salute from the school children.

The Permanent Secretary of the Federal Ministry of Education, Dr. Aboki Zhawa, read the address of the Honourable Minister of Education at the Awards ceremony. The address stressed Government's irrevocable commitment to the improvement of the quality and status of teachers in Nigeria. It reeled out several efforts of Government in this regard which included the retraining of 145,000 in 2006 by the National Teachers Institute and another 145,000 about to be trained this year, the Special Teacher Upgrading Programme designed to fast-track the upgrading of Teachers Grade Two Certificate holders to the Nigeria Certificate in Education, the Presidential Teachers Excellence Award now made a yearly affair, etc.

Dr. Aboki Zhawa

SPECIAL REPORT



... The lucky teachers drove around the Eagle Square in style! And lucky schools lifted their computer sets...

Veteran teachers were invited to see for themselves the glory returning to the teaching profession and to join the Ministers in dashing out the prizes to the teachers and schools. Among them were Prof. Grace Alele Williams, former Vice Chancellor University of Benin and Prof. O.C. Nwana, formerly of the University of Nigeria, Nsukka.



Prof. Williams and Nwana congratulating one of the lucky teachers.



The computers go home to winning schools.



The computers being given away



Winners drove their cars away heroically.



Some of the lucky teachers taking a pose.



Chief Ciwar announcing the winners...



Endless joy for a winner...

SPECIAL REPORT

BEST TEACHERS

A. Primary School Level		
Position	Name of Teacher	State
1 st	Eghigiamose Emmanuel A.	Edo
2 nd	Sunday Barnabas Tabitha	Nasarawa
3 rd	Oyedeji Lateef Adebayo	Osun
	Adekunle Babatunde Sunday	Ogun
B. Junior Secondary School Level		
Position	Name of Teacher	State
1 st	Akala Olurotimi S.	Ogun
2 nd	Joshua Ayo	Kaduna
3 rd	Apondiede Rhoda	Osun
	Durojaye Emily F.	Ekiti
C. Senior Secondary school Level		
Position	Name of Teacher	State
1 st	Adenijio Morayo	Ogun
2 nd	Duruagwu Ngozi	Imo
3 rd	Izerbokun Osayamore	Edo

BEST SCHOOL ADMINISTRATORS

A. Primary School Level		
Position	Name	State
1 st	Akanbi Umar F.	Kwara
2 nd	Michaulu Tariya A.	Adamawa
3 rd	Ibasanmi Joel O.	Ondo
B. Junior Secondary School Level		
Position	Name	State
1 st	Jinadu Ayeleke adenuyi	Ogun
2 nd	Akinkuowo Erastus Omolade	Ondo
3 rd	Adijatu Sa'ad	Adamawa
C. Senior Secondary School Level		
Position	Name	State
1 st	Dr. (Mrs) Akanbi N.	Kwara
2 nd	Fawehinmi Paulina Bola	Ondo
3 rd	Aji Mala Laraba	Yobe

SPECIAL REPORT

BEST SCHOOLS

A. Primary School Level		
Position	Name of School	State
1 st	Omodewah Nursery and Primary School	Ekiti
2 nd	George Ida Primary School	Edo
3 rd	SUBEB Model School, Akure	Ondo
B. Junior Secondary School Level		
Position	Name of schools	State
1 st	Model JSS Tonbia	Rivers
2 nd	Government Girls JSS Katsina	Katsina
3 rd	Bomo Samaru	Kaduna
C. Senior Secondary School Level		
Position	Name of School	State
1 st	May Flower School Ikenne	Ogun
2 nd	Idia College Iyaro Benin	Edo
3 rd	ZIC Senior Secondary School, Udon Eyo	Akwa Ibom
	GGC - Gombe	Gombe

SCREENING COMMITTEE THAT SELECTED THE BEST TEACHERS, ADMINISTRATORS AND SCHOOLS

SN	Name	Organization	Designation
1	A. M. Ciwar	Teachers Registration Council of Nigeria	Chairman
2	Mrs. E. N. Ekpunobi	National Teachers Institute	Member
3	Mrs. Nkiru Chigbo	Federal Ministry of Education	Member
4	Mrs. M. L. King	Universal Basic Education Commission	Member
5	Mr. Fabowale A. G	Federal Ministry of Education	Member
6	Mrs. C. O. Eminue	Federal Ministry of Education	Member
7	Mrs. N. Obasi	National Educational Research and Development Council	Member
8	Mr. Eluwa E. A	Nigeria Union of Teachers	Member
9	Mr. P. W Umoh	Nigeria Union of Teachers	Member
10	Mrs. P. O Adeyemo	Federal Ministry of Education	Member
11	Mrs. U. E. Akangson	Federal Ministry of Education	Member
12	Mr. Koli S. M	Federal Ministry of Education	Member
13	Mr. Okpenge O. Friday	Federal Ministry of Education	Member
14	Alhaji U. S. Jawa	Teachers Registration Council of Nigeria	Member
15	Mr. Joshua W. Gadzama	National Commission for Colleges of Education	Member
16	Mallam Danjuma Ali	Federal Ministry of Education	Desk Officer

SPECIAL REPORT

The full composition of the Presidential Teachers' Excellence Awards Implementation Committee is as follows:

No	NAME	ORAGNIZATION	DESIGNATION
1.	A.M. Ciwar (OON)	TRCN	Chairman
2.	Patrick W. Umoh	Nigeria Union of Teachers	Member
3.	Mrs. Nkiru C. Chigbo	Federal Ministry of Education	Member
4.	Alhaji Wada Zakari	Universal Basic Educ. Commission	Member
5.	Eluwa, E. A.	Nigeria Union of Teachers	Member
6.	Alhaji Umaru Sanda	All Nigeria Conference of Principals of Secondary Schools	Member
7.	Mrs. U. E. Akangson	Federal Ministry of Education	Member
8.	Alhaji U. S. Jawa	TRCN	Member
9.	Mr. A. G. Fabowale	Federal Ministry of Education	Member
10.	Koli S. M.	Federal Ministry of Education	Member
11.	Danjuma, Ali Y.	Federal Ministry of Education	Secretary

The Committee's terms of reference include to:

- *Specify the scope of the Award.*
- *Create awareness on the programme.*
- *Develop modalities/logistics for the assessment of prospective nominees.*
- *Design the instruments for selection of nominees.*
- *Facilitate State and Zonal selection processes.*
- *Select the Award recipients.*
- *Coordinate the conduct of the Merit Award Ceremony.*



The Eagle Square celebrations continued...



COVER

An aerial photograph of a dense urban skyline, likely New York City, featuring numerous skyscrapers and a prominent Coca-Cola sign on a tall building. The text 'Welcome To South Africa' is overlaid in large, bold, red letters.

Welcome To South Africa

14/07/2009 17:44

WARM WELCOME FOR TRCN IN SOUTH AFRICA:

At the South African Council for Educators (SACE) and Educational Labour Relations Council (ELRC)

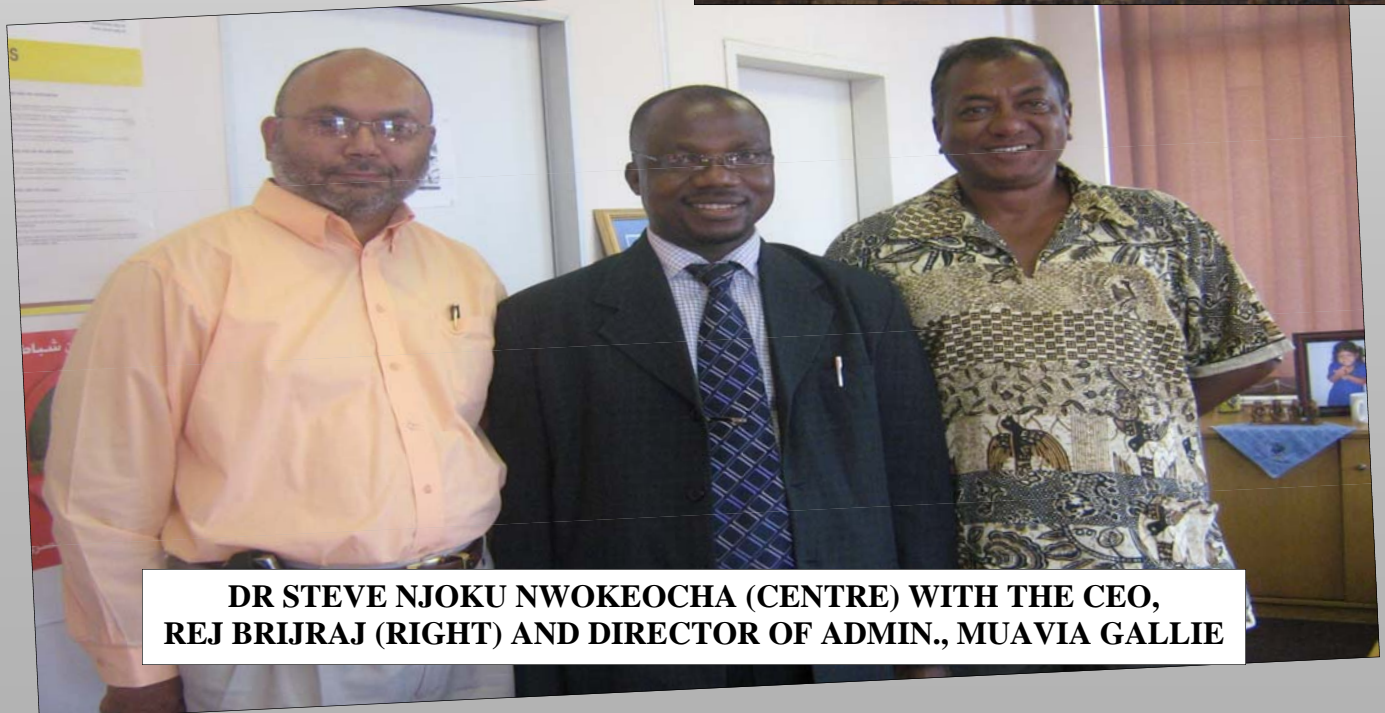
A much awaited visit of TRCN delegate to the South African Council for Educators (SACE) was actualized as TRCN Acting Director of Professional Operations, Dr. Steve Njoku Nwokeocha, arrived Centurion, South Africa in February 2007 on week-long visit to SACE.

He was received by the Director of Administration, Muavia Gallie and the Chief Executive Officer, Rej Brijraj and subsequently introduced to key staff of the Council who showed great delight throughout the stay in hosting him, providing needed information and exchange of ideas.

Dr. Nwokeocha during the visit delivered a special letter from Chief A.M. Ciwar (OON), TRCN Registrar/Chief Executive to Mr. Brijraj, the SACE Chief Executive Officer (CEO). In the letter, Chief Ciwar paid glowing tributes to the

SACE for the excellent cooperation and interaction existing between the two agencies even before any physical meeting. He assured SACE of willingness to deepen the relationship as evidenced by the visit of TRCN representative. In his response, Mr. Brijraj equally expressed great pleasure at the visit and letter of TRCN Chief Executive and assured that SACE was committed to deepening and expanding the relationship. He observed that South Africa and Nigeria are two great African countries which must work together for the good of not only the two countries but also the whole of Africa.

In a Management Committee of the SACE Governing Council which was held during the week of the visit, the SACE CEO presented the letter from TRCN CEO to the Committee, which received a strong endorsement. Latter, Dr. Nwokeocha interacted with some members of the Committee which enriched the experience of the visit.



DR STEVE NJOKU NWOKEOCHA (CENTRE) WITH THE CEO, REJ BRIJRAJ (RIGHT) AND DIRECTOR OF ADMIN., MUAVIA GALLIE

The SACE further arranged an interaction with its very close sister agency, the Educational Labour Relations Council (ELRC). TRCN delegate was received on behalf of the ELRC General Secretary/CEO, Mr Dhaya Govender, by the Head of Negotiations and Communications Department, Cindy Foca; Head of Dispute Resolution Department, Ndoweni Eric Shandukani; the Public Relations Officer, Heins Worst; and a host of others.

The interaction proved equally exciting

and informative. TRCN delegate discussed areas of future cooperation particularly exchange of study visits and international researches such as the one recently published by ELRC on

- *Improving Education Quality through Implementable Policies for Public Educators and*
- *Educator Supply and Demand in the South African Public Education System – Integrated Report.*



**DR STEVE NJOKU NWOKEOCHA (RIGHT)
WITH THE ELRC PRO, HEINS WORST (LEFT) AND HOD NEGOTIATIONS, CINDY**

ADVERTORIAL

This is to inform the general public and particularly my partners and friends within and outside Nigeria of my intention to henceforth add my grand surname, NWOKEOCHA, to my name. This notice has been placed at the Federal High Court Abuja and published in Nigeria's popular newspaper, PUNCH, of March 29, 2007, page 51. All former documents remain valid.

Signed: Steve Njoku Nwokeocha, PhD.



NIGERIAN TEACHERS SPEAK!



RESULT OF MAIDEN TRCN OPINION POLL OF TEACHERS OUT

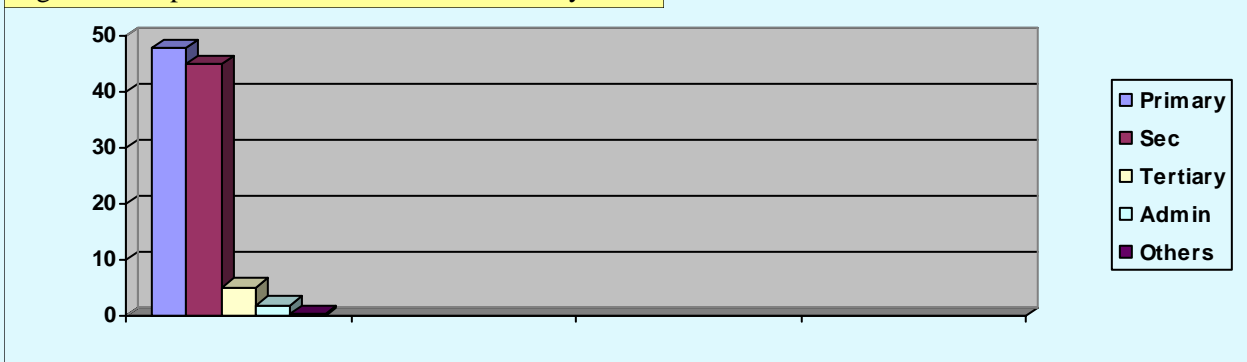
Opinion poll is a very powerful indicator of attitudes and predictor of human action. This explains why it is very popular among the nations and organisations across the world. It has been successfully used in many spheres of life to direct policy and programmes which meet the yearnings and aspirations of the people.

For these reasons, TRCN has commenced an annual poll of the opinions of registered teachers on key professional and pedagogical issues. The result of the maiden edition which was a survey conducted in 2006 is presented in this report. The data was collected using TRCN's network of offices in all the States of the Federation and the Federal Capital Territory.

BACKGROUND VARIABLES...

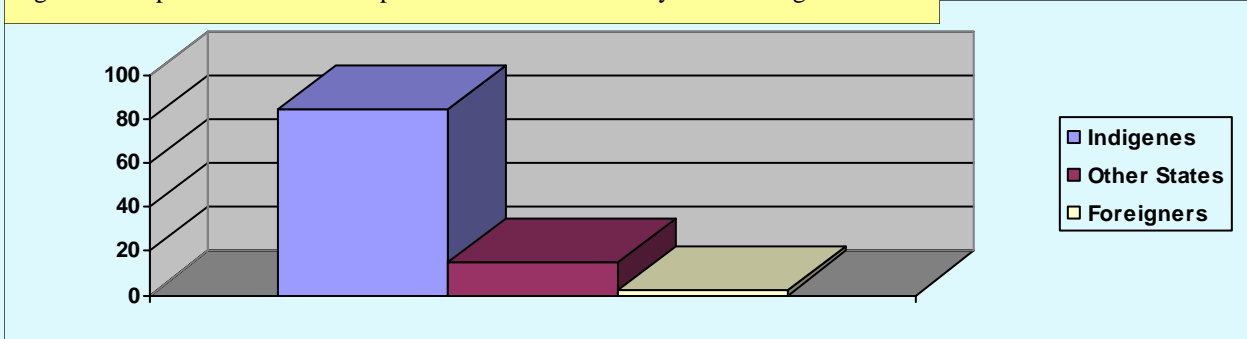
The questionnaire was administered on over 12,000 teachers with 11,100 of the questionnaires duly completed and returned. The research sample was stratified to capture the opinions of most classes of teachers such as those in the Basic, Senior Secondary and Tertiary levels of the education system; the urban/rural, male/female, classroom teachers versus teachers in administrative positions, public/private schools and other categories. Below is a statistical presentation of some of the personal attributes of the teachers sampled.

Figure 1: Respondents' level in the Education system



Among those sampled, primary school teachers were 47.9%, secondary teachers 45.0%, tertiary 5.1%, teachers in administrative positions 1.8% and others 0.2%. These figures roughly reflect the actual proportion of these categories in the Nigerian teaching profession.

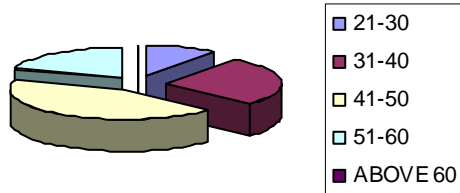
Figure 2: Respondents' relationship with the State where they are working



Most of the teachers (82.4%) were working in their States of origin or neighbouring States. Those from far away States were 15.3% and the rest (2.3%) were foreigners.

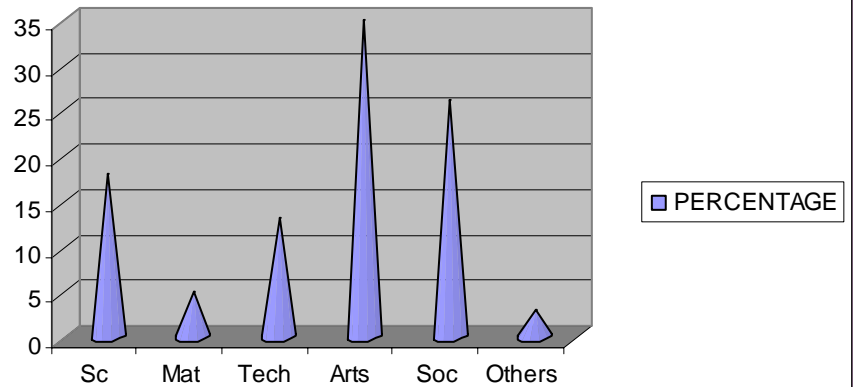
NIGERIAN TEACHERS SPEAK!

Figure 3: Percentage of respondents based on age brackets



Respondents in the age bracket of 21-30 were 10%, 31-40 = 27%, 41-50 = 43, 51-60=20% and none was above 60 years of age. The figures showed that the teachers were dominated by those aged 31 to 50 years of age which altogether constituted 70%.

Figure 6: Percentage of respondents according to areas of specialisation



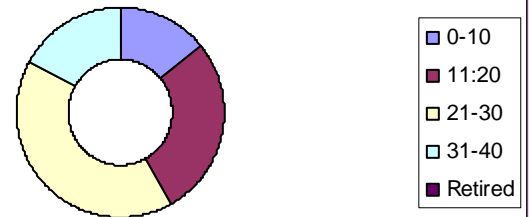
Teachers in the Arts specialisation (35%) were majority, followed by Social Science (26%). Science, Mathematics and Technology teachers were lower in number although when combined they give 36%.

Figure 4: Sex of respondents



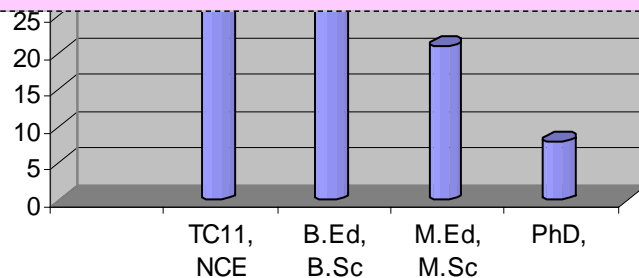
Female teachers were predominant with 58 % while the male were 42%

Figure 7: Percentage of respondents according to years of teaching experience



Teachers with 21-30 years of experience were majority with 41%, followed by the 11-20 category which had 28%.

Figure 5: Respondents' highest educational qualifications



The statistics show that holders of the Nigeria Certificate in Education (NCE) and lower qualifications are in the majority as a category. However, the holders of first degree and above altogether constitute 58%.

NIGERIAN TEACHERS SPEAK!

The concept of professionalisation	RESPONSES (%)				
	SA	A	UN	D	SD
A. Profession is an occupation or vocation to which one devotes oneself after the acquisition of special skills/training.	67.7	29.0	1.0	1.7	0.6
B. A profession has a systematic body of knowledge.	57.3	32.3	5.3	3.9	1.2
C. A Profession has a fairly long period of training.	53.9	34.9	6.5	3.9	0.8
D. A profession has a regulating body/professional association and code of conduct for its members.	53.8	34.2	9.3	2.3	0.4
E. A profession has a provision for in-service training for its members.	78.0	13.0	8.0	1.0	0.0
F. A profession controls entry of members.	38.5	34.8	6.6	12.6	7.5
G. A profession has a high degree of autonomy.	46.7	42.0	4.7	5.0	1.6
H. A profession is characterized by public recognition.	43.5	25.8	10.5	14.5	5.7
I. A profession offers a life career for its members.	48.6	33.8	6.9	8.5	2.2
J. A profession offers permanent membership for its members.	51.0	33.3	4.7	7.7	3.3
K. Many people do not understand the demand and complexities of the teaching profession.	33.0	33.4	8.9	17.9	6.8

Key to Responses: SA= Strongly Agree; A= Agree; UN= Undecided; D= Disagree; SD= Strongly Disagree

Figure 8: Teaching as a vocation requiring devotion

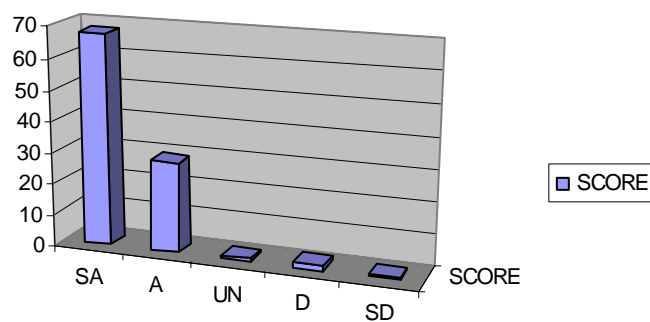


Figure 9: In-service development as part of a profession

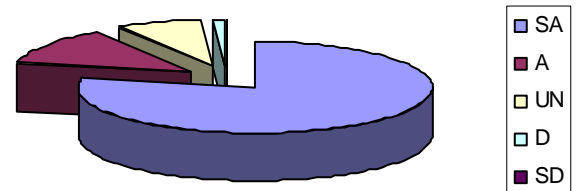
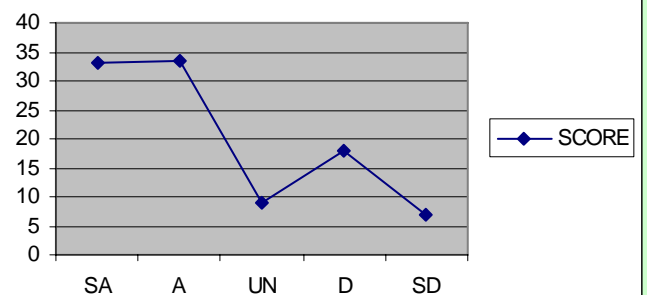


Figure 10: People do not understand complexities of teaching



The process of professionalisation	RESPONSES				
	SA	A	UN	D	SD
A. TRCN is the only legally recognized body that is saddled with responsibility of professionalization of teaching in Nigeria	80.3	15.8	1.9	1.0	1.0
B. Only teachers with minimum qualification of NCE are eligible for registration and are recognized as professionals	81.5	16.7	0.7	0.7	0.4
C. The process of professionalization includes registration and licensing of qualified teachers	79.2	19.1	1.0	0.3	0.4
D. It involves accreditation, monitoring and supervision of the curriculum/courses of teachers training institutions	53.9	34.9	6.5	3.9	0.8
E. It involves organization of internship schemes for fresh graduates.	33.0	33.4	8.9	17.9	6.8
F. It involves organization of induction programmes for fresh graduates.	36.6	31.0	8.8	17.4	6.2
G. It involves the conduct of professional examinations.	51.0	33.3	4.7	7.7	3.3
H. It involves the publication of a register of qualified teachers	48.6	33.8	6.9	8.5	2.2
I. Ensure ethical conduct and prosecution of erring teachers.	61.9	23.2	1.9	7.6	5.4

Figure 11: TRCN as only regulatory body for teachers

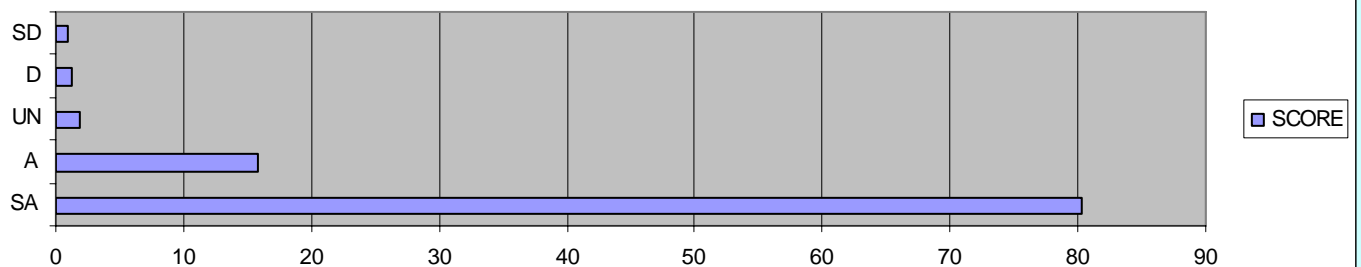


Figure 12: NCE as minimum teaching qualification

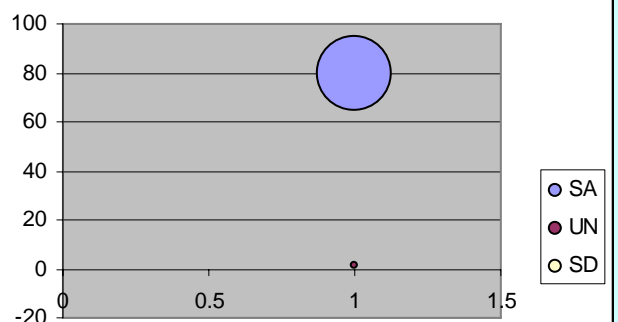


Figure 13: Registration and licensing of teachers are necessary.

NIGERIAN TEACHERS SPEAK!

THE ATTITUDE OF TEACHERS TOWARDS PROFESSIONALIZATION OF TEACHING	RESPONSES				
	SA	A	UN	D	SD
A. Teachers have a low self concept (image) of themselves.	17.4	6.2	8.8	31.0	36.6
A. Teachers exhibit professional attitude and value towards their job.	51.0	33.3	4.8	7.7	3.2
A. The status of teaching profession is comparable to other professions in Nigeria.	48.2	28.4	0.9	18.9	3.6
A. Teachers are always under stress.	38.5	34.8	6.6	12.6	7.5
A. The profession scares me and I refuse to be identified as a teacher	43.5	25.8	10.5	14.5	5.7
A. Teaching makes one feel secure and also stimulating	45.0	36.0	7.0	10.0	2.0
A. Low status accorded to teachers makes some teachers to think of having alternative job or leaving.	58.8	37.7	1.4	1.2	0.9
A. The process of professionalization is a welcome idea.	60.7	34.0	4.4	0.8	0.1
A. The process when completed will equip and make teachers more efficient and satisfied.	62.1	28.3	4.8	3.8	1.0
A. Teaching is a noble profession which many teachers like.	53.6	42.2	2.2	1.0	1.0
A. The continuous increase of un– trained teachers is affecting or damping the morale of teachers.	60.7	34.0	4.4	0.8	0.1

Figure 14: Teachers have low self concept

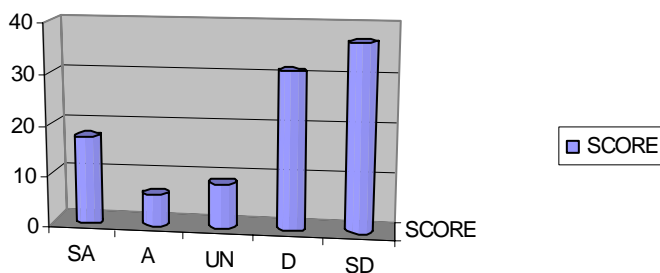


Figure 16: Low status makes teachers think of alternative jobs

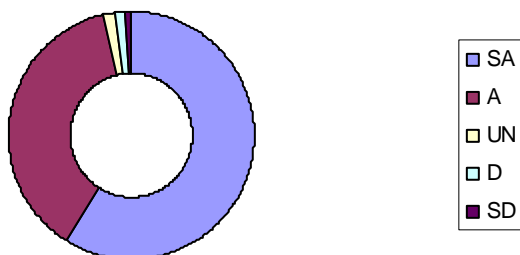
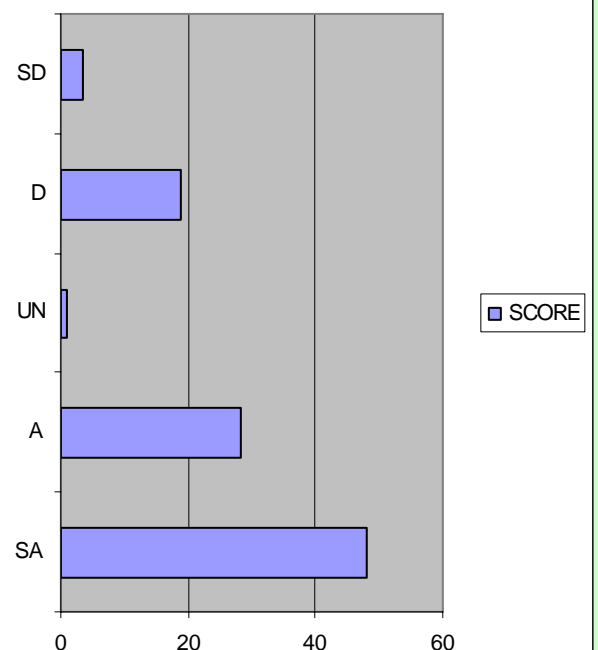


Figure 15: Teaching is comparable to other professions



NIGERIAN TEACHERS SPEAK!

THE PROBLEMS MILITATING AGAINST THE PROFESSIONALIZATION OF TEACHING	RESPONSES (%)				
	SA	A	UN	D	SD
A. Inadequate funds is a major constraint in the professionalization process.	48.3	43.0	5.0	2.7	1.0
B. Lack of a unifying professional association.	47.5	33.3	6.7	7.6	4.9
C. Lack of minimum qualification.	48.0	33.1	6.3	8.8	3.8
D. Non enforcement of the code of conduct.	45.0	43.0	7.0	3.0	2.0
E. Lack of a National Register of Teachers.	8.9	12.3	16.9	32.9	29.0
F. Ignorance (inadequate publicity) of the many activities of TRCN.	31.8	49.9	1.0	11.2	6.1
G. The biggest problem is inadequate or dilapidated infrastructure.	56.0	37.0	3.0	3.0	1.0
H. Insufficient teaching material and aids.	59.2	24.1	7.4	6.7	2.6
I. Inadequate teachers' salaries	47.9	36.5	7.3	6.5	1.8
J. Teachers' low level of training.	53.6	32.2	4.2	6.0	4.0
K. Poor supervision of teachers.	35.8	34.6	12.0	10.1	7.5
L. Insufficient professional development opportunities.	45.8	35.0	8.7	5.8	4.7
M. The initial training received by teachers was inadequate.	10.1	18.6	14.0	29.0	28.3

Figure 17: Inadequate fund as major constraint

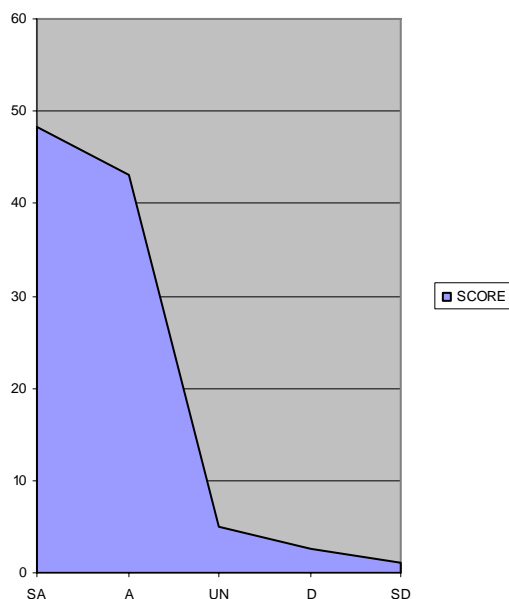


Figure 18: Lack of minimum qualifications

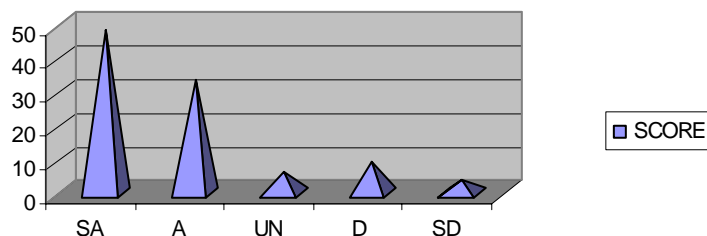
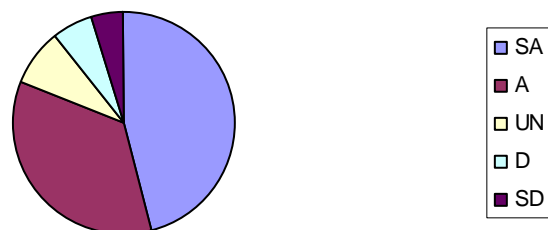


Figure 19: Insufficient professional development opportunities



The Teaching Profession in Nigeria: Up and Running (Overview of the Results)

The statistical analysis of the survey of teachers' opinions shows that increasing number of teachers are beginning to appreciate teaching as a profession. This can be seen from the fact that most of the teachers understand the correct concept of a profession and believe that the characteristics of a profession apply to teaching as well. This is a significant development because very often in academic circles, a substantial number of speakers used to argue that teaching is not a profession or at best, a quasi profession. This perspective suggests that teaching cannot be taken serious as a profession and it might well be the key reason why teaching as a profession, particularly in Nigeria, is abused. However, with the increasing belief that teaching could equally have the same professional characteristics as other professions, it suggests that teaching is on its way to being accorded better respect as a profession.

Looking at the responses on the process of professionalisation, the teachers tended to agree with the implications of that process. Part of the implications are the various functions and mandates which TRCN is currently implementing. They range from registration and licensing of teachers to enforcement of national minimum teaching qualification; organisation of internship schemes; accreditation, supervision and monitoring of teacher education programmes; maintenance of register of teachers; establishment of code of conduct; and so forth. The strong support given to these functions is something significant as it confers greater legitimacy on TRCN's mandate and indicates that the drive towards professionalisation of teaching in Nigeria will succeed if the efforts and political will are sustained.

Regarding teachers' attitude towards teaching as a profession, many seem to be quite frank that they have not got sufficient returns from

the job. For instance, over 43% of the respondents opined that they do not want to be identified as teachers and over 56% agreed that teachers have low status which was enough reason to make them consider alternative jobs. Against this background, many of them were against the use of the teaching profession as a "dumping ground" and supported the professionalisation of teaching.

Finally, the teachers gave their views regarding the most serious problems of the profession. Top scorers among the problems include insufficient teaching materials and aids, inadequate or dilapidated infrastructure, teachers low level of training and inadequate salaries. The teachers did not see absence of teachers register, poor initial training of teachers, and others as being very serious problems.

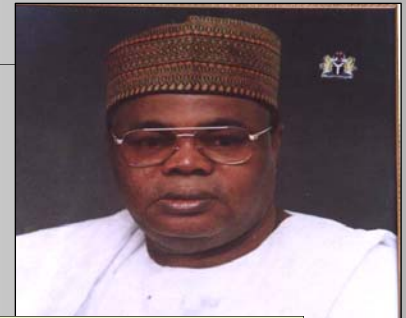
The teachers' responses on the problems of the teaching profession invariably serve as indicators concerning what the teachers expect the authorities to fix in the short run. The issue of poor salaries have remained a serious issue of concern for Nigerian teachers. Over the years, they have agitated for a special salary structure and the Federal Government especially under the Reform in the Education sector is working seriously to giving teachers attention in that respect. The other problems of insufficient instructional materials, poor facilities and infrastructure, lack of opportunity for continuous professional development and disregard to professional ethics have equally been perennial issues, which the present Federal Government had come up with comprehensive reform strategies to address.

The implications of the findings are that TRCN and the Government are to continue with their vigorous efforts towards finding lasting solutions to the problems of the teaching profession expressed as being of the most concern to the teachers.



LEADING
THE SPEECHES

WORKING TOWARDS A HEALTHIER SYSTEM



**CHIEF A.M. CIWAR (OON)
REGISTRAR/CE, TRCN**

Culled from **TELL**, Nigeria's leading national magazine.

“My vision for this Council is to make it a novel institution among its peers where qualitative and prompt services are provided for teachers by highly skilled workforce and in a friendly atmosphere, thereby ensuring a healthier education system in Nigeria.” That is the moving force - the drive - that has nudged Chief Anjikwi Musa Ciwar (OON/MNAE) on since his appointment as the Pioneer Registrar/Chief Executive of Teachers Registration Council of Nigeria (TRCN).

It is indeed a cheery story that within six years in office, Ciwar has registered and certified over 700,000 teachers; has made the Council a formidable force in President Olusegun Obasanjo's Education reform policies; has secured zonal offices in the 12 zones of the Federation; set up state offices in all the states of the federation; and maintained the pressure for the introduction of the Teachers Salary Structure (TSS) - a new salary structure for certified teachers in the country; conceptualized and secured approval for the implementation of the Federal Teachers Scheme (FTS) which kicked off recently with the engagement of 40,000 unemployed NCE graduates across the country.

A member of the Nigerian Academy of Educators (MNAE), Chief Ciwar identified three major factors as being responsible for the success story of the teachers' regulatory body in just six years of operations. First is the enthusiasm and unity of purpose that exist among workers. He said as a new establishment, it was a Herculean task having to take off without any structure on ground but with determination and cooperation from staff “we were able to survive the storm.” Another factor, he added, was the ability to identify in-service training and Continuous Professional Development of teachers as issues of utmost urgency.

In view of the importance attached to in-service training and Continuous Professional Development, the TRCN declared the year 2006 as the ICT year by organizing ICT workshops for certified teachers across the country. The workshops and roundtables were held in twelve zones nationwide covering all 36 states of the Federation and Federal Capital Territory. At each zone, teachers at the Basic Education and Senior Secondary levels were given a five - day intensive practical training in the use of ICT. Teachers of tertiary institutions held a five-day roundtable to brainstorm on all themes of the workshop in order to produce a manual for further development of teachers ICT. TRCN presented a set of laptop to the best student from each of the zones.

The third factor, Ciwar stressed, was the consistent funding from the federal government which enabled him to carry out media campaigns, workshops, roundtables and networking with international development partners. The TRCN boss noted that with Government's financial support the Council was able to acquire 33 units of houses which have been sold to staff of the Council at different categories.

“My dream is to see TRCN as a body that is very powerful, effective and can contribute to national development,” Ciwar said, adding that there are well over 1.5 million teachers in the country who are appreciative of Government's intentions and are partners in progress.

The Registrar who was recently pronounced a Professor by the National Association of Professional Educators (NAPE) is an indigene of Biu Local Government Area in Borno State. He attended a teacher training college and taught briefly before proceeding to Ahmadu Bello University for his degree course in education. He graduated in 1974 as the best student in his class, winning the Dantata price for the feat.

After his youth service, he joined the service of the North Eastern State, but when it was broken into three States, he transferred his service to Borno State. Between 1977 and 1986 he was the principal of different schools. And the schools he was principal of constantly excelled in academics. In 1986, he was appointed provost of the Borno State College of Science and Technology, Bama and was there till 1992 when he was appointed as provost of the Federal College of Education, Katsina.

At the end of his tenure at FCE Katsina in 1997, Ciwar went on sabbatical and in the course of this he was appointed Special Assistant to the then Minister of Education, which made him transfer his services to the Federal Civil Service. He was retained by subsequent Ministers as Special Assistant until 2000 when appointed the pioneer Registrar/Chief Executive of Teachers Registration Council of Nigeria.

LEADING THE SPEECHES

CIWAR BECOMES A LUMINARY OF EDUCATORS

The Registrar/Chief Executive, Teachers Registration Council of Nigeria (TRCN), Chief Anjikwi Musa Ciwar OON/MNAE, was recently honoured with the award of the **Luminary of Professional Educators of Nigeria –LUPEN** by the National Association of Professional Educators (NAPE).

The awards presentation which took place at the Special National Academic Conference, Faculty of Education, University of Lagos, was in recognition of Ciwar’s contributions to the development of education in Nigeria. The ceremony was part of the activities commemorating the Annual Conference organized in honour of Professor C. O. Taiwo, professor emeritus, University of Lagos and father of education in Nigeria.

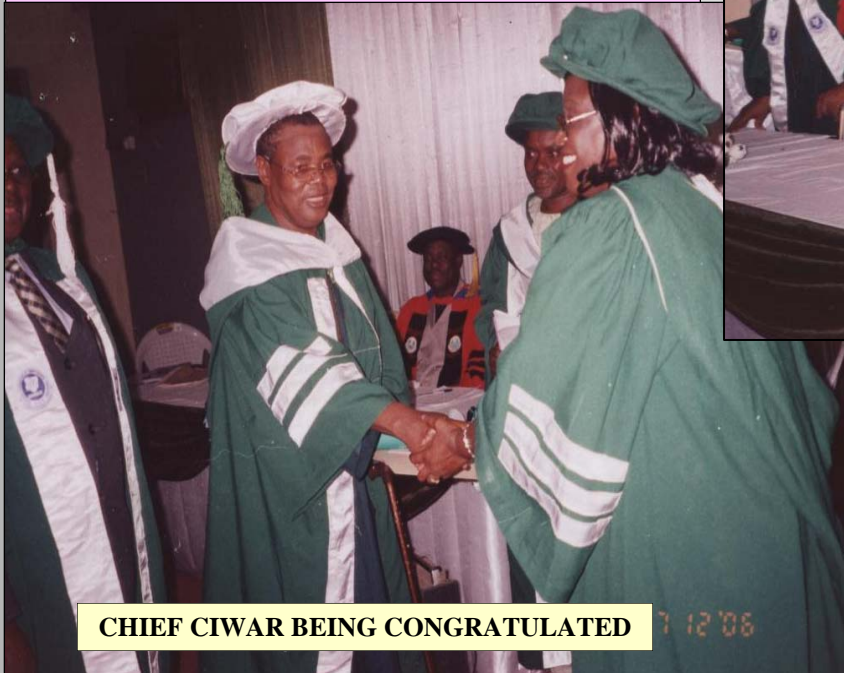
In his opening address, the National President of the Association, Professor M.O. Akande, Head, Department of Education, University of Lagos, said, NAPE had studied and critically monitored the activities of the Teachers Registration Council of Nigeria (TRCN) under the leadership of Ciwar and has found him worthy of the award of **‘Luminary of professional Educators of Nigeria (LUPEN)**.

According to him, “NAPE had succeeded in bringing to its fold many prominent Nigerians either as honorary members or as LUPEN.” These people, he continued, include the following honorary members: Dr. (Mrs.) Doyin Abiola, Chief Adeyiga Ajayi, Alhaji A. O. Sanni, Chief I. A. Olowu, Rev. Father J. Slattery of blessed memory and a host of others.

Other prominent Nigerians who had joined NAPE at the professional level include Professor A. Adaralegbe, Professor S. A. Adesina, Professor J. A. Akinpelu, Dr. G. A. Badmus, Chief (Mrs.) M. F. Bakare, Professor Lekan Oyedeji, Professor Micheal Omolewa, and others.

In his words, Akande said the presentation of the LUPEN award on Ciwar, makes him a Professor of the teaching profession. Professor, he however noted means ‘a Professional Educator’ which is what Ciwar represents.

Ciwar in his acceptance speech thanked and commended NAPE for their plausible contributions to the development of education in Nigeria. He therefore assured the organizers that he won’t relent in his efforts.



CHIEF CIWAR BEING CONGRATULATED



Top from right: Chief Ciwar & other Professors



The erudite Minister of Education, Mrs. Obiageli Ezekwesili (CFR), took the stage equally to advocate unity and togetherness among the Commonwealth nations. She reminded the audience that the Reform of the Education sector has necessitated a new mission of the Federal Ministry of Education which aims at “nurturing the mind and creating a good society in order to compete favourably in the global arena.” She therefore called on everyone to join the READ Campaign which stands for: We R-read to be E-ducated to A-advance and D-develop.

TRCN JOINS IN CELEBRATING COMMONWEALTH DAY

The Education sector led the celebration of this year’s Commonwealth Day in Nigeria. The National Centre for Women Development was packed full by stakeholders which included members of the Diplomatic corps, school children and the youths.

Events of the Day included exhibitions, parade of Flags of Commonwealth nations, dances and cultural displays, etc.

In her message which focused on the theme of this year’s celebration which was, “Respecting Differences, Promoting Understanding”, Her Majesty the Queen of England and Head of the Commonwealth eulogized the Commonwealth as today being a home to nearly a third of the world’s population - about “two billion citizens who come from so many faiths, races, cultures and traditions.” She called on member nations to cherish the history of the Commonwealth, make the best of the present; and work together to build the future.

Nigeria’s President, Chief Olusegun Obasanjo, described Nigeria as a country that best illustrates unity in diversity and “respecting differences, promoting understanding”. This is because, notwithstanding the diversity of Nigeria in terms of ethnicity, religion, language, norms and even dressing, her people have continued to advance towards unity and democracy.

The Registrar/Chief Executive, Chief A.M Ciwar was represented at the occasion by Mrs. Paulina Pwachom Pam who addressed the gathering on his behalf.

Below: A musical performance secondary school class in Canada, a member of the Commonwealth.



LEADING THE SPEECHES

A book in honour of Ciwar

The book titled 'Emerging Issues in Teacher Professionalism in Nigeria' was recently launched in honour of the Educational Luminary in Nigeria, Chief Anjikwi Musa Ciwar (OON/MNAE), Registrar and Chief Executive of Teachers Registration Council of Nigeria (TRCN).

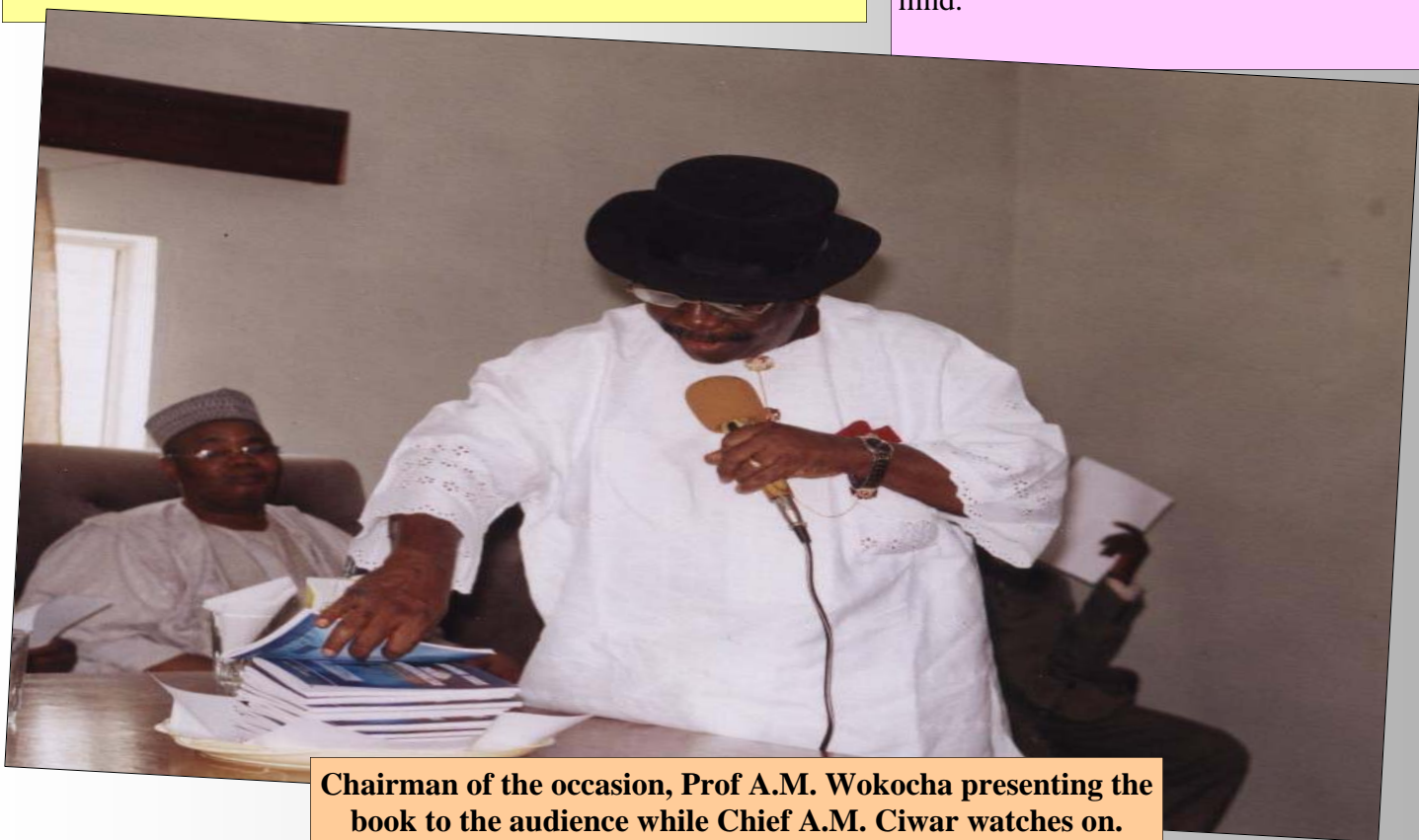
In his opening remarks, the author of the book, Mr. Bayode Makakese, said the book was a child of necessity which was authored to serve as a reference point for professionally qualified teachers who have been identified and certified by the Teachers Registration Council of Nigeria (TRCN), nationwide and in the Diaspora.

According to him, in the world over, teaching is regarded as a noble profession from which other professions came into being. However, noble as it is, the teaching professional status in Nigeria had suffered great set back abinitio if compared to professions like medicine, engineering, etc. "A lot of steps have been taken in the right direction through the activities of Teachers Registration Council of Nigeria under the leadership of Chief Anjikwi Musa Ciwar who is the Council's pioneer Registrar/Chief Executive," he said, adding that with determination, Ciwar has brought the teaching profession in Nigeria into a renewed status of dignity and respect.

The book is a collection of essays presented at conferences organized at Federal College of Education (FCE) Okene between 15th and 17th February 2005, Conference Hall of the Federal Secretariat Bauchi on the 26th April, 2005 as a student unionist and at the NUT Hall Osogbo on 15th June 2006 as a Special Community Development Project during his National Youth Service.

The collection, he hinted was to further support the TRCN activities and to recognize Ciwar's contributions and achievements in repositioning the status of teachers in the country.

In his reaction Ciwar commended the author for his doggedness and encouraged him never to relent in his efforts towards contributing to the growth of education in the country. He said that "Bayode is a young man who is so endowed that even as an undergraduate has organized several educational conferences as his contribution to education. He is a good role model to his peers and other youths coming behind."



Chairman of the occasion, Prof A.M. Wokocha presenting the book to the audience while Chief A.M. Ciwar watches on.



TRCN & OTHERS MARK EDUCATION FOR ALL (EFA) WEEK

This year's global EFA Week, with the theme, "EDUCATION AS A HUMAN RIGHT" was organised by UNESCO and stakeholders from May 14 to 18th, 2007 amidst pop-and-pageantry. Series of activities were designed to make the Week memorable. Among the were a Ministerial Press Briefing on Nigeria's progress on EFA; participation of key EFA chieftains in a live phone-in national network television programme of the Nigeria Television Authority; EFA Roundtable and other interesting programmes.

TRCN joined UNESCO, Federal Ministry of Education, Nigeria Union of Teachers, Japan International Cooperation, and other stakeholders as National Organising and Funding members.

TRCN Registrar/Chief Executive, Chief A.M. Ciwar (OON), was represented at the EFA Roundtable which held at the Women Development Centre Abuja by the Acting Director of Professional Operations, Dr. Steve Njoku Nwokeocha. In his address, Dr. Nwokeocha expressed TRCN's joy over the numerous Council's contributions towards the actualisation of EFA in Nigeria. He said that the contributions were mostly through TRCN's activities aimed at improving the quantity and quality of teachers. In this line, TRCN has engineered new teacher education curriculum, the Professional Diploma in Education, encouraged teacher training institutions to establish more training centres and to make their delivery strategies more flexible so as to reach more teachers; etc. TRCN's pressure on unqualified teachers brought about the Federal Government Special Upgrading Programme (STUP). TRCN has retrained many teachers and enhanced teachers status in Nigeria generally.



PIX: TOP IS MINISTER OF STATE FOR EDUCATION ADDRESSING THE EFA ROUNDTABLE AT THE WOMEN DEV. CENTRE ABUJA; DOWN ARE TIV CULTURAL DANCERS ENTERTAINING





National Council on Education (NCE) Meets in Calabar December 2006 and Abuja March 2007: Teacher Quality Top on the Agenda

The National Council on Education, which is the highest decision-making body on Education in Nigeria met in Calabar in December 2006 and held an Extra-Ordinary meeting in March 2007, raising teacher quality to the front-burner.

The NCE is a gathering of all the top players in Education at the Federal, State and international levels. It is chaired by the Minister of Education, with Commissioners of Education of the States as members and supported by the Chief Executives, Permanent Secretaries, Directors, etc of the various Federal and State Ministries of Education and their agencies, International Development Partners, Non-Governmental Organisations, teachers unions and associations, the mass media, Armed Forces Education Corps, Institutes of Education in the Nigerian universities and other stakeholders.

This kind of gathering, often with over one thousand participants, is the setting within which the critical policies in Education in Nigeria either get a national endorsement or disapproval.

For TRCN, a very popular member of the NCE, it has never been a dull moment at the NCE as over the years, issues of teacher quality which is the central mandate of TRCN has steadily remained a major concern of the NCE. This concern reached a climax in the past one year with the Reform going on in the Education sector and championed by the indefatigable Minister of Education, Mrs. Obiageli Ezekwesili.

At Calabar, so much time was given to the deliberation on:

- **STUP- Special Teacher Upgrading Programme Report:**

This was the report of the Task Team on Teacher Education set up by the Minister of Education, chaired by Prof. J.S. Aliyu, Director Institute of Education of Ahmadu Bello University Zaria and with TRCN as Secretary. The Team came up with recommendations on how the Federal and State Governments could jointly initiate a special teacher training programme to upgrade all existing



Venue of the NCE meeting at Calabar

advocated for the mobilisation of all Faculties and Institutes of Education as well as the National Teachers Institute and Colleges of Education in Nigeria to handle the programme. It called for the setting up of a formal structure at the Federal and State levels comprising of key stakeholders including TRCN to manage the programme.

Finally it advised that TRCN should conduct a national examination to screen all the holders of Teachers Grade Two to determine those who are really qualified and prepared to successfully undertake the STUP. The Report strongly recommended that all other categories of teachers with qualifications less than Teachers Grade Two should leave the school system immediately, emphasizing that the National Policy on Education which stipulated that the Nigeria Certificate in Education is the minimum teaching qualification in Nigeria should be seriously enforced.

The NCE endorsed all the recommendations. The recommendations were later sent by the Minister of Education to the Federal Executive Council which readily backed them and even approved that the Federal Government alone would totally fund the scheme to ensure full compliance by all teachers concerned.

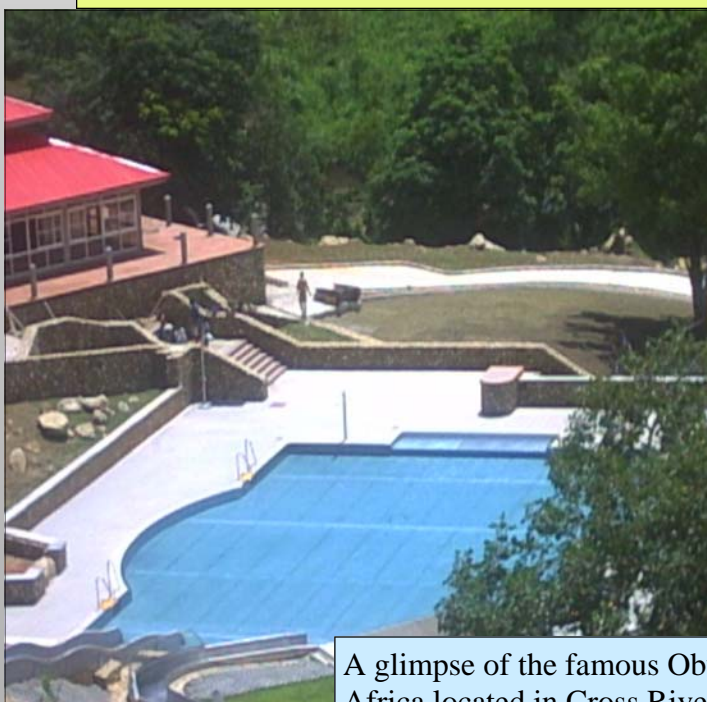
In the same meeting at Calabar, the

NCE MEETS

NCE approved the setting up of a Teacher

Quality Task Team to come up with a comprehensive strategy on how to improve teacher quality, making teaching more attractive, determine teachers professional standards and teachers salary structure; and a national framework for teachers professional development.

The Minister in January 2007 inaugurated the Task Team on Teacher Quality, Chaired by the National Teachers Institute with TRCN as Secretary. The Team became instrumental to the Minister's positions on teacher quality in her 10-year Strategic Plan for Education in Nigeria. Basically, the Team develop key documents on the induction and mentoring of teachers, actualisation of teachers salary structure, teacher professional standards, implementation of STUP, and general issues concerning the teaching profession in Nigeria.



A glimpse of the famous Obudu Cattle Ranch– an international resort destination in Africa located in Cross River State which hosted the NCE December 2006 meeting.



MRS. EZEKWESILI, MINISTER (CENTRE) WITH DR. ABBA RUMA, MINISTER OF STATE (RIGHT) AND DR. ZAWA, PERM. SEC. AT THE NCE MEETING AT ABUJA



THE NCE AT ABUJA

TEACHERS TRIBUNAL CHARGED TO PROSECUTE TEACHERS WHO SEXUALLY HARASSED FEMALE STUDENTS

The Extra-Ordinary meeting of the NCE at Abuja beamed its searchlight on teachers reported to have sexually harassed female students. The case was tabled by no less person than the Minister of Education herself, Mrs. Ezekwesili. In a ministerial memo, she expressed her shock that in a recent and first summit with the youths in Nigeria to seek their opinion concerning the on-going reform in Education, while she expected the youth to complain of other problems, they with one voice cried out against sexual harassment by their teachers.

The Minister stated that cases of sexual harassment documented from Federal Government Colleges alone had reached alarming state, wondering if the case could not have been worse for State and Private Schools. She said that her investigations showed that many victims of sexual harassment could not complain publicly and were therefore suffering silently. She therefore called on the NCE to take decisive action against the problem.

Rising to the call, the NCE directed School Based Management Committees of the schools with proven cases of sexual harassment to discipline the teachers involved administratively within four weeks and thereafter forward the names of the teachers to TRCN for prosecution under the Teachers Tribunal.

TRCN was mandated to step up the operations of the Teachers Investigation Panel expected to operate in all States of the Federation and the Teachers Tribunal at TRCN Headquarters.

TEACHERS TO GET SPECIAL SALARY

The NCE meeting reviewed the issue of Teachers Salary Structure and concluded that the structure in the form it was proposed at the moment would be too much for State Governments to pay. Consequently, it directed a Task Team which included TRCN to re-work the structure for presentation to the Federal Executive Council by the Minister of Education.

FAREWELL TO MADAM MINISTER...

The meeting finally turned out to be a valedictory sitting in honour of **Madam Minister** (as she was fondly called) who was due to leave for the job of Vice President at the World Bank by April 2007. The conclusion became emotional as speakers eulogized the out-going Minister, describing her as a revolutionary of sort and embodiment of transparency and accountability, hard work, altruism, team spirit and unparalleled intelligence. Appreciating the recognition from the people, the Minister shed tears of joy that her efforts and daring spirit had not been in vain. She too lauded the support received from everyone and wished that the Education system in Nigeria would never be the same again, for good.



MRS. EZEKWESILI

At the Workshop...

COMMONWEALTH OF LEARNING CANADA, UNESCO, TRCN AND OTHERS DIALOGUE ON QUALITY INDICATORS



PROF. MOHAN MENON, COMMONWEALTH OF LEARNING, CANADA



DR A.M. MOHAMMED, DIRECTOR/CEO NATIONAL TEACHERS INSTITUTE



The workshop in session

It was a gathering of the key players in the teacher education and regulation sector as the Commonwealth of Learning and the Teacher Training Initiative for Sub-Saharan Africa (TTISSA) of UNESCO organised a workshop in February of 2007 at the National Teachers Institute Kaduna. The Chief Executives of the Federal Agencies in the sector made an impressive personal appearance at the workshop to underscore the importance of the theme of the workshop which was “QUALITY INDICATORS FOR TEACHER EDUCATION”.



CHIEF A.M CIWAR (OON), REGISTRAR/CE OF TRCN
Represented by the Acting Director, Professional Operations

The workshop featured a presentation by Prof. Mohan Menon of the Commonwealth of Learning of the Indicators developed through a cross-country research study by a team of scholars. He was in Nigeria to encourage stakeholders to study and adapt the findings to the local situation so that it could help institutions to set and monitor benchmarks with respect to the performance of their staff and institutions.



PROF GIDADO TAHIR, EXECUTIVE SECRETARY, UNIVERSAL BASIC EDUCATION BOARD



DR. KABIRU ISYAKU, NATIONAL COORDINATOR OF TTISSA, UNESCO



DR. NAFISAT MOHAMMED, EXECUTIVE SECRETARY, NATIONAL COMMISSION FOR NOMADIC EDUCATION

The Quality indicators covered six key areas of teacher education programme, namely:

- **Curriculum design and planning,**
- **Curriculum transaction and evaluation and weightage,**
- **Research, development and extension,**
- **Infrastructure and learning resource,**
- **Student support and progression, and**
- **Organisation and Management.**

Altogether, there were seventy five (75) indicators developed by the research to measure the key areas.

The workshop generally adopted the research

findings as being very insightful and each organisation was required to adapt them for use in their internal quality control and performance monitoring mechanisms.

Stakeholders at the workshop also received a request from the Commonwealth of Learning for submission of a well articulated article/write-up on the best practices that could be learnt from each of the participating organisation. The Commonwealth hoped to publish the best entries in this regard. TRCN made its entry in respect of its strategies, philosophy and success of the 2006 nationwide ICT skills acquisition, summits and campaigns for registered teachers in Nigeria.

INTERNATIONAL NEWS:

Professional Standards for Queensland Teachers launched

(culled from the QCT College Connection, April 2007)

The Minister for Education and Training and Minister for the Arts, Rod Welford, officially launched the College's **Professional Standards for Queensland Teachers** in Brisbane on 1 March 2007. The Standards mark a significant advance for the College and for teacher professionalism in Queensland. They provide an authentic articulation of teachers' work and the professional commitment they make to reviewing and enhancing their practice.

Mr. Welford said that the Professional Standards 'capture the essence of teachers' work – its complexity and diversity – as teachers manage the learning and teaching process for individuals and groups of students'. The Standards describe the knowledge, practice and values that teachers demonstrate as they deliver meaningful and high quality learning experiences for students.

'The Professional Standards are core to the College's registration policies and procedures and are relevant to a number of audiences', said Director John Ryan. 'For teachers entering and remaining in the profession, they will provide benchmarks for registration and a framework for ongoing renewal. For teacher education institutions and pre-service teachers, the Standards form the basis of teacher

education program approval leading to the provisional registration of graduates. Finally, and no less importantly, the Standards provide a means to demonstrate to parents, school communities and the general public the quality and professional commitment of teachers in Queensland'.

A copy of the Professional Standards for Queensland Teachers is included with this edition of **College Connection**. We invite you to engage with the Standards and to use them as a tool to reflect on your professional practice and to plan ongoing learning.

Further information on teacher registration and downloadable copies of the Standards are available on the College website (www.qct.edu.au).



Prof. John Dewar, Chair of QCT, Australia

Onward March for On-Line Registration of Teachers in Nigeria



A cross-section of the national workshop at Lagos for on-line registration Agents and Dealers

National eGovernment Strategies (NeGSt) Ltd. organises national workshop for online registration Agents and Dealers

The city of Apapa in Lagos, Nigeria's commercial capital played host to a cream of Information and Communication Technology (ICT) experts as NeGSt organised a national workshop to equip companies that had signed on as Agents and Dealers in the on-line registration of teachers in Nigeria with the necessary information and technical know-how. The workshop was a two-day "live on the internet" practicum on the management of teachers virtual registration needs and how to market the scratch/credit cards required for the registration by each interested teacher.

The NeGSt, which is a Government/Private Sector initiative chaired by the National Information Technology Development Agency of Nigeria (NITDA), is the principal manager of TRCN online registration and teachers' database. The key partners in the TRCN online project all attended the workshop to give it the strong backing that it required. Among them were **TRCN, NeGSt, NITDA, Skye Bank of Nigeria, and representatives of the Minister of Science and Technology and Minister of Education.**

The Dealers and Agents had exciting interaction and familiarization with other key stakeholders on the project and the stage was set for full and final take off of the long-awaited project.

Directors from TRCN, NeGST, NITDA, Skye Bank, etc at the workshop in Lagos



RIGHT: TRCN's Director of Administration and Finance, G.A. Ogwuche delivering keynote address from the Registrar/CE at the Lagos workshop.

Teachers Registration Council of Nigeria (TRCN)

teachers on line!

Teachers Registration Council of Nigeria
...teaching for excellence

TRCN
1992
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"One of the key mandates of the Teachers Registration Council of Nigeria is to register and license all professionally qualified teachers in Nigeria and to publish a register of such teachers from time to time. "

Anjikwi Musa Ciwar, OON, MNAE, Registrar/Chief Executive. (2005) National Headquarters of Teachers Registration Council of Nigeria

Teachers Registration Council of Nigeria

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- TRCN has commenced the registration of teachers online. The online system is managed by the National eGovernment Strategies (NeGSt) Abuja which is a subsidiary of the National Information Technology Development Agency (NITDA) Abuja.
- Scratch cards for online registration are available @ NeGSt and TRCN offices and NeGSt licensed e-Agents/Dealers nationwide.

TRCN: Taking the teaching profession to the next level!

Our website: www.trcn.gov.ng



Sherry

VOLUNTARY SERVICE OVERSEAS EXCHANGES IDEAS WITH TRCN

In recognizing the pivotal role the TRCN plays in professionalisation and enhancement of teachers ability to perform effectively; an international non-governmental organisation, the Voluntary Service Overseas (VSO) paid a visit to TRCN.

The mission was to administer research questions and obtain responses from stakeholders on a number of variables that directly impact on teachers' ability to perform. This research initiated by VSO is intended to address a myriad of problems militating against effective teaching in most developing countries, Nigeria inclusive. The VSO believes that such problem threatens the capacity of countries to meet the Education For All (EFA) targets.

Thursday 8th February 2007, Helen Sherry, a lead researcher in VSO, equipped with bundles of questions came to sample the opinion of TRCN on a number of issues relating to teaching and teachers in Nigeria.

Dr Steve Njoku Nwokeocha, the Acting Director, Professional Operations assisted by principal staff of the Department took turns to respond to a number of questions raised by the researcher. Exhaustive deliberations were made on:

- *Dwindling teachers' motivation,*
- *Geometrical increase in the number of target-learners occasioned by population explosion with its attendant implication on teacher/learner ratio,*
- *The demoralizing operational environment for teaching and learning.*
- *Mention was of course made of the government's efforts in solving some of*

these problems e.g. the Ministerial reform agenda for the Education sector of the Minister of Education, Mrs. Obiageli Ezekwesili.

The findings of the research was aimed at producing an empirical blueprint that would have the capacity to engender greater commitment towards solving the problems militating against effective teaching and learning in the Nigerian schools. The findings may further encourage higher government expenditure on teachers' remuneration and expansion of employment opportunity.

JUSTIFY GOVERNMENT'S
CONFIDENCE:

WORK!

The Registrar/Chief Executive, Chief A.M. Ciwar (OON), paid an unscheduled visit to the TRCN zonal office at Owerri, capital of Imo State. This was part of his routine monitoring of the affairs of TRCN nationwide. He was accompanied by the Acting Director of Professional Operations, Dr. Steve Njoku Nwokeocha. He was received on arrival by the TRCN Coordinator of Owerri Zone, Mr. J.A. Adeyemi.



Some staff of TRCN Owerri zone receiving the Chief Executive

The Chief Executive expressed delight at the caliber of staff the TRCN had nationwide which were people of distinguished credentials and demeanor. However, he stated that the Reform introduced by the Federal Government had challenged organisations to demand even harder work, initiative, ingenuity, transparency and accountability from all employees. He said that doing so would be the only way to appreciate the confidence reposed on them and particularly TRCN by the Federal Government and people of Nigeria. This is against the background of thousands of employees of other or-

ganisations who, as part of the Reform, had been relieved of their jobs in the process of 'right-sizing and down-sizing' of the system.

Responding, the Zonal Coordinator, Mr. J.A Adeyemi assured the Chief Executive of the staff's continuous appreciation of his magnanimity, goodwill, fatherly care and exemplary leadership. He said that the staff were aware of the Reform and its implications and had since intensified their commitment to work. He praised his staff who he said exhibited team spirit and had high regard for constituted authority.



Chief A.M. Ciwar (Right) with Mr. Adeyemi at the latter's office in Owerri

FINAL BYE FOR MR. OKEKE

One of TRCN's best friend, Prof. Eunice Okeke of the Faculty of Education, University of Nigeria lost her first son, Ken. The Registrar/Chief Executive, Chief A.M. Ciwar (OON) and Acting Director of Professional Operations, Dr. Steve Njoku Nwokeocha, were at Oba, the country home of the Okeke's and place for burial of late Mr. Okeke to pay last respect. The funeral service was presided on by the Anglican Bishop on the Niger.



PROF. OKEKE READING ORATION AT GRAVESIDE

JOY LIKE RIVERS

The period under review was a season of joy as several TRCN families gave their daughters out in marriage as required by custom and the Christian/Islamic religious rites. TRCN staff never missed using the opportunity to showcase their traditional solidarity with one another. Consequently, they attended the weddings in their dozens and added to the candor and glamour...



Karimatu Bello, TRCN's staff and daughter of the Director of Planning, Research and Statistics, Alhaji S.A Bello, last February 2007 at Kaduna, exchanged rings with her heartthrob, Mr. AbdulBashir Abdulazeez in accordance with Islamic rites and a flamboyant reception followed shortly afterwards...



At Owerri in Imo State, Miss **Oluchi Ikegbula**, daughter of TRCN's Chief (Sir) B.M.J Ikegbula, got hooked to her love, Prince Naps Oparaji. After a wedding ceremony at the St. Paul's Catholic Church, a dramatic combination of the Igbo traditional wedding and church reception was witnessed.

JOY LIKE RIVERS



Miss **Temitope Odumosu**, daughter of TRCN's Mrs. Abimbola Odumosu exchanged rings with her friend, Mr. Oladipo Samuel. The traditional engagement took place at Lagos Nigeria while the church wedding was at the United States of America (USA) where both husband and wife live. Right is the bride (born in Sydney Australia in 1982) in the warm embrace of her parents, Mr. & Mrs. O. Odumosu at the wedding in the USA.

ACTIVITY ROUND-UP

EXECUTIVE SUMMARY OF SELECTED TRCN/STAKEHOLDER ACTIVITIES AS ANCHORED BY ASSISTANT DIRECTOR (RESEARCH AND STATISTICS, DR (MRS) G.A. ADEDOYIN



JAPAN INTERNATIONAL COOPERATION AGENCY HELPING SCIENCE AND MATHEMATICS TEACHERS

Japan International Cooperation Agency (JICA) is one of the international development partners that have contributed significantly to the efforts of the Federal Government in the education sector. JICA assistance in basic education has improved access through additional classroom construction at primary school level in three pilot states of Niger, Plateau and Kaduna.

The Federal Ministry of Education through the Department of Technology and Science Education (DTSE) submitted project proposal for technical assistance in capacity building for primary mathematics and science teachers in the pilot states to the Government of Japan. The proposal was subsequently approved by JICA in 2005.

The project's basic component is effective provision of In-service Education and Training (INSET) to Mathematics and Science teachers in Nigerian primary schools in the aforementioned pilot states.

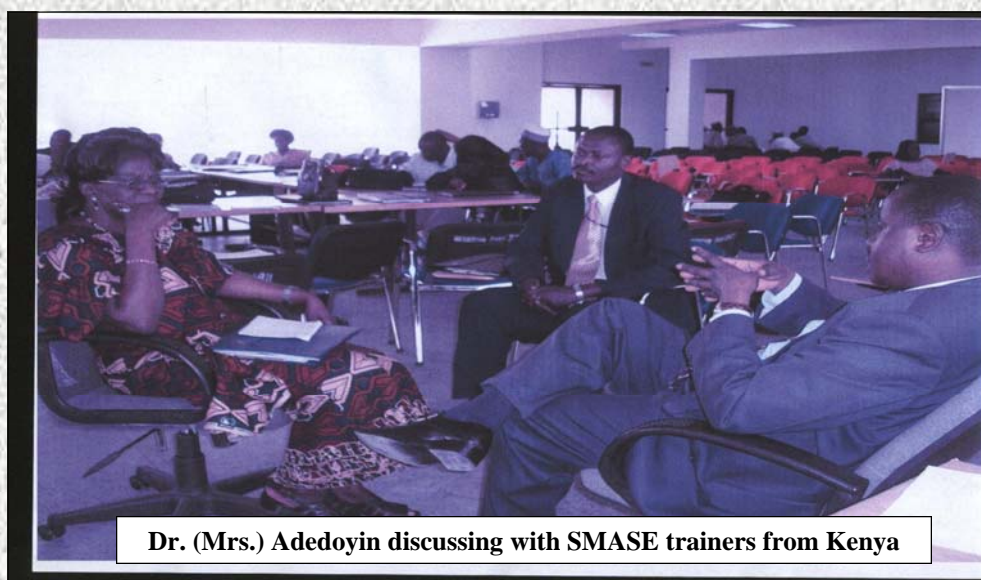
TRCN has been part of different stakeholders meetings and workshops for the implementation of INSET at National and state levels, with the overall GOAL that the teaching skills of primary school teachers in mathematics and science are upgraded.

The National Steering Committee charged with the responsibility for overall policy decisions on the SMASE-Nigeria project and implementation of the project as well as monitoring and evaluation of the project was inaugurated by the Minister of Education, Mrs. Obiageli Ezekwesili in November, 2006. TRCN Registrar/Chief Executive, Chief A.M. Ciwar (OON) is a member of the National Steering Committee.

In picture 1 is TRCN Registrar/CE and Steering Committee members while Dr (Mrs) G. A. Adedoyin, the TRCN desk officer for SMASE Nigeria, in the picture 2, exchanges views on the SMASE Nigeria project with the SMASE Kenyan trainers (Mr Odindo Fred and Mr Kogolla Patrick) in one of the workshop meetings.



TRCN Registrar/CE, Chief Ciwar (Centre) with JICA National Steering Committee members



Dr. (Mrs.) Adedoyin discussing with SMASE trainers from Kenya

ACTIVITY ROUND-UP

GOVERNING BOARD OF SCIENCE TEACHERS ASSOCIATION OF NIGERIA (STAN) MEETS

STAN, one of the most formidable subject-based teachers association in Nigeria has a Governing Board of immense influence. The Board has several professors of science education as members with TRCN and other agencies of Education in Nigeria co-opted as members of the Board. Co-opting the agencies was a unique strategy to foster exchange of ideas and mutual benefits.

The first meeting of the Board for 2007 took place in the ancient city of Kano to deliberate on a number of crucial issues. During the meeting, the Board strongly endorsed activities of TRCN and commended it for what it described as its impressive records in repositioning the teaching profession in Nigeria within the relatively little time that TRCN has come into existence.

The Board singled out the achievements of TRCN in the area of Continuous Professional Development (CPD) for praise. It noted with satisfaction the training of teachers in several areas like information and communication technology, pedagogical skills, gender sensitivity, HIV/Aids, etc. TRCN was represented at the meeting by the Assistant Director (Research and Statistics) Dr. Mrs. G.A. Adedoyin.



UNESCO BRAINSTORMS ON HUMAN RIGHTS EDUCATION IN SCHOOLS

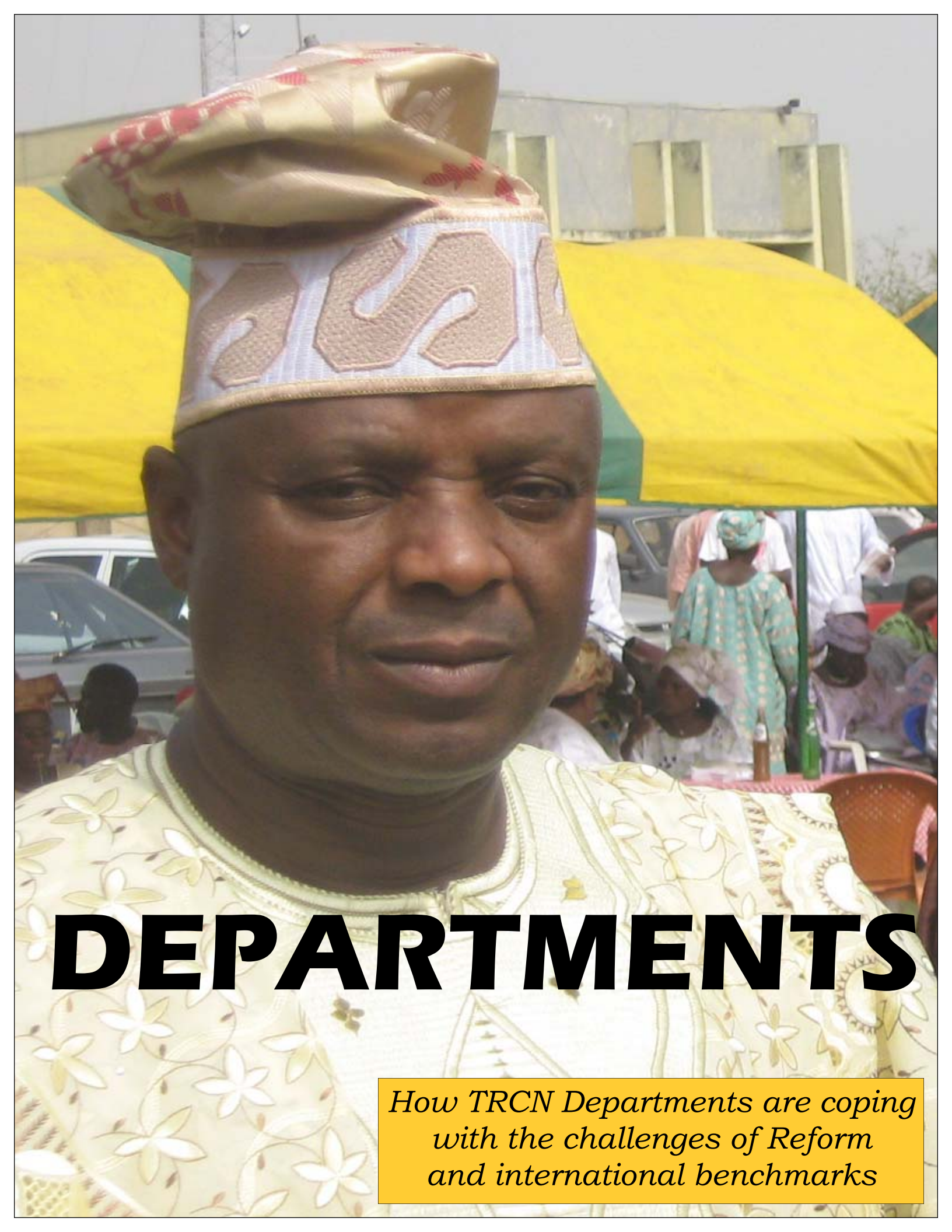
UNESCO convened a one-day workshop at Abuja to enable stakeholders brainstorm on the theme, "Human Rights Education, Culture of Peace, Democracy, Environmental and Citizenship Education in Schools in Nigeria." The target audience were principals, head teachers and education managers from the South-South geo-political area of Nigeria. The workshop dealt in detail with the Teachers Manual which could facilitate implementation of the subject matter in the schools.

The workshop was a gathering of several chief executive officers of education agencies at the federal and state levels, including the TRCN Registrar/Chief Executive, Chief A.M. Ciwar (OON), represented by Dr (Mrs.) G.A. Adedoyin.

TRCN JOINS ETF ON INTERNATIONAL CONFERENCE

The Education Trust Fund (ETF) organised its first International Conference and Exhibition on Technical and Vocational Education which held at the Sheraton Hotel and Towers, Abuja 28-30th March, 2007. The Conference which was packed full by an international audience attracted renowned technical and vocational educators and organisations from within and outside Nigeria, including the Canadian Studies Limited, Association of Canadian Community Colleges, and several others from China, Germany, Italy, Israel and South Africa.

The conference was declared open by the President of Nigeria, Chief Olusegun Obasanjo, with many other dignitaries present including the Minister of Education, Mrs. Obiageli Ezekwesili. TRCN was represented by Mr. Emmanuel E. Owan. In his keynote address, the doyen of technical education in Nigeria, Prof. Olu Aina, said that the conference and exhibition was organised to expose pupils at the basic education level to a wide range of educational activities in order to make them familiar with and to stimulate their interest in vocational subjects so as to give them opportunity to choose their future careers.



DEPARTMENTS

How TRCN Departments are coping with the challenges of Reform and international benchmarks

DEPARTMENTS:

DIRECTOR, PLANNING RESEARCH AND STATISTICS, ALHAJI SALIU A. BELLO BARES HIS MIND ON CHALLENGES AND THE GIANT STRIDES

The Department of Planning Research and Statistics is one of the four Departments of the Teachers Registration Council of Nigeria. The Department is saddled with the responsibilities amongst others:

(i) To develop plans that will enable the Council take decisions on

Policy matters and physical growth of the Council

(ii) Plan and coordinate the organization of Conferences, Seminars and Workshops for the Council.

(iii) Plan for the Council's capital budget proposals.

(iv) Collect, collate and analyze Statistical data of teachers for policy development, decision-making and policy execution.

(v) Develop a powerful data bank generated primarily from Stakeholders for the use of researchers corporate organizations both nationally and internationally.

(vi) Ensure the development and acquisition of Computer Systems and software for the Council's information technology needs.

(vii) Commission periodic research on strategies for the development of quality teachers at all levels in the country to enhance higher standard of education.

(viii) Collaborate with national, regional and international education Information and Library networks to ensure that documentation services on teaching and education development in the country are readily available.

The PRS Department works through the Planning, Research and Statistics, and Computer Divisions.

TRCN HEADQUARTERS

In its effort to provide conducive working environment for TRCN staff and facilities for teachers and stakeholders, the Department has commissioned Consultants to produce building plan/designs for a new and more befitting TRCN Head Office Building Complex and Main Auditorium. The Department has completed and submitted all the processes leading to the contract award of the project to the Budget



Monitoring and Price Intelligence Unit (Due Process) in the Presidency.

TRCN ZONAL OFFICES

The Council operates through twelve Zonal Offices spread across the country. Renovation works are constantly being carried out in these Zonal Offices while furniture, fittings, equipment and accessories were supplied to all for the smooth running of the offices.

THE DUE PROCESS

The Federal Government of Nigeria introduced the Budget Monitoring and Price Intelligence Units (BMPIU) (referred to as the Due Process) charged with the responsibility of ensuring probity and accountability in procurement and execution of Government projects.

The Department made a major landmark achievement for the Council as it was able to access 99.05% and 95% of the Council's capital appropriation in the years 2005 and 2006 respectively. This is a major landmark achievement because of the complex processes involved in accessing capital appropriation through the Budget Monitoring and Price Intelligence Unit (BMPIU).

It is pertinent to reiterate that the Due Process is a mechanism for ensuring strict compliance with openness, completion and cost accuracy rules and procedures that should guide contract award within the Federal Government of Nigeria.

DEPARTMENTS:

DIRECTOR, PLANING RESEARCH AND STATISTICS, ALHAJI SALIU A. BELLO BARES HIS MIND ON CHALLENGES AND THE GIANT STRIDES

STATISTICAL FLASH

It is part of TRCN mandate to document the number of teachers in Nigeria in the bid to regulate and control the Teaching Profession. It is in this regard that the Department made a giant stride to produce the document titled 'TRCN 'Statistical Digest' that contains statistical information of all teachers in both public and private and at all levels of the education sector.

The TRCN statistical Digest has been a yearly publication since 2004. It is a document that has the information of teachers, such include the total number of teachers in each state of Nigeria and the Federal Capital Territory and the Local Government Areas. It also includes the sex of the teachers, their qualifications, level of teaching etc.

The Department also carried out an opinion poll of the public's perspective of TRCN professionalisation drive. The analysis of the questionnaire indicated that the professionalisation gladdened the heart of the public particularly the teachers as it enhances among others the status of teachers, recognition of their profession, better salaries of the teachers and generally raised the educational standard in the country.

DEVELOPMENT OF ICT IN TRCN

TRCN fully appreciates the import and benefits of Information and Communication Technology (ICT) and accordingly had invested time and funds in implementing some important ICT projects that enhance efficiency, productivity, proficiency, competence and good service delivery. Part of the projects include:

Implementation of Local Area Network:

A 192-node Local Area Network designed and implemented through the service of National Information Technology Development Agency (NITDA)

was executed to provide facilities for both intranet and extranet services at the Headquarters. With the implementation of the Local Area Network, all computers at the TRCN Headquarters are connected with each other and to the World Wide Web.

Installation of VSAT for Internet Access:

A 2.4m dish antenna (VSAT) and allied accessories have been installed to provide internet access at C-Broadband continuously since TRCN, the major player in regulating teachers' education and teaching professionalization need to be connected to the World Wide Web communication.

TRCN ON-line Registration:

National eGovernment Strategies Limited, one of the business arms of National Information and Communication Technology Agency, in collaboration with TRCN has designed and implemented a portal to facilitate on-line registration and other e-transactions. This project is now in full operation. With facilities on this portal, the general public and interested teachers could access information on TRCN activities, ask questions, register and even pay online. Interested members of the general public who may so wish could visit www.trcn.gov.ng for further information on TRCN.

In-house writing of certificate for registered teachers

Over 700,000 qualified teachers have registered with TRCN to enable them practice legally as professional teachers.

Hitherto, some contractors were commissioned to write and produce certificates for registered teachers. To cope with the very large volume of work at hand and also to clear backlogs, a firm was contacted to design and implement a database system that has the capability of printing certificates in-house. Since the installation of the software, over 50,000 certificates have been written and produced in-house.

DEPARTMENTS: PRS

ICT training for Teachers nationwide and TRCN staff

ICT has now become part of the essentials of life. Everyone requires basic ICT skill for our day-to-day activities. Benefits of basic skills in ICT include increased performance, efficiency, productivity and output. In the light of the above, ICT workshops and seminars were sponsored by TRCN to train practicing and registered teachers nationwide. In the workshops that spanned over six months and conducted in 12 different locations in the nation, over 4,000 participants benefited. TRCN members of staff were not left out, in-house ICT training were conducted for staff to make them relevant in the scheme of things.

Internet Access in Four Zonal Offices

In implementing its mandate and promoting the teaching profession, the management has moved a step further by providing internet access facilities in the zonal offices across the nation. In the first phase of the project, VSAT and allied accessories have been installed in Uyo, Yola, Kaduna and Lagos offices to provide internet access.

FUTURE PLAN OF THE DEPARTMENT

The Department is committed to taking the Council to greater heights as the years go by. This is both in terms of physical growth and development and yearly statistical information on teachers at all levels of education, easy access to teachers' data on the internet, etc. In due course, all TRCN operations will be transformed into "virtual" processes and of international standard.



Pictures above: A section of TRCN zonal offices under construction.

ADVERTORIAL

NIGERIAN JOURNAL OF PROFESSIONAL TEACHERS (NJPT)

The NJPT, Nigeria's foremost journal dedicated exclusively to professional teachers, their challenges, prospects and strategies, is still being published steadily by TRCN. Three editions have circulated round the country and the world. The fourth is in the press. Professional teachers anywhere in the world should let their scholarly ideas and findings be read by their peers through publishing them in the journal. Send papers and direct enquiries to the Editor, NJPT, TRCN Headquarters, Abuja. There should be three hard copies and electronic version of the paper with references in accordance with the referencing style of the American Psychological Association.

DEPARTMENTS: ADMINISTRATION AND FINANCE

Highlights of Activities of first Quarter of 2007

In an effort to improve staff welfare and provision of social services, the Council through Administration and Finance Department mounted three training programmes for different categories of its staff within the first quarter of 2007 to strengthen its workforce and increase productivity. Staff welfare, safety and good work environment was not left out as the Welfare and General Services Section has matched its mandates with result.

The Training Section in January, 2007 organized an in-house workshop for drivers. The workshop was to acquaint the drivers with safety rules, maintenance of vehicles and work ethic in Public Service. Another in-house workshop on ICT and office Management was organized for clerical officers and Assistant Executive Officers to strengthen their ICT skills and work attitude. The last in the series of workshop on ICT for the quarter was held recently between March, 31st to 2nd April, 2007 for the twelve (12) Zonal Coordinators.

Staff social welfare services also received a boost with the engagement of the services of Messrs Bondwell Insurance Brokers Ltd and Law Union and Rock Insurance Company to underwrite the Group Life Insurance Policy for Council staff. Appropriate premium for the period 2006-2007 has since been paid. In a related development, Messrs IGI Insurance Plc. and Bondwell

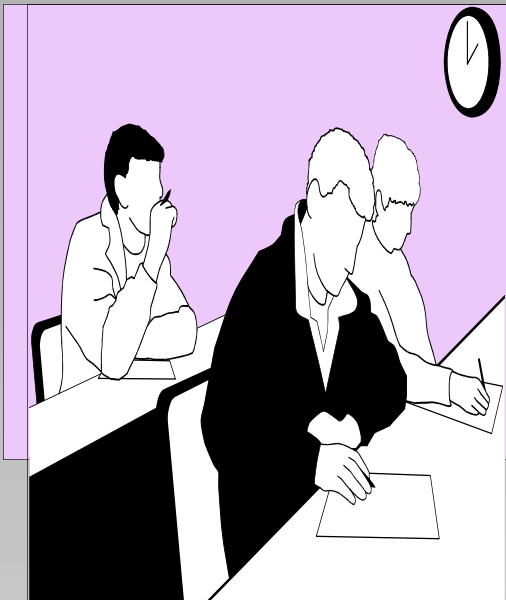
Insurance Brokers were also appointed as underwriters of the Council's Non-Life Policies. To

this end, Council's vehicles were insured and premium paid for year 2006.

On National Housing Fund (NHIF), the Section invited United Bank for Africa Plc, Aso Savings and Loans Ltd and Stallion Homes Savings and Loans Ltd to brief staff on the qualification to access loan from the scheme. Still on welfare, more than seven hundred thousand Naira (N700,000) was paid to the families of Late Abubakar and Late Ambali Ganiyu as death gratuity.



**A section of the staff at the
in-house training at
TRCN Headquarters**



Raw Deal for Exam Cheats

Minister of Education publishes list of offenders, launches *Integrity Manual* for examination supervisors; TRCN to work with Ministerial Examination Task Team to curb malpractices...

The initiative worked like magic as several State Governments relied on the publication to commence a systematic sanitization of their schools, particularly examination system.

Examination malpractice is one of the monsters in the Nigerian Education system that the Minister of Education, Mrs. Obiageli Ezekwesili, in her Reform efforts decided to fight to a standstill. Right from her first meeting with agencies and Directors under her ministry, she listed the malaise as being one of the most unacceptable cancer worms in any Education system. She therefore charged all her lieutenants and examination agencies to brace up for a fight that she said would dump examination malpractice in the refuse bin of history in Nigeria.

True to her charge, within a few months she networked with all persons and agencies concerned to come up with a list of **232** public examination invigilators and supervisors as well as **324** schools that had aided examination malpractice. The list was quickly published into a massive booklet that in a public ceremony in Abuja was circulated throughout the country and even overseas through the power of the internet and other information and communication technology. The publication of the lists of such offenders, she said would be a continuous exercise.

Apart from the publication, the offenders were barred from participation in public examinations for years in addition to other extra-judicial disciplinary measures.

Moving a step further, the Minister through the efforts of a Task Team she set up on the eradication of examination malpractice and promotion of campus safety came up with a well researched and comprehensive document called **INTEGRITY MANUAL FOR EXAMINERS, SUPERVISORS AND INVIGILATORS**, which is expected to be a code of conduct for all persons involved in the examination business.

The Examination Task Team mounted a national train the trainer workshop during which many principal officers from collaborating agencies and organisations were trained to train the rest of the individuals involved in examinations. The capacity building workshop for examiners, supervisors and invigilators later took place nationwide in all States of the Federation and the Federal Capital Territory. Beyond these attempts, The Ministerial Task Team is moving ahead to institutionalize national networks among stakeholders to deal with the problem in a sustainable manner.

In all these efforts, **TRCN** remained a key partner of the Minister and the Task Team. TRCN participated at all levels of the exercise including getting its headquarters staff and State/Zonal Coordinators trained as trainers during the workshop. Consequently, the staff lead the training at the State level and are permanent members of the Examination Eradication Task Team at both the national and state levels. More importantly, TRCN's Teachers' Code of Conduct, Teachers Investigation Panel and Teachers Tribunal are all instruments that have formed the lasting framework for dealing professionally with the problem.

Raw Deal for Exam Cheats...Brief on the Workshop for the Mandatory Training Initiative (MTI) held at Bolingo Hotels, Abuja March 29-30, 2007

As part of the efforts to entrench the Reforms in examination ethics, particularly the Examination Integrity Manual for Examiners, Supervisors and Invigilators, the Joint Action Committee on Examination Ethics and Campus Safety (JACEECS) established by the Minister of Education, Mrs. Obiageli Ezekwesili, initiated a mandatory training programme for all officers who have business with public examinations at the basic and senior secondary school levels. The programme kicked off first at the national level and thereafter held in all the States of the Federation and the Federal Capital Territory. Presented below is a brief on the national version of the mandatory programme:

The Minister of Education **Mrs. Obiageli Ezekwesili** was represented by **Dr. Aboki Zhawa**, the Permanent Secretary, Federal Ministry of Education. In the opening address of the Hon. Minister read by the Permanent Secretary, the Hon. Minister thanked the public for condemning the evils of examination malpractice which has eaten deep into the fabrics of the Nigerian Society. She explained that the training programme will be organized in two levels – the National and State levels. The National level which took off on the 29th of May was otherwise called the Train-The-Trainer programme for those who will implement the second phase or level in the 36 State capitals including Abuja. The State Coordinators of examination bodies, the State Ministries of Education and stakeholders of Education – **Parents-Teachers Associations, TRCN**, etc which were present on the occasion constituted the State Implementation Committee which will train people at the State level.

The first to present a paper was **Mr. Ike Onyechere** who is the Task Team Leader, Examination Ethics and Campus Safety of the Federal Ministry of Education, Abuja. He blamed examination malpractice on parents who pamper their children and go to every length to help them to pass examinations. **Mr. Onyechere** further discussed other faces of examination malpractice, the scope of examination malpractice, gave the statistics of examination malpractice from 1990 to 2005 and finally asked the question: "What is to be done?" He provided the answer: To replace the culture of examination malpractice with the culture of exami-

nation ethics.

Another important paper was presented by **TRCN** Registrar/Chief Executive, Chief A.M. Ciwar (OON) represented by Dr. (Mrs.) G.A. Adedoyin. The paper saw examination ethics and integrity as part and parcel of professional competence and maintained that lack of professional standards in the teaching profession in Nigerian was the major cause of the collapse of the education system. The paper stated that the situation has led to examination malpractice, cultism, drug abuse, sexual harassment and other social vices. It further maintained that the laws which established **TRCN** provided for the regulation and enforcement of ethics and integrity in the teaching profession which includes penalties for offenders. It discussed the concepts of ethics and integrity and the role of professional regulatory agencies in the administration of professional conduct and maintained that the most important thing for all professional regulatory bodies including the **TRCN** is to set the standards for the initial education, the continuous professional education, performance on the job and professional conduct. He cited the Acts that established the Teaching Councils of Ontario, England, New Zealand & Australia etc which make it compulsory for all cases of professional misconduct or poor performance of teachers to be referred to the Councils to determine whether or not the affected teachers could remain on the job.

The paper also informed the public that **TRCN** has constituted the Teachers Tribunal to handle offences committed by teachers such as examination malpractice and violation of professional ethics.

Other papers presented were from the National Business and Technical Examination Board, Joint Admissions and Matriculation Board, All Nigeria Conference of Principals of Secondary Schools, etc.



Officials of the Joint Action Committee on Exam Ethics and Campus Safety, with the Minister of Education, Mrs. Ezekwesili at the centre



Chief BMJ Ikegbula, TRCN's Representative on JACEECS

Lets Go Dancing!



TRCN ENDS 2006 WITH A BOOGIE Honours Deserving Staff...



For the first time ever, Teachers Registration Council of Nigeria, (TRCN), recently celebrated the successes of 2006 in style as staff of the Council gathered to mark the year's achievements with pomp and pageantry.

The Registrar/Chief Executive of the Council, Chief Anjikwi M. Ciwar (OON/MNAE) told staff that the Council has remained a formidable force in the nation's education sector. This, he said, was as a result of the oneness that exists between council staff across the country. He further noted that the positive impact of the Council since inception was one of the factors responsible for the full autonomy given the Council as the professional platform that would play for teachers the type of role played by the Council for the Regulation of Engineering in Nigeria (COREN) for engineers. At the party, six members of staff were given various awards for their contributions to the successes recorded in 2006.

Party in Grand Style

Award Winners...

Sodangi Umar



Abubakar Audu

Musa Badar

Agada Godwin

According to the Registrar, "It is not easy for a new organization to have attained such enviable height in just six years of operations. We have achieved this success because we have been able to work together as one." He said that when the reform was going on, he was very worried because he never wanted to lose any of his staff to the reform but put his trust in God. When the reform committee eventually came up with its submissions, amongst other parastatals in Education, Teachers Registration Council of Nigeria was amongst the four that were given autonomy.

"My dream is to see TRCN as a body that is very powerful, effective and can contribute to national development," Ciwar said, adding that there were well over 1.5 million teachers in the country who rely solely on the qualitative and prompt services of Teachers Registration Council of Nigeria to restore the lost glory of the teaching profession. The Registrar said there were some things that were achievable within six years that wouldn't have been possible if the Council hadn't got the kind of cooperation and unity of purpose it got from staff.

The Council's Director of Administration and Finance, G. A. Ogwuche, in his report commended the Registrar for his resilience and thirst for success. This, he said, has assisted the Council in achieving such a high level of success within a short period of six years. He however charged the awardees never to relent in their dedication and commitment to duties, noting that the awards were just to encourage them to do more.

One of the awardees, Mrs. Sarah Uge, who spoke on behalf of the other awardees thanked the Council management for the awards and promised that they would not relent in their commitment to the Council.

TAX AND AUDIT MATTERS



MR. ONYIA

TAX DEDUCTIONS AT SOURCE

TRCN's Assistant Director of Accounts and Fellow of the Institute of Chartered Accountants of Nigeria, Emma Onyia Esq, gives a clue about what transpired at a recent workshop on "Tax Deductions at Source and MDA's Obligation within the Tax Laws".

Date was March 6, 2007, and venue was Nigeria's number one five star hotel, the Transcorp Hilton Abuja. The workshop was organised by the Federal Inland Revenue Service (FIRS) for Ministries, Departments and Agencies (MDAs).

The theme of the workshop was "Tax Deductions at source, MDAs Obligation within the Tax Laws". The Key-note address was read by Honourable Minister of State Finance under the chairmanship of the Chairman FIRS, Ms Ifueko Omoigui.

Four papers were presented during the workshop on the following topics/issues:

- * VAT and Obligations of MDAs
- * Withholding Tax and the Obligation of MDAs
- * Tax Implication of the Consolidated Salary Structure and the Obligations of MDAs and
- Payment of Taxes to Bank by MDAs

Highlights on the Papers Presented

Some highlights on the papers presented during the workshop included but not restricted to the following:

- It was observed that most Ministries, Extra-Ministerial

Offices, Parastatals and Agencies have been wrongly applying the Pay As You Earn (PAYE) rules as provided in the Personal Income Tax Act 104 of 1993. According to the provisions of the 1993 Income Tax Act, basic salaries, allowances, bonus, etc are taxable subject to allowable limits for any specific allowance by the extant law.

- To facilitate strict compliance with the provisions of the Personal Income Tax Act which provides the ultimate basis for the computation of the PAYE deductible, the PAYE Tax Deduction Guide, which is based on the Harmonized Public Salary Structure has been developed as a guide for adoption by all relevant Ministries, Extra-Ministerial Offices, Parastatals and Agencies.
- Withholding Tax (WHT) is an advance payment of income tax. The tax is normally to be deducted at source when a payment is to be made to the beneficiary. Value Added Tax (VAT) is chargeable and payable on the supply of all goods and services, other than those goods and services specifically exempted by the Act. VAT is computed at the rate of 5% of the value of all taxable goods and services.
- One of the key obligation of MDAs is to deduct tax at the appropriate rate and pay the tax within 30 days to a collecting Bank from the date the amount was deducted or the time the duty to deduct arose whichever is earlier and
- On Penalties and Sanctions for non-compliance, "Any Person who being obliged to deduct any tax under this Act, fails to deduct or having deducted fails to pay to the Board within thirty days from the date the amount was deducted or the time the duty to deduct arose, shall be guilty of an offence and shall be liable on conviction to a fine of 200 percent of the tax not withheld or not remitted as the case may be and in addition to the amount of tax deducted plus interest at the prevailing commercial rate".

MR. IGHALO

INTERNAL AUDIT AND THE ANTI-CORRUPTION WAR

TRCN's Assistant Director of Internal Audit and member Association of National Accountants of Nigeria, Mr. Eric Ighalo re-captures the crux of another workshop on THE CHALLENGING ROLES OF INTERNAL AUDIT, INSPECTORATE DEPARTMENTS, ANTI-CORRUPTION MONITORING UNITS AND OTHERS IN THE FIGHT AGAINST FINANCIAL CRIMES AND CORRUPT PRACTICES

The period was January 16-19, 2007 at the Hill Station Hotel in the cool city of Jos, Plateau State. The 4-day workshop was jointly organized by the Independent Practices and Other Related Offences Commission (ICPC) and the Jos District Institute of Chartered Accountants of Nigeria (ICAN). It sought to achieve the following aims and objectives:

- To create opportunities for brainstorming and sharing of ideas on the crusade against corruption.
- To highlight the behavioural aspect of accounting and auditing functions in relation to fraud and corruption detection and prevention mechanisms.
- To review the political economy of fraud in a period of general cyclical crisis in the society and offer an insight into the Anti-corruption Law and Money Laundering Acts of the Federal Republic of Nigeria.
- To sensitize and educate Nigerians on the most recent research findings on how best to contend with the problems of fraud and other corrupt practice including the ideal ways to manage accounting/auditing departments in the contemporary era of computer revolution and globalization.
- To educate participants on the antecedents, causes, symptoms and remedies of frequent cases of fraud in work-related environment.
- To evolve clearly defined strategies and approach to the fight against corruption.

OBSERVATIONS:

In the course of the interactive deliberations, participants were unanimous on the following observations:

That the fight against corruption is one of the best legacies the present administration will bequeath to the next genera-

tion of leaders.

That the best policy cannot fight corruption without requisite public support, hence the need for Nigerians to actively support the government in the crusade against corruption.

That lack of competitive salaries for public servants is a great impediment to the fight against corruption, particularly in the public sector. Nigeria should adopt the examples of Singapore and Hong Kong as a benchmark.

That government does not have a reward system for those who stand against corruption in the society, as even the National Merit Award appears politicised and personalized.

That the public service rule and financial regulations does not contain clear cut statements that would serve as threshold guide for receiving gifts by a public servant.

That the definition of gratification appears in conflict with the culture of gift and show of love and appreciation which are even sanctioned in the religious books.

RECOMMENDATIONS:

Against the backdrop of the above observations, the workshop recommended as follows:

That government should step up effort at ensuring the total and sustainable welfare scheme including the provision of employment opportunities cutting across all strata of the society as a panacea to poverty-related corruption.

That the public must be carried along in the fight against corruption by encouraging them to get involved in the crusade through massive awareness campaign and education.

That public servant should be allowed to utilize their spare times to earn extra income so long as what they do does not conflict with their official duties as practiced in developed nations as the United States of America.

That Anti-corruption Agencies must put in place physical measures that could ensure job security and physical protection for those willing to report corrupt elements in the society.

Internal Audit units should be at management meeting on advisory capacity for the effective performance of its oversight functions.

Internal Audit units must also be strengthened to ensure value for money in expenditure and procurement processes, and the Unit should ensure that market surveys are constantly updated and effectively utilized in determination of reserved prizes for award of contracts and approvals for personal advances.

That in coming administration should sustain and improve on the current fight against corruption for the betterment of the society as no society can achieve its potentials if it allows corruption to become full blown.

Educational institutions should be involved in instilling transparency in the public through moral and civic education.

The youths should be educated and carried along in the crusade against corruption.

Emphasis should be laid on preventive approach rather than enforcement as a strategy towards minimizing corruption in the society.

Government must adequately fund anti-corruption agencies and exhibit even handedness in dealing with both the ICPC and EFCC especially in areas of funding and remunerations and finally.

Corruption should be regarded by all and sundry as a sin which must be avoided at all cost.

TRCN Announces 2007 CPD for Registered Teachers in Nigeria



BACK TO BASICS...

A SKILLS COURSE IN FUNDAMENTALS OF PEDAGOGY

TRCN moves ahead in its determination to turn around the quality of teachers in the country. Last year, it was a radical skills acquisition programme on Information and Communication Technology (ICT) for teachers. This year, the searchlight is beaming on pedagogical skills. TRCN has concluded arrangements to kick off the training at Uyo, the capital city of Akwa Ibom State starting June 4, 2007.

Participants shall be drawn from all levels of the Nigerian education system, both the public and private sectors and from all States of the Federation including the Federal Capital Territory. The training is totally free for all participants as TRCN will bear cost of tuition, transport, accommodation and related cost of the participants. The training shall last four working days and hold in six centres (one for each geo-political zone) in the country at different dates. Resource persons are going to be leading Professors in the respective pedagogical areas. Below is a schedule of the workshops:

GEO-POL. ZONE	STATES	TRAINING CENTRE	DATES (2007)
SOUTH SOUTH	RIVERS, C/RIVER, BAYELSA, EDO, DELTA, AKWA IBOM	UYO	TRAINING: JUNE 4-7. ARRIVAL: JUNE 3 OPEN. CEREMONY: JUNE 5 DEPARTURE: JUNE 8
NORTH WEST	SOKOTO, KEBBI, ZAMFARA, KADUNA, KANO, JIGAWA, KATSINA	KATSINA	TRAINING: JUNE 18-21 ARRIVAL: JUNE 17 OPEN. CEREMONY: JUN 19 DEPARTURE: JUNE 22
SOUTH EAST	ABIA, ENUGU, ANAMBRA, IMO, EBONYI	ENUGU	TRAINING: JULY 2-5 ARRIVAL: JULY 1 OPEN. CEREMONY: JULY 3 DEPARTURE: JULY 6
SOUTH WEST	LAGOS, OYO, OSUN, OGUN, ONDO, EKITI	IBADAN	TRAINING: JULY 16-19 ARRIVAL: JULY 15 OPEN. CEREMONY: JULY 17 DEPARTURE: JULY 20
NORTH EAST	BORNO, YOBE, GOMBE, BAUCHI, ADAMAWA, TARABA	GOMBE	TRAINING: JUL 30-AUG 2 ARRIVAL: JULY 29 OPEN. CEREMONY: JULY 31 DEPARTURE: AUG. 3
NORTH CENT.	FCT, BENUE, PLATEAU, NASARAWA, NIGER, KOGI, KWARA,	ILORIN	TRAINING: AUG 13-16 ARRIVAL: AUG 12 OPEN. CEREMONY: AUG 14 DEPARTURE: AUG. 17

Mallam Kabiru Yar'Adua, TRCN Representative on SBTD



TRCN ON UNICEF SCHOOL BASED TEACHER DEVELOPMENT (SBTD) PROJECT

The saying that the development of a country can only be determined by the quality of its teachers can not be over emphasized. This perhaps has led to the intervention of the **Federal Ministry of Education** in conjunction with **UNICEF** to get together representatives from the Education sector such as the Universal Basic Education Commission, **TRCN**, **State Ministries of Education**, **National Educational Research and Development Council**, Provosts of Colleges of Education and Educational consultants.

These academicians are vested with the responsibility of developing competency and school based teacher development modules for the Nigerian primary school teachers. The programme is an approach to in-service teacher education using carefully prepared materials for training, self-instruction and development of enabling skills for reflective practice.

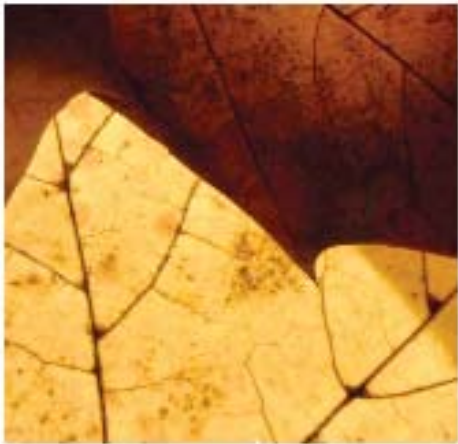
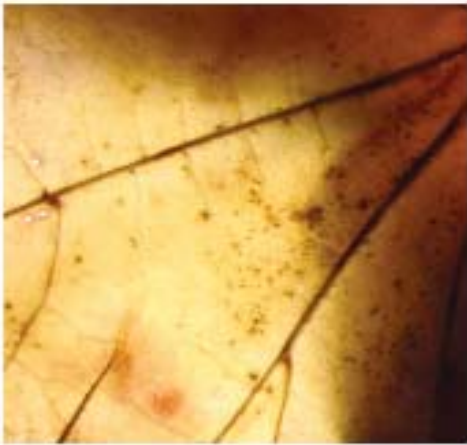
The SBTD involves continuing professional development of teachers while on the job, providing teacher mentoring and supervisory support, cluster meeting to handle challenges faced by teachers and the active use of planned and detailed training materials. The team which has **Mall. Kabiru Yar'Adua** representing **TRCN** has also **Mr. Victor Menegbe** assisting and has so far accomplished the following.

- Describing the “Model Nigerian Primary School Teacher”
- Defining “Active Learning” and its characteristics and identifying the characteristics of student centered learning.
- Profiling classroom teaching and learning processes and identifying various communication styles for modules for different levels of basic education.
- Identifying effective approaches to early childhood care and education delivery.
- Deciding on **SBTD** delivery system and identifying cultural and environmental issues that might affect the modules.

In reaction to the activities of the group, the team leader **Dr. C. M Anikweze** described the achievements of the team so far as very encouraging.

CONFERENCE ANNOUNCEMENT
From the National Council for Accreditation of Teacher Education (NCATE), Washington DC., USA.

HYATT REGENCY
CRYSTAL CITY
September
27-30, 2007
ARLINGTON, VA



National Council
for Accreditation of
Teacher Education

American Association
of Colleges for Teacher
Education

 ACCREDITATION
ACCOUNTABILITY &
QUALITY CONFERENCE

About the NCATE Conference

The National Council for Accreditation of Teacher Education (NCATE) and the American Association of Colleges for Teacher Education (AACTE) present an institutional orientation and professional development conference designed to:

Introduce deans and faculty from non-accredited institutions to NCATE standards and procedures;

Update deans and faculty from accredited institutions on NCATE standards and procedures for continuing accreditation; Update teacher education deans and faculty on emerging national accreditation and accountability issues; and Provide strategies for integrating the accreditation review with ongoing program improvement efforts.

Program Schedule

Thursday, September 27 at 8:30 am through noon Sunday, September 30.

Registration begins at 8:30 am on Thursday.

A draft conference program will be available at www.aacte.org after August 10, 2007.

Sessions will address:

- Assessment Systems
- Impact of Teacher Candidates on P-12 Student Learning
- Diversity
- Data Collection and Presentation of Evidence
- Professional Dispositions
- NCATE Standards
- Program Review Process
- Conceptual Frameworks and Preconditions

The conference program will include updates related to the NCATE standards and the relationship of unit and program assessments. The program also includes a session that addresses the importance of instructional integration of arts and sciences content and teacher education.

Program review process:

Saturday afternoon and Sunday's sessions will focus on NCATE's electronic program review process and its relationship to unit assessment. Concurrent sessions will include presentations on developing quality assessments and aligning assessments with standards. Participants will have an opportunity to meet with representatives from selected specialized professional associations to discuss program standards and assessments. *See the draft conference program at www.aacte.org after August 10 for details.*

Registration

Registration is limited: registrants will be accepted on a first-come, first-served basis. Due to space limitations we can accept *no more than 6 persons* from any one institution. The registration fee is \$525 for the first registrant, and \$500 for each additional registrant from the same institution. All registrations must be submitted in writing with payment (check, credit card or an institutional purchase order). Registrations will not be guaranteed unless payment accompanies the registration form. All registrations must be received no later than **July 31, 2007**; please be aware the conference may be filled prior to the deadline.

Hotel Information

Hotel reservations are the responsibility of each participant. Contact: Hyatt Regency Crystal City, 2799 Jefferson Davis Hwy, Arlington, VA, 22202, (703) 418-1234.

Fax your registration form to NCATE: 202.296.6620

or Send by Mail to:

NCATE/AACTE Conference
2010 Massachusetts Ave, NW, Ste. 500
Washington, DC 20036-1023

*Questions? Contact Barbara J. Olexer
email: barbara@ncate.org
Tel: 202.466.7496*

**PLACE
GLOBAL EFA
WEEK 2007
POSTER
(AS BACK COVER)**