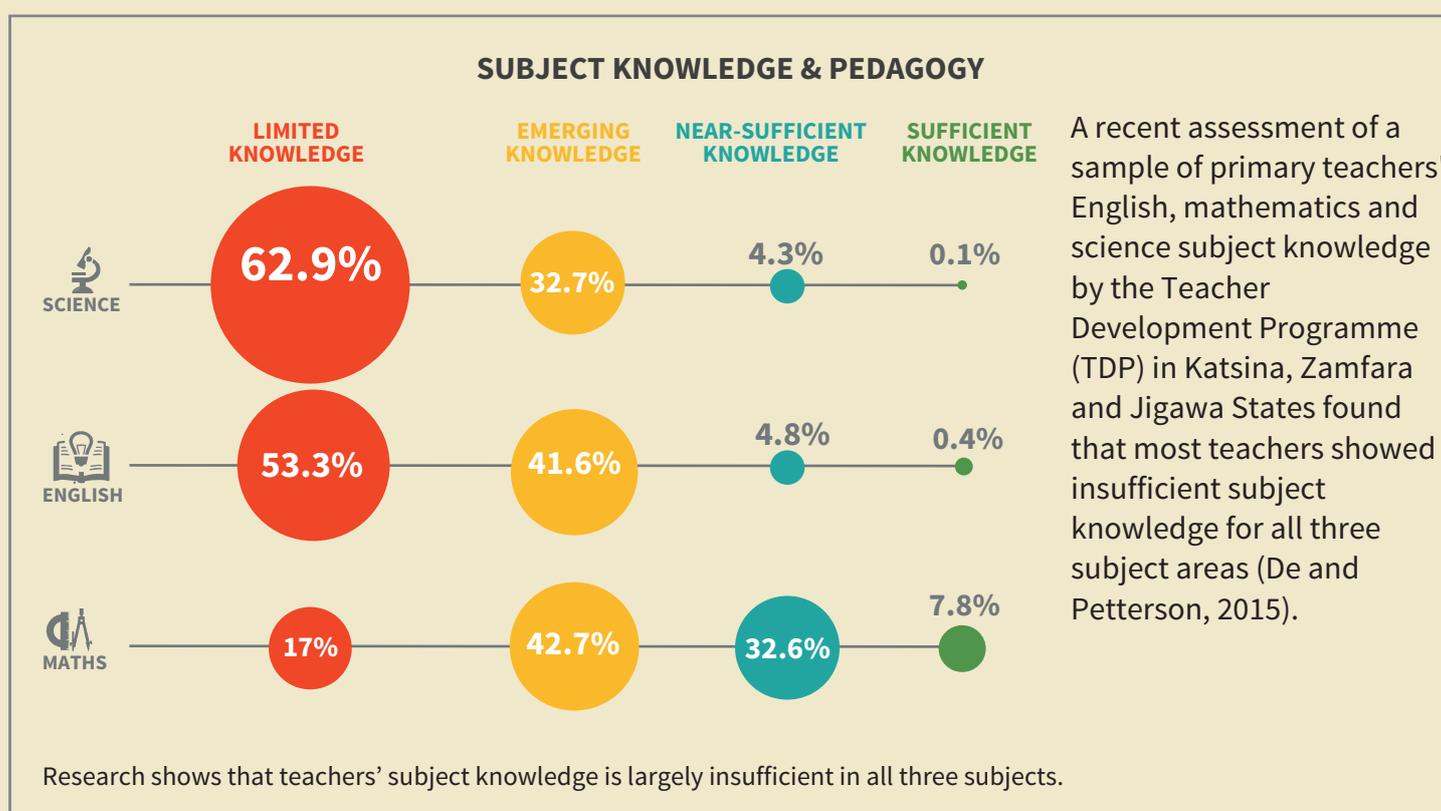




This policy brief addresses one of three main teacher policy challenges- teacher numbers, teacher competency and teacher management. It is based on a synthesis of evidence on major issues facing teachers in Nigeria's basic education sector, drawn from studies carried out by EDOREN (Education Data, Research and Evaluation in Nigeria) in the last two years.

IMPROVING TEACHERS' COMPETENCE

Students learn more when they are taught by more effective teachers. To be effective, teachers must understand both the subject material that they are trying to convey to students, and the pedagogic methods that can enable students to learn. This policy brief explores evidence and challenges around two main approaches to improving teacher competency; pre-service and in-service teacher training, and makes recommendations to ensure teachers are equipped with the necessary skills to teach effectively.



40%

Only 40% of teachers' instructional time can be described as effective classroom practice.

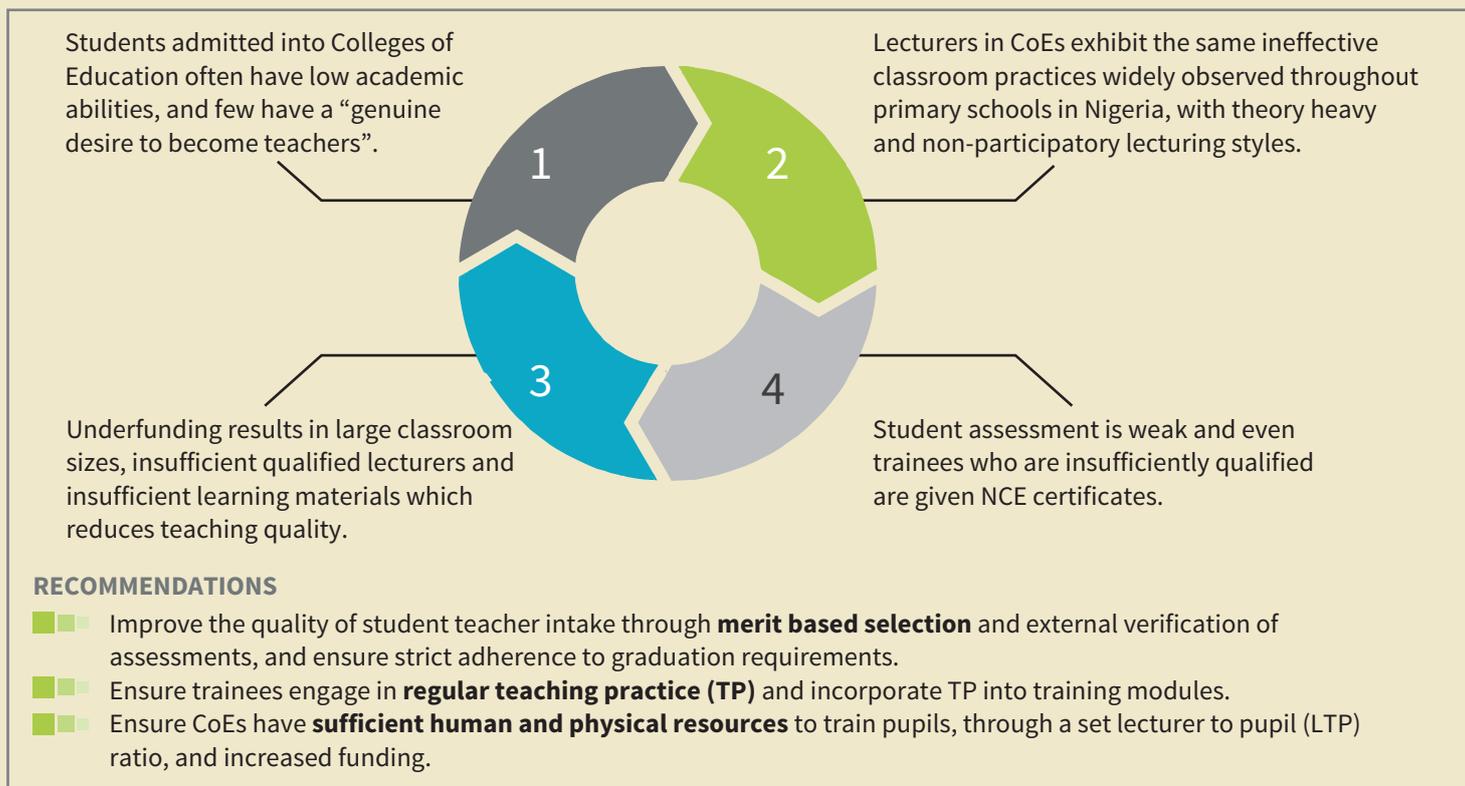
29%
time is spent explaining

7%
time is spent assisting individuals or groups

4%
time is spent answering open questions

Teachers reported little interest in whether children were developing a deeper understanding of the topic. Many teachers still struggled to set goals, assess pupil performance and track progress, and knowledge of pupil assessment methods is also inefficient. Finally, a large amount of potential teaching time was lost due to lessons finishing early, suggesting that teachers are not making the best use of the available time.

Inadequate subject knowledge and pedagogic skills in a large majority of teachers may in part be due to the share (35%) of Nigerian teachers without teaching qualifications (Humphreys and Crawford, 2014). However teachers who received the minimum NCE qualification also appear to lack necessary teaching skills. There are several possible reasons for this:



- Trainings are often targeted at an inappropriate level and to teachers' school experience.
- Training selection criteria is not transparent and open to political and personal interference.
- The cascade model of training where a few selected teachers are expected to 'step-down' what they have learnt to their colleagues is less detailed and not always ineffective.
- Teachers develop superficial factual knowledge of new teaching methods without deep understanding of the situations when these methods are appropriate or beneficial.

RECOMMENDATIONS

