

**Report of a 2-day Training Workshop for Education Specialists for the Project on ‘Promoting Quality Civic Education in the Country’, held 18<sup>th</sup> -19<sup>th</sup> JANUARY 2017 at Barcelona Hotel, Abuja**

### **Summary**

Riplington and Associate had hired the services of four Education Specialists for the implementation of the *Project: Improving the Quality of Civic Education in the Country*. A 2-day training workshop was therefore put together to train these experts on the project’s nitty-gritty and the expectations regarding their deliverables. The workshop brought together seasoned resource persons who facilitated the training session. Apart from training on job specific areas, the specialists were also trained on child protection in research setting. The workshop ended on a very good note. Contained herein is the detailed of the workshop proceedings.

### **Introduction**

Riplington & Associate (RandA) is implementing a project aim at promoting the quality of teaching and learning civic education in Nigeria. As part of the strategy for ensuring a successful implementation of the project, RandA has hired the services of four Education Specialists. To sharpen the understanding of the Specialists about the project and further equip them with nitty-gritty of their assignment, RandA organized a 2-day workshop for the Education Specialists. The workshop which was held from 18<sup>th</sup> -19<sup>th</sup> of January at Barcelona Hotel, Abuja was titled: Training workshop for Education Specialists. The resource persons, who provided training for the education Specialists, were drawn from both the government owned organisations and the private sector.

The workshop began with a formal opening session. At the opening session, participants introduced themselves. After which the project Lead Researcher, Iwuamadi C. K made a presentation on the Project objectives. He also took the participants through on the workshop objectives, the workshop approach and the expected workshop outcomes. It was emphasized that the workshop approach would more of an interaction between the resource persons and the education Specialists.

## 1.0 Technical Sessions

### 2.1 Classroom Observation Guidelines

Four technical papers were presented on the first day of the workshop. The first paper was by the Project Director, Ms. Abiola Sanusi. The paper was on observation guidelines (Senior Secondary Education). The presentation was focused on helping the Specialists brainstorm on the: observation guidelines in senior secondary, observation principles and strategies for assessing teacher performance. She began the session with a question on how participants felt the first time they were observed while teaching. Participants shared their stories on how they felt the first time someone else observed them while they taught.

#### **Key Message from participants' stories**

1. There is usually that feeling of tension
2. There is loss of concentration by the teacher in the course of the observation
3. Teacher suddenly becomes uncoordinated as the observation progresses
4. Concepts not included in the lesson plan suddenly become part of the lesson

Participants, however, noted that some these problems occur as a result of the fact that the culture of lesson observation in Nigerian schools has not been built. Also most often, the observers are only out to find the teacher's faults and not to help the teacher. This often leads the teachers to do things that will impress the observer and in the process these problems occur.

The paper identified the following as aims of carrying out classroom observation:

- To observe actual teaching and learning in order to raise the quality of teaching and learning and so enhance the students' learning experience;
- To provide a system of identifying, sharing, improving and developing good practice;
- To provide evidence that would encourage staff to reflect on their delivery styles and build on their skills.

The presentation helped participants to agree on some specific procedure and principles that will guide their classroom observation visits. The following were agreed on:

- A pre-observation orientation session – sensitisation for schools/CoE/Institutions should be organized;
- Every care should be taken to minimize the intrusion;
- Observers should avoid setting up negative or hostile currents in the classroom;
- Specific procedures should be used during the observations;
- The observer should remain an observer ( objective/ not judgmental);
- Observation should focus on teaching and learning within the context of civic education;
- Full lessons should be observed (30, 35 or 40 minutes, as they case may be).

The presentation listed some key areas that the classroom observers should pay attention to while observing a civic education lesson. Some of these areas, according to her, included: Time on questions and student responses, teachers' use of pair and group work, general classroom interaction, teacher's classroom management, students' and teachers' use of the textbook. She concluded the session with an interactive sessions on procedures for carrying out classroom observation in tertiary institutions.

The second paper of the day, which was also on observation guideline focused on the Basic Education level. The session was facilitated by Mrs. Ayo Adeosun, In-service Technical Lead of the Teacher Development Programme (TDP). Her presentation took a holistic look of various tools that can be used for classroom observation at the basic education level. She presented to participants some of the observation tools that TDP has developed and used for classroom observation. Five of the observation tools were presented to the Specialists for consideration and adoption. She highlighted the fact that in spite how good a tool might be, the observer has a critical role to play if the outcome of observation must be useful for policy and programme improvement. She highlighted some procedures and strategies that should guide every classroom observation. The procedures included: creating a good rapport with the teacher before observing the teacher, giving the teacher a good feedback after observation, ensuring that the observer's presence does not constitute a distraction to the class, entering the class before the beginning of the lesson to avoid undue attention, observers should not focus and so many things, etc.

She guided the Specialists on how to use each of the tools. After which the participants watched a video of a classroom situation and attempted using the tools to observe the teaching and learning procedure. Participants found the tools useful and resolved that the tools should be adapted for use in the planned observation of civic education lessons. The session was concluded with the Specialists also agreeing that:

1. An observation summary tool should be developed for use by the Project;
2. An instrument for Head teachers/Principals should be developed;
3. A quality assurance monitoring tool should be developed. This tool is to be used to monitor the training sessions when the project gets to that phase.

## 2.2 Over View of the Civic Education Curriculum

The paper was primarily on policy issues that gave rise to the development of the civic education curriculum. This presentation was by Mallam Garba Gandu of the Nigerian Educational Research and Development Council (NERDC). He started his presentation with a cursory look at the rationale for the development of the civic education in Nigeria. It was shown that the philosophy, rationale and objectives of civic education curriculum in Nigeria's education has its root in the provisions of the National Policy on Education (NPE) and global and national developmental strategies that are given impetus under the MDGs, NEEDS, Vision 20-2020, SDGs, Africa Development Agenda 2030, etc. The paper posited that the civic education curriculum was designed to attain the goals that are related to civics in terms of citizenship, nationality, civic duties and responsibilities, human rights, nationalism and patriotism imbued by consciousness, ethical and core values that would bring about value change and social reengineering.

On the issue regarding the process through which the civic education curriculum evolved, it was shown that, apart from the needs analysis conducted, there were several stages involved in the civic education curriculum development. It was further showed that:

- the civic education is designed to be studied distinctly on the time table at primary, junior and senior levels of education;

- there is serious connect in the design and application of the curriculum themes and contents across the levels in line with specified learning objectives. It is also from these that the minimum standards for pre-teacher training are drawn;
- the curriculum is thematic and spiral or cyclical in nature consisting of themes and contents that are sequenced , graduated and connected based on level of difficulty across the different classes or levels;
- The curriculum lays emphasis on learner-centred and activity-based teaching and learning procedure consisting of teacher and learner activities and suggested learning resources as well as evaluation guides.

The presentation was concluded with the presenter and participants suggesting some focal areas to consider in the course of developing instruments for the study. The focal areas suggested included:

- General objectives of the civic education curriculum;
- Specific objectives in terms of their statement, coverage of the domains, measurability and expected learning outcomes;
- Contents in terms of relevance, learnability, coverage, sequencing based on level of difficulty within and across levels;
- Instructional/learning materials and resources;
- learning activities as to how interactive, participatory, learner-centred, gender sensitivity, etc.

During this session also Mr. Emmanuel Shall, the Senior Programme Officer of RandA made a brief presentation on the structure and content of the citizenship education curriculum of Universities and Colleges of Education. It was observed that citizenship education is a course undertaken by students in all tertiary institutions in Nigeria as part of the general studies course.

## **2.0 Curriculum Analysis**

One of the strategies adopted in the implementation of the Project is to carry out an analysis of the civic education curriculum. Dr. S. O Adegbesan, took the Specialists through on the purpose and strategies for conducting curriculum analysis. He started by providing an overview of the purpose of curriculum analysis. He explained that curriculum analysis entails unpacking the curriculum in order to understand how the parts fit together, in terms of focus and coherence. According to him, some of the reasons for conducting curriculum analysis included: 1) to make an

assessment of the curriculum in order to improve it; 2) to identify potential and actual problems as early as possible and recommend possible solutions; 3) to see if the different parts hold together; 4) to examine whether assumptions underlying the curriculum are valid and defensible;

5) to demonstrate the worth of the curriculum to different stakeholders, etc. The session also exposed participants to certain tools that can be used for curriculum analysis.

The presentation was concluded with a robust discussion on key questions to be asked when carrying out curriculum analysis. It was specifically emphasized that the curriculum analyst does not make policy or political decisions about a curriculum. It was consequently agreed that it is very important that the Specialists work according to systematic and consistent procedures and guidelines while carrying out the work of curriculum analysis.

#### *Some Tools for Curriculum Analysis*

- ▶ *Focus group interviews*
- ▶ *Structured and semi-structured interviews.*
- ▶ *Performance assessments.*
- ▶ *Observations.*
- ▶ *Tests.*
- ▶ *Documents.*
- ▶ *Questionnaires.*

### **3.0 Textbook Analysis and Evaluation Tool**

Dr. S. O Adegbesan, during this session, expounded on the procedure for textbook analysis. He began by leading participants through a discussion on the components of textbook analysis. The components identified during the discourse included general Information, organization/format, content, inclusion/equity/diversity issues, and alignment with standards, skills and assessments. He further presented a set of tools to be used by the Specialists during the process of analyzing civic education textbooks used in school. The tools were critiqued by the participants and suggestions for improvement on the tools were made.

#### 4.0 Child Protection in Research Settings

This session was facilitated by Ms. Abiola Sanusi, the Project Director. She introduced the session with the presentation of the session objectives. The objectives, according to her, were to get the Specialists acquainted with:

- RandA's child protection policy in research settings;
- legal requirements and policy commitments regarding child protection;
- the reporting framework.

She explained that, according to Convention on the Rights of the Child (1989), child protection is aimed at ensuring the protection of children from economic exploitation and harmful work, sexual exploitation and abuse, physical or mental violence and that they are not separated from their family against their will. She made clear to the participants that RandA is committed to the protection of children in all her activities and that since they will be visiting schools, they owe it as a responsibility to ensure the protection of children. The session provided opportunity for the participants to be familiar with the agencies responsible for child protection in Nigeria. The Specialists were also presented with the reporting framework should they, in the course of carrying out the assignment, come in contact with any situation of child abuse. In addition, the following agencies were observed to be responsible for Child Protection in Nigeria: Ministry of Women Affairs and Social Development; National Agency on Proliferation of Trafficking in Persons (NAPTIP); Ministry of Education; Human Rights Commission. The session was concluded with participants agreeing that:

- Researchers can engage one-to-one with children provided they are always in sight of others.
- There should not be any physical contact with children while carrying out field work in the schools.

### **5.0 Schedule for Desk Research and Observation and Closure**

The Project Lead Researcher, Iwuamadi C. K, explained to participants the timeline for the desk research and lesson observation. The schedule was presented to the specialists and agreed upon. The workshop came to a close with a brief remark by the Project Director, Ms. Abiola Sanusi. She was particularly grateful to the participants for their commitment and participation all through the period of the workshop. She also thanked the members of her team for their proficiency in the delivery of their schedule throughout the workshop period.