

PROPOSAL

TEACHER EDUCATION, TEACHER PRACTICE, APPROACHES TO GENDER AND GIRLS' SCHOOLING OUTCOMES:

A STUDY IN FIVE NIGERIAN STATES¹

Aims: This project aims to investigate the relationship between what teachers learn about gender and girls' education in pre-service (PRESET) and in-service teacher training (INSET) or CPD (Continuing Professional Development) and secondary school education outcomes. It is particularly concerned with whether teachers are able to put insights regarding gender equality into practice in their work in schools, and what kinds of relationships exist between aspects of teachers' training and girls' education outcomes. This project will investigate whether there is a relationship between modes of teacher training (both initial training and CPD), and outcomes including the progression and achievement of girls at secondary schools, girls' knowledge and attitudes, and the development of a climate of support for gender equality and women's rights in schools.

The research will be conducted in 5 states with very different profiles regarding teachers and girls' education outcomes. The states have been selected in order to look at a range of different contexts in which teacher education is provided and teachers work on issues of supporting girls' learning. The three northern states selected have lower levels of gender parity in enrolment in post primary school levels. For example, NBS (2009) data shows that JSS gender parity index (GPI) stood at 0.45 in Jigawa, 0.14 in Kano, 0.34 in Sokoto, 1.02 in Lagos and 1.05 in Rivers. Similarly at the SSS level the GPI stood at 0.32 in Jigawa, 0.43 in Kano, 0.47 in Sokoto, 1.01 in Lagos and 0.98 in Rivers. Recent information from the Annual School Census reports (2013) indicates that the gender gaps persist. In Lagos the numbers of female teachers exceed the number of male teachers. The ASC 2011/2012 report shows the number of female teachers in public JSS constituted 72% of all teachers and 73% of qualified teachers. At the SSS level female teachers constituted 56% of all teachers and 57% of qualified teachers in public schools. In Jigawa, the ASC 2011/2012 report shows that only 7% of public JSS teachers were female. At the senior level, of the 2624 teachers, females comprised only 12%. In many Jigawa State LGEAs (such as Auyo, Guri and Giwa), there was no single female teacher in junior and senior secondary school. The ASC report (2011/2012: ii) shows there are relatively few teachers in Lagos state that are "without the requisite teaching qualification, and over 90% of senior secondary school teachers have a degree". Data from NCCE (2013) shows that in Lagos and Rivers female enrolment in colleges of education stood at 60.14% and 55.89% respectively in 2012/2013. In Jigawa, Kano and Sokoto female enrolment in colleges of education in the same year were 25.45%, 31.04% and 32.15% respectively. In these three northern states women comprise a small proportion of the teaching force.

Learner outcomes are better for children in southern states. For example, the NDHS (2010) report shows that while the percentage of children that are able to read in the southern states of Rivers and Lagos stood at 68% and 92% respectively, in north they stood at 35% in Kano, 26% in Jigawa and 9% in Sokoto. Similarly, the percent of children age 5–16 that are numerate stood at 81% in Rivers, 94% in Lagos, 49% in Kano, 31% in Jigawa and 14% in Sokoto.

¹ This proposal refines the research described in the initial document written by the British Council, Nigeria outlining the project 'Research into the availability and effectiveness of in-service teacher training in Jigawa, Kano, Lagos, Rivers and Sokoto states of Nigeria'. This more detailed proposal has been prepared as part of the inception arrangements for the project and has been amended in response to comments and discussion at the first Advisory Committee meeting in Abuja, Feb. 2014.

These 5 states thus provide a range of different contexts in which the issue of teachers' knowledge, attitudes, and capacity to address gender issues in schools can be examined. There has been a range of different initiatives in these states by the government and various donor programmes; most of these interventions currently focus on the primary and junior secondary school sectors.

ESSPIN (Education Sector Support Programme in Nigeria) is a partnership between the Nigerian Government and DFID and has been implemented in 5 key states since 2008, including Kano, Jigawa and Lagos. Funding for ESSPIN has recently been extended to 2016. Jigawa was also one of three states in which the allied Teacher Development Programme (TDP) was launched. The aim of the TDP (2013-2018) is to support the Federal and State Ministries, Departments and Agencies (MDAs) responsible for teacher development to improve the standard of pre-service training and INSET/CPD. It also works with the NCCE to assist with the rollout of the new teacher training curriculum. TDP will be extended to other states, including Kano, in 2014. The Kano state government has allocated N61 million for the Teaching Skills Programme (TSP), a training and support programme designed for 5,345 head teachers, 15,204 teachers and 1,000 school supervisors drawn from all primary schools in the 44 Local Government Areas (LGAs) in the state. The TDP builds on, and supports, the work being done by ESSPIN and the Girls' Education Programme (GEP). GEP is funded by DFID and implemented by UNICEF, in conjunction with the MDAs. It is now in its third iteration and the current programme (GEP3) will run from 2012-2020. It focuses on five states, including Sokoto, and includes a focus on female teachers through the Female Teacher Training Scholarship Scheme (FTTSS). The USAID-funded Northern Education Initiative (NEI) has also been active in Sokoto, focusing on in-service teacher training and supporting the Nigerian Educational Research and Development Council (NERDC) to revise the curriculum. Whilst most interventions focus on the public education sector, the DFID-funded DEEPEN (Developing Effective Private Education Nigeria) project aims to support private schools in Lagos state. It will run from 2013-2018. Rivers State has no known donor funded teacher education interventions.

The project will investigate how aspects of context, notably the policy conditions in selected states, the history of gender parity in enrolment and progression through secondary school, the nature of the links with colleges, universities and NGOs, and socio-economic conditions associated with location (urban & rural schools, the socio-economic conditions of parents) are associated with how PRESET and INSET/CPD is put into practice and whether gender equality aims are sustained at best or simply monitored e.g. through records of school attendance.

Rationale: The literature notes multiple interrelated factors contribute to girls' educational progression, such as cost, competing economic priorities for households, the capacity of schools to address gender based violence, and girls' prior learning achievement (Glick, 2008; Lloyd, 2005; Unterhalter et al, 2014; Aikman and Rao, 2010). While there are differences as to whether the employment of more women teachers is a crucial variable (Glick, 2008; Unterhalter et al, 2014), a number of studies confirm that the experience and attitudes of teachers, make a key contribution to children's learning in general and the particular learning outcome of poor girls in particular. Thus, a number of studies note the role of a supportive teaching environment as being central to girls' learning outcomes and capacity to claim rights. Lloyd et al (2000) study in Kenya noted that in schools where teachers were supportive of girls' attainment and did not have stereotyped attitudes about girls capacity to do science and maths, girls achieved better than in schools where teachers held negative views about girls' learning; Bajaj's study (2006) in Zambia showed that a school, where teachers insisted girls and boys undertook equal amounts of cleaning work compared favourably with regard to children's attitudes to gender equality, with a matched school where this was not part of the ethos. Unterhalter, Heslop & Mamedu (2013) in baseline research into selected schools in Tanzania & Nigeria, identified by local education officials to be the site for a special intervention around girls' education rights, found that there was a clear association between better levels of teacher education and girls' capacity to talk up and claim rights before the project started. Using data from this study, material from a survey in Ghana, and qualitative work with poor girls and boys in rural and urban schools in Kenya and South Africa, Unterhalter (2012) concluded that poor children (girls and boys) in urban and peri-urban neighbourhoods, with experience of relative, rather than absolute, poverty were better able to articulate problems and solutions regarding their education than children in more isolated, rural schools, with limited exposure to the lives of other children. This study did not look at whether teacher background and experience in these different locations might help account for this. Murphy and Wolfenden (2013) notes that the communities of practice in teacher education colleges may be a crucial dimension in sustaining pedagogic change, an issue also highlighted by Molloy in relation to gender (2012). Westbrook et al (2013) draws out the importance of looking at the relationships of learning and teaching as a social practice in order to understand better overarching themes about quality or equality.

All these studies suggest directly or indirectly that teacher education is a critical component of learning outcomes and engaging students, parents and the community with aspects of gender equality, but there is not yet enough robust analysis of what aspects of teacher education form a key component of this process. The study has been designed to investigate this question. It is intended to inform policy discussions and enhanced practice in teacher education to support learning for all children, take account of the particular needs of girls and engage with practices of inclusion and gender equality.

This study will examine final year student teachers' responses to the content of their training and whether and in what ways they are able to put this into practice once they find jobs in schools. It will also survey serving teachers regarding their experiences of training and INSET/CPD programmes to investigate how different typologies of training are linked with improvements in children's learning outcomes, particular learning outcomes for girls at secondary school, and better understandings of gender equality in school communities.

The Teacher education curriculum has recently been revised including reference to addressing gender issues. According to the Nigerian Educational Research and Development Council (NERDC), the teacher support materials for the implementation of the revised 9-year basic education curriculum takes care of various groups of learners irrespective of their different backgrounds, experiences, gender and disabilities. For example, mathematics lesson planning has been designed based on differentiation; both male and female students should be treated equally and questions distributed equally across gender; citing of female role models as examples are encouraged². What is not clear is how the curriculum is put into use, the capacity of institutions and trainers to adequately deliver the curriculum, whether there is on-going support through CPD and whether textbooks and learning materials have been revised.

The study will survey a representative sample of final year student teachers at Federal Colleges of Education, State Colleges of Education in the selected states, as well as those enrolled in universities and polytechnics.

An assumption in the study is that teachers bring to their work and their engagement with pre-service training and INSET/CPD:

- i) Their own knowledge and understanding of the subjects they teach and perspectives on particular teaching methods.
- ii) Ideas about their work in school and insights into the contemporary world (locally, nationally and internationally), particularly with regard to livelihoods, social division and change.
- iii) Perspectives on equalities or inequality and how forms of inclusion and exclusion work inside and outside school with regard to poverty, gender and discrimination on the basis of ethnicity, and what they can do to address this.

Aspects of professional knowledge may combine to enable teachers to support all children, notably girls and other excluded groups to participate in and progress through school. But gaining insight to this level of professional knowledge may not be well communicated, organised, or delivered. It might not be available, be hard to put into practice, or be actively contested by some teachers. Whether the content and approach of particular training courses can enhance aspects of insight into more gender equitable teaching and help develop professional practice is a key concern of this study. It will also consider the ways in which certain features of the school environment, such as location, management regime, views of the SBMC, access to information, for example about work, livelihoods or other social opportunities for educated girls, may have a particular bearing on the extent to which teachers are or are not able to draw on aspects of knowledge and the training they have received to support the development of gender equality in education.

Research Questions:

- i) What do final year student teachers understand about gender equality and working with poor children, particularly girls, progressing through secondary school, and how do they believe they can enhance their learning opportunities and attainment.
- ii) What kinds of CPD are offered to teachers in junior and senior secondary schools in relation to work on gender and aspects of inclusion and is there any relationship between levels of training and girls' learning outcomes?
- iii) Are teachers able to put their training (PRESET or INSET/CPD) concerning gender and inclusion into practice? How do features of school context, notably location and socio-economic and cultural relations in the school community bear on whether or not teachers are able to use insights gained through initial training and CPD to work with poor children, particularly girls progressing through secondary school, and enhance their learning opportunities and attainment.

Research design:

The first phase of the study will comprise an environment scan and rapid review of pre-service training throughout Nigeria. In mapping different forms of provision, particular attention will be given to identifying what teaching on gender and other inequalities is provided in courses (both initial and in-service) in the five states. We have identified various projects that are taking place in the project states, such as Girls' Education Programme (GEP), Northern Education Initiative (NEI), Education System Support Program in Nigeria (ESSPIN), Strengthening Mathematics and Science Education Project (SMASE), Transforming Girls Education in Tanzania and Nigeria (TEGINT) and Teacher Development Programme (TDP). They seek to engage government and public teacher training institutions to advance gender issues in both pre and INSET programmes. Projects like TDP, NEI and GEP specifically seek to promote girls education and thus pay attention to gender in teacher training – this study will consider some features of impact of these particular interventions. The form of interventions by NGOs or multilateral organisations (e.g. UNICEF) in the selected states will also be mapped. This will allow for some understanding of the context to teacher training and INSET/CPD in the states and allow for some estimate to be made for each state of the teacher population that have recently (in last ten years) undergone INSET /CPD with a gender component.

A survey of a representative sample of final year students in colleges of education, universities and polytechnics in the selected state will be conducted to investigate what they have learned about gender and girls' rights in their training, and what their attitudes are towards teaching girls and boys. The survey will include information on their own education histories, their experience in teacher training, and their views about gender and inclusion) (April-July 2014). This data will be analysed to examine patterns of beginning teachers' background education, form of training, and views concerning gender and the training they have received. (Aug-Oct 2014) Dissemination to training colleges will take place in Nov- Dec 2014.

A large database will be maintained with telephone contact details for the final year teachers surveyed. N= approx 5,000 (i.e. 1,000 per state). In 2015 students will be approached for follow up interviews in the schools in which we anticipate they are teaching.

Some assumptions about participants we will lose touch with:

20% - change numbers; out of contact

20% - not in teaching

20% - not teaching in secondary schools

15% - not teaching in state where trained (will follow up for telephone interview only)

i.e. 250 teachers per state followed up – full country sample 1250 – to gather basic information on where they are teaching.

Of these newly qualified teachers 100 randomly selected teachers will be interviewed in each state (500 total) by telephone at the beginning and the end of 2015 regarding their reflection on the teacher education they received, their experience of INSET/CPD thus far and their views regarding inclusion, learning, and gender equality.

In addition, detailed information will be gathered on enrolment and progression in the junior and senior secondary schools in which they are working and on attainment in public examinations. In addition in each school at the beginning and end of the year, a sample of other teachers (say 10) who have received a range of different kinds of training, and a cohort of learners (girls and boys) will be surveyed regarding views on girls' education, livelihood skills and gender equality.

Final survey 100 schools per state =500 schools

Per school interviewed at beginning and end of 2015

Girl learners in middle form	10
Boy learners in middle form	10
Teachers	11 (i.e. 1 teacher who was first interviewed in 2014 and ten colleagues; includes head teachers)
Total	31

Totals interviewed final survey (2015)

	Per state	Full survey
Girl learners	1000	5000
Boy learners	1000	5000
Newly qualified teachers (resurvey from 2014)	100	500
Experienced teachers	1000	5000
Total	3100	15500

The data analysis (2016) will allow an examination of how links between forms of PRESET, INSET, communities of practice, that is forms of support for professional development in school and school conditions interlink with a range of attitudes on gender and girls' education, and how this relates to pattern regarding girls' retention, progression and attainment.

There is no control built into this research design, but in following the newly qualified to different kinds of schools, and in interviewing 10 teachers in each of these different schools we will draw up different typologies of school types with regard to engagements with gender equality, that is how gender is understood, girls' and women's rights and attitudes to gender based violence (both structural and symbolic), the social relations of learning and teaching, and socio-economic conditions, and thus be able to consider how in different types of school different groups of teachers are more or less able to take forward knowledge about gender equality and other aspects of inclusion.

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