CAPACITY BUILDING FOR ENTRY LEVEL EDUCATORS:
A NIGERIAN EXAMPLE

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OVERVIEW

- ❑ **Background:**
  - ❑ The false dichotomy
  - ❑ The cross-cultural approach: paradigm shift
  - ❑ What is quality?
- ❑ **Nigeria: An example of capacity building**
  - ❑ Nigerian history of ECE
  - ❑ ECDI-UNICEF Partnership
  - ❑ ECDI-Ryerson Partnership
- ❑ **Toronto: How can cross-cultural and methodological insights apply?**
- ❑ **Throughout our presentation: activities, discussions, collaborations**
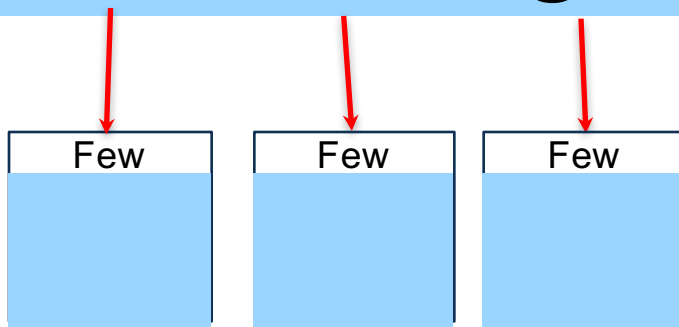
BACKGROUND: A FALSE DICHOTOMY

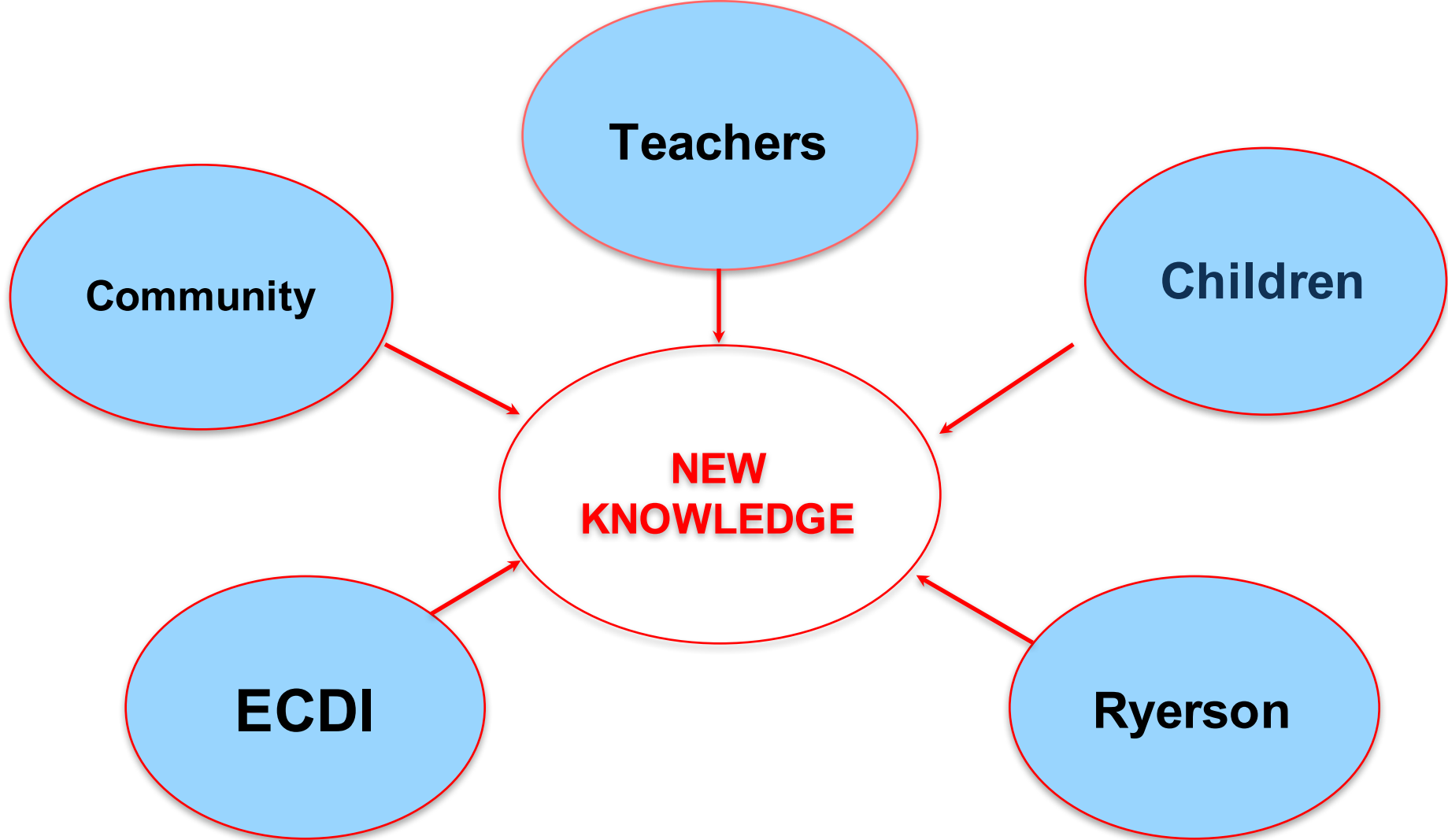**"Some training for all, higher training for some."**

- ❏ **Who "receives" the training?**
- ❏ **Who "provides" the training?**
- ❏ **Who holds the knowledge?**

Knowledge

Many	Many	Many	Many	Many	Many	Many

Knowledge

Few	Few	Few
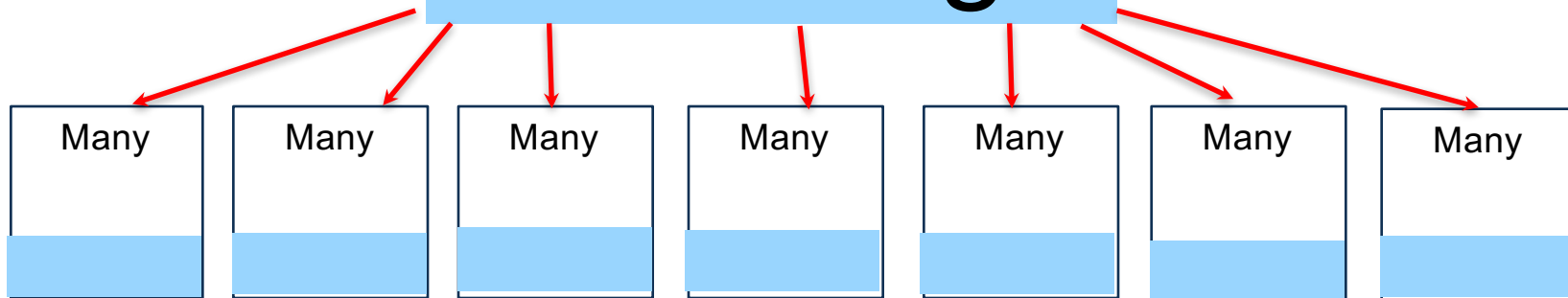
WHAT IS QUALITY?

Breakthrough outcomes will not be achieved by universally applicable solutions identified in single studies. They will require an iterative process of discovery fuelled by vigorous on-the-ground adaptation, continuous dialogue at the community, national, and global levels, and broadly accessible platforms for shared learning across diverse domains of thinking and doing.
(Shonkoff, Radner, and Foote, 2016)

Diverse Settings	Adaptive Learning	Dynamic Learning	Contextual knowledge	Community

BACKGROUND: AVOIDING THE DICHOTOMY WITH A CROSS-CULTURAL APPROACH

❑ **What is culture?**

❑ **Where does knowledge come from?**

❑ **Combining global and local insights to create new knowledge: Avoiding the academic "trickle down" model**

❑ **Let's look to cross-cultural work as a way to move forward locally**

NIGERIA: FRAMEWORK FOR NATIONAL EARLY CHILDHOOD EDUCATION

Policy:

❑ **2004 - The Universal Basic Education Act**

❑ **2007 – National Policy on Early Childhood Development**
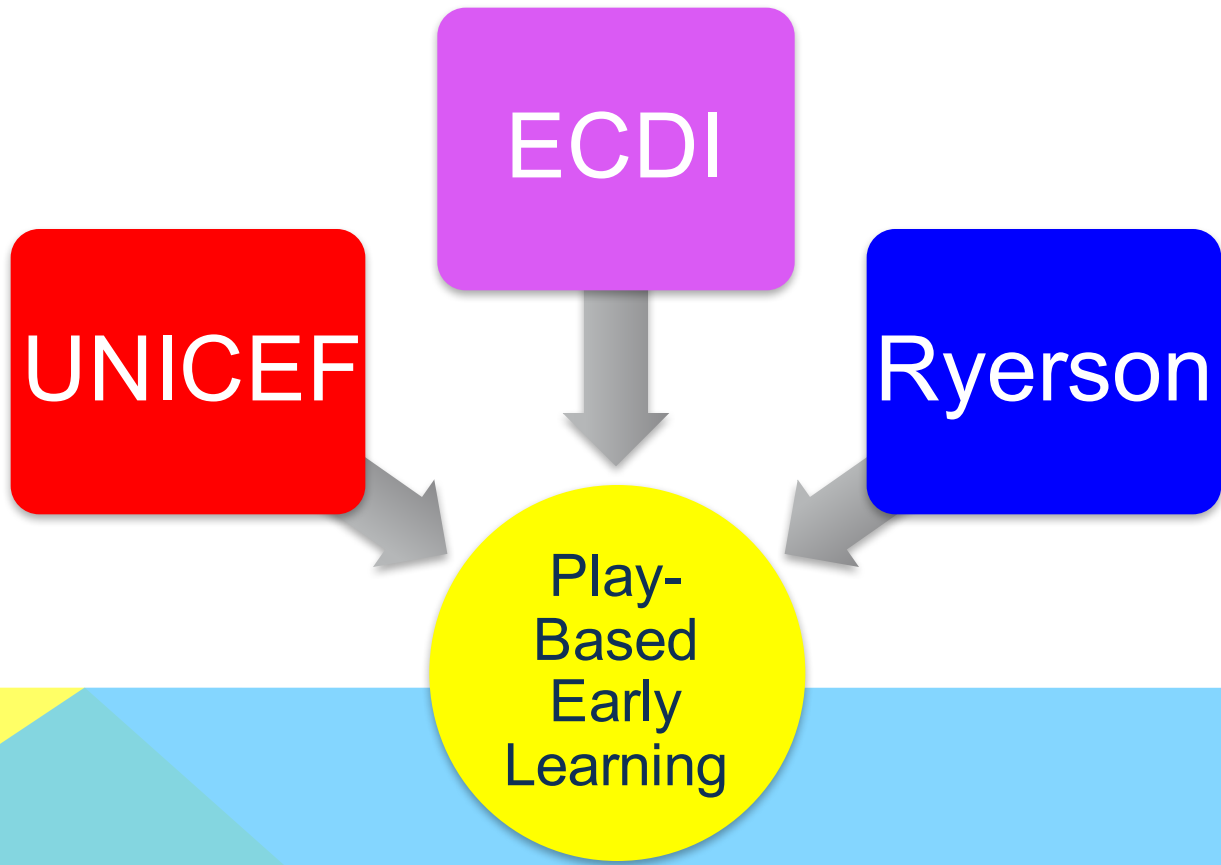
Curriculum:

❑ **2014 – One-Year Pre-Primary Curriculum Developed**

NIGERIA: CHALLENGES IN PRE-PRIMARY EDUCATION

❑ **Low Teacher Capacity – approximately 85% of teachers untrained**

❑ **Slow Implementation of the one-year Pre-Primary Curriculum**

❑ **Lack of appropriate learning materials**
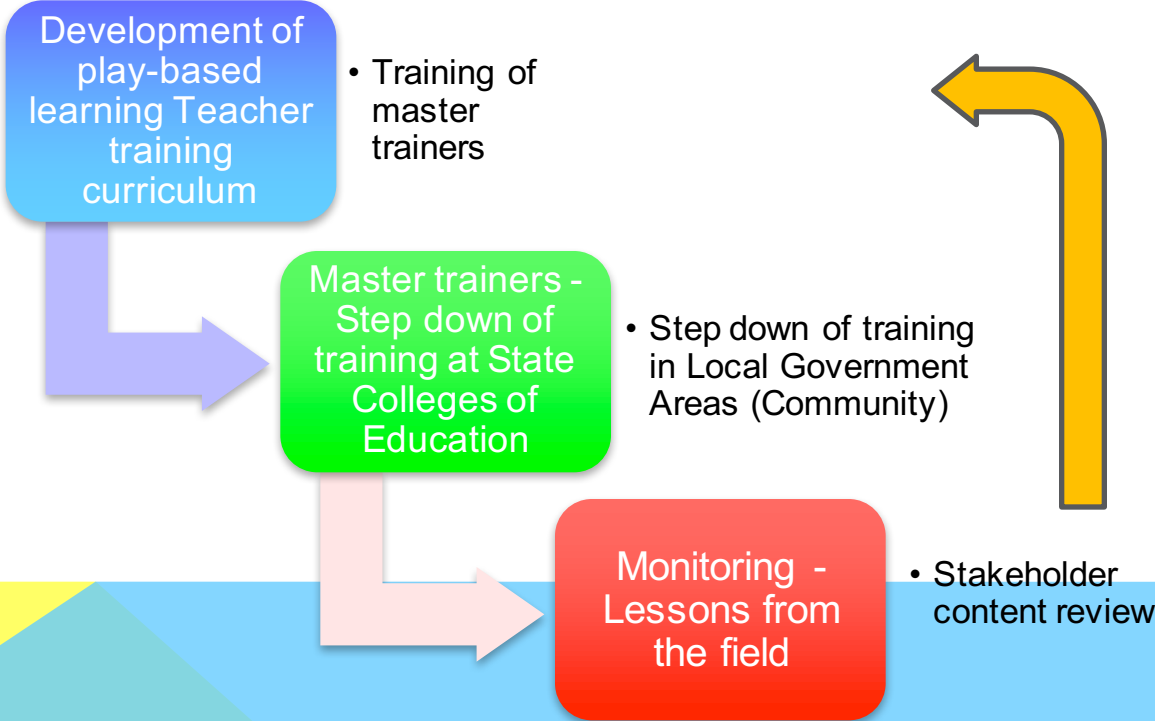
ECDI AND UNICEF

- ❑ **2015 – Development of ECE training content and model for UNICEF and training of key stakeholders**

- ❑ **2016 – Stakeholder content review meeting – input from the community**

- ❑ **2016 – Refresher training using integrated content**

- ❑ **2017 – Stakeholder content review – lessons from the field**

- ❑ **2018 – Revised content**

ECDI-UNICEF ITERATIVE MODEL

Development of play-based learning Teacher training curriculum

- Training of master trainers

Master trainers - Step down of training at State Colleges of Education

- Step down of training in Local Government Areas (Community)

Monitoring - Lessons from the field

- Stakeholder content review

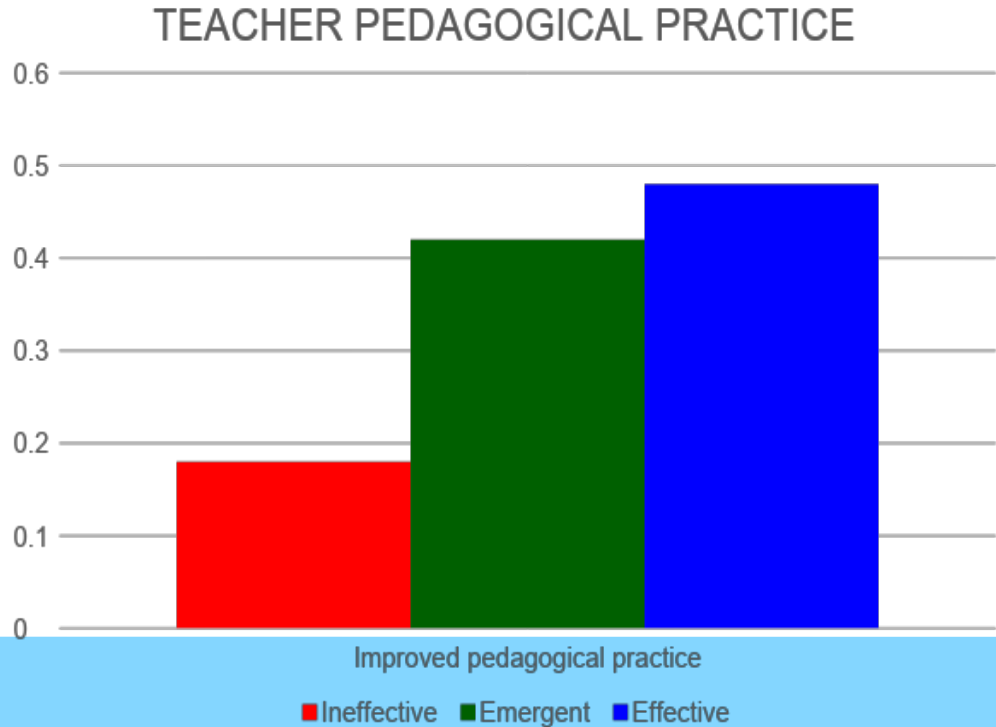# NIGERIA: TEACHER TRAINING CURRICULUM IMPACT - RESULTS FROM MONITORING

❑ **Monitoring carried out in 401 schools across 11 states of the country**

❑ **480 teachers observed**

❑ **Teacher observation was carried out using UNICEF-ECDI monitoring tool developed in collaboration with the Federal Ministry of Education (FME), Universal Basic Education Board (UBEC) and the National Education Research Development Council (NERDC)**

FIELD MONITORING RESULTS

Teacher observation criteria categorized under three broad headings:

- ❖ **Classroom organized to support choice, collaborative learning and exploration**
- ❖ **Teacher preparedness – planning notes, learning centres, teacher tools**
- ❖ **Teacher stimulates children's interest using appropriate methods e.g. open-ended questions**

TEACHER PEDAGOGICAL PRACTICE

Improved pedagogical practice

■ Ineffective ■ Emergent ■ Effective

IMPACT OF TEACHER TRAINING

Test criteria:
Based on responses to the same set of questions assessing teacher knowledge of various components of the Child-centred curriculum applied before and at the end of the one-week training

Pre- and Post-Test Results
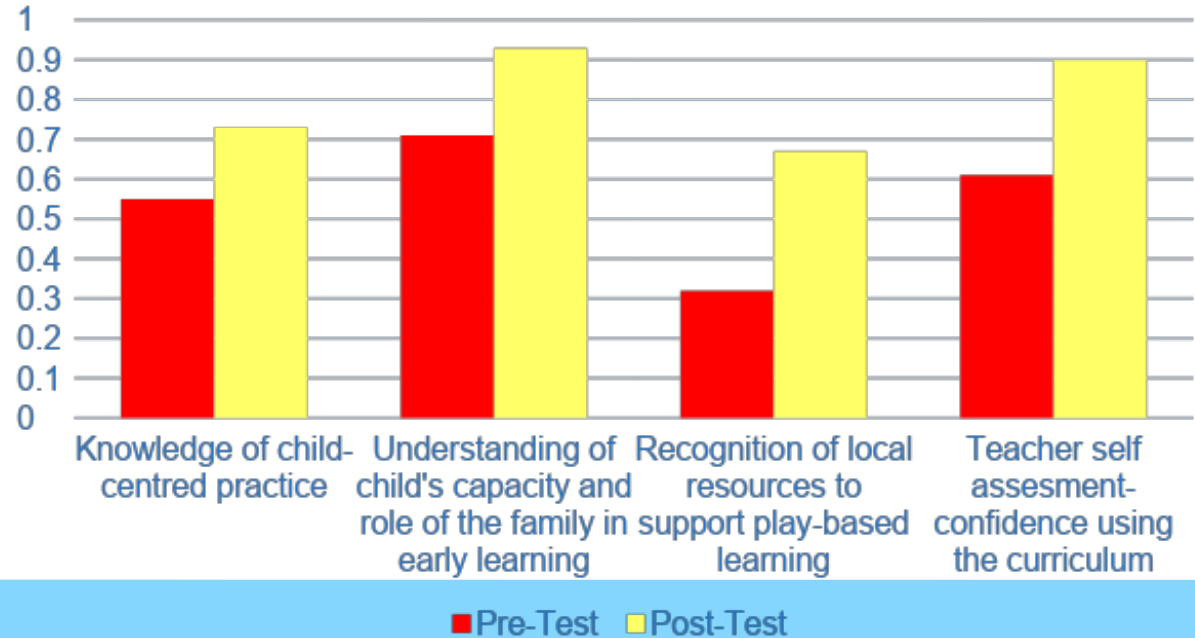
ECDI AND RYERSON

❑ Memorandum of Understanding (2016)

❑ Research and international placement 1 – Documentation of iterative play-based learning process and child outcomes

❑ Research trip 2 – documentation of teacher and child outcomes

❑ Toronto Outreach Project

Educator
- ❖ Children's needs
- ❖ Parents
- ❖ Strategies
- ❖ Story Ideas

Community
- ❖ Children's needs
- ❖ Parents
- ❖ School
- ❖ Cultural Diversity

Children
- ❖ Community
- ❖ Culture
- ❖ Comics
- ❖ Story ideas

Comic Book Making

ECDI
- ❖ Workshop
- ❖ Cultural
- ❖ Community
- ❖ Child empowerment

Outreach Worker
- ❖ Story Structure
- ❖ Drawing
- ❖ Story ideas

Ryerson
- ❖ Literacy
- ❖ Multiple Modalities
- ❖ Comics
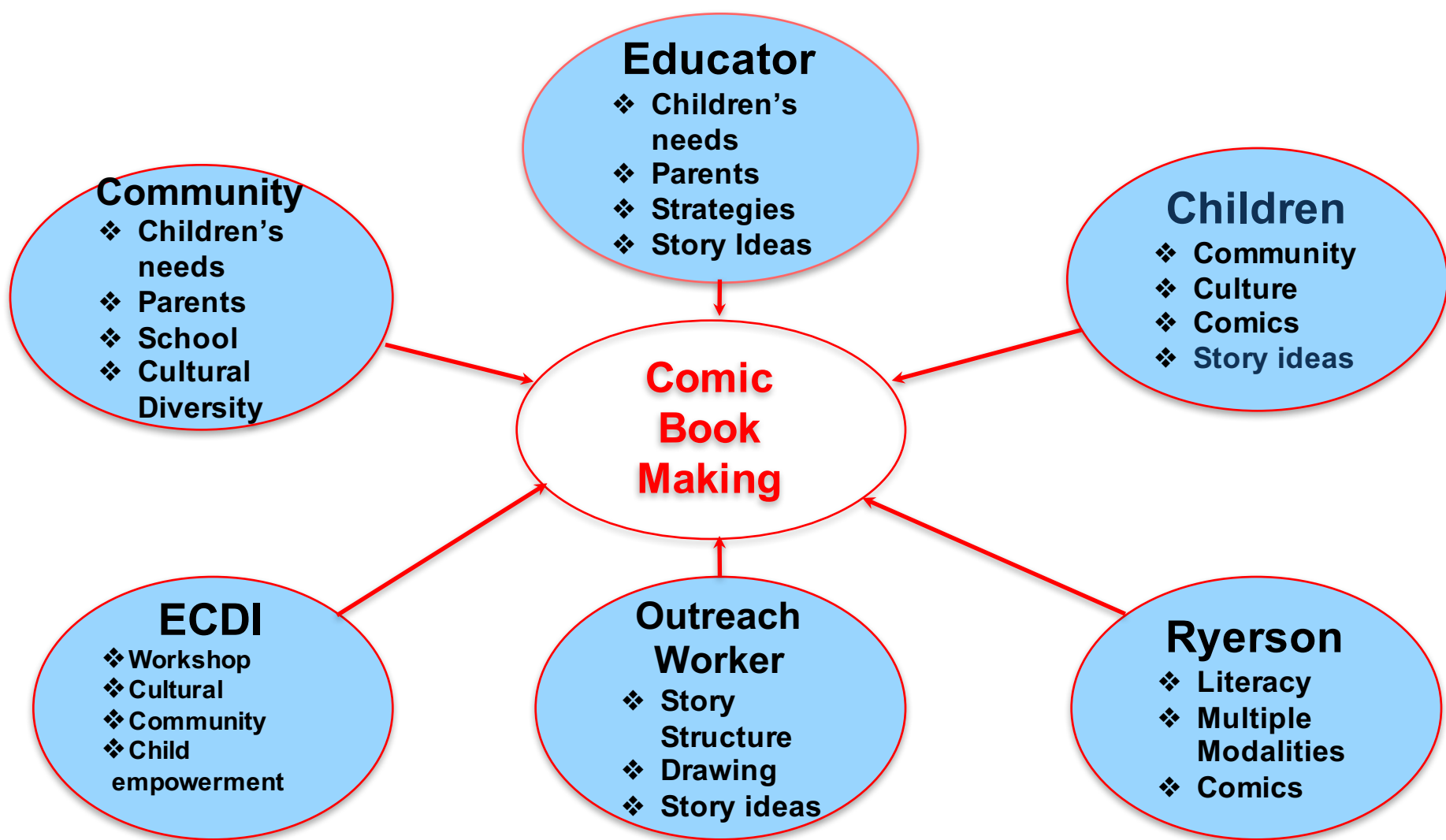
COMIC BOOK MAKING: AN ITERATIVE PROCESS

1st Collaboration	1st Adaptation	2nd Collaboration	2nd Adaptation	Final Collaboration

1st Collaboration

- Community
- Ryerson
- ECDI
- Educator
- Outreach Worker
- Children

RESULT:

Program - making a comic book

1st Adaptation

Based on children's input:
➢ Build confidence
➢ Establish relationships

2nd Collaboration

RESULT:

Revised program - practice drawing and creating characters

2nd Adaptation

Based on children's knowledge:
➢ Autonomy
➢ Child culture

Final Collaboration

RESULT:

Final program - making a comic book

REFLECTIONS ON THE COMIC BOOK MAKING OUTREACH PROGRAM

- Building Relationships - building trust, establishing a partnership

- Child Engagement - more participation, less disruptive behaviour

- Child Empowerment - autonomy, initiative, ownership, leadership, voice

SOME TRAINING FOR ALL, HIGHER TRAINING FOR SOME?

- **Some training for some**
  - Iterative model: trained train more trainees
  - Reciprocal model: knowledges converging versus expert knowledge
    - Result? Less knowledge to transfer, more
- **What does training consist of?**
  - Principles versus static knowledge
  - Tool development:
    - Collaboration
    - Interpretation
    - Adaptation

IMPLICATIONS

➢ **Ontario curriculum is one knowledge: its implementation should differ depending on the town, city and neighbourhood**

➢ **Curriculum needs to be adapted to meet the needs represented in each community through an iterative process with partners**

➢ **Training structures need to draw more broadly than universities and colleges for training: grass roots, interdisciplinary and locally derived.**