



COMMONWEALTH of LEARNING

Learning for Development

DRAFT REPORT

EVALUATION OF CAPACITY BUILDING OF NATIONAL TEACHERS' INSTITUTE

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EXECUTIVE SUMMARY

Introduction

The main purpose of the evaluation was to provide COL with information about the effectiveness of its collaboration with NTI in developing expertise relating to the design and development and implementation of ODL programmes and materials.

The focus of the evaluation of the capacity building project was on the impact of the strategy on the quality of the materials, teachers' pedagogical knowledge and classroom practices; and on institutional capacity.

The evaluation took place from 15th May, 2008 to 18th July, 2008. The sites visited included the Department of Academic Services, the Graphic Design Studio and the Radio Studio at the NTI Headquarters, and select Study Centers at Kaduna, Sokoto and Zamfara States all in the Northwest Zone of the country. Some schools in Kaduna were also visited to interview teachers and head teachers.

The consultant met with NTI authorities responsible for management and implementation of the project activities. Meetings, interviews and focus group discussions were also held with other NTI staff handling some of the project components (radio studio, graphics, course materials production, teacher training, etc), as well as other beneficiaries of the capacity building projects, such as teachers and head teachers. The following questions provided the basis for the evaluation plan.

1. What was the impact of the NTI capacity building project on teachers' pedagogical knowledge and their classroom practices?

2. What was the impact of the Project on the capacity of the Institute's professional staff to design and develop quality course materials for distance education?
3. To what extent has the project broadened the vision and the institutional and technical capacities of the Institute?
4. To what extent have the set targets been achieved?

The evaluation of the development of expertise in course design and materials development and its impact on teachers' pedagogical skills and practices was distinct from the evaluation of the impact of the strategy on the institutional and technical capacities of the Institute to provide leadership in distance education.

Key Findings

Capacity Development

Data collected about the implementation of the project indicated that:

- The capacity building project has had a positive impact on the Institute's programmes and course materials. This impact was both quantitative and qualitative.
- The success of the capacity building project was exemplified by the proliferation of courses at NTI and the production of appropriate course materials by the Institute.
- The number of training contracts mainly for continuing development of teachers handled by the Institute appeared to have improved between 2002 and 2008. This was influenced by both the Federal and States Governments' renewed confidence in the Institute's programmes.

- There appeared to be a strong connection between the capacity building project and the improvement of quality of programmes and course materials at the Institute.
- On the whole, the model of integrating course development and production, the high quality professional development programmes and use of radio combined to create a highly effective strategy for improving the quality of programmes and course materials on the one hand, and the institutional and technical competencies of the Institute on the other.

Institutional Capacity

The partnership approach that the Institute adopted has proven most valuable in broadening its vision and building its institutional and technical capacities placing it on a vantage position to lead and provide support to national level institutions including the states in capacity building programmes for teachers. This is evidenced by the following:

- The number of NCE teachers trained annually by the Institute through its regular ODL programmes is on the increase.
- In addition, the number of teachers trained through in-service teacher professional development programmes by the Institute for both federal and state governments is so far unparalleled.
- A number of Institute's staff are now working with other establishments as experts in distance education,
- More countries notably, Sierra Leone, the Gambia, Sudan and Uganda are looking up to the Institute for leadership. Some of these countries (the Gambia and Sierra Leone) have already acquired and are using the materials produced by the Institute.

Finding ways to support and sustain these internal and external demands is the key challenge for the future for the Institute.

Conclusion

The success of the Capacity Building project in improving existing functions and activating existing resources of the Institute is very encouraging. The model of integrating course development and production, the high quality professional development programmes and the use of COL Specialists in training combined to create a highly effective strategy for improving the quality of programmes and materials as well as enhancing the institutional capacity of the Institute. In order to maintain the effectiveness of the strategy, it will be important to maintain the key elements that have been crucial to the effectiveness of the strategy.

2. Project Context

Context: In 2001, the Governing Council and the Management of the National Teachers' Institute (NTI) embarked on a series of activities aimed at refocusing and re-engineering the Institute to enable it meet the challenges of teacher training in Nigeria. This effort culminated in the development of a 5 year Strategic Plan and a Plan of Action covering the period 2001-2005 both of which emphasized the Institute's commitment to open and distance learning (ODL) and set the development of capacity in this area as one of the Institute's main priorities. Yet as aptly described by the Director of Academic Services of the Institute, "a significant proportion of (the) staff are educational generalists who are learning on the job- i.e. through an informal apprenticeship system under a mentoring programme that has not been very effective because of the dearth of experienced, formally trained professionals in ODL in the Institute." Particularly lacking is knowledge and training in programme design and development, instructional materials design and development and programme evaluation.

In this context, as part of its 5 Year Planning, the Institute approached the Commonwealth of Learning (COL) for assistance and collaboration in enhancing the capacity of its professional staff in the aforementioned areas. The result of this initiative was the NTI-COL Capacity building project (hereafter referred to as the project), aimed at providing staff in the three professional departments of the Institute with opportunity to update their knowledge and skills through in-house training programmes and study visits to learn from the experiences of other countries, particularly India and Singapore in running ODL programmes. The evaluation of the project was conducted as part of the overall assessment of the impact of the capacity building on the staff and ODL programmes

of the Institute on the one hand, and the wider target beneficiaries (teachers) on the other. The purpose of this Project Evaluation Report is to assist both NTI and COL by providing an objective assessment of the extent to which COL's support for NTI has made the desired impact and attained the specified objectives. This report to COL represents the final NTI staff and students' evaluation of the NTI-COL collaboration on capacity building. It builds upon the "Preliminary Report of the Second Phase of Activities on Teacher Education Capacity Building at NTI" that was conducted in January, 2002. The challenge for COL is to determine which components of the capacity building project are working well and what impact they are making, taking all the many complex factors "as specified in the Project Documents" into account.

Description of Intended Outputs/Outcomes and related success indicators

The program for the training of professional staff was designed to improve understanding, competence and skills in relation to course design and materials development in distance education. The program included workshops on instructional design, research, curriculum development, script writing, camera operations and editing, e-learning and development of training materials. The program for each group of professionals (i.e., Course Developers, Graphic Artists and staff of the Media Unit) was crafted according to the strengths and needs of the group.

The role of the professional staff is central to the achievement of a number of significant outcomes. Their work is intended to improve the quality of course materials and enhance teachers' repertoires of instructional practices. Their work also includes the provision of support to states in meeting the training needs of identified teachers, in upgrading teacher qualifications, and in planning and developing teacher policies.

Activities implemented to achieve Outputs/Outcomes

Capacity Development

The capacity building project is a targeted and coordinated program of additional support for NTI staff focused on the improvement of existing functions and the activation of existing resources. The program provides technical assistance, professional development and support to staff in the three professional departments of the Institute in programme design and development, instructional materials design and development and programme evaluation.

The key purposes of the capacity building strategy are (i) to improve the knowledge, skills and professional competencies of staff thereby improving the quality of the distance education of the Institute, and (ii) to enhance the institutional and technical capacities of the Institute to provide the needed support to national level institutions including states Ministries of Education. Two main features are central in the model: developing expertise and infrastructural development.

Developing expertise

The *Capacity Development* project was designed as a model for the integration of course development and production at the Institute. The Preliminary Evaluation Report described the background of the Convergence Model for Course Development at NTI which was developed as part of the second phase activities started in September, 2002. Work in this second phase included training of Graphic Artists/Desktop Publishing Units, Library and further development of the work implemented with the Media Unit since January, 2002. There were two technical teams: the work undertaken by the Education Specialist (Educational Technology), David Walker, was to develop the elements that will support the course developers (i.e. media, audio/video, graphic

art and layout). The second team led by the Education Specialist (Teacher Education), Professor Mohan Menon, worked on instructional Design skills and issues.

The model was therefore planned to achieve the following objectives:

- build a core of well-trained and committed specialists in the field of distance education;
- improve capacity building for distance education programme design, course material production and delivery; and
- revitalize capacity for providing student support services with a view to improving the learning opportunities for distance education students.

In order to achieve these objectives, a series of training programmes were organized for the NTI professional staff by COL. In the table below, the type of training is listed against the year it was organized.

Table 1: Organized Training Programmes for NTI Staff

S/No	Type of Training Programme	Year
1	Sub-regional workshop on Instructional Design	May 2005
2	Workshop on Instructional Design for NTI Staff	Sept. 2002
3	Sub-regional workshop on Research in Distance Education	Aug. 2005
4	Regional Nomadic Education Forum	Jun. 2006
5	Training workshop on Curriculum Development	Sept. 2002
6	Workshop on Quality Indicators for Teacher Education	Feb. 2003
7	Workshop on Video Script writing	Mar. 2004
8	International Roundtable on Innovations in Teacher Education: International Practices for Quality Assurance	Jun/Jul. 2004
9	Workshop on e-Learning	Jun/Jul 2004
10	Camera Operations and Editing	Dec. 2002
11	Performance Indicators on Open and Distance Learning	Jan. 2003

12	Review of NTI's Learner Support Services.	Feb. 2003
13	Advanced Video Script Writing	Dec. 2003

Infrastructural Development

The model also included a commitment to using communication technology in the provision of distance education. Radio has been added to compliment the focused training on instructional design for the course development team. It was intended to serve as a mass media form of print materials support. The model involved building the expertise of the staff in the Media Unit and those of the Graphic Artists/DTP Unit in audio and video productions. During this stage of the work a library cataloguing software (procite) was provided by COL and training was conducted. COL also provided a WorldSpace PC card and connection for audio and data casting into the library.

On its part, the Institute refurbished its printing Press, installed a Wide Area Network at the headquarters and zonal offices and procured scanners for processing examinations. The Institute also equipped the Media Unit with full facilities for advanced audio and video-based productions.

The FM radio station presents an addition to the convergence model that could be used to pilot audio-based materials to support print with local teacher educators. This would include existing print materials and lectures collected and produced by the Media Unit. Local Kaduna teacher educators were to be assigned to the pilot and data gathered as to the usefulness and effectiveness of the radio delivery format.

Partners involved

The two main partners involved were the Commonwealth of Learning (COL) and the National Teachers' Institute (NTI) even though at the

beginning the Federal Ministry of Education was involved in the initial discussions leading to the take-off of the project.

Implementation Structure: The overall planning and coordination of the project was the responsibility of the Academic Services Department based at the Headquarters of the Institute. The NTI signed a Memorandum of Understanding with COL. The Education Specialists from COL joined and assisted NTI staff in the training programmes. COL also provided some of the necessary equipment required to support the training.

Limitations of the Evaluation

Because of constraints of time and resources, it was decided to focus mainly on few study centres in a single zone. Similarly, the few schools visited were limited to Kaduna town.

However, the main limitation of the evaluation activity was linked to the fact that some of the NTI staff trained under the capacity development project could not be reached because they were retrenched by the Institute following the recent rationalization of agencies that took place nation wide. However, there were still a good number of them in the service of the Institute who provided useful information concerning the project. Nonetheless, the loss of such staff to retrenchment meant loss of part of the capacity developed at the Institute.

Acknowledgements

The Evaluation Team

Professor Muhammad Ibn Junaid, The Consultant

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The evaluation team also wishes to acknowledge the contribution made by the NTI staff and students who participated in the interviews and the focus group discussions. The contribution of teachers and professional staff of the Academic Services and Field Operations Departments is very much appreciated. The NTI study centres welcomed the evaluators' presence at their centres, and supported the evaluation with their practical experience, observations and insights.

3. *Monitoring & Evaluation Purposes*

The main purpose of the evaluation was to provide COL with information about the effectiveness of its collaboration with NTI in developing expertise relating to the design, development and implementation of ODL programmes and materials.

The focus of the evaluation of the capacity building project was on the impact of the strategy on changes in institutional practices; and on the development of expertise in teaching, course design and materials development.

The evaluation of the development of expertise in course design and materials development was distinct from the evaluation of the impact of the strategy on the institutional and technical capacities of the Institute to provide leadership in distance education.

4. Monitoring & Evaluation Design & Implementation

Evaluation Framework: The evaluation framework addressed the core indicators that are most relevant and immediate to COL-supported capacity building programs at NTI. It measured the input and outcome indicators of the NTI capacity building project as described below:

Data collection strategies

- i. ***Input indicators:*** identification and description of COL investment in both infrastructure and learning resources at NTI for capacity building. The aim was to document and measure baseline inputs to the program, such as the type and levels of teacher training, length of training, the pedagogical practices and learning resources that are associated with the program and number of teachers who received training. The assessment technique employed for this purpose was quantitative: Survey of sample of sites, directors, teachers and other implementers of the project to determine effective implementation of the project. Data collected from these surveys would allow for Comparison of accomplishments with general goals contained in the project documents.

- ii. ***Output indicators:*** since increasing teachers' pedagogical knowledge and improving their classroom practice was an overt goal of the COL-supported capacity building program, the input indicators were measured both as a baseline variable and as an outcome. The teacher impact was assessed directly through quantitative surveys, focus groups and interviews in the field. The assessment at this level was focused on teacher outcomes such as development of teachers' skills and knowledge and use of new pedagogical approaches, as well as improved mastery of content and attitudes toward teaching as a result of the training received.

In addition to the *cognitive* measures of learning, the evaluation plan also assessed the *affective* consequences of the capacity building program, including the value that the beneficiary teachers place on the training they received, their motivation and attitudes about their work and teaching in general, their satisfaction with the training program, as well as, their self-perception on their capacity to teach as a result of the training. These indicators were assessed through surveys and focus group discussions with teachers.

Three types of indicators were considered in the evaluation:

- i. ***Infrastructure***: number and types of hardware (radio studio, graphic equipment, computers, software, learning materials and other forms of technical support provided by COL under the capacity building program).
- ii. ***Training & Usage***: types and levels of teacher training—technical support, usage by beneficiaries: the institution and teachers who are or had been on the training program.
- iii. ***Impacts***: e.g. skills and knowledge improvements: use of new pedagogical approaches, as well as improved mastery of content and attitudes toward teaching as a result of the training received.

Review Visits: Ahead of the review visits, a close examination of the contract document was made as a first step in the preparation & submission of the draft evaluation plan. This was followed by a review of the evaluation plan with COL, the authority to which the evaluation report was submitted, to agree on the full understanding of the project to be evaluated, as well as establish the empirical framework, the appropriate data required and the strategies for data collection. This was

followed by a series of visits to NTI and other sites which included among others, studios, study centers and schools.

Schedule: The review visits took place from 15th May, 2008 to 18th July, 2008. The sites visited included the Department of Academic Services, the Graphic Design Studio and the Radio Studio at the NTI Headquarters, and select Study Centers at Kaduna, Sokoto and Zamfara States all in the Northwest Zone of the country. Some schools in Kaduna were also visited to interview teachers and head teachers.

The consultant and his assistant met with NTI authorities responsible for management and implementation of the project activities. Meetings, interviews and focus group discussions were also held with other NTI staff handling some of the project components (radio studio, graphics, course materials production, teacher training, etc), as well as other beneficiaries of the capacity building projects, such as teachers and head teachers.

Review Team: The review team consisted of the consultant and two assistants engaged by the consultant to assist in compiling and processing the data collected. The team was assisted by the Director Academic Services and three of his staff.

The Report

Preparation: The evaluation report was based on the discussion notes, interview responses and observations made during the review visits to the Institute and other sites. Efforts were made to highlight the key issues enumerated by COL in the evaluation schedule laid out in the revised letter of contract. Detailed analyses were made on some critical issues for which relevant data were available. Recommendations were based on the

key findings of the review and the two main assumptions that guided the evaluation.

Guiding Assumptions: Two main assumptions guided the evaluation process and the formulation of the recommendations. First, increasing teachers' pedagogical knowledge and improving their classroom practice is an overt goal of the COL-supported capacity building program at NTI. The in-house training programmes of the Institute's professional staff on programme and instructional design and development, as well as the equipping of the Institute's Media Unit and addition of radio as a possible form of delivery are viewed as integral parts of the development of teachers' knowledge and skills. The evaluation of the capacity building of the Institute therefore stressed not only the cognitive aspects of the project, but also the affective aspects, addressing the trainees' feedback on the training as of top priority.

Second, the capacity building of the Institute, it is assumed, would result in a broader vision, as well as institutional and technical capacities that would place the Institute in a leading role both locally and internationally in the provision of teacher education through distance learning. The review report therefore examined whether or not the project has helped to build institutional capacity of NTI in this area.

Institutional Profile

Established in 1976, the National Teachers' Institute is responsible for providing distance education programmes for the training, upgrading and professional development of teachers in Nigeria. The law establishing the Institute outlines its main functions (among other things) as:

- Upgrading under qualified and untrained teachers.
- Providing other upgrading programmes for teachers in the nation's educational system.

- Conducting examinations.
- Carrying out research.
- Fostering and enhancing international cooperation in the education of teachers.

The antecedents that led to the establishment of the Institute were linked to the need to produce the critical mass of teachers required for the effective implementation of the Universal Primary Education programme (UPE) launched in 1976. Twenty three years later, the introduction of Universal Basic Education programme (UBE) in 1999, further underscored the continuing relevance of the Institute in the training and supply of qualified teachers for the successful implementation of the UBE programme. The Federal Ministry of Education directed the Institute to offer pre-service programmes in addition to its main mandate of in-service training such as the Pivotal Teacher Training Programme (PTTP) in 2000-2003 so as to address shortfalls in teacher supply. Thus, in both cases, the Institute had assumed the dual role of pre-service and in-service training of teachers. The scope of this dual role can be gauged from an analysis of teacher supply and demand at the basic education level.

The existing scenario shows that there is an acute shortage of qualified teachers, especially at the primary school level. The National Policy on Education prescribes the Nigeria Certificate in Education (NCE) as the minimum teaching qualification and also prescribes a Teacher/Pupil ratio of **1:40** in the primary school. Using 2005 as the baseline, available records showed that only **49.97%** of the **599,172** primary school teachers possessed the NCE and above, which translated to a Qualified Teacher/Pupil ratio of **1:74**. However, this figure varied from one state to the other.

The available 599,172 teachers served a total of 22,076,401 pupils. On the surface, these figures would suggest that there were more teachers available than the number required with a teacher/pupil ratio of 1:36. However, as stated earlier, only 229,386 or 49.97% of this number possessed the minimum teaching qualification of NCE. Hence, if the prescribed teacher/pupil ratio of 1:40 is applied to the number of the available qualified teachers it would show that there was a shortage of 252,524 teachers in 2005.

A projection of teacher demand over an eleven-year period (2005 – 2015) based on the Universal Basic Education Commission (UBEC)'s projection of 10% annual enrolment increase further illustrates the magnitude of the teacher shortages and the challenge facing NTI. The table below shows the rising increase in teacher demand in the coming years. The enormity of the challenge posed by the rising figures in this table may be more clearly appreciated when the current production capacities of the teacher training institutions in the country are considered.

The existing 90 teacher training institutions including NTI have an average annual production of about **50,000** NCE teachers. With this production capacity, it will take these institutions 5 years to produce the 252,524 teachers required to augment the available 299,386 qualified primary school teachers in 2005 alone. This does not include the additional 10% increase required annually to cater for pupil enrolment increase.

Table 2: Qualified Teacher Requirement (2005 – 2015)

S/No	Year	Pupil Enrolment	Qualified Teacher Requirement (1:40)
1	2005	22,076,401	599,172
2	2006	24,284,041	607,101
3	2007	26,712,445	667,811
4	2008	29,383,690	734,592
5	2009	32,322,059	808,051
6	2010	35,554,265	888,857
7	2011	39,109,691	977,742
8	2012	43,020,660	1,075,517
9	2013	47,322,726	1,183,068
10	2014	52,054,999	1,301,375
11	2015	57,260,499	1,431,512

Source: Teacher Education at Sub-Degree Level: A Presentation of the Teacher Education Core Group to the Federal Minister of Education, 28th February, 2008.

Teacher supply at the Junior Secondary level is also as acute as at the primary school level. Data gathered in 2005 (UBEC, 2005), indicated that there were **3,624,123** students in Junior Secondary Schools (JSS1 – 3) with **84,102** teachers. Only **73.43%** or **61,760** teachers were categorized as qualified. With a prescribed teacher/pupil ratio of **1:30** at the secondary level, (qualified) teacher requirement at the junior secondary level in 2005 was **101,405**. This meant there was a shortage of **39,645** qualified teachers. At that time (2005) also; transition from primary to junior secondary was only **50.14%**. With the UBE Act provision for compulsory 9-year basic education, it is expected that the transition rate from primary to junior secondary will significantly increase annually, thereby widening the gap between teacher demand and supply. The

Institute is to address the current shortages in teacher supply and quality in the nation's basic education schools through its ODL programmes

The Institute's Teacher Training Programmes Before COL's Intervention.

The Institute offered the following three main training programmes for teachers before the commencement of the project in 2001:

- i. Grade Two Teachers Certificate (TC. II) for serving teachers who may upgrade to NCE subsequently,
- ii. Nigeria Certificate in Education (NCE) by distance learning; and
- iii. Pivotal Teacher Training Programme (PTTP) for mass production of primary school teachers for the UBE programme.

However, from December, 1989, in order to enforce the decision of the Federal Government that NCE should be the minimum teaching qualification in the country, the National Council on Education directed that the Grade Two Teachers' Certificate course should be phased out and the Institute should stop conducting the Grade Two examinations as from 2006. Similarly, Council directed in 2005 that the Federal Government should not fund the PTTP and that states, which needed the programme should pay for it.

Issues arising during implementation, (limitations, etc.)

Two main activities of the Institute occurred during the evaluation exercise. The first activity was the conduct of examinations which involved all the professional staff of the Institute for two weeks. It was impossible to pin down these staff for interviews and focus group discussions during this period.

The second activity that engaged the staff of the Institute was the preparation for a nation wide retraining of 145,000 primary school teachers that started mid August. All the professional and field staff of NTI at the Headquarters and the zonal and state offices were engaged in

the preparation and conduct of this activity from the beginning of July through August, 2008.

5. Findings

Capacity Development

Impact on the Institute's Academic Programmes.

The extent to which NTI-COL collaboration is impacting on the Institute's academic programmes is gauged from a close examination of the number of courses developed and launched by NTI since 2001, when the collaboration started. As mentioned in the previous section, the emphasis of the capacity building project was on training the Institute's professional staff in the design and development of both programmes and instructional materials. Increase in the number of the Institute's courses is dependent upon, among other things, the ability of its professional staff to design and develop curricular and instructional materials in relevant syllabi for the ODL programmes.

The data collected suggest that the project has had a positive impact on the Institute's academic programmes as many new courses were developed and launched by the Institute since 2001. In the tables below, the type of courses developed and launched by the Institute since 2001 are listed. The lists illustrate a steady increase in the number of courses the Institute has launched in the last 8 years.

Table 3: Courses developed and launched by NTI Since 2001

A POSTGRADUATE DIPLOMA

<i>S/No</i>	<i>Course Code</i>	<i>Title</i>
1.	<i>PDE 101</i> -	<i>History of Education</i>
2.	<i>PDE 102</i> -	<i>Developmental Psychology</i>
3.	<i>PDE 103</i> -	<i>General Methods in Education</i>
4.	<i>PDE 104</i> -	<i>Principles of Curriculum Design & Development</i>
5.	<i>PDE 105</i> -	<i>Measurement and Evaluation in Education</i>
6.	<i>PDE 106</i> -	<i>Educational Psychology</i>
7.	<i>PDE 107</i> -	<i>Philosophy of Education</i>
8.	<i>PDE 108</i> -	<i>Research Methods in Education</i>
9.	<i>PDE 109</i> -	<i>Sociology of Education</i>
10.	<i>PDE 110</i> -	<i>Statistical Methods in Education</i>
11.	<i>PDE 111</i> -	<i>Micro-teaching</i>
12.	<i>PDE 112</i> -	<i>Guidance and Counselling I</i>
13.	<i>PDE 201</i> -	<i>Introduction to Educational Management and Planning</i>
14.	<i>PDE 203</i> -	<i>Guidance and Counselling II</i>
15.	<i>PDE 204</i> -	<i>Subject Methods (English, Maths, Integrated Science and Social Studies)</i>
16.	<i>PDE 205</i> -	<i>Educational Supervision and School Inspection</i>
17.	<i>PDE 206</i> -	<i>Educational Technology</i>
18.	<i>PDE 207</i> -	<i>Guide to Practical Teaching</i>
19.	<i>PDE 209</i> -	<i>Comparative Education</i>
20.	<i>PDE 210</i> -	<i>Adult and Non-Formal Education</i>

B: EDUCATIONAL FOUNDATIONS (EDF)

<i>S/No</i>	<i>Course Code</i>	<i>Title</i>
1.	<i>EDF 101</i> -	<i>History of Education</i>
2.	<i>EDF 102</i> -	<i>Philosophy of Education</i>
3.	<i>EDF 103</i> -	<i>Psychology of Adolescence</i>
4.	<i>EDF 104</i> -	<i>Theories of Intelligence, Learning and Motivation</i>
5.	<i>EDF 105</i> -	<i>Sociological Perspectives and the Study Education</i>
6.	<i>EDF 106</i> -	<i>The School and the Society</i>
7.	<i>EDF 201</i> -	<i>Research Methods in Education</i>
8.	<i>EDF 202</i> -	<i>Introduction to Educational Supervision & School Inspection</i>

C: EARLY CHILDHOOD EDUCATION (ECE)

<i>S/No</i>	<i>Course Code</i>	<i>Title</i>
1.	<i>ECE 101</i> -	<i>Foundation of Early Childhood Education</i>
2.	<i>ECE 102</i> -	<i>Theories and Principles of Child Development and Care</i>
3.	<i>ECE 103</i> -	<i>Curriculum and Instruction in Early Childhood Education</i>
4.	<i>ECE 104</i> -	<i>Learning in Early Childhood Education</i>
5.	<i>ECE 105</i> -	<i>Learning in Children with Special Needs</i>
6.	<i>ECE 106</i> -	<i>The Global Contexts of Early Childhood Education</i>
7.	<i>ECE 201</i> -	<i>Staff Training and Development in Early Childhood Education</i>
8.	<i>ECE 202</i> -	<i>Organisation and Management of Early Childhood Education</i>
	<i>ECE 203</i>	<i>Special Methods in Early Childhood Education</i>
	<i>ECE 204</i>	<i>Assessment Techniques in Early Childhood Education</i>
	<i>ECE 205</i>	<i>Parenting Education</i>

<i>S/No</i>	<i>Course Code</i>	<i>Title</i>
	<i>ECE 206</i>	<i>Issues and Problems in Early Childhood Education</i>

D: SCHOOL SUPERVISION AND INSPECTION (SSI)

<i>S/No</i>	<i>Course Code</i>	<i>Title</i>
1.	<i>SSI 101</i> -	<i>History and Policy of Nigerian Education</i>
2.	<i>SSI 102</i> -	<i>Educational Psychology: Learning and Information Processing</i>
3.	<i>SSI 103</i> -	<i>Educational Psychology: Human Development</i>
4.	<i>SSI 104</i> -	<i>Curriculum and Instruction</i>
5.	<i>SSI 105</i> -	<i>Perspectives of Supervision and Inspection</i>
6.	<i>SSI 106</i> -	<i>Curriculum Reform: Supervision and Inspection</i>
7.	<i>SSI 107</i> -	<i>Quality Assurance in Supervision and Inspection</i>
8.	<i>SSI 108</i> -	<i>Basic Concepts in Supervision and Management</i>
9.	<i>SSI 201</i> -	<i>Educational Management and Information System (EMIS)</i>
10.	<i>SSI 202</i> -	<i>Educational Financing</i>
11.	<i>SSI 203</i> -	<i>Test and Measurement in Education</i>
12.	<i>SSI 204</i> -	<i>Organisation and Management of Early Childhood Education</i>
13.	<i>SSI 205</i> -	<i>Information and Communication Technology (ICT)</i>
14.	<i>SSI 206</i> -	<i>Multimedia Communication in Education</i>

<i>S/No</i>	<i>Course Code</i>	<i>Title</i>
15.	SSI 208 -	<i>Introduction to Educational Management</i>
16.	SSI 209 -	<i>Introduction to Special Education</i>
17.	SSI 210 -	<i>Leadership and Decision Making</i>

E: GUIDANCE AND COUNSELLING (DGC)

<i>S/N o</i>	<i>Course Code</i>	<i>Title</i>
1.	DGC 101 -	<i>Introduction to Foundation of Guidance and Counselling</i>
2.	DGC 102 -	<i>Guidance and Counselling in Nigeria</i>
3.	DGC 103 -	<i>Counselling and Human Development</i>
4.	DGC 104 -	<i>Planning, Organisation and Administration of Counselling Services</i>
5.	DGC 105 -	<i>Educational Psychology: Learning and Information Processing</i>
6.	DGC 106 -	<i>Curriculum and Instruction</i>
7.	DGC 201 -	<i>Techniques and Strategies in Guidance and Counselling</i>
8.	DGC 202 -	<i>Vocational Guidance and Career Counselling</i>
9.	DGC 203 -	<i>Community Psychology and Counselling</i>

<i>S/N o</i>	<i>Course Code</i>	<i>Title</i>
10.	<i>DGC 205</i>	<i>- Counselling and Grade/School Transitions</i>
11.	<i>DGC 206</i>	<i>- Psychological Testing and Assessment</i>
12.	<i>DGC 207</i>	<i>- Contemporary Theories and Models of Counselling</i>
13.	<i>DGC 208</i>	<i>- Rehabilitation Counselling.</i>

Impact on Enrolments

As well as assessing the impact of the project on course development at NTI, the review also examined the enrolment patterns across courses offered by the Institute between 2001 and 2008 with a view to determining whether or not the project has had any impact on enrolments. This information is important in giving an insight into the future development patterns and training needs of the Institute. A steady increase in enrolments in the different courses of the Institute over the years would not only reveal a high level of attraction among teachers and a possible influx of students in the coming years, but also point to the institutional capacity that the Institute would require to cope with the rising enrolment figures.

As the evaluation revealed, all the courses offered by the Institute attracted increasing enrolments. While these figures cannot all be attributed to Col intervention alone, the ability of the Institute to develop and launch the courses has itself been influenced by COL's intervention. Thus, a subtle link can be discerned between the capacity building project and the rising enrolments experienced across the courses offered by the Institute.

Between 1984 and 1999, a total of 336,256 teachers enrolled into the TC.II programme as the Institute embarked on expansion of student teachers enrollment through its distance learning programme. By the year 2000, another 36, 729 students were enrolled into the programme. The enrollment rose to about 113,199 by 2001.

Table 4: *Students Enrolment for TC II Programme 2001 to 2006*

TC II Year	2001	2002	2003	2004	2005	2006
Enrolments	113,199	93,467	127,561	102,391	74,075	65,439

The completion rates of the TC II students who sat for the Institute's TC. II Examinations have also been quite impressive. In 1999, for example, 41% of the 24,125 candidates who sat the exams passed. The annual output of the TC II programme up to 2006 is given in the table below.

Table 5: *Annual Output from TC II 2001 to 2006*

TC II Year	2001	2002	2003	2004	2005	2006
Output	76,906	97,799	92,314	72,643	41,993	47,160

Similarly, the PTTP which started with a total enrollment of 20,176 students from 33 states and the Federal Capital Territory, Abuja in August, 2000 had by 2001 attracted an enrollment of 39,000 students. By its third and final year of operation (2003), the programme had recorded a total enrollment of 69,201 students.

In 2003, the PTTP programme wound up. However, following requests from Nasarawa State , the PTTP commenced in the State this year with 280 students. Other states (Niger , Plateau, Katsina, Zamfara, Kebbi, Kano , Taraba, Borno, Imo and Jigawa States) have sent in their requests and the application forms for admission are being processed.

The trend in enrolment into the NCE by DLS during the period under review is presented in the table below. The figures illustrate how the Institute has been responding to the rising demand for teachers at the basic education level.

Again, as we shall see in a later section, these increases in enrollments represent a qualitative and not just a quantitative issue as highlighted by states' renewed confidence in the Institute's programmes which led to many training contracts mainly for professional development (eg, Kaduna, Jigawa, Lagos and Ebonyi states). These and the MDG nation wide re-training of primary school teachers are huge training programmes indicating a phenomenal growth in institutional capacity.

Table 6: Increase in the Enrolment in NCE Programme: 2001 - 2008

S/No	Year	Programme	Enrolment
1.	2001	NCE DLS	56375
2.	2002	“	71714
3.	2003	“	89150
4.	2004	“	93547
5.	2005	“	91259
6.	2006	“	93725
7.	2007	“	85421
8.	2008	“	88543

In addition to the regular NCE programme represented by the above table, the Institute was directed by the Federal Ministry of Education to coordinate and manage a Special Teacher Upgrading Programme for the under-qualified teachers in the basic education schools. This two year fast track NCE programme started in 2007. The enrollment figures for STUP are presented in the following table.

APPENDIX 13

DATA ON THE SPECIAL TEACHER UPGRADING PROGRAMME

SN	ZONE	NO. OF STUDENTS	NO. OF STUDY CENTRES	NO. OF CENTRE MANAGERS	NO. OF COURSE FACILITATORS
	NORTH-WEST				
1.	KANO	286	3	3	32
2.	KADUNA	1025	6	6	65
3.	KATSINA	412	4	4	50
4.	SOKOTO	279	4	4	41
5.	KEBBI	659	6	6	68
6.	ZAMFARA	182	4	4	24
7.	JIGAWA	467	4	4	42
	TOTAL:	3,310	31	31	322
	NORTH CENTRAL				
1.	FCT	109	3	3	24
2.	PLATEAU	549	6	6	45
3.	NASARAWA	185	3	3	20
4.	BENUUE	1,434	7	7	159
5.	NIGER	524	6	6	49
6.	KOGI	1,194	8	8	114
7.	KWARA	89	3	3	12
	TOTAL:	4,084	36	37	423
	NORTH-EAST				
1.	ADAMAWA	1,225	7	7	152
2.	TARABA	331	6	6	43
3.	BORNO	314	6	6	51
4.	YOBE	428	4	4	49
5.	BAUCHI	2,286	8	8	190
6.	GOMBE	1,407	7	7	135
	TOTAL:	5,991	38	38	620



SOUTH-SOUTH					
1	RIVERS	534	6	6	54
2	C/RIVERS	302	5	5	29
3	AKWA-IBOM	402	4	4	48
4	BAYELSA	175	3	3	20
5	EDO	515	5	5	52
6	DELTA	951	6	6	84
	TOTAL:	2,879	29	29	287
SOUTH-WEST					
1	OGUN	712	4	4	59
2	OYO	142	3	3	38
3	ONDO	343	3	3	38
4	OSUN	141	3	3	15
5	LAGOS	211	3	3	23
6	EKITI	174	3	3	18
	TOTAL:	1,723	19	19	191
SOUTH-EAST					
1	ANAMBRA	353	3	3	38
2	ENUGU	1,492	6	6	131
3	IMO	603	4	4	53
4	ABIA	3,593	12	12	322
5	EBONYI	2,680	10	10	306
	TOTAL:	8,721	35	35	850
	GRAND TOTAL:	26,708	188	188	2,693



Table 8: Increase in the Enrolment in ADE & PGDE Programmes: 2001 - 2008

S/No	Year	Programme		Total
		ADE	PGDE	
	2005	600	5363	5963
	2006	422	7539	7961
	2007	600	7685	8285
	2008	1500	12500	14000

Impact of the Project on State Programmes.

As discussed in the institutional profile, NTI has the mandate of providing in-service training and upgrading programmes for teachers at State and national levels. Whether these programmes organized for the states by the Institute have been affected by the project is now being examined. Data collected revealed an increase in the number of teacher education programmes organized for the states by NTI during the period of COL intervention. Students and tutors' assessment indicated this quality dimension. This increase exemplified states' renewed confidence in the Institute's programmes which led to training contracts mainly for continuing professional development (CPD) of teachers in Kaduna, Jigawa, Lagos and Ebonyi states.

This clearly means that in addition to its primary function of providing ODL programmes for the training and upgrading of teachers, the Institute has also diversified its roles working with states to train teachers. This further suggests that the experience and added value gained by the

Institute due to professional development and experience gained working with COL in these areas is benefiting the states' education systems.

Impact on the Quality of Course Materials

Another question was the extent to which NTI-COL cooperation on capacity building has impacted on the quality of the course materials produced by the Institute. Both the staff of NTI and the serving teachers on the ODL programmes reported a significant improvement in the quality of the Institute's course materials as a result of the technical assistance and training provided by COL. The joint provision of audio and video equipment and the capacity building workshops on script writing and editing have combined to pave the way for improved quality in course production.

A preliminary report has described the course development convergence model at NTI. The model approached course development from an integrative perspective:

“Information for course developers can be created and then integrated by the production process for print, audio or video. Graphic artists can either move materials to the media unit for integration with a video based production to support print or send to the DTP personnel for the processing for print or web production. The course developers can consider different alternatives for final production and also the mix media according to the need.”

The quality materials produced by the Institute have since attracted the attention of some African countries, notably Sudan and Uganda who indicated interest to adopt and/or adapt them for use in their respective countries. Other countries that have acquired and are using the materials are the Gambia and Sierra Leone.

Impact on Institutional Structure and Infrastructure

As a result of the technical assistance rendered by Professor B. N. Koul, the structure of the Institute was expanded in 2002 to include six zonal offices for ease of administration and management of its activities. In addition, the Institute has over 300 study centres across the country where it conducts its face-to-face interactive sessions with its growing number of trainees.

Furthermore, the installation of a V-Sat, radio equipment and facilities for virtual library with assistance from CoL also significantly enhanced the performance of the Institute as a provider of distance education. COL also sponsored three staff of the Institute for the PGDE and Master of Arts in Distance Education at the Indira Gandhi National Open University, Delhi. In general, the provision of infrastructure of technology and the training of staff on its use and application have helped to facilitate smooth flow and transfer of data/information across all levels of the institute's operations i.e. Headquarters, zones, states and the study centres.

Extent of Networking within and outside Nigeria.

The Institute has established links with a number of other institutions dealing with distance education within and outside Nigeria, such as the National Open University of Nigeria (NOUN), the Open University of Sudan, the Open University of the U.K., the Universities of Winneba and Cape Coast, the Teachers' College, Gambia, Uganda and Sierra Leone. These linkages both provided the basis for an extensive network of ODL institutions to emerge and for the resuscitation of the West African Distance Education Association following an annual conference held in Ghana with heavy input from the Institute and Nigeria. The Institute also participated in the Africa Distance Education Consortium's Annual Conference.

Number of persons within and outside NTI equipped with competencies in the development of ODL materials, design and use of learner support systems for both print-based and e-learning environment.

All officers of the Academic Services and Field Operations Departments were variously trained in course design and development, programme delivery and learner support. These training opportunities were however, not extended to other institutions outside the Institute as RETRIEDAL was expected to do this. Nonetheless, some of the Institute's Course Tutors were trained in distance education delivery and administration.

Infrastructure and systems built at NTI to facilitate course development and course implementation under the project.

The main infrastructure and systems built at NTI to facilitate course development and course implementation were the installation of the FM Radio transmitter and commencement of the NTI Radio broadcasts and the equipping of the Media and the Graphic Artists/DTP Units.

Extent to which NTI as a single mode institution has strengthened its functioning as a teacher training provider:

NTI has in recent years emerged to become a leading teacher training provider through open and distance learning techniques. The Institute has diversified its programmes from NCE to cover other professional teacher education programmes such as the Postgraduate Diploma in Education (PGDE), Advanced Diploma Programmes in Early Childhood Education (ECE), Guidance and Counseling (DGC), School Supervision and Inspection (SSI) and Capacity-building workshops for teachers nationwide.

In addition to these regular ODL programmes, the Institute also conducts other nation wide teacher training programmes. The Federal Government, in recognition of the Institute's leading role in teacher education, has

directed the institute to organize a special upgrading programme for the under-qualified teachers in the nation's public primary schools.

Furthermore, for the second time in three years, the Institute is conducting retraining workshops for 145,000 serving primary school teachers nation wide under the Millennium Development Goals (MDGs). The institute also provides customized professional development programmes to states and the Universal Basic Education Commission on demand. As mentioned earlier, whereas the PTTP programme has resumed this year in Nassarawa State, 10 other states (Niger, Plateau, Katsina, Zamfara, Kebbi, Kano, Taraba, Borno, Imo and Jigawa) have sent in their requests for the PTTP and prospective students' application forms from these states are being processed for admission by the Institute. The Institute is also involved in curriculum reform initiatives in teacher education. Novel ways of developing teachers such as teacher induction, teacher mentoring and internship for pre-service trainees are now compulsory aspects of teacher preparation at the Institute.

Enhancement of the image of NTI during 2002-2008 within Nigeria and outside

The extensive network that the Institute has established during the period of the cooperation has helped to boost the image of the Institute within and outside Nigeria. The Institute's linkages with international organizations such as the COL, British Council, TESSA and Open University of UK, as well as with other local institutions that provide expert services and technical assistance to the Institute have significantly helped to develop capacity, improve existing functions and activate the resources of the Institute thereby enhancing its role and responsibility for the provision of both pre-service and in-service training for teachers.

Furthermore, the leading role that the Institute had taken by hosting two National Teachers' Summits and various workshops and conferences

drawing participants from within and outside Nigeria permitted the sharing of experiences and best practices among a large number of ODL practitioners and providers resulting in a broader vision and institutional and technical capacity at the Institute. The confidence reposed in the institute by the federal and state governments has enormously impacted on the image of the NTI. As mentioned earlier, the quality materials produced by the Institute have since attracted the attention of some African countries, notably Sudan, Uganda, Sierra Leone and the Gambia some of which have acquired and are using the materials. The Institute's Teachers' Radio and the capability to produce Audio/Video and CDs for instructional purposes are added impetus.

Improvement in the periodic assessment of NTI by NCCE during 2002-2008

The assessment of the Institute's programmes by NCCE via accreditation has recorded a tremendous improvement. As can be seen in the table below, the NTI courses recorded almost 90% approval by the NCCE during the 2005 accreditation exercise.

COLLEGE CLUSTER		No. of Colleges	OVERALL ACCREDITATION STATUS					
		FULL		INTERIM		DENIED		TOTAL
		No.	%	No.	%	No.	%	
Federal Colleges of Education	20	149	40.9	215	59.1	-	-	364
State Colleges of Education	42	429	48.7	439	49.9	12	1.4	880
Private Colleges of Education	12	32	52.5	23	37.7	06	9.8	61
Polytechnics offering NCE	8	18	69.2	08	30.8	-	-	26
TOTAL	82	628	47.2	685	51.5	18	1.3	1,331
National Teachers Institute (NTI)								
No. of States	Total No. of study centres	Total No. of Programmes	Total No with Full Accreditation		Interim Accreditation		Denied Accreditation	
			No.	%	No.	%	No.	%
37	253	1651	1,469	88.9	179	10.9	0.3	0.2

This was borne out of COL's assistance in generating the performance indicators, forging better understanding between NCCE and NTI in this area and improved quality of course materials enriched with adequate learner support system.

Additional courses/materials adopted/adapted by NTI from other institutions/consortia during 2002-2008

The Institute, in collaboration with the Teacher Education in Sub-Saharan Africa (TESSA) Consortium, developed teacher support materials based on the approved national basic education curriculum for use by Nigerian primary school teachers. These materials were pilot-tested in six states and the results had been encouraging. Plan to embark on a nation wide implementation of these materials is under way.

In addition, the Institute is currently planning to start a programme on Environmental Education in conjunction with the Centre for Environmental Education (CEE), Ahmedabad, Gujirat State. The Institute plans to adapt the materials developed by the collaborating Centre for use in Nigeria. This programme is also being facilitated by COL. It will afford the Institute the opportunity of showcasing the ideas of COL in distance education delivery as transferred to NTI.

Extent to which NTI emerged as a leader in distance teacher education during 2002 - 2008

There is no doubt that NTI is well placed to provide leadership in distance teacher education. The partnership approach that the Institute has adopted has proven most valuable in broadening its vision and building its institutional and technical capacities placing it on a vantage position to lead and provide support to national levels institutions including the states in capacity building programmes for teachers. The number of NCE teachers trained annually by the Institute is on the increase. In addition,

the number of teachers trained through in-service teacher professional development programmes by the Institute is so far unparalleled.

Some of the Institute's staff are now working with other establishments as experts in distance education, while more institutions from other countries are looking up to the Institute for leadership. Finding ways to support and sustain these internal and external demands is the key challenge for the Institute.

6. Conclusions (judgments)

About the appropriateness of the intended Outputs/Outcomes

The findings of this evaluation provide a variety of relevant information about the appropriateness of the intended outputs of the project. The two main issues on which the project was focused are in general related to development of expertise and institutional and technical capacities in the provision of distance education to teachers. The emphasis in both cases is on the need to improve institutional practices.

Quality improvement takes place in the classroom through the interactions of teachers and students. Effective teaching and learning must be at the core of the quality improvement efforts. Teachers are thus at the centre of any quality improvement strategy. However, for teachers to be effective in their work they need support in the form of professional training and good quality training materials. Increasing teachers' pedagogical knowledge and improving their classroom practice was an overt goal of the COL-supported capacity building program. The in-house training programmes of the Institute's professional staff on programme and instructional design and development, as well as the equipping of the Institute's Media Unit and addition of radio as a possible form of delivery

are viewed as integral parts of the development of teachers' knowledge and skills.

About the project context

NTI is well placed to provide a platform for the collaborative work on quality improvement in teacher education. Given its mandate for in-service training for teachers, the Institute requires constant strengthening of its technical and institutional capacity through professional development and collaborative work with relevant ODL institutions and organizations, such as COL.

The role of the partners

The two main partners (NTI and COL) were both committed and played active parts in the implementation of follow-up activities of the project. Both organizations promoted the culture and principles of quality improvement in the various aspects of the Institute's work: curricular and instructional materials design and development, training and networking. This has paid up in improved accreditation statuses of most of the Institute's programmes and in renewed states' confidence in the Institute's programmes resulting in many training contracts for CPD.

About the effectiveness of COL's direct and indirect contributions to this project

The success of the capacity building project at NTI is exemplified by the proliferation of courses at NTI and by both the Federal and States Governments' confidence in the Institute's programmes which led to training contracts mainly for continuing professional development (CPD) of teachers. This renewed confidence underscores the need for the continuation of the strategy. In order for the Institute to sustain and continue to satisfy this growing demand, it will be important to maintain key elements of the project that have been crucial to the effectiveness of

the Institute, namely, the training of key staff in programme design and materials development.

The model of integrating course development and production, the high quality professional development programmes and use of radio combined to create a highly effective strategy for improving the quality of programmes and course materials on the one hand, and the institutional and technical competencies of the Institute on the other.

The work of the COL Education Specialists in course design and technology brought considerable knowledge and expertise to the strategy leading to the achievement of the intended outcomes of the project. The maintenance of these levels of support will be important to the future role of the Institute of helping the federal and states Governments to underpin quality improvement programmes and processes.

The quality of the management & implementation of the activities

Information collected about the implementation of the project indicated high level of efficiency in the management and implementation of the project activities. Both NTI and COL provided adequate resources (human and material) for the capacity building project.

The Institute has a good structure on the ground for managing both personnel and pedagogy providing support for NTI professional staff to work collaboratively with COL's Education Specialists for varying periods, ranging from less than one week to two weeks throughout the project period.

Lessons learned

Capacity development is by its very nature a process of long duration. At NTI, the Commonwealth of Learning has started work in this direction. This evaluation has shown some of the modest achievements made in improving the quality of the Institute's programmes and course materials.

Achievements have also been recorded in improving the knowledge, skills and practices of teachers who benefited from the Institute's programmes.

However, it is quite clear that more work will be required. Continued investment in high quality professional development for the staff in the three professional departments of the Institute will be required to sustain and satisfy the growing demand on the Institute for national quality improvement programmes and processes.

Recommendations

Both the review findings and staff and students' feedback suggest the following recommendations:

- The need for COL's continued support in the area of capacity building of the Institute's professional staff in programme and instructional materials design and development, especially in learner support services. Both the staff at the Institute and the teachers interviewed suggested that continued investment in high quality professional development for the Institute's staff will be required to sustain and satisfy the growing demand on the Institute for national quality improvement programmes and processes.
- In addition, they suggested the development of appropriate educational software, facilitating use of relevant internet resources, and providing access to IT in all NTI study centres, with wide-area networks to support e-learning. This has the potential of reducing the Institute's current heavy reliance on print media and audio tapes. It also has the potential of expanding access to accommodate the growing numbers of students that are attracted by the programmes of the Institute.

- Furthermore, in light of the critical role of ICT in ODL, there is need to emphasize the training of the Institute's staff in the appropriate use of ICT to compliment the integrative model of course development adopted and facilitate the effective use of multimedia in the delivery of the Institute's ODL programmes. The equipping of the Media and Graphic Arts Units and the training of the staff of these units in both audio and video productions may not achieve the desired impact on students' learning if additional opportunities are not created to facilitate the deployment of multi media to teaching and learning.
- Finally, issues of continuity and sustainability of the collaboration will depend on regular evaluations. To what extent will the benefits of the project be sustained if the Institute will lose some of its well trained staff due to unplanned lay-offs such as that which followed the rationalization of the workforce in the education sector recently? What capacity will the Institute have to train its new staff in course design, development and implementation skills introduced as a result of COL's technical assistance to the Institute? There is no doubt that the strengthening and the continuation of the existing levels of support by COL will be important to the future professional development of the Institute's staff and a guarantee for consolidating the gains of the project.