

# TEACHER EDUCATION AND NATIONAL DEVELOPMENT: THE NIGERIAN AND ZAMBIAN EXPERIENCE

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## Abstract

*The paper adopted a comparative analysis theory to appraise the teacher education programmes in Nigeria and Zambia. The former, an amalgamation of Northern and Southern protectorates of the British Colonial Empire in West Africa with a population of 218,521,780 as of Tuesday, December 6, 2022 (Worldometer, 2022) while the latter is a land locked country in Southern Africa with a total estimated population of 19,630,460 as of Monday, December 5, 2022. The two countries have put in place transformative processes aimed at developing teacher education policies towards rapid development of their various nations. Nigeria has a well-structured curriculum for pre-service and in-service training of teachers through the National Commission for Colleges of Education (NCCE) and National Teacher's Institute (NTI) and Zambia equally has a well-organized institution that handles the in-service training of teachers known as National In-Service Training College (NISTCOL). The challenges faced by the two countries in the provision of teacher education programmes are highlighted in the paper and their corresponding remedies to bring about robust improvements. The study revealed that there is a gap between what the educational planners expected in theory and what they work towards to achieve in practice. Recommendations such as the need for provision of adequate facilities, funding, capacity building (Pre-*

*service and In-service teachers) and sensitization of the public on the objectives of National Teacher Education Policy in Nigeria and Zambia among others have been advanced in the paper.*

**Keywords:** Comparative Analysis, Teacher Education. National Development, supervisory agencies, National Policy on Education

## Introduction

Teacher education may be described as the provision of professional education and specialized training within a specified period aimed at the preparation of individuals who intend to develop and nurture the young ones into responsible and productive citizens. It is an incontrovertible fact that the education of children everywhere is the responsibility of teachers, without whom, there will simply be neither learning nor schooling of any sort going on in the society. The relevance, value and importance of education to human existence, well-being and development cannot be overemphasized, as a matter of fact, no society can develop beyond the level of its education, and this is because education is pivotal to all round development both at the individual and societal level.

Teacher education is an essential component in the delivery and provision of quality education. Fredrick (2012) stated that, many countries especially in sub-Saharan Africa

are engaged in transformative processes aimed at developing teacher education policies within the broader anti-poverty national development policy frameworks. At the international level, there is a shift from project-based support to sector-wide approaches as stated in the principles of the Paris Declaration and Accra Agenda for Action to pave way for improved coordination and harmonization in line with government's developmental goals. At the continental level, the Africa Union 2<sup>nd</sup> Decade of Education for Africa Plan of Action has identified teacher development as one of its pillars and member states and international partners are urged to address it seriously. The breakneck speed of change in today's society has created great challenges for education at all levels. One of the greatest challenges is how to educate a skilled workforce, a sensitive professional and a responsive citizen who is able not only to cope with the changes, but also adopt required role as agent of change. Therefore, in the African continent, the pertinent questions include: How do we prepare learners to cope adequately with changes and transition in their careers and personal level? And by extension how do we prepare teachers who will prepare these types of learners?

Most African countries have made drastic efforts towards repositioning teacher education programmes. For instance, Nigeria and Zambia shared common principles of training their teachers towards attainment of attitudes, skills and knowledge considered desirable towards making them efficient and effective in their work in accordance with the needs of the society. In specific terms, in Zambia, provision of quality pre-service and in-service teacher training programme has been the main focus of their Ministry of Education (Fredrick 2012) and in Nigeria, Kabiru (2012) stated that Nigeria has formulated a National Policy on Education (NPE) since 1977 and reviewed almost every five years. There is also the National Teachers Education Policy

(NTEP). The policies emphasizes the development of the individual into sound and effective citizen as the full integration of the individual into the community and provision of equal access to education and opportunities for all citizens of the country at primary, secondary and tertiary levels, both inside and outside the form in formal school system. The country has established organizations designated to oversee pre-service (NCCE and NUC) and in-service teachers training (NTI) in Nigeria.

Considering the significance of the teacher education programmes and efforts put forth by the African Countries Education Ministries, it is expected that the Teacher Education by now would have been on the high height in the African continent. Therefore, this paper explores the government efforts, the challenges faced by African countries and the strategies or approaches to remedy the challenges. In this paper two African countries have been chosen one in West Africa and the other in South Africa (Nigeria and Zambia respectively).

### **Theoretical framework**

The papers have built its theoretical framework on the comparative analysis theory. This is the process of comparing items to one another and distinguishing their similarities and differences. When a business wants to analyze an idea, problem, theory or question, conducting a comparative analysis allows it to better understand the issue and form strategies in response. According to Abdul-Kareem, (2001). Teacher Education is an inevitable tool for sustainable development and a vehicle for advancing the frontier of knowledge—all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

## **Teacher Education and National Development in Nigeria**

(Ukeje, 1988 in Wanekezi, Okoli and Mezieobi, 2011), pointed out that education unlocks the door to modernization and sustainable development but that, it is the teacher that holds the key to the door. Thus, the teacher has the responsibility of translating educational policies into practice and programmes into action. It is clear from the foregoing that the role of the teacher in sustainable development cannot be quantified, especially in training personnel in various areas of the workforce. For national development and peaceful co-existence to be attained, there is need to give priority to investment in human capital through teacher education and training. The Nigerian educational system needs to be responsive to the technological social and economic needs of the society and provide the type of human resources needed in the industrial and economic sector. Herein comes the role of effective teacher education programme to translate the needed skills, knowledge and attitudes to meet their needs and the societal ones.

The issues of teacher preparation, supply, status enhancement, motivation and retention as well as continuous training and retraining are at the heart of education reform at all levels. The overarching goal of human capacity development for the efficient and effective delivery of the Universal Basic Education (UBE), Education for All (EFA), and related Sustainable Development Goals (SDG) is that by 2030 Nigeria will have human resources base to manage and implement the UBE scheme (National Action Plan [NAP] 2006: 53). Thus, through strategic actions that include the following, the objectives seemed realizable:

- continued expansion of teacher training opportunities;
- continuous programme of enhanced status and professionalism for teachers through training and retraining, reviews of current

remuneration packages, and enhanced career opportunities;

- programs designed to address the capacity needs of schools and educational management;
- building the capacity of the inspectorate services to improve quality;
- engaging civil society partners in the roles of quality assurance, monitoring, evaluation and impact assessment work at all levels.

The need and critical role of professionalizing the teaching profession, vested in the Teachers Registration Council of Nigeria (TRCN), by virtue of the Teachers Registration Council Act, began in 2007 with the mandatory registration of all professionally qualified teachers. This action is equally matched with comprehensive training and in-service training seminars and workshops in the six geopolitical zones of Nigeria. More importantly, the TRCN has begun implementation of the NPE provision that all teachers in education institutions including universities shall be professionally trained [NPE Section 8(b) paragraph 72, 2004]. This was in a bid to ensure adequate supply of manpower in Nigerian schools in conformity with the goals of teacher education as specified in Section 8(b) of the (NPE, 2004), paragraph 70-79, the (NAP,2006) and the 10 Year Strategic Plan, among others. While the goal of the Strategic Plan is to design a teacher education framework, based on what teachers should know and do relative to Nigeria's new vision and mission, the (National Policy on Education, 2004 in Makoju, G.A.E. et al 2005 p . 1 6 6 ) ; highlights the thrust of the ongoing reform noting that it aims to:

1. Produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;
2. Encourage further the spirit of enquiry and creativity in teachers;

3. Help teachers to fit into the social life of the community and the society at large and enhance their commitment to national goals;
4. Enhance teachers' commitment to the teaching profession; and
5. Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations.

It is significant and noteworthy that these approaches contributed immensely towards addressing teacher education challenges in Nigeria through training and retraining, instructional material development and availability, periodic renewal of teacher licenses, capacity building for reformed inspectorate service, support to the TRCN's mandate and enhancement of teachers' status and incentives. Today, teacher education is much improved than it was before and a few decades after independence. The NPE, released in 1977 and revised in 1981, 1998 and 2004 clearly articulates the importance attached to teacher education and affirms that no education system can rise above the quality of its teachers. The policy makes it mandatory for all teachers in Nigeria to be trained and stipulates NCE as the minimum qualification for the profession. It also provides that teacher education shall continue to take cognizance of changes in methodology and in the curriculum, even as it underscores the need for teachers to be regularly exposed to innovations in their profession. It further recognizes the need for in-service training as an integral part of continuing teacher education. Today, the statutory responsibility for teacher education in Nigeria is vested in Colleges of Education, Institutes of Education, Polytechnics, National Teachers Institute (NTI) and Nigerian Universities' Faculties of Education. Nigerian Polytechnics and Colleges of Education award the NCE.

The table above shows the supervisory agencies for pre-service teacher training programme in Nigeria under the general co-

ordination of the Federal Ministry of Education. The supervisory agencies formulate the Minimum Standards (NCE Curriculum) and Benchmark (NUC Academic Minimum Standard) which serve as guides for the institutions in training the teachers. According to NCCE Statistical Digest (2022), there are 27 Federal Colleges of Education, 52 state Colleges of education and 27 private Colleges of Education as at February 2022. There are few institutions that are referred to as other NCE awarding institutions which are institutions aside from the Colleges of education running the NCE programmes. NCCE (2022) revealed that with 129753 students on enrolment in all NCE awarding institutions, there are 32,666 lecturers to train them. According to statistica.com (2022) there are 170 universities in Nigeria. As of 2021, 79 were private, federal universities amounted to 43, while state universities were 48. The ratio of lecturer to students has always been within 1: 33 (National Statistic Digest, 2005). Each of the agencies have quality assurance tools otherwise known as accreditation instruments used for accrediting the programmes run by the institutions. There are three categories of the accreditation status which are: full accreditation, interim accreditation and denied accreditation. In both agencies programmes (i.e subject) that attained full accreditation can continue to run in the institution, programme that attained interim will be re-accredited while denied accreditation means shut down of such programmes while students of such denied programmes will be transferred to nearby institutions that have attained full accreditation in such programmes.

In Nigeria, the teaching profession is legally recognized, since the government of Nigeria has set up the Teachers Registration Council of Nigeria (TRCN) charged with the responsibility of registering all teachers in all levels of education ranging from pre-primary schools to Universities. Newly qualified teachers always undergo a period of internship. One (1) year for degree

holders and two year for NCE holders. TRCN also conduct induction courses for about to graduate teachers.

Moses (2014) stated that when Nigeria was under Colonial Masters, teachers were mainly priests and their assistants (pupil teacher), since the main aim for education then was the acquisition of literacy and numeracy skills for Evangelism and Book keeping. But today there is a National Teacher Education Policy in Nigeria, published in 2009 and it has eight key principles (NTEP, 2009):-

**Principle 1:**

To attract competent people into the teaching profession there must be adequate incentives.

**Principle 2:**

To produce capable teachers, admission and graduation requirements need to be reviewed to improve the quality of entrance and graduates.

**Principle 3:**

For student teachers to be able to learn well, teacher education institutions must be equipped to prepare them adequately.

**Principle 4:**

For teachers to be able to teach well at their level, they must have sufficient mastery of content and subject-specific methods of teaching.

**Principle 5:**

Successful student teaching is a result of structured effective and supportive provided to the student teacher by a variety of educators.

**Principle 6:**

Teacher educators must be sufficiently trained and capable of imparting and modelling desired knowledge, skill and attitudes.

**Principle 8:**

Like all professionals, teachers must constantly upgrade their knowledge and skills if they are to remain relevant in a rapidly changing world. (NTEP 2009).

**Teacher Training Programmes in Nigeria**

To achieve the principles stated above especially on training and re-training of teachers, the Colleges of Education and Institutes of Education in Nigerian Universities trains pre-service teachers while the National Institute of Teacher (NTI) is charged first to train the remaining Grade II certificate holders so as to attain NCE certificate (minimum teaching qualification in Nigeria) through Open and Distance learning programme. And in the recent time the institute has been charged with re-training of teachers in various fields. Apart from the general re-training programmes the institute in partnership with Japanese International Cooperation Agency (JICA) for training teacher in Nigeria through Strengthening Mathematics and Science Education Project (SMASE-NIG 2006-2014).

For instance, NTI,(2022) revealed that National Teacher Institute **has commenced the retraining of over 5,000 teachers for capacity building as approved by the minister of education.** According to him, the training was part of the 2022 appropriated funds released to the Institute under the Sustainable Development Goals (SDGs) through the In-service programmes on different fields and relevant themes as may be suggested by the states sending the teachers for professional capacity building.

There are two major types of in-service education in Nigeria

- (1). In-service training leading to qualification like the upgrading of Grade II certificate to NCE qualification, and NCE Certificate to Degree through sandwich or part time training.

- (2). In-Service Training aimed at skills and knowledge acquisition. In most cases skills and knowledge to acquire arose from need assessment, baseline survey, etc. It addresses specific areas of needs of a set of teachers brought to the training centres either by IDPs or federal or state ministry of education.

The institutions that engage in upgrading the standard of teachers through in-service training in Nigeria include: Colleges of Education, Faculties of Education in the Universities, Institutes of Education in the Universities, National Teacher's Institute, and National Mathematics Centres, National Institute for Educational Planning and Administration (NIEPA), International Developing Partners (JICA, UNESCO, UNICEF, and ESSPIN etc).

### **Teacher Education and National Development in Zambia**

According to Wikipedia (2022) the country has an estimated land area of **752,618** square kilometers and estimated population of 19,630,460 people. Zambia is a land locked country in southern Africa. The government of Zambia produced a policy document called Educating Our Future (EOF) in 1996 which marked the beginning of the realization of the education sector investment plan (ESIP). Based on this, the Zambia Federal Ministry of Education developed the Basic Education Sub-sector Investment Programme (BESSIP) for the period 1999 – 2002. There are 14 Teacher Training Colleges out of which 12 cater for the training of teachers for basic education and the other two train teachers for upper basic education (grades 8-9). The University of Zambia provides training for high school teachers (grades 10-12). The Natural Resources Development College also provides teachers for agricultural science,

while the Evergreen College for Applied Arts supplies teachers for Art and Music.

According to the World Bank (2022), since its establishment, the teaching council of Zambia has registered a total of about 160,000 teachers as July 2022. The Teaching Council of Zambia is mandated to regulate the Teachers, their conduct and accredit colleges of education. Approximately 4,000 to 5,000 trainee teachers graduate from colleges each year. The annual increase in the number of teachers employed is significantly lower due to high teacher attrition and budgetary restrictions. According to the Lusakatimes (2022), 100 877 Teachers have applied to be recruited against the 30,000 teachers to be recruited in the ongoing teachers' recruitment exercise 30,496 teachers have been recruited and names of the successful applicants to be published by Friday 15th July, 2022 across credible print and electronic media, says Minister of Education Douglas Siakalima. The output of trained teachers for basic education on an annual basis is roughly 5,000 from the Colleges of Education.

The government also noticed that the quality of education had been compromised by overloaded and compartmentalized curriculum and therefore increased the number of teachers (especially female teachers) in rural areas by increasing incentives in terms of promotion, upgrading opportunities and hardship allowances. The government set up a National In-service Training College (NISTOL) and in addition to paper qualification for recruitment, NISTOL certificate is considered as School Based Continuous Professional Developments and it leads to award of certificate which is referred to, for teachers upgrading.

**Teacher Education Programmes: Similarities between Nigeria and Zambia Countries**

The two countries saw the need to provide facilities required in the teacher training institutions for effective implementation of

the designed curriculum. Institutional heads are carefully guided and guidelines for entry into the teaching profession as well as employment of qualified teachers were stated. Below are some efforts of each country;

Nigeria	Zambia
More NCE awarding institutions have been established to increase the production of teachers for the public and private schools. As at 2022 there are 219 NCE awarding institutions.	The MOE upgraded two teacher training Colleges to produce upper basic and high school teachers.
School-Based Education has been put in place. This is the Education that is given in schools where the teachers are working. This mode of delivery is mainly used for specific skills and knowledge. Teachers are mainly put in clusters for this purpose to save cost.	Strengthen the college-based Continuous Professional Development and engagement of the tutor into Action Research to improve on Learner-Centred pedagogy and Reflective practice.
The National Teacher’s Institute (NTI) is charged first to train the remaining grade II certificate holders so as to attain NCE certificate (minimum teaching qualification in Nigeria) through Open and Distance learning programme.	The government set up a National In-service Training College (NISTOL) and in addition to paper qualification for recruitment, NISTOL certificate is considered as School Based Continuous Professional Developments and it leads to award of certificate which is referred to, for teachers upgrading.
Re-training programmes for Sciences and Technology Teachers led the National Teacher’s institute in partnership with Japanese International Cooperation Agency (JICA) trains teacher in Nigeria on Strengthening Mathematics and Science Education Project (SMASE-NIG 2006-2014) and the 2022 retraining of 5,000 teachers in line with the SGD Goal 4	Promotion of Science and Technology through the development of learning/teaching materials.
The Faculties of Education and Institutes of Education of Universities are in charge of the award of first degree and higher degrees in Education. Entry is by minimum of five credits, NCE and Diploma. They normally spend 3 to 4 years to get degree depending on their entry qualification. The graduates here are to teach in senior secondary schools and other tertiary institutions.	In Collaboration with universities (including the open university), there is expansion of training capacities to produce more graduates for upper basic school and high school teachers with the target of producing 1,200 secondary diploma and 700 degree teachers per year on average during the next decade.
The teacher education Institutions have no facilities to encourage innovations, so many remediation goes on because of quality of the candidates going into teacher education.	Inadequate teaching/learning materials and ICT materials in the teacher training institutions

Source: Afolabi, 2017

### Challenges of Teacher Education Programmes in Nigeria and Zambia

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| <ul style="list-style-type: none"><li>• There are differences in education penetration by region and states. South is more advanced in all levels of education while there is resistance from some parts of the North.</li><li>• There are regional differences in gender enrollment in the South East more females are enrolled with the male leaving schools for trade while in the North female progressive enroll less or leave school earlier than males.</li><li>• There are teachers that are already teaching but not professionally qualified especially in most private primary and secondary schools.</li><li>• There is a gap in adherence to government policies between public schools and private schools especially on In-service Training and Continues Professional Development. While government institutions strictly adhere to any directive there is always less response from the private institutions.</li><li>• There is issue of quality and relevance that the teacher education curriculum especially NCE curriculum is very academic and less practical.</li><li>• The teacher education Institution have no facilities to encourage innovations, so many remediation goes on because of quality of the candidates going into teacher education.</li><li>• Most of the relevant agencies that suppose to implement the National Teacher Policies (2009) are either not having it or yet to implement it especially at the state and local government levels.</li><li>• Lack of necessary infrastructures</li></ul> | <ul style="list-style-type: none"><li>• There are many Basic School teachers that ignored to upgrade themselves to diploma level in Zambia.</li><li>• Inferior quality of the newly trained teachers under Zambia Teacher's Education Course (ZATEC)</li><li>• Educational financing has been fairly poor for many years and hardly responded to the rising demands for educational services in the light of the growing population.</li><li>• NISTOL is unable to satisfy the increasing demand for in-service training in the area of primary teachers, diploma due to poor funding and inadequate infrastructure.</li><li>• Most head teachers find the course on education leadership and management too expensive to sponsor themselves to the course and government cannot afford to sponsor all of them.</li><li>• The Guidance and Counseling units have been established in schools but there is inadequate number of trained guidance and counseling teachers.</li><li>• Inadequate staff accommodation at teacher training schools.</li><li>• Inadequate teaching/learning materials and ICT materials in the teacher training institutions.</li><li>• Low graduate level teacher output for high school sub sectors.</li><li>• Mismatch between teacher supply and projected needs both in total number and in the composition (qualification profile) of the teachers. Only 12% of the teachers at high school have the required qualification of a degree. In upper basic schools, there is one teacher with a diploma for every 47 students (which would result in average class sizes over 80, as each teacher teaches only 21 periods per week). At lower basic level, pre-service training courses produce almost 9% of the current teacher numbers each year. At high school level, where the greatest expansion is expected, the pre-service training courses produce only 5.4% of the</li></ul> |
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<p>such as electricity, connectivity, practical facilities etc. led to the use of other less effective training method for In-service training education.</p> <ul style="list-style-type: none"> <li>• Lack of awareness of the NTEP so as to buy-in by the states, LGA and teacher unions which will result into appreciation of linking Pre-service to in-service with the set incentives.</li> <li>• There is a provision for supervision of teacher education programmes in Nigeria schools but Monitoring of attendance is inconsistent, not all schools keep records of teachers' attendance.</li> </ul>	<p>current teacher numbers.</p> <ul style="list-style-type: none"> <li>• At the qualitative level, the absence of a clean structure has generally de-motivated the average teacher at different levels of the educational system</li> <li>• The current deployment system provides a mechanism for giving teachers some choice in their location. However, some districts do not receive sufficient applicants, and need to recruit teachers who applied to other districts, many of whom do not take up their posts.</li> <li>• Despite a 20% incentive payment, there is uneven deployment at provincial, district and school level. In particular, (a) rural areas have much fewer graduate teachers, and (b) rural areas have a shortage of teachers qualified in mathematics and science.</li> <li>• Teacher absenteeism is also a major limitation but is an invisible issue. Recent data collection found a teacher absenteeism rate of 22%. Monitoring of attendance is inconsistent, especially that not all schools keep records of teacher attendance.</li> <li>• Zambia students were not learning enough; Schools were not places of vibrant learning;</li> </ul>
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Source: Afolabi, 2017

### Strategies to Remedy the Challenges by Nigeria Government and Zambia Government

In Nigeria	In Zambia
<p>(a) Colleges of Education and Schools of Education in some polytechnics award NCE certificate.</p>	<p>According to ZMOE, (2007):</p> <p>a) Expansion of training capacities at existing teacher training colleges, and to expand the utilization of distance learning to produce more certificate teachers for lower to middle basic education, with the target of producing, on average, 6,400 graduates per year during the next decade.</p>
<p>(b) Students seeking admission into these institutions must have at least 5 passes at credit level-including English and Mathematics. Those with less go through a year of remediation (Pre-NCE). The students can opt to study ECCE and Primary Education Studies (PES). This means the graduates of this course are to teach all subjects in Pre-Primary and primary section of Basic Education Schools. Other students can specialize in specific</p>	<p>b) Collaborate with universities (including the open university), and to expand training capacities to produce more graduates for upper basic school and high school teachers with the target of producing 1,200 secondary diploma and 700 degree teachers per year on average during the next decade.</p>

subjects – maximum of two to be able to teach at Junior Secondary schools.	
(c) The Faculties of Education and Institutes of Education of Nigeria Universities are in charge of the award of first degree and higher degrees in Education. Entry is by minimum of five credits, NCE and Diploma. They normally spend 3 to 4 years to get degree depending on their entry qualification. The graduates here are to teach in senior secondary schools and other tertiary institutions.	c) As a transitional measure, consider strengthening the secondary education diploma course to prepare trainees to teach at high school level.
(d) The Curriculum of Teacher Education in both the case of the sub-degree (NCE) and the degree programmes are set and monitored by standards and accreditation bodies (NCCE and NUC respectively) established by the Federal Government.	d) Review and revamp the current teacher upgrading process to ensure adequate teacher quality at each level, and prevent the vacuums left by teachers leaving the lower level and move to the upper level of education.
(e) Both the NPE (2006) and NTEP (2009) emphasised the need for in-service Education for Teachers in one form or another. The In-service training now include; Teachers and lecturers Capacity Building, Human development, career relevance, upgrading, advancement and improvement	e) Improve teacher retention incentives to attract candidates with adequate education background (particularly those with math and science training background) into teaching profession, and give them adequate professional development opportunities.
(f) School Based Education has been put in place; This is the Education that is given in schools where the teachers are working. This mode of delivery is mainly used for specific skills and knowledge. Teachers are mainly put in clusters for this purpose to save cost.	f) Design and provide an effective, comprehensive and integrated library service.
	g) Improve the provision of Guidance and Counselling services into pre-service and in-service programmes.
	h) Promotion of Science and Technology through the development of learning/teaching materials.
	i) The Strengthen the College-based CPD and Engage-the-Tutor into Action Research to improve on Learner Centred pedagogy and Reflective practice.
	j) Provide gender training at all teacher training institutions and in all in-service programmes.

Source: Afolabi, 2017

## Conclusion

There can be no genuine development in the countries in Africa if the teacher education programmes are not given priority attention in terms of funding and control. The Education industry, unlike other industries rely on the combined efforts of both producer and consumers, it will be difficult for it to win back a good percentage of its best quality production if any of this two fails in their expected roles as expected. In both countries, it has been noticed that there is a gap between what the educational planners expected in theory and what they work towards to achieve in practice. There is need to provide facilities required in the teacher training institutions in Nigeria and Zambia for effective implementation of their designed curriculums. Institutional heads should carefully guide entry into the teaching professions as well as employment of qualified lecturers. The efforts of both countries is well appreciated and if the recommendations are adhered to, it will improve the teacher education programmes not only in the two countries but in Africa as a whole because when things are done well in a both countries, they will readily become role models for others in the continent.

## Recommendations

- i. The laws establishing the NCCE should be reviewed so that the agency can take charge of pre-service Teacher Education at ALL levels (Sub-Degree and Degree). This will ensure continuity in the teacher education system.
- ii. Agencies like the NTI and TRCN should be empowered to coordinate In-service Education to assist in the reduction of duplication of activities.
- iii. The public should be sensitized on the National Teacher Education Policy towards ensuring necessary buy-in by the States, Local Governments, Teacher Unions and other relevant stakeholders.
- iv. The government of Zambia should enhance the financial capacity of both teachers and of the teacher training colleges (Pre-service and In-service) to strengthen the quality of their teacher production and retention.
- v. The Zambian Ministry of Education should continue to exercise a coordinating role and ensure that the courses that are relevant to her national policy on education are aligned to her national priorities.
- vi. There is urgent need to review and revamp the current teacher upgrading process to ensure adequate teacher quality at each level, and prevent the vacuums left by teachers leaving a particular level to the other level of education in both Nigeria and Zambia.
- vii. The designs of the existing and new programmes need to be adjusted to adapt to the new global teaching techniques in order to produce informed and innovative teachers in Nigeria and Zambia.

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