

Peer Review Comments from a Participating Country: Nigeria

The following is a summary of the key points made by Dr Steve Nwokeocha from the Teachers Registration Council of Nigeria during the meeting of the Steering Committee on Teacher Qualifications and Professional Recognition that met at Stoke Rochford Hall, Lincolnshire, United Kingdom on 8 April 2009.

- ◆ The basic finding of the research is that there is a lack of uniform standards in terms of most of the research variables such as:
 - ◆ Levels of initial teacher training
 - ◆ Pathways and number of qualifications
 - ◆ Duration of practical components of teacher training
 - ◆ Entry requirements (in terms of the ISCED levels) into teacher education, and the like
- ◆ This diversity, though necessary owing to the various political, economic and socio-cultural contexts of the countries, requires moderation.
- ◆ The role of qualifications agencies and teaching councils in the various countries may be stressed - countries without such councils may definitely lag behind in implementing best practices.
- ◆ The technology used in the study was sound and the best available instrument at that moment for the measurement of the subject matter.
- ◆ It is commendable that SAQA took great pains to reach countries over and over again to ensure that no country was left out. Without such resolute commitment to the study, countries like Nigeria could not have been part of the study.
- ◆ The 'loaded' and very technical questionnaire required significant time to read and can be improved.
- ◆ The methodology further relied primarily on online/internet facilities/skills coupled with postal services – ICT penetration in most developing countries is still limited while postal service has problems, like delayed delivery of mails and poor feedback mechanisms.
- ◆ The methodology was complicated by communication gaps/bureaucratic encumbrances, as well as changes in desk officers within some countries.

Suggestions

- ◆ Visit by at least one member of the research team to each member country and a combination of the use of questionnaires, interviews and technical meetings held directly between the member of the research team and representatives of each responding country.
- ◆ Development/empowerment of teaching regulatory councils and qualifications authorities across the Commonwealth.
- ◆ All letters relating to the CTRP addressed to the Ministers of Education should be copied to the agency or agencies in each country identified to have statutory focus on the teaching profession for follow-up.
- ◆ Stronger ties between teaching councils in the various countries are increasing the opportunity the councils have to obtain relatively valid data about teacher migration.
- ◆ The fact that the study was limited to initial teacher qualifications is a major constraint.