THE EFFECTS OF ENVIRONMENTAL STIMULATION ON COGNITIVE LEARNING IN CREATIVE ACTIVITIES

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PREFACE

This research was undertaken to explore differences between Primary Education Improvement Project (P.E.I.P.) classes and Non-P.E.I.P classes. The difference being sought related to the impact of UNESCO/ UNICEF assisted project on cognitive learning in the lower primary classes in the subject Creative Activities. P.E.I.P. has been on-going since 1970. A general evaluation has been conducted by the Institute of Education, Ahmadu Bello University. This study specifically deals with the impact of the project in one subject only-Creative Activities. Creative Activity is an innovation in P.E.I.P. Apparently it has influenced many parents and children to prefer PEIP classes to non PEIP classes. Creative Activities is enriched with "educational correlates"; that is, many locally prepared teaching aids and"learning aids", etc. A PEIP classroom provides environmental stimulation in a significant way that most non-PEIP classes do not enjoy. The major question of the study is: To what extent does this environmental stimulation through educational correlates influence cognitive learning in the lower primary classes where Creative Activities are organised?

Three hundred children from PEIP classes and three hundred children from non PEIP classes randomly selected in Northern Nigeria (PEIP States) were compared in the following cognitive areas of Creative Activities:

1. Pre-Reading Activities
2. Reading and Comprehension
3. Mathematics.
4. Creative Drawing
5. Creative Writing.

These areas are described as conceptual and creative experiences in Creative Activities. One hundred tasks were prepared in the first three areas at the Institute of Education for each child under study. A sequential auditory memory test was also prepared addition. Each child was furthermore asked to draw and express himself in writing without any guidance on self-expression from the teacher. Having trained auxilliary researchers, the writer collected data through PEIP Headquarters in each PEIP state. The data were processed through the University Computer with the following results:

Having used "t" test, where P = .05, the author discovered that (a) the hypothesis that there is a significant difference between Project and non Project classes in Pre-Reading Activities was not rejected.

(b) the hypothesis that there is a significant difference between Project and Non Project classes in Reading, Comprehension and Mathematics was not rejected.

(c) the null hypothesis on the question of significant difference between Project and non Project classes in Creative Drawing and Creative Writing was not rejected.

It is confirmed by this study that environmental stimulation does promote cognitive learning in Creative Activities in the lower primary classes - provided the stimulation is done through effective Teacher - Skill - Correlate (TSC), Teaching Aids Correlate (TAC), Furniture Correlate (FC) and Grouping Correlate (GC). It is the author's belief that for effective cognitive learning the following formula could be used by all teachers at all levels of education where class or group teaching is involved:

ECL = (EES: TSC + TAC + FC + GC) meaning:
Effective Cognitive Learning will take place when Effective Environmental Stimulation is produced through Teacher -Skill, Teaching-Aids, Furniture/ Equipment and Grouping Correlates combined. EES should be seen in gestalt rather than as independent variables as the education process has advocated up to date.

The author acknowledges the encouragement and helpful suggestions contributed by the following:

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PART ONE

CHAPTER ONE

INTRODUCTION TO CREATIVE ACTIVITIES AND ENVIRONMENTAL STIMULATION

INTRODUCTION

Chapter One introduces the reader to the study of environmental stimulation effects on cognitive learning, in Creative Activities. After giving reasons for the significance of the study, a glossary of PEIP vocabulary is included to aid comprehension of terms used in this report.

CHAPTER ONE

EFFECTS OF ENVIRONMENTAL STIMULATION ON COGNITIVE LEARNING IN C...IVE ACTIVITIES.-

INTRODUCTION

M... than any other decade in the history of western education, the sixties might be called the Decade of Early Childhood. Interest in and activity concerning the young were sparked by the exciting idea that early human development is plastic and can be altered in significant ways. In particular the notion that mental growth is cumulative and that later development of intelligence depends in part upon early intellectual stimulation led to the emergence of a cognitive emphasis in early education.

In a recent study by Caldwell et. al., it was observed that environmental correlates such as maternal involvement with child, organisation of the physical and temporal environment affect cognitive development of children aged six to thirty-six months. Another study by Margret Williams and others on the effects of early stimulation on low birth weight infants indicated that there was greater developmental progress for the experimental group than for the control group. A third study by Brackbill revealed that though environmental stimulation may significantly affect cognitive learning continuous stimulation may reduce arousal level.

A common feature about all of these studies is that they dealt with Infants at the pre-school stage. Another observation is that they were done in western countries . The investigator of this research was interested in a comparable study about African children in the Infant classes of primary schools. The problem of this research therefore is: "Do environmental correlates significantly affect cognitive learning in the Infant Classes in Nigeria?"

The use of flash-cards, picture-rails, sentence-strips, alphabet - frieze, posters of various subject matter was heavily emphasized in Elementary Teachers' Colleges of the forties and fifties in Nigeria. They appeared to provide the teacher of the lower primary classes with required tools for teaching. Competence of the teaching lower primary classes gradually diminished in the sixties, eroded by the phasing out the Elementary Training Colleges in order to increase the number of Higher Elementary Trained Teachers. Consequently the environmental stimulation which enhanced cognitive learning in the forties and fifties was almost obliterated in Infant Classes by the

early seventies in Northern Nigeria. The saving feature of this decadance was the launching of the Primary Education Improvement Project through the cooperation of A.B.U. Institute of Education, UNESCO UNICEF and the government of the six states of Northern Nigeria in 1970.

One of the innovations of the project launched was called "Creative - Activities". It is a discipline now well - established in all the Northern States of Nigeria. The discipline involves a group of simultaneous activities designed to foster over-all development of a child during a single lesson. A creative - activity environment is a good reminiscent of the Infant school classroom environment of the forties and fifties in Nigeria, a prototype of learning centres in modern British primary schools and the innovative ungraded classrooms of the United State in the last two decades.

PURPOSE OF THE STUDY

The author of this research believes that the major difference between the traditional class and a PEIP class is the environmental stimulation provided in the latter and lacking in the former through what is described in this study as "environmental correlates". The study was undertaken, therefore, to note difference between PEIP classes (experimental group or X) and non PEIP classes, (control group or Y) on the assumption that certain environmental correlates in Creative - Activities do help Infant School children develop basic cognitive skills faster than children without these correlates.

It was assumed that in every class (X or Y) there would be a teacher but teachers might differ in possessing skills and competence in methods of teaching. The skill of/teacher in organising an /a environment for learning in Creative Activities was considered a CORRELATE (Teacher-Skill-Correlate- TSC).

Teaching aids relevant to an activity on developing basic skills was another correlate - (Teaching-Aid-Correlate TAC). As a result of financial constraint on the part of governments at the time of study Y classes lacked furniture in their classrooms. Therefore another correlate considered was - (EQUIPMENT - FURNITURE - CORRELATE EFC) For the purpose of this study, a classroom without TSC was regarded as a classroom of incomplete creative-activity environmental stimulation, eventhough there might be traces of other correlates in the classroom.

JUSTIFICATION OF THE STUDY

This study is significant, some additional knowledge about the relationship between classroom environment and learning in Nigeria, help State Governments who would like to know more about PEIP and its evaluation throughout the nation. It is a study whose report will hopefully serve as a combination of general information on PEIP, a catalyst to educational researchers in curriculum development and curriculum change. This document has substantiated the importance of the teacher in the classroom and underscore the significance of environmental stimulation through a combination of educational correlates once again.

One may ask the question, "To what extent should all Ministries of Education in Nigeria encourage all schools to adopt creative-activity techniques? Should creative - activity as a Foundation subject in primary school be recognized discipline as English and Mathematics throughout the Federation of Nigeria? The answer to these questions is positive according to results of this study.

At the time of study there were about seven hundred schools, 4,182 classes and approximately 176,00 children, in PEIP throughout the ten PEIP states. See Table for details.

Mobile Teacher Trainers, State Coordinators and the Institute of Education helped in preparing the instrument. A pre-test of the instrument was conducted at the Samaru village schools in Zaria. The instrument contained one hundred tasks on creative activity component to related to cognitive learning. The last two were related to creativity in drawing and writing. Creative - activities are significantly different from other school subjects because the play a great deal upon self-expression in a free atmosphere.

SCOPE OF THIS STUDY

Only three hundred (.17%) of the total number of children in PEIP in 1978 were studied. These were selected from thirty schools (17%) of total number of schools in PEIP and one class 2 in each school - .68% of the total number of PEIP classes in 1978. Equal number of children schools and classes was used from non PEIP classes sex variable was not considered important fro this study. It was assumed that environmental stimulation would equally affect boys as well as girls.

Tasks given were not timed. The objective of this study did not make timing of the tasks necessary to enable the author reduce as many intervening variables and standard error of means to the minimum.

Only PEIP states were included in the study over half the number of states in Nigeria. Population and area of each state under study were given by African Encylopedia and the Daily Times publication as follows:-

PEIP STATES TABLE 1 (See Appendix3)

PEIP States 1978	* Area in sq km.	* Population
Bauchi	61,814	2,193,674
Benue	69,740	3,041,194
Borno	116,589	2,990,526
Gongola	102,067	3,002,808
Kano	42,123	5,774,842
Kaduna	70,293	4,098,305
Kwara	73,404	2,309,338
Niger	73,555	1,271,767
Plateau	56,245	2,026,657
Sokoto	94,588	4,538,808
Total 10 States	760,418	31,247,919

* Source:
Nigeria Year Book, 1977/78

Daily Times Publication, Nigeria (Times Press Ltd. Apapa) pp. 529 - 567.

N.B.

PEIP States 1970 - 75

- Benue Plateau
- North West
- North East
- Kano
- North Central
- Kwara

TABLE 2.

NON -PEIP STATES (See Appendix 3 for Comparison)

Non-PEIP States	Area	Population
Anambra	15,770	3,571,072
Bendel	38,061	2,435,839
Cross River	29,164	3,600,000
Imo	13,032	3,658,125
Lagos	3,535	1,443,567
Ogun	20,241	1,551,946
Ondo	18,165	2,727,675
Oyo 4	42,862	5,158,884
Rivers State	21,172	1,800,00
Total	202,002	25,947106
	962,420	57195025
Nigeria	100%	100%
PEIP States	760,418	
	79.0	54.6%
Non PEIP	202,002	
	21.0	45.4%

DESIGN AND PROCEDURE

This study was conducted in he ten northern states of Nigeria between December 1977 and April 1978. In each state three PEIP schools and three non PEIP schools were randomly selected. A primary two class was also selected from each school where ten children were again selected at random. The sampling model per state thus looked like fig. 1.

PEIP			NON PEIP		
RURAL	URBAN		RURAL	URBAN	
	PEIP HQ	NON SHQ		PEIP HQ	NON SHQ
A	B	C	A	B	C

School A was selected from a RURAL AREA School B from the STATE HEADQUARTERS and SChool C from an Urban town other than State Headquarters to represent PEIP and non PEIP classes.

Rural area refers to geographical locations in the state where people live with very little or no modern - amenities such as hospitals, clinics, dispensaries, post-offic , taxis, shopping centres, etc. An urban area is where these things are available.

DEFINITION OF TERMS

ADMINISTRATION

PEIP - Primary Education Improvement Project. It was first known as UNICEF/UNESCO Programme. It was a six year Project (1970-1976) to improve primary school curriculum in the six northern states of Nigeria.

MTT - Mobile Teacher Trainer. A staff of the ministry of education designated to supervise PEIP organisation and instruction in a number of schools.

PEIP CENTRE - A town or village where an MTT resides from where he/she coordinates PEIP activities.

PEIP COORDINATOR - A staff of the Ministry of Education given the responsibility to coordinate PEIP activities throughout the State. In some states there are ZONAL COORDINATORS. PEIP is divided into zones in the state and a staff responsible to the state coordinator is in charge of each. At the Institute of Education a staff COORDINATES PEIP activities in conjunction with State PEIP Coordinators, throughout the ten northern states of Nigeria.

PEIP SCHOOL - A school chosen for the Primary Education Improvement Project.

PEIP CLASS - A class in a PEIP School.

SUBJECT SPECIALIST- A staff of the Institute of Education, A.B.U. Zaria, who coordinates material production in a subject e.g. Science, Social Studies or Physical and Health Education.

CONSULTANT - A staff of the Institute who is consulted and consults with Ministries of Education in PEIP states on PEIP Activities.

DIRECTOR - A staff of the Ahmadu Bello University Zaria, Nigeria, in charge of the Institute of Education responsible for the total programme of PEIP in the University. There are also Directors of UNESCO and UNICEF who are also in charge of PEIP in their respective capacities. A Permanent Secretary in the Ministry of Education in each of the ten Northern States of Nigeria is a kind of Director for the State on PEIP affairs.

HAUSA MEDIUM SCHOOL - A school selected by the State for giving PEIP instruction in Hausa .

ENGLISH MEDIUM SCHOOL - A school selected by the State giving PEIP instruction in English.

PEIP STATE - One of the defunct six northern States of Nigeria or any of the present ten Northern States in Nigeria.

PEIP STATE HEADQUARTERS - A town where the Ministry of Education for the State is located.

UNICEF VEHICLE - A vehicle provided by UNICEF for mobility of MTTs and transportation of PEIP materials.

PLAN OF OPERATION - A PLAN containing all the procedures to be followed in PEIP from 1970-1978.

CURRICULUM

PRIMARY SCIENCE - A general study of physical and social environment through the process approach and scientific methods.

SOCIAL STUDIES - A general study of interaction of human beings from the family unit to world organisations.

CULTURAL ACTIVITIES - Activities designed to foster awareness of diversity in Nigerian culture.

CREATIVE ACTIVITIES - Activities designed to interrelate all primary school disciplines and to build a strong foundation in each discipline.

ORAL ENGLISH - Spoken English

MODERN MATHEMATICS - A primary school discipline which requires the pupil to develop a new pattern of thinking in numbers.

PHYSICAL AND HEALTH EDUCATION - Activities designed to promote total development of a child mainly through physical activities and healthy habits.

RESEARCH TERMINOLOGIES

CREATIVE ACTIVITY TASKS - Activities on a test prepared for the study of environmental stimulation on cognitive activities in creative activities.

DISCRIMINATION TASKS - Activities to test whether a pupil can tell the difference between one a written word, figure or form.

AUDITORY SEQUENTIAL MEMORY TASK - Activities to test how well a child can remember sounds heard in syllables.

CREATIVE WRITING - Self expression in writing without any guidance on what to write or how to write during the time of testing.

CREATIVE DRAWING - Self expression in graphics without any guidance on what or how to draw during the time of testing.

MTT WORKSHOP/ CONFERENCE - Annual gathering of Mobile Teacher Trainers, State Coordinators and Institute of Education staff to discuss progress of PEIP, provide feedback on PEIP activities and disseminate new information available on PEIP.

PEIP WORKSHOPS - Periodical meeting of Mobile Teacher Trainers or specialists from Ministries of Education to produce new materials, review old materials or rewrite existing materials being tested in a subject area in the primary schools.

PILOT CENTRE - A town where an M.T.T. resides before Project Expansion in 1974.

EXPANSION CENTRE/ SCHOOLS/CLASSES - A town, school or class involved in PEIP as from September 1974.

REPLENISHMENT RATE - The ratio of materials to be replaced to materials originally supplied by UNICEF. The replenishment rate for PEIP expansion class differed from rate for pilot class. For example, while class two pilot centre class may have R-R of 50%, class one of the same pilot centre may have R-R 100%.

ANNOTATED PEIP TAXONOMY

(Definition of Terms)

Certain words are peculiar to PEIP. Those used in this study and commonly used in the project are operation . defined below:

EDUCATION CORRELATES:

I, TEACHER-SKILL CORRELATE:

Teacher-Skill-Correlates includes (1) training of a teacher in PEIP methods. This takes place in a special workshop organised by the Mobile Teacher Trainer, either at his Divisional Centre, Teacher' College Centre, or PEIP Headquarters. What are PEIP methods? PEIP methods are skills of teaching PEIP subjects as designed by subject panels and Institute specialists in Creative Activities, Cultural Activities, Science and Social Studies, Language Arts, Mathematics, Physical and Health Education.

(2) Organising skill - The teacher is not bound to seat children like butterflies pinned in rows to their tables and chairs. Rather he is given the skill of arranging children in groups to suit various activities and their objectives. In Creative Activities, for instance, children may sit on the floor to listen to stories at the beginning of a lesson, move into groups for various activities, some to play outside, some to paint on their desks, others paint with stick - brushes on the concrete classroom corridor.

(3) Discussion Skill Teachers are taught how to discuss with children in groups, or individually, what kind of questions should be asked when a child is aggressive or shy, when a child does not want to participate in an activity, when a child has done a beautiful piece of work, or when the whole class are excited about something.

(4) Display Skill Teachers are also taught how to display children's work. ow to keep sample and the method of providing files for each child as record of work which could be shown to visitors.

(5) Record Skill and

(6) Evaluation Skill Teachers in PEIP are taught how to record childrens progress and evaluate them according to objectives set at the beginning of each subject.

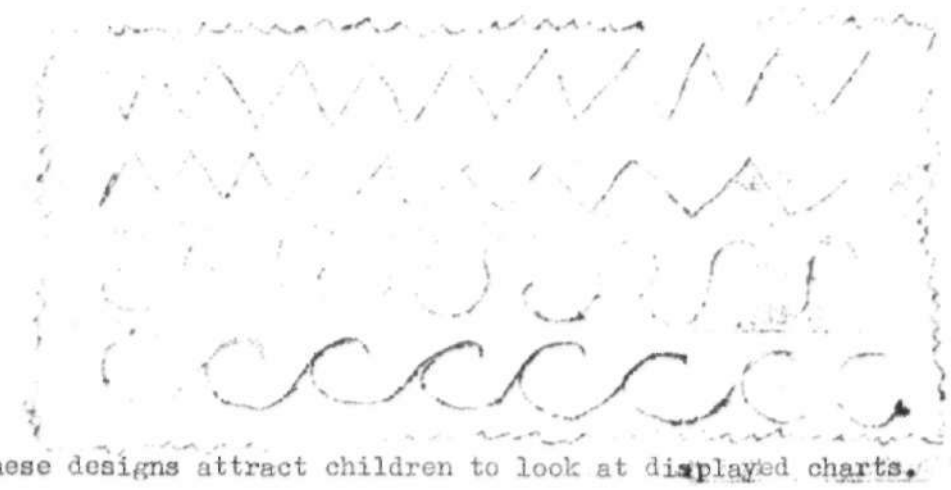
(7) Social Skills. By interaction of the former skills mentioned PEIP children often develop sense of responsibility and self-confidence quite noticeable whenever a visitor enters the class. Children stand up to answer questions with self-confidence. [illegible] skills. Whenever the teacher is absent often children organise themselves into learning groups. One hardly ever notices a PEIP class being idle whether teacher is present or not. However, one cannot rule out the possibility of exceptions to the rule.

(8) Scientific Skills. The teacher helps children to think while using locally made materials familiarize children with nature and activities going on around them. The scientific method is used and process approach is the basic approach in the first three years of Primary Science.

TEACHING-AID-CORRELATE (TAC)

WALLS

One of the main features of PEIP is that it provides simple materials to aid learning. Most of these materials can be made by any teacher locally. Those that may be bought initially may have to be replenished with locally made materials, The difference between a PEIP class and non PEIP class is that on entering a PEIP class even casually, the walls are attractive. [illegible]ic Teachers may display children's work on a background of sugar paper or cement bags well - painted in different patterns [illegible].



These designs attract children to look at displayed charts. The charts are often a summary of class activities.

Sometimes ropes are stretched from wall to wall either horizontally or diagonally. On these ropes are displayed childrens activities in painting, crayoning, drawing, etc.

TABLES Along the wall of a classroom, there are tables labelled, MUSIC CORNER, NATURE CORNER, LIBRARY CORNER, SHOP, HOME CORNER. The Music corner consists of various musical instruments made of local materials - empty tins, calabashes, iron rods, etc.

The Library Corner - is a table where books of interest to class lined displayed. Sometimes they include books made out of childrens experiences during science or creative activity discussion.

Nature Corner consists of a collection of various kinds of things - stones, fruits, etc. plants and animals which can be used for discussion Children make the collections for the class as well as the teacher. Teacher may collect things of the season and change them when the season is over ,

SHOP Children collect empty tins, ome biro, cocakola bottles.

LEARNING CENTRES (Activity Corners) could be filled with different materials and changed from time to time.

TEACHERS' GUIDES PUPILS' TEXT, WORKBO

Institute materials are of three kinds -

(a) Teachers' guides which provide information as to what the teacher is expected to do day by day or lesson by lesson in a given year.
(b) Pupils' textbooks are only for lessons in language development.
(c) Workbooks in Science , Math and English are designed for follow up exercises or practical work in conjuction with the lesson.

2. CREATIVE DRAWING AND WRITING

Another area of creative activities in this study was creative experience that is, creative drawing and creative writing. In this area children were allowed self-expression without any guidance whatsoever by the teacher. The author's interest in this area were two fold.

(a) to observe casually whether PEIP children's creative drawings showed characteristics different from non-PEIP children creative drawings and using Jacqueline Good nows description of children's drawings

(b) to observe quality of self-expression in writing between PEIP and non PEIP children. How many children in the project and how many in non project can accurately describe in writing what they draw? Most observations here are based on Tom Bowor's views on the Perceptual World of the Child. Both creative drawing and creative writing considerations here are co ntained in Nicholas Tuckers' way of looking at the child's personality.

These two observations were predicated on the premise that environmental stimulation might have some effects on creative drawing and writing.

Jacqueline Goodnow, Children's Drawing (Glasgow: Fortana/Opne Books, 1977) 160 Pages.

Nicholas Tucker, What is a child (Glasgow: Fontana/Open Books;1977) 128 Pages.

Tom Bower, The Perceptual World of the Child (Glasgow, Fontana/Open Books, 1977) 92 Pages.

PART TWO

CHAPTERS TWO - SIX

EFFECTS OF ENVIRONMENTAL STIMULATION ON COGNITIVE LEARNING IN CREATIVE ACTIVITIES

STUDY-REPORT

This section deals mainly with reports that may interest Ministries of Education. It is very brief summary of differences between PEIP and NONEPEIP classes in Creative Activities. What is said in Creative Activites may be generalized into subject areas of PEIP reflected in this study.

CHAPTER TWO

EFFECTS OF ENVIRONMENTAL STIMULATION ON COGNITIVE LEARNING IN CREATIVE ACTIVITI

PRE-READING ACTIVITIES

Introduction: Chapter two deals with the first thirty tasks given. These tasks are called Pre-Reading-Activities. The activities include:

(a) Letter and figure discrimination - PRA 1
(b) Word discrimination and matching - PRA 2
(c) Discrimination of form - PRA 3.

Results: Results of these tasks are summarised below. They are described in two parts - Part one and part two.

PRE-READING ACTIVITIES RESULTS, PART I

. Part one shows the effects of environmental stimulation on cognitive learning in PEIP and non PEIP children generally. details for part one(Tables).
The ten states observed showed total scores for PRA 1 to be 81.07, 1 PEIP and 79.97 for non PEIP. PRA 2 scores were 95.33 for PEIP and 90.38 for non PEIP. PRA 3 scores were 80.28 for PEIP and 82.07 non PEIP. Scores for PRA 1 were higher because most of the tasks in PRA 1 were meant for children of class one; the tasks were to give children practice for the two subsequent tasks PRA 2 & 3. . In PRA 1, and PRA 2, scores for PEIP were higher than scores for non PEIP, eventhough sometimes one might find significant higher scores for non PEIP children as shown in PRA 3 because of PEIP constraints reported by Mobile Teacher Trainers as recorded in MTT Reports 1975 - 78

DISCUSSION (Summary and Conclusion)

1. This study shows that among children studied, environmental stimulation in Creative activities did contribute significantly to children's performances in Pre-Reading Activities.

2. This study did show significant difference between PEIP children and non PEIP children in three of the areas of Pre-Reading activities explored. In the second year of a child in school, it may difficult to determine the extent to which the correlates used in Creative activities affect the individual child.

3. One should note however that school and out-of-school environmental factors might have played significant role equally on performances of the children for example, a PEIP child might show inferior academic

performance than a non PEIP counterpart, other things being equal, if educational correlates not provided in the school were provided at home. This was confirmed by individual children sporadically throughout the study. Eventhough they had no PEIP materials they received educational environmental stimulation through other correlates similar to those provided by PEIP.

4. Comparatively children from three staff school were selected. Their overall results compared with PEIP showed little or no difference.

PEIP AND SPECIAL SCHOOLS -TABLE 3.

	PEIP	Special School
BAUCHI	9.6	9.4
SOKOTO	8.4	9.8
KADUNA	8.7	9.7

5. The general observation is that when environmental stimulation is provided children appear to have superior marks.

6. Since the tasks required of children in PRA 1, PRA 2 and PRA 3 were in Creative activities, subject to individual propensities rather than directed knowledge and skills, PEIP and non PEIP classes could have shown no significant difference among children aged 7 - 9 but for the correlates provided for the experimental group. Results of hypotheses tested were as follows:

Hypothesis (H_1): There is a significant difference in PRA 1 for PEIP and non PEIP. Using a t test, P = .05, the H_o was rejected. In other words the null hypothesis was not confirmed that there was no significant difference between the means for PEIP and non PEIP when .05 was chosen as the significance level.

Hypothesis (H_2): There is a significant difference in PRA 2 for PEIP and non PEIP.

Again, using a t, test, = .05, the hypothesis was not rejected.

Hypothesis (H_3): there is a significance difference in PRA 3 for PEIP and non PEIP.

Using a t, test, = .05 the hypothesis was not rejected.

Table 4.

PRA 1 PEIP AND NON PEIP

States	PEIP X_1	PEIP X_1^2	NON PEIP X_2	NON PEIP X_2^2
01	9.95	99.00	10.00	100.00
02	9.70	94.09	8.50	72.25
03	9.60	92.16	9.20	84.64
04	9.95	99.00	9.83	96.63
05	9.18	84.27	9.07	82.26
06	9.23	85.19	9.45	89.30
07	9.95	99.00	7.25	52.56
08	8.93	79.74	9.41	88.55
09	9.42	88.74	8.26	68.23
10	9.42	88.74	9.41	88.55
Σ	95.33	909.93	90.38	822.97
$\bar{X}$	9.533	90.993	9.038	82.297

S.d = .484

df = 18

X_1 = mean scores for each state PEIP

X_2 = mean scores for each state non-PEIP

Table 5

PRA 2: PEIP AND NON PEIP

States	PEIP X1	X_1^2	NON PEIP X_2	X_2^2
01	9.30	86.49	9.70	94.09
02	8.00	64.00	8.50	72.25
03	4.10	16.81	5.10	26.01
04	8.58	73.62	9.00	81.00
05	8.93	79.74	8.23	67.73
06	8.02	64.32	7.34	53.88
07	10.00	100.00	7.80	60.84
08	7.86	61.78	9.30	86.49
09	8.78	77.09	7.83	61.31
10	7.50	56.25	7.17	51.41
Σ	81.07	680.10	79.97	655.01
$\bar{X}$	8.107	68.010	7.997	65.501

S.d = .286

df = 18

Table 6

PRA 3: PEIP AND NON PEIP

States	PEIP X_1	PEIP X_1^2	NON PEIP X_2	NON PEIP X_2^2
01	9.55	91.20	9.80	96.04
02	9.60	92.16	9.00	81.00
03	5.50	30.25	6.00	36.00
04	9.83	96.63	9.66	93.32
05	7.92	62.73	7.17	51.41
06	7.75	60.06	7.17	51.41
07	10.00	100.00	8.40	70.56
08	3.43	12.79	7.80	60.84
09	8.50	72.25	9.50	90.25
10	8.20	67.24	7.57	57.30
$\sum$	80.28	685.31	82.07	688.13
$\bar{X}$	8.028	68.531	8.207	68.813

S.d = .539
df = 18

PRE-READI.G ACTIVITIES RESULTS PART II

esults are described in two parts· art one shows the effects of environmental stimulation on cognitive learning PEIP and non PEIP children generally. Part two shows observed differences between PEIP and non PEIP children in different geographical locations. One might ask to what extent did geographical locations affect cognitive learning in Creative Activities?.

PEIP AND NON PEIP IN STATE HEADQUARTERS
URBAN AND RURAL SCHOOLS IN

STATES		SHQ	URB	RUR
05	(1)	10.0	9.5	9.4
	(2)	9.2	9.7	5.8
06	(1)	9.2	8.9	7.9
	(2)	8.3	4.7	9.2
08	(1)	9.8	9.4	10.0
	(2)	7.0	6.7	9.8
10	(1)	8.8	6.0	8.7
	(2)	8.2	8.5	4.8
(1) PEIP		37.8	33.8	36.0
(2) NON PEIP		32.7	29.6	29.6
TOTAL		70.5	63.4	65.6

PEIP State headquarters scored 37.8 while non PEIP State headquarters scored 32.7. A town other than state headquarter scored 33.8 for PEIP and 29.6 for non PEIP. Village scores were 36.0 for PEIP and 29.6 for non PEIP. The state headquarter had the highest score of the three groups. Its mean parameters were higher than those of urban by four and higher than those of rural by 1.8. In this study, the Non PEIP state Headquarters scored 3.1 higher than Non PEIP urban, and 3.1 higher than rural school also. It is interesting to note three observations: (1) while PEIP scored higher than non PEIP in each of the three groups, PEIP rural (36.0) scored higher than urban (33.8). (2) Both non PEIP urban and rural scored identical means (29.6) each and (3) PEIP rural scored higher (36.0) than Non PEIP state headquarters (32.7) in four states under close study.

These observations are indicators of the following facts:
(a) Children are the same irrespective of their geographical locations. When educational correlates are provided in the village and not in towns or even the state headquarters children in the latter might show inferior cognitive learning. Causes of such might be that while the village schools had dedicated teachers the urban schools teachers concertrated on self-development economically and educationally to the detriment of class growth in learning. In short, the Teacher-Skill-Correlate was missing.
(b) Owing to frequent transfer of teachers as reported in Mobile Teacher Trainers Conference Reports, 1975 - 76, rural schools might gain upper hand or equal level of competence with the urban schools. Transfer of teachers one school to another may affect the quality of performance in cognitive learning in schools positively or negatively.

D.O. Kolawole, Mobile Teacher Trainers Reports, 1975, 1976, Institute of Education, A.B.U. Zaria.

CHAPTER THREE

READING AND COMPREHENSION

INTRODUCTION:

The component on reading and comprehension consisted of ten words common to the two basic readers recommended for PEIP. Ten sentences were also composed from words common to both Readers. Reading textbooks used in PEIP are the New Oxford English Course Books 1 - 5 and Straight for English Books one to six for primary 1 - 6. In the third term of year two, children were expected to cover Book one (NDEC) in Hausa Medium schools and Book Two, Straight for English, in English medium schools. In this test children were expected to read the ten words and the ten sentences independently and orally and to be able to give correct answers to the comprehension questions that followed in Task Four. As a result of change in Government policy that English should not be taught in some states until the fourth year of primary school, the author organised translation of the reading text into Hausa for such states with the help of the state Coordinator, PEIP, in Sokoto State.

RESULTS: Results of Reading achievement for PEIP and non PEIP are in Table

There were thirty tasks per pupil. The scores for correct items were added for each child and totalled for all respondents in a state. The total score for each state divided by the number of children who responded to Task four in the state gave the average score for each state. The average score for each state totalled for the number of states that responded to this task was divided by the number of states that responded to this task.

The population average score for PEIP was . On the average PEIP children could only read and comprehend about reading tasks correctly. The population average for non PEIP was that is, on the average children in non PEIP classes could read and comprehend only Task four.

DISCUSSION

Only five states responded satisfactorily to this task. These were Benue, Gongola, Kano, Kwara and Sokoto. The poor response in reading might be due to many factors - but the three outstanding factors were: change in language policy, lack of trained teachers and lack of recommended materials. Sometimes recommended materials were not supplied to schools on time and sometimes they were not supplied at all.

The poor response generally in this task did not allow the author to generalise differences for PEIP and not PEIP. Rather, he preferred to generalise that for all states, achievement in oral reading and comprehension was poor. One thing is sure about Task Four: of all the tasks given in this study, it was one most adversely affected by lack of appropriate environmental stimulation.

TABLE 8

TASK 4: READING AND COMPREHENSION UPON 30

	PEIP	%	NON PEIP	%	H or E
Bauchi	5	17	3	10	E
Benue	20	67	10	33	E
Borno	4	13	3	10	E
Gongola	13	43	5.9	19.6	E
Kano	8.3	27.7	8.23	27.4	E
Kwara	21.4	71.3	12.2	40.7	E
Niger	0	0	0	0	E
Plateau	0	0	0	0	H
Sokoto	17.7	59.0	11.35	37.8	H

The task sent was in:
H = Hausa transalation or
E = Engliah version.
0 = No response.

CHAPTER FOUR

MATHEMATICS - TASKS 5 & 6

INTRODUCTION:

There were forty items to tasks in Mathematics. The tasks were drawn from the Oxford Modern Mathematics Books one and two. They consisted of mechanical operation of four rules applied to numbers - addition, subtraction, multiplication and division. Task 5 was inserted to prepare the child for Task 6. Task 5 was counting objects and indicating the correct number of objects on the task sheet supplied.

RESULTS

Results for mathematics are contained in Table 9. Population average for all states was computed. The mean score for PEIP was 32.25 (78 %) and the mean score for non PEIP was 26.63 (74.4%). While the Non PEIP classes obtained about 74% of the tasks correctly, PEIP classes scored about 78% of the forty sums right.

TABLE 9

TASKS 5 & 6 MATHEMATICS UPON 40

STATES	PEIP		NON PEIP	
	MEAN SCORES	PERCENTAGES	MEAN SCORES	PERCENTAGES
BAUCHI	31.15	77.0	31.20	78.0
BENUE	29.80	74.5	27.50	68.8
BORNO	25.60	64.0	20.00	50.00
GONGOLA	37.12	92.8	33.33	83.3
KADUNA	35.40	88.5	32.80	82.0
KANO	24.50	61.3	23.90	59.8
KWARA	36.90	92.3	37.30	93.3
NIGER	31.70	79.3	27.10	67.8
PLATEAU	28.56	71.4	39.9	99.8
SOKOTO	31.80	79.5	24.5	61.3
TOTAL	322.53	780.6	266.33	744.1
AVERAGE FOR ENTIRE POPULATION	32.25	78.06	26.63	74.4

DISCUSSION

Generally speaking, children in rural areas scored less than children from urban areas. Children in PEIP and NONPEIP scored averagely alike eventhough PEIP scores were slightly higher.

CHAPTER FIVE

CREATIVE DRAWING

INTRODUCTION

Children in Creative Activities are given plenty of materials for creative drawing. With paint, brushes, pencils, crayons, sugar paper, etc, children are given freedom to paint or draw whatever they like. After the lesson the children talk about their work to the rest of the class. In this study five hundred children drew what they wished to draw.

RESPONSES

Seventy seven PEIP children from rural schools and seventy three NON PEIP from rural schools responded. One hundred and ninety two PEIP children and one hundred and fifty eight NON PEIP children from urban schools drew what they liked. See Table below:

TABLE 10

PEIP			NON PEIP		
URBAN	RURAL	TOTAL	URBAN	RURAL	TOTAL
192	77	269	158	73	231
(91%)	(77%)	(89.6%)	(79%)	(73%)	(77%)

Percentages: the percentage of responses from each category of sample. For example

nse

, ... PEIP.

For detailed comparison of children's drawings, see Table 11 and Appendix 4.

TABLE 11 -26-

CREATIVE DRAWING

PEIP AND NON PEIP

OBJECT	PEIP F. URBAN N=(192)	F.RURAL (77)	F. PEIP (269)	F.URBAN N=(158)	F. RURAL (73)	F. NON PEIP (231)	TOTAL FREQUENCY (500)
1. A oplane	1	0	1	0	0	0	1
2. Animal (not recog-nised)	5	9	14	7	11	18	32
3. Bag	42	58	100	56	24	80	180
4. Ball	26	14	40	8	2	10	50
5. Banana	0	2	2	6	2	8	10
6. Bed	60	40	100	15	7	20	120
7. Blackboard	0	10	10	10	30	40	50
8. Bicycle	2	0	2	6	2	8	10
9. Book	58	42	100	34	71	105	205
10. Bird	10	5	15	3	2	5	20
11. Bucket	3	2	5	0	0	0	5
12. Bus	3	2	5	0	0	0	5
13. Box	100	80	180	52	48	100	280
14. Car	100	20	120	6	0	6	126
15. Cat	2	0	2	0	2	2	4
16. Chair	9	9	18	50	10	60	78
17. Cloth	8	2	10	3	2	5	15
18. Compound	0	0	0	4	1	5	5
19. Dish	60	20	80	10	10	20	100
20. Dog	5	0	5	8	2	10	15

Table 11 Creative Drawing Count.

Object	PEIP F. Urban N= (192)	P. Rural (77)	F. Peip (269)	NON PEIP F. Urban N=(158)	F. Rural (73)	F. Non Peip (231)	Total Frequency (500)
21. Fish			50			50	100
22. Football			100			100	200
23. Flower			40			10	50
24. Fruit			12			16	28
25. Hen			0			5	5
26. House			205			200	405
27. Leaf			15			15	30
28. Log			7			0	7
29. Pencil			10			10	20
30. Person/s			200			200	400
31. Pineapple	0	0	0	0	1	1	1
32. Pot	65	55	120	74	76	150	270
33. Rat	0	0	0	0	0	2	2
34. Stove	1	0	1	0	0	0	1
35. Snake	0	0	0	0	1	1	1
36. Table	48	72	120	2	6	8	128
37. Television	4	0	4	0	0	0	4
38. Tree	59	41	100	104	96	200	300
39. Boy	75	75	150	28	22	50	200
40. Hen	0	0	0	5	0	5	5

CHAPTER SIX

CREATIVE WRITING - TASK 8

Introduction:

In Creative Activities children read through interest. They learn to read through things and events of interest to them. For example, when they watch a butterfly, they talk about it, write about it and read what they have said and written about. When children drew anything of interest to them, the teacher and children would write about it together, first, then copied what they have written together.

In this task children were asked to draw anything and write about it.

Results:

1. About 60% of children who drew objects also wrote either a word or more that made sense to describe their drawings in English or vernacular.
2. Only 60 (18.75%) of those who wrote did so in full sentences either in English or vernacular.
3. Some of the children (N= 48) in PEIP classes wrote in vernacular eventhough the state was expected to be English medium at the beginning of the project.
4. Of the number of children that wrote in sentences 50 (out of 60) were from PEIP classes.

Discussion:

The problem of writing words was more acute than the problem of reading according to the results of this study. While very many of PEIP and non-PEIP children alike could not read English nor vernacular from the text-books assigned to the class independently, even more number could not write the little they could read. See table 12 for details.

Table 12

Creative Writing

Writing Scores	PEIP Frequency N= 200	Non-PEIP Frequency N= 120
No words at all (0)	90 (45%)	78 = 65%
One word per drawing(1)	105 (52%)	40 = 33%
Two or more words per drawing (2)	0 (0%)	0 = 0.0%
Bonus of 1 for every sentence... (2+)	5 (3%)	2 = 2.0%
	N= 200 (100%)	N= 120 (100%)

It was observed that most of the children in non-PEIP classes got the spelling of words bein ; expressed wrong.

Eventhough children in class two may not be expected to be able to write a lot of words on their own, one would expect that t at the end of the third term in the second year of school children should be able to express themselves more fully than they did. In the list of readings at the end of this report, several references are made to experts who think that at the age of eight or even seven children who are exposed to the right kind of environmental stimulation do write words, complete stories, etc.

It is of the author's opinion that the critical situation experienced in this study is a result of lack of good teaching in primary schools. Lack of good teachers in PEIP schools as a result of transfers has reduced the quality of these schools to NONPEIP standard in certain cases.

SUMMARY AND CONCLUSION

In general PEIP children did better in ..... given to them than non-PEIP children. However as result of adequate environmental stimulation or lack of it children performed very well or very poorly in different tasks. Performance on the task on Pre-Reading activities was the best . Reading and Comprehension as well as Creative Writing were the poorest.

Based on these findings the following suggestions are recommended:

1. Pre-Reading Activities:
   1. Children need these activities. It is recommended for all primary one and two classes.
   2. Materials recommended by PEIP are available locally; teachers in these classes should be encouraged to collect odds and ends for these activities. Children could help them in their collection.
2. Reading and Comprehension:
   1. Curriculum centres in each state should look into this area in depth - action research.
   2. Ministries of Education should organise workshops for their teachers weekly
   3. Teachers should be taught how to teach the following in vernacular and English:
      1. Oral reading
      2. Silent reading
      3. Vocabulary and spelling.
      4. Writing
      5. Comprehension
      6. Spoken vernacular/English
      7. Listening.
   4. Children seem to be doing well in mechanical sums for their age group. What may be further necessary is emphasis on problem-solving.
   5. Most of the draw back in PEIP classes may be attributed to one or more of the combinations of educational correlates
      - lack of qualified teachers
      - lack of materials
      - lack of suitable accommodation

   The inistry of ducation should endeavour to provide these on time, possibly before the school year begins.
   6. Children should be encouraged to write more than they do now themselves freely and accurately.

Furthermore it may be interesting to note the relationship between cognitive learning and childrens drawings through illustrations shown below. Assuming that learning is change of behaviour due to experience one would naturally think that PEIP children might be able to draw better than non PEIP children as a result of certain environmental correlates to which they are exposed in Creative-Activities. This study as illustrated below shows there is no significant difference in drawings of PEIP and non PEIP children. However, one observes significant differences in the impact of geographical location of school - rurla/urbans and cognitive development of the child.

(a) SIMILARITIES

In task 8, children aged 7-9 in Nigerian primary schools drew what they "knew" rather than what they "saw". Longitudinal studies of 1930's showed the dichotomy of drawing what was seen and what was known. Similarly here cars were drawn with four wheels in a row (Figs 1 and 2). The drawings of human beings were often stick - figures showing oval faces or heads, one or more dots for eyes, no ears, straight line for hair and boxes for shoes - Figs. 3 and 4. Trees are two parallel lines underneath an oral shape inside which straight lines intersect. The roots are also noticeable coming down from the stem as known rather than as seen - Figs 5 6.

(b) DIFFERENCES: Activity-oriented and Image representative

There were three general observations made in differences between drawings of rural and urban children. First, urban children drew several objects on one page of given sheet of paper (Figs 1 & 2) Their pictures were activity - oriented (Figs 1 & 2) Rural children usually drew one object, occasionally two or three objects, on a similar given sheet of paper - Their pictures were often merely image representation (Figs 3 & 4)

The second difference was the impact of environment - rural/urban. children in the rural areas drew pots, leaves, etc. (Table) while urban children drew cars, houses, which reflected urbanisation.

The third difference was level of cognitive development. While some children had left the scribbling stage, some others were still in it. See Fig. 2, and 22. Some children did not draw at all because they did not know how to go about representing their ideas pictorially.

RECOMMENDATIONS TOWARDS EFFECTIVE PEIP ADMINISTRATION AND TEACHING

The Nigerian people, from the colonial times, have had abiding faith in the power of education. Yearly budgets show colossal sums of money for educational planning and administration.[1] Apparently, that faith has well been founded. Educational programmes developed in Nigeria has contributed greatly to the greatly to the gradual breaking of fetters of ignorance, illeteracy, disease, and psychological enslavement. Self-government has become a reality and with the introduction of the Universal Primary Education scheme. Nigeria is gradually marching towards a complete overhaul of 'the peasant citizenry'. As we all know, the picture is not as rosy as depicted. Cultural factors, geographical locations, historical accidents, and many other factors militate against progress. These things make educational planning and administration difficult in Nigeria. Any programme, traditional or innovative, needs to rub shoulders with at least one of more of these. In Primary Education Improvement Project, for instance, when curriculum development suggested native songs and dances, some parents thought it was wrong to teach their children to beat drums and sing like beggars. When a Mobile Teacher Trainer was expected to visit a school in a village hundreds of kilometers away from modern civilisation, he was discouraged because paths leading to the village were not motorable during the rains. Another illustration. In an urban area, hundreds of parents urged headmasters to enroll their children in PEIP classes. A PEIP administrator wondered how to solve the problem of over-enrolment per class. In addition, there is the question of language to be used in schools. Traditionally, English has been the official language in Nigeria, but with violent passion for nationalism coupled with political overtones for ethnocentricity, curriculum developers have been thrown into utter confusion.

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1. Federal Ministry of Education. Second National Development Plan, 1970-1974 (Lagos: FM Information, Printing Division, Lagos, 1970) PP 240 - 246.

Planning education in Nigeria by Nigerians for Nigerian children is the chord that binds all PEIP activities; it is the force that radiates through PEIP curriculum. In spite of all the problems of administration enumerated PEIP experience has shown that such objective is not only plausible but also necessary. When the Universal Primary Education Programme was launched in 1976, it would have been a staggering failure in the Northern States of Nigeria had it not been that PEIP provided the curriculum content which could be used as a starter in the first few years of Universal Primary Education coupled with a useful supervision strategy in form of the Mobile Teacher Trainer device.

The ten Northern States of Nigeria have accepted PEIP innovative measures based on their seven years experimentation and formative evaluations. Here below are some of the well known principles of educational administration and curriculum change related ot PEIP administration to guide States Ministries of Education in view of PEIP continuity and expansion, in fulfilling their roles more efficiently. The principles deal with (a) educational policies (b) educational objectives (c) educational administrators (d) service operations (e) instructional materials (f) finance (g) records and (h) evaluation are consider below:

1. Educational Policies and PEIP

Educational policies should be well-established by the people or their representatives. For effective administration PEIP policies are contained in the Modus Operandi (Plan of operation). Policies laid down in the late sixties and early seventies were based on the assumption that PEIP should raise the falling standard of education, should provide education that would be relevant to the needs and aspirations of Nigerian children, would utilise the local environment to help learners toward self-actualization. In short, PEIP policies took into account what economics evaluating education describe as "internal" and 'external effectiveness'; internal effectiveness being provision of a programme whose results and productivity costs less than alternative ones and external effectiveness means a programme whose productivity reaches beyond the confines of the four walls and individuals but is useful to the community as a whole.[2]

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2. Benjamin S. Bloom, Human Characteristics and Human Learning in Mastery Learning (N.Y. Prentice Hall, 1976) p. 132.

2. Educational Objectives and PEIP

Schools should be operated to fulfill goals outlined in educational policies. In PEIP Plan of Operation, educational objectives were clearly delineated as follows:-

ARTICLE THREE

General Objectives

(1) To develop a curriculum that is more modern in its approach;

(2) To create a curriculum that is for Nigerians in Nigeria, suitable for life in towns and in rural areas;

(3) To develop children as individuals, imparting self-discipline, basic skills and strengthening literacy;

(4) To encourage utilization of the environment;

(5) To accept that primary education for some 90% of the children is terminal and to establish an education that will see to their development as useful citizens in town or country.

Specific Objectives

A. Primary Education - Curriculum Development

1. By co-operating with the Boards of Study of the Institute of Education and the participating states, to create sub-committees called subject panels.

2. Subject panels will convene for selected disciplines as follows:

(a) Lower Primary Teaching
(b) Primary Mathematics
(c) Primary Science
(d) English)
(e) Vernacular) - Language
(f) History)
(g) Geography) - Social Studies
(h) Physical Education and Health Education
(i) Cultural Activities - Art, Music, Drama.

3. They will develop a new curriculum with such material as is already available or produce new materials for subject teaching. All material is to be based on material tried and tested in Africa whereever possible.

4. They will strenthen education in "recognized" schools and in the Islamiyya schools, or selected Koranic schools which are actively working to become Islamiyya schools.

5. Subject panels are empowered to write new material, to expand or clarity existing tests and to redening, in collaboration with Boards of tudy, primary syllabuses.

6. ubject panels must orientate teacher in selected schools in the use of new materials through in-service courses at various colleges throughout the six States.

7. ubject anels and the Institute of ducation will arrange for administrative staff, central and local inspectorates, and teachers colleges staff to be fully orientated and familiarized in respect of new teaching materials and methods.

8. Subject panels will strengthen the rimary system by the introduction of teams of mobile teacher trainers who will be in the schools each day of the school terms and during some vacation periods assisting with in-service courses under 6 - 7 above.

9. UNICEF will equip 800 primary schools in the six States, thereby setting standards for the States' ministries to follow in the remaining 2,300 schools.

10. The Institute of Education will be required to undertake an evaluation of the project, including the materials produced by the panels.

B. Teacher Training

1. The Boards of tudy and the Institute of Education will study the ways and means of introducing the new primary materials into the teachers' training colleges' syllabus.

2. The Board of tudy and the Institute of Education will have to investigate the relationship between preservice training when the new material is introduces, and the Grade II Certificate Examination which should give an opportunity for questions on the new material, especially in the Lower Primary age range.

3. The Institute of Education will organize orientation and refresher courses at the Institute and at teacher training colleges of the new curriculum.

4. UNICEF equipment will be supplied to teachers' colleges a number of which are associated with the scheme; this will ensure that teaching in colleges is made more effective. Such equipment will be provided by UNICEF after due consultation with the Institute, the UNESCO adviser and the colleges.

5. An audio-visual course on the equipment, its use and maintenance will be arranged by the Institute for all audio-visual tutors in the teachers' colleges.

6. Tutorial staff and ancillary staff at in-service teachers' colleges will be reinforced to meet the new programme's demands. A mobile tutor will be attached either to a college or the Inspectorate for the project; two additional tutors, one administrative officer, one driver for 1971, and for 1972 onwards two additional mobile teachers will be needed.

C. Home Economics

1. At Zaria Advanced Teachers' College an in-service programme will be established to train Grade II women teachers already qualified in Home Economics or Domestic Science.

2. The teachers would be trained so that they would return to centres (or schools) in their States to organize courses in Home Economics for P5, P6 girls, for adults and for school leavers, thereby aiming beyond the school into the homes.

3. The course would be organized on a vacation course basis (three per year), correspondence courses, and "in field" training by the Home Economics staff.

4. The Zaria Advanced Teachers' College and the Home Economics Centres in the States will be given equipment to carry out training and teaching functions

5. The content of the course should be developed by a co-operation between effort of the Zaria Advanced Teachers' College, the Institute of Agricultural Research at Samaru, and the Institute of Health, Zaria.

6. This part of the project will be implemented as soon as the Home Science Department at the ATC/Zaria is sufficiently developed. A UNESCO expert will assist in organizing this programme at the initial stage.

D. Administration

1. To set up administrative units in each State to accept responsibility for the programme.

2. To equip such units.

3. To give whatever assistance possible to the continuing development of LEA's and the training of their personnel.

E. Evaluation

1. To study the results of the introduction of new media into selected schools.

2. To study child improvement, how children improve and how this can be incorporated into programme development.

3. To study effect of the programme on participating tutors and teachers.

4. To study the value of the mobile teaching force.

5. To study the reactions of parents and local dignitaries to the programme.

6. To collect whatever statistical data can be found in respect of children, staff, attendance at courses, results of programme participation, e.g., success of teachers in improvement courses.

7. UNICEF will contribute to the costs of the evaluation which will be the responsibility of the Institute of Education.

3. Educational Administrators and PEIP teachers.

In any educational establishment recruitment of qualified staff is necessary for effective administration. Staff should be available in quality and quantity before educational objectives could be adequately implemented. Professionally prepared persons are needed for good administration. Such persons should possess the following characteristics - insight, initiative, co[illegible]ration, originality, ambition, persistence, emotional stability, judgement, popularity and communication skills.

One of the complaints of Mobile Teachers Trainers over the years is that teachers who were PEIP- trained were transferred from project schools leaving a crop of untrained teachers to deal with new methods of teaching. The instability of personnel extends to Ministry officials in charge of PEIP also. Very often state coordinators got transferred, promoted to a higher rank or left the service. New ones spent considerable time in getting down. Whereas, PEIP made provision for qualified staff through well-organised in-service programmes for teachers. A non PEIP administrator should know how these courses are organised and how to get resource persons and curriculum developers to run workshops. PEIP will continue to be a meaningful enterprise only to the extent that the quality of its materials and methods are well known and maintained.

In January 1976 Mobile Teacher Trainers recommended the following strategies for organising workshops: [3]

1. Course should be held during vacations and short ones at weekend
2. Course should held in a centrally convenient place in view of accommodation feeding and transport facilities.
3. Preparation for courses must be well planned in advance in the area of finances and resource personel and where possible entertainment allowance.
4. Efforts should be made to get all Government Staff, L.G.B. LEA as the case may be well informed and inbolved in all your activities.
5. The trainees should be only informed in advance about time, place and objective of the course.

6. The teacher trainers must be well prepared in advanced with the training materials, - form of stationaries, course materials and teaching aids.

7. Efforts should be made to see that subject areas are handled by people who have the background knowledge in these various subjects.

8. There should be a follow-up evaluation.

9. Headmasters of PEIP schools should be involved.

10. Only experienced primary teachers should be appointed as M.T.T.s to be trained is not enough.

11. M.T.T.s. should be trained on two levels
    (a) In state, training should be held annually to orient newly-appointed M.T.T.s to the programme.
    (b) All States Training such as is given at the workshop at Bagauda Lake should be held annually to refresh and revitalize continuing M.T.T.s.
    (c) All M.T.T.s. in zone or region should meet regularly to share experiences, solve problems and make plans.
    (d) How M.T.T.s should work under experienced M.T.T.s for a period before taking over a centre.

12. M.T.T. Training Cours content should include-:
    (a) P.E.I.P. curriculum, methodology and materials
    (b) P.E.I.P. organisation and administration including responsibilities of Ministry of Education.
        L.E.A.
        ABU/UNICEF
    (c) The role of the M.T.T.s in assisting the teacher in the classroom.

13. Training should be done by experienced M.T.Ts assisted by subject specialists provided they are conversant with the PEIP curriculum and materials in their field.

14. Training for MTTs should be financed by the state Ministries of Education (with UNICEF assistance where necessary)

15. Ministry and LEA officials should be invited to attend MTT training courses.

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3. D.O. Kolawole (Ed) Mobile Teacher Trainers Conference Report (Bagauda Institute Publications, 1976) Pages 67-68.

Educational Service Operations and PEIP

Schools require adequate supply of equipment and materials for learining. There should be good storage facilities. Transport should be provided to facilitate administration. In PEIP, UNICEF supplied materials to PEIP classes from 1970 - 1978. Landrovers and mini-mokes were provided also to enable Mobile Teacher Traniers to visit schools. On the most MTTs visits schools and teachers less than six times in a term. Very few could visit schools more than ten times in a term because of distance and school size. PEIP teachers complained of theft from time to time. Many primary classrooms are without shutters. Materials are frequently stored in the Headmaster's office. Where shift-system is used, PEIP materials had been stolen or carelessly destroyed.[4]

The following tables may help a new PEIP administrator to see the plan of distributing PEIP materials to schools from 1970 - 1979.

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4. Ibid., General Information on PEIP.
(Zaria: Institute Publication, 1977) P. 31-32.

APPENDIX 2

SUPPLY AND DISTRIBUTION OF PEIP MATERIALS
TO SCHOOLS - 1970-1979

YEAR/CLASSES	1	2	3	4	5	6
1970	Y E A R	O F	P R E P A R A T I O N	O F	M A T E R I A L S	
1971	132 Classes (a)					
1972	132 Classes (a)	132 Classes (a)				
1973	132 Classes (a)	132 Classes (a)	132 Classes (a)	CHANGE OF SCHOOL YEAR		
1974/75	1000 Classes (b) (c)	132 Classes (a)	132 Classes (a)	132 Classes (a)		
1975/76	1280 Classes (b) (c)	1000 Classes (b) (c)	110 Classes (a)	94 Classes (a)	91 Classes (a)	

APPENDIX 2 CONTD.

Supply and Distribution of FEMP Materials to Schools
1976-----1979

YEAR/CLASSES	1	2	3	4	5	6
* 1976/77	1600 Classes (b), (c)	1280 Classes (b), (c)	1000 Classes (b),(c)	110 Classes (a)	94 Classes (a)	91 Classes (a)
1977/78	1600 Classes (b), (c)	1600 Classes (b),(c)	1280 Classes (b),(c)	1000 Classes (b),(c)	100 Classes (c)	94 Classes (c)

KEY

(a) = Institute Responsibility for New and Replacement.
(b) = UNICEF Responsibility for New Materials.
(c) = States Responsibility for Local Materials.
(d) = States Supply of Materials.
(*) = First Pilot Class Finish Primary Education.

5. Instructional Materials and PEIP

Every school must have adequate supply of appropriate instructional materic. Materials needed for PEIP are all listed in the Primary School Syllabus which was born out of the effort of PEIP. Curriculum developers in PEIP always look cognisance of the importance of using local materials instead of imported ones whenever and wherever possible in any lesson. This is true even in subjects like Science, Mathematics and Physical and Health Education. In most cases materials recommended can be easily improvised. By painstaking the teacher and children can collect the materials needed from discarded domestic utensils or bought very cheaply in local markets or shops.

PEIP administratoes should be able to get hold of the Primary School syllabus, or feel free to visit Ahmadu Bello University for consultation or recommended materials if there is any doubt on procurement, replenishment or improvisation.

6. Financial Support and PEIP

The four major controlling agencies of PEIP are Ahmadu Bello University Institute of Education, the government of the ten Northern States of Nigeria, UNICEF and UNESCO. Of all these UNICEF was responsible for providing part of the expenses incurred in runing PEIP to the tune of estimated 2½ million for 1970 - 1978. The state governments shouldered the greatest financial responsibility in paying staff, for transport, building, materials and other items not covered by UNICEF grant. UNICEF has been very generous in making funds available to develop materials at the Institute of Education, for running courses both at the university and in the States. UNICEF contributed greatly to mobility of teachers who went from school to school to help teachers on-the-job. As a result of UNICEF remarkable efforts outsiders sometimes regard the project as UNICEF programme, Schools involved were sometime dubbed UNICEF Schools.

7. RECORD AND PEIP

For effecient administrative operations adequate records must be kept. Several records are being kept at the Institute of Education on the progress of PEIP. The most important of these records are:

1. General Information on PEIP by Dr. D.O. Kolawole
2. Mobile Teacher Trainers Reports 1973, 1974, 1975, 1976, 1977, 1978. edited by Mr. N. Onojuwa, Mr. Alan Williams and Dr. D.O. Kolowole.
3. Facts and Figures on PEIP 1974/75 and 1976/77
4. Primary Division Head Office has a number of refrence files rich in PEIP information.

More information is obtainable from the Inspectorate Division of Ministries of Education in each of the ten Northern States as well as the In-service course Kano and Teachers Resource Centre, Jos. Details of information from UNICEF is obtainable from the Programme Officer, Lugard Hall, UNICEF, Kaduna.

8. Evaluation and PEIP

Good school administration requires appraisals of educational organisation and programmes from time to time. Formative evaluation was carried out at the annual conference of Mobile Teacher Trainers. Summative evaluation was organised at a Mobile Teacher Trainers Conference in 1975. Results have been compiled by Dr. P.N. Lassa of the Institute of Education. There are a number of independent research at the Faculty of Education by students Ahmadu Bello University Zaria on PEIP.

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"Environment of yong children must be adjust, both to their physical and mental powers."

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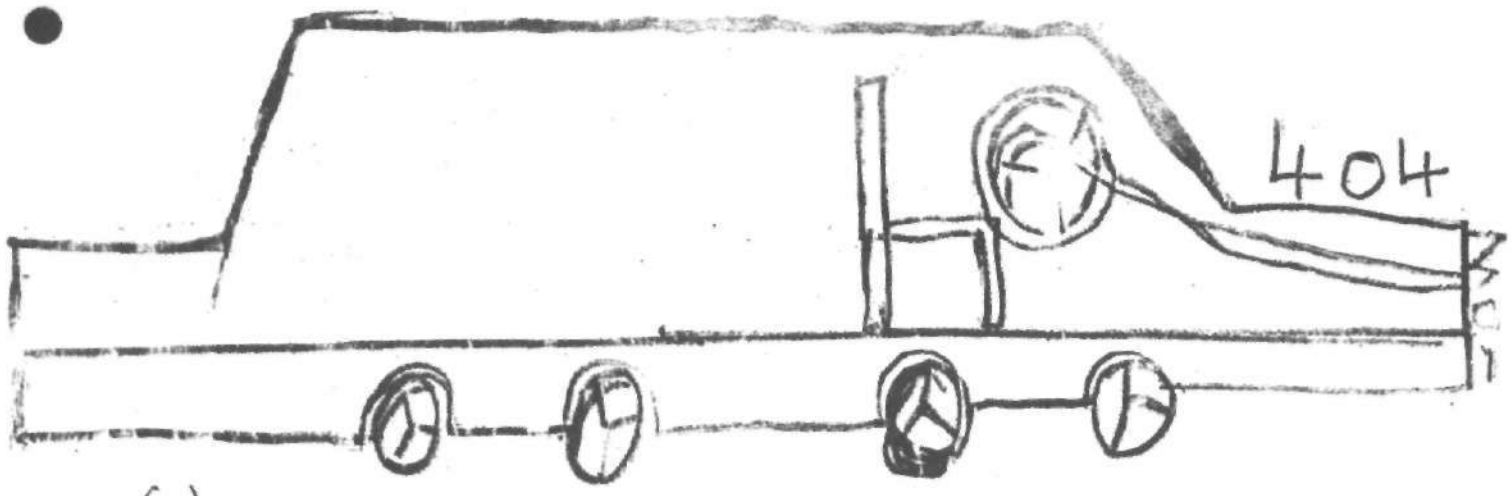
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Sagoe, Florence G.	Evaluation Study of Primary Science Curriculum Materials Developed Under the Primary Education Improvement Programme with Reference to Katsina Area. B.Sc. (Ed.), 1975.

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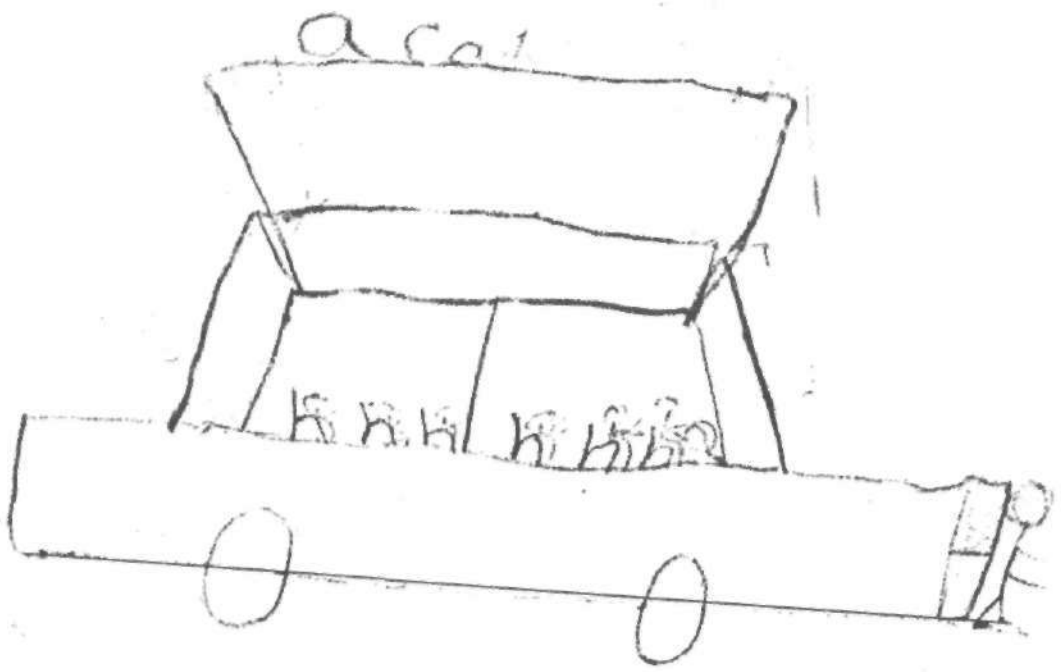
PART THREE

APPENDICES

This section is inserted mainly to help researchers get hold of some vital facts and figures which might be difficult to obtain otherwise in PEIP.



(a)



(b)

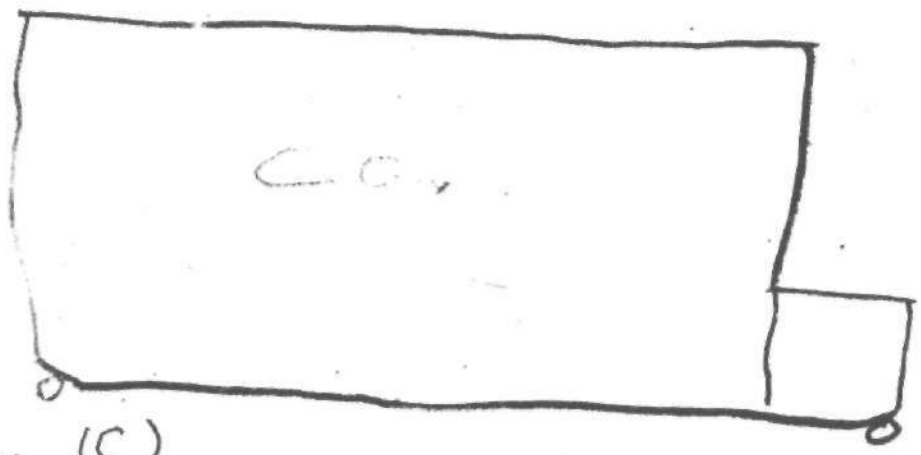
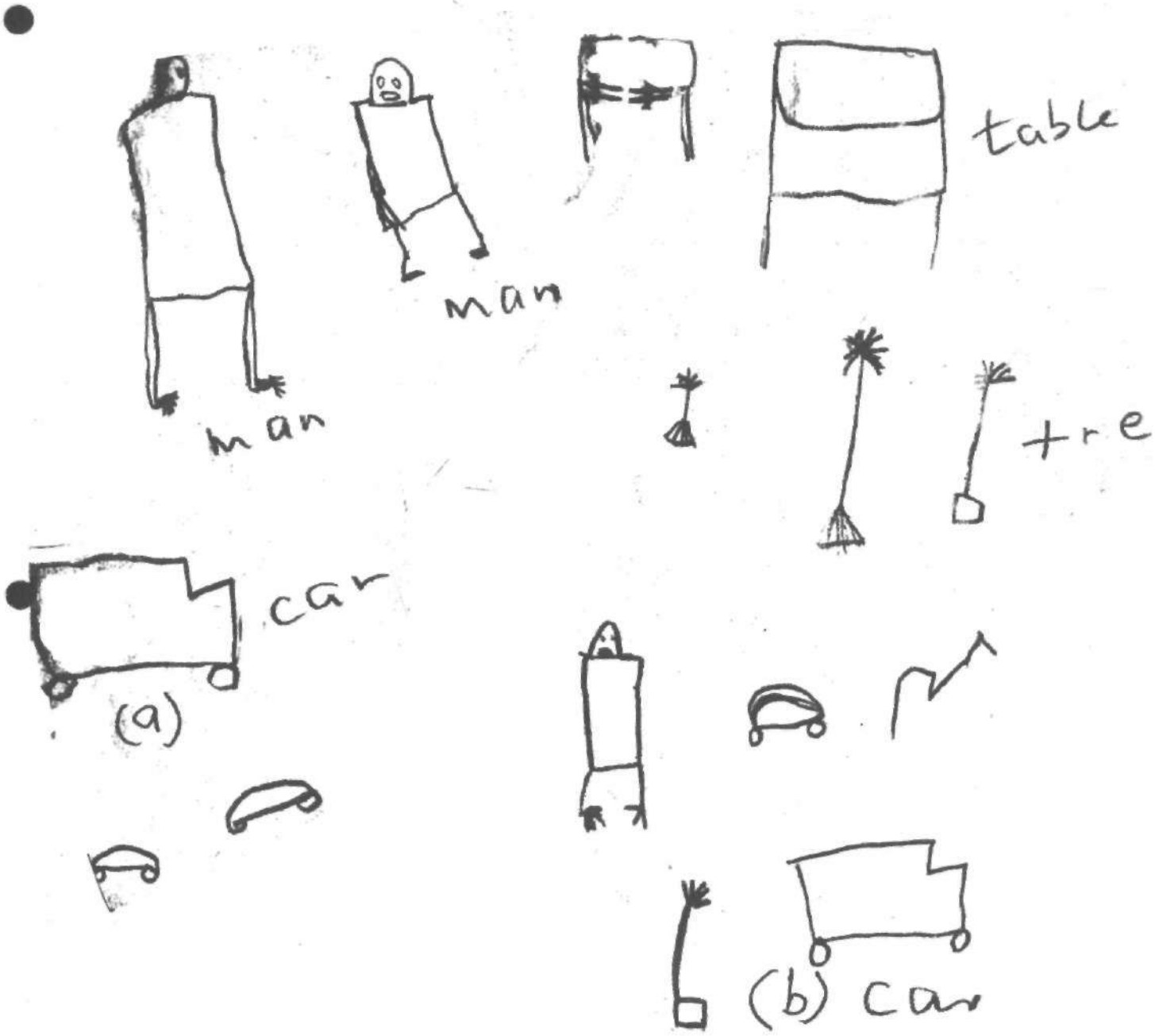
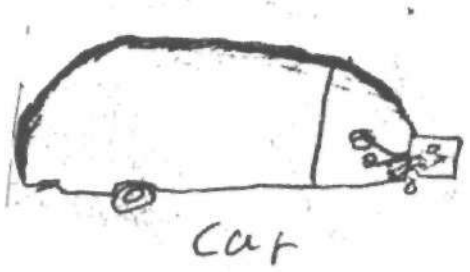


Fig. 1 (c)





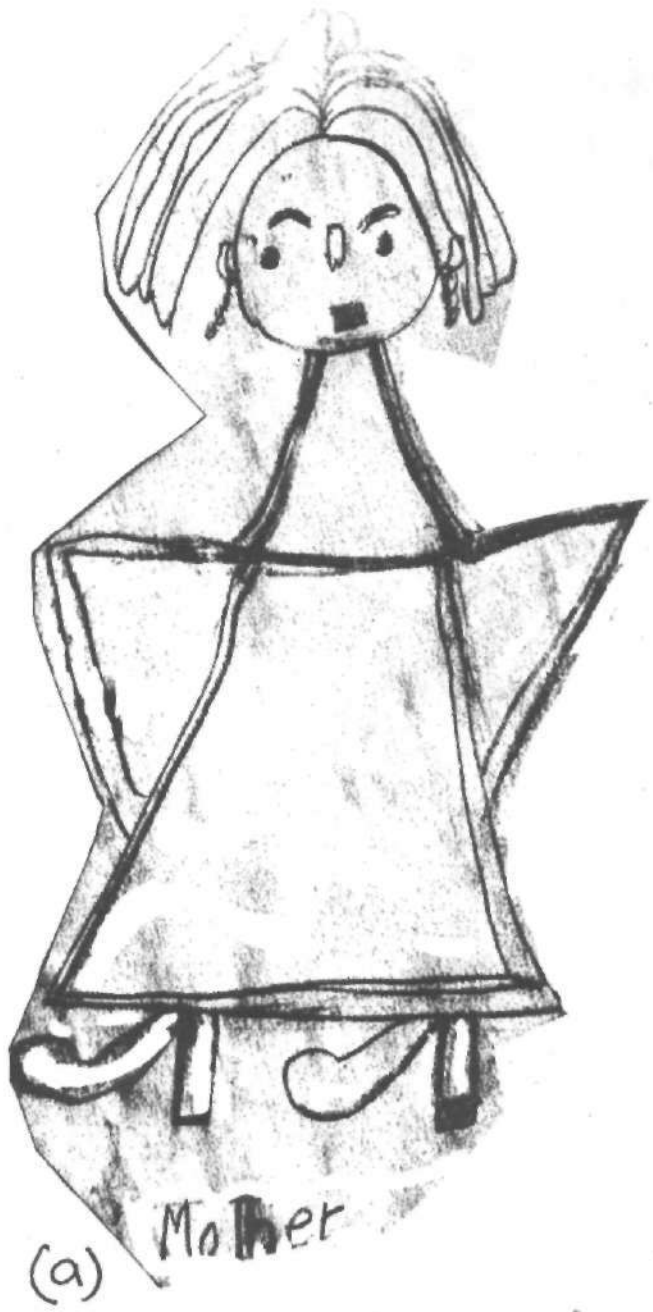
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Fig. 2

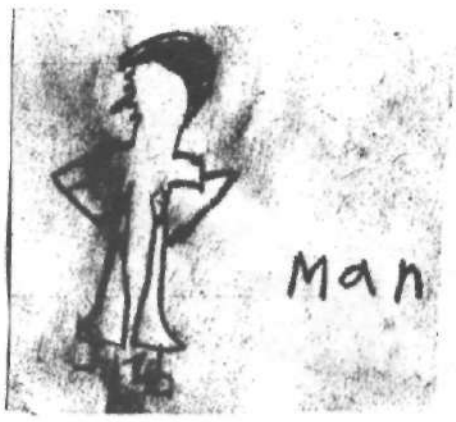


(d)

Fig. 3



(a)



(c)



(b)

Fig. 3

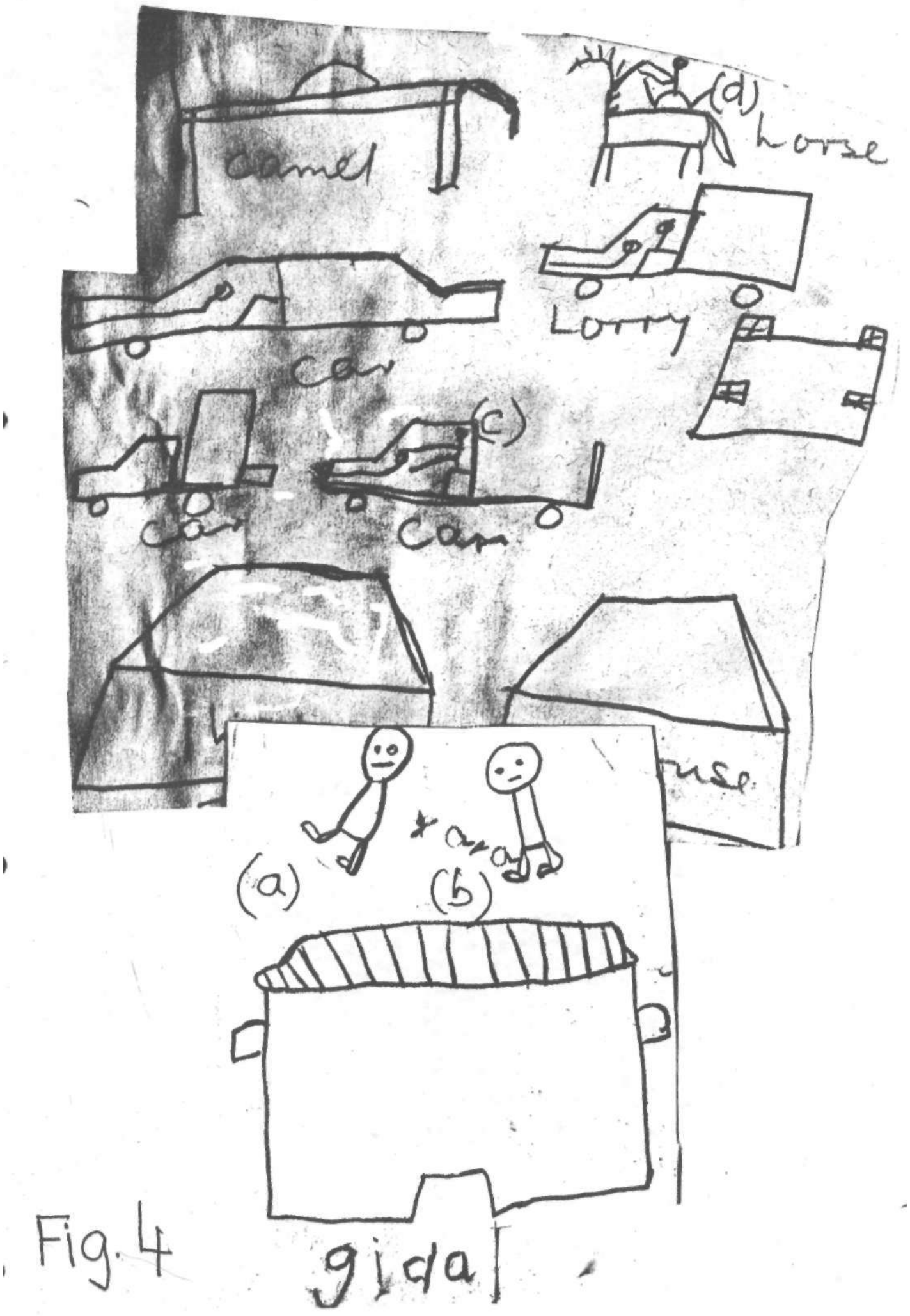
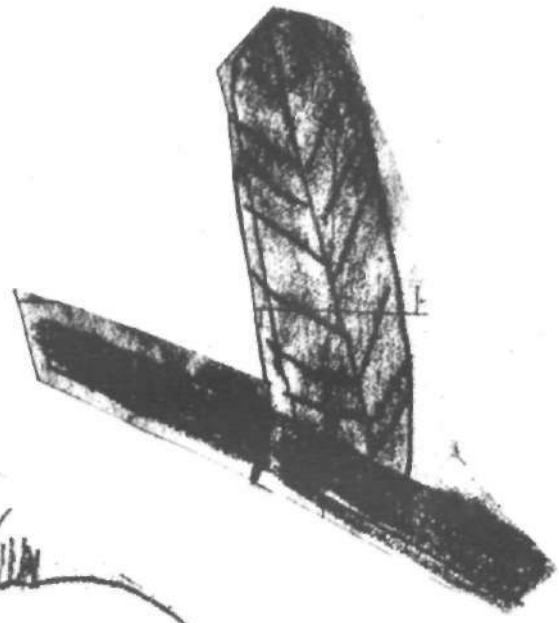


Fig. 4

CLASS TWO CREATIVE DRAWING



(a)



(b)



(c)

Fig. 6

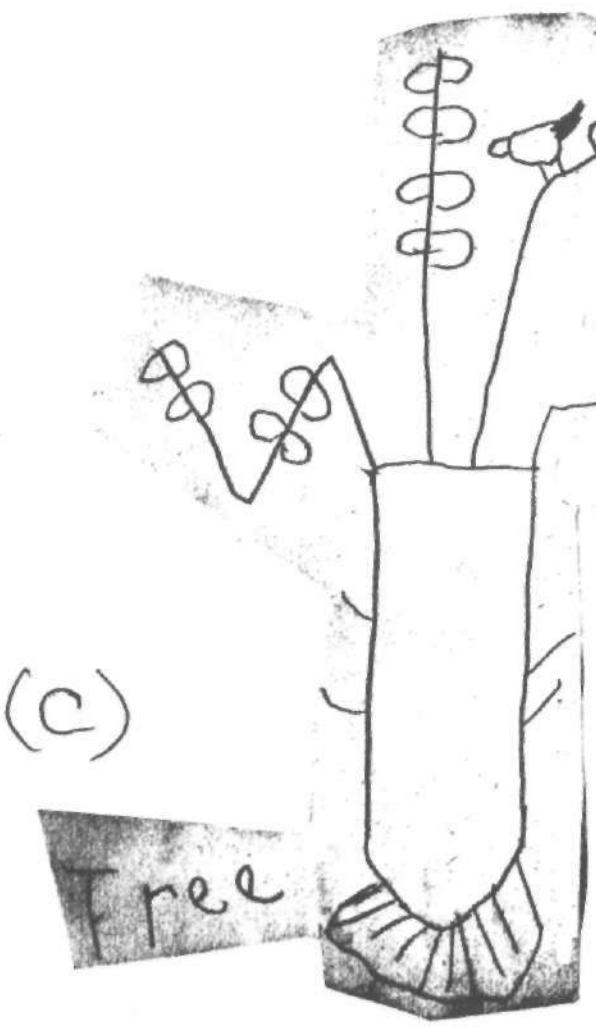
CLASS TWO CREATIVE DRAWING



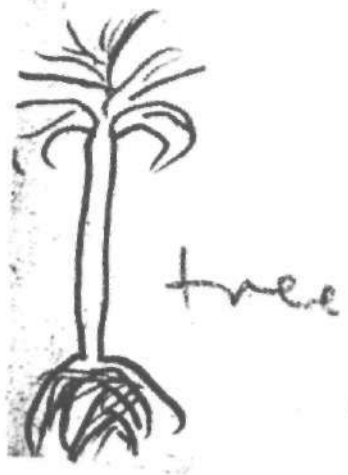
(a)



(b)



(c)

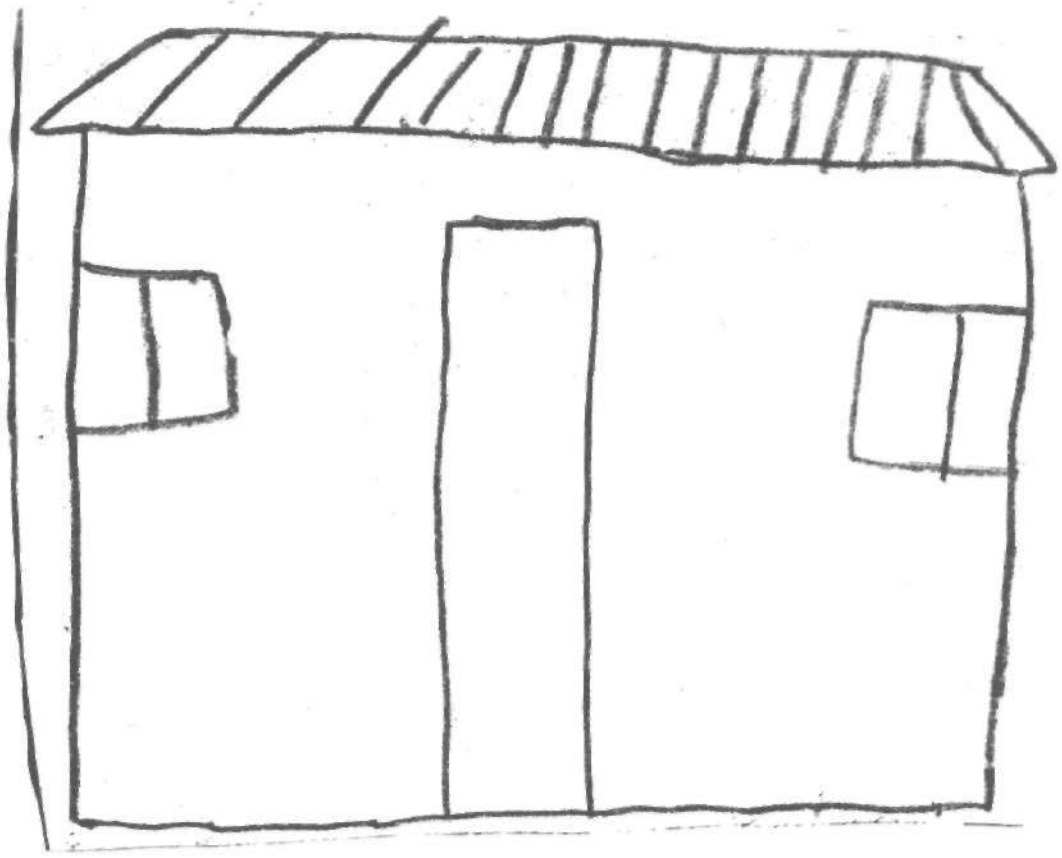


(d)

Fig 5

CLASS TWO CREATIVE DRAWING

55B



(b)



(c)

Fig. 7 b, c

CLASS TWO CREATIVE DRAWING

55A

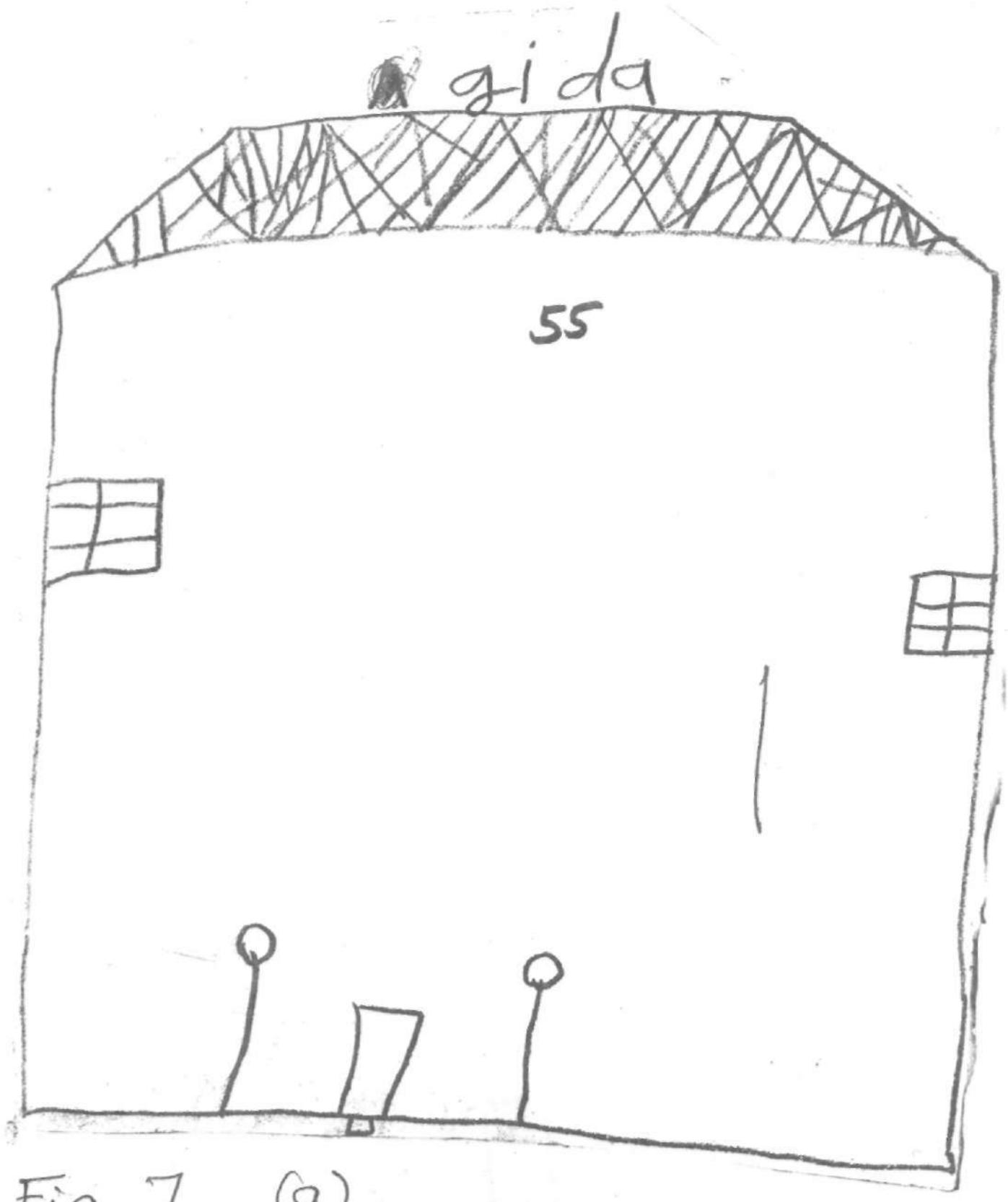


Fig. 7 (a)

CLASS TWO CREATIVE DRAWING

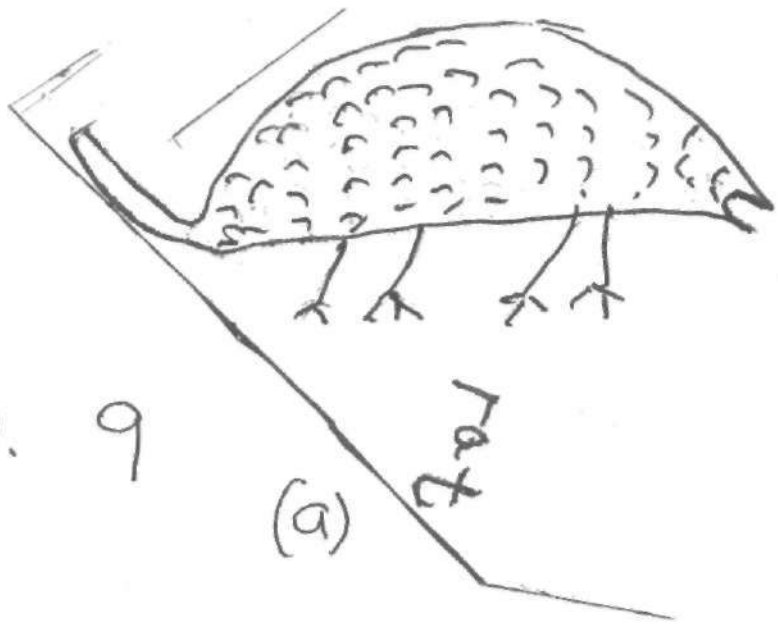
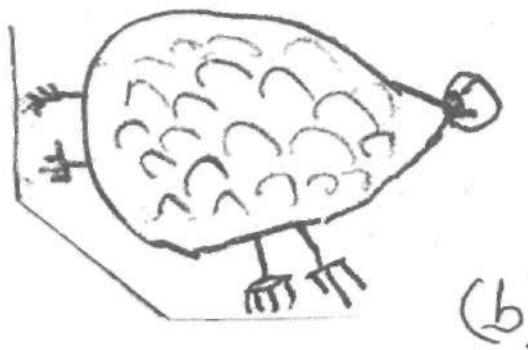


Fig. 9 (a)



(b)

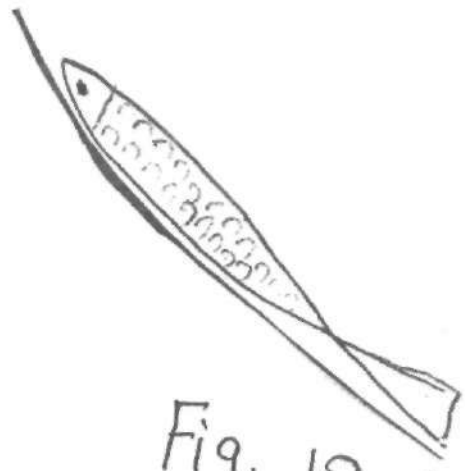
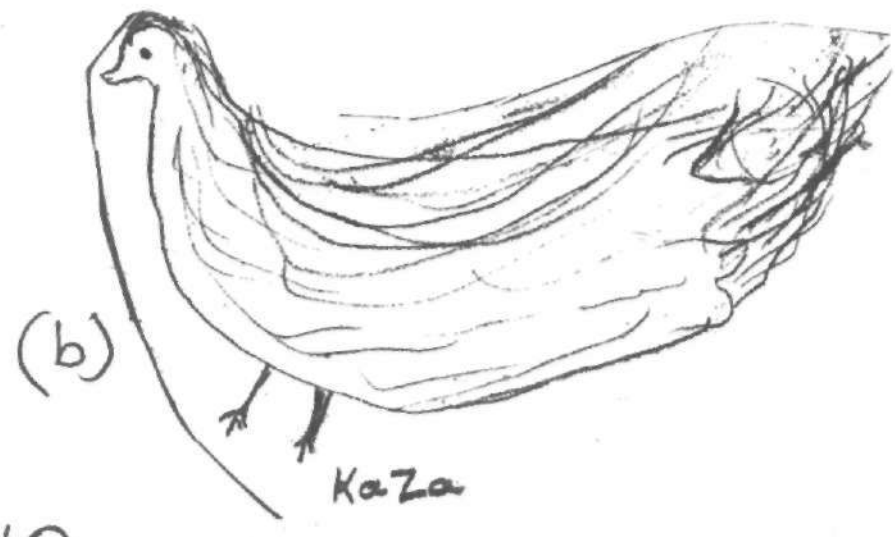


Fig. 10 (a)

(c)



Gasusu

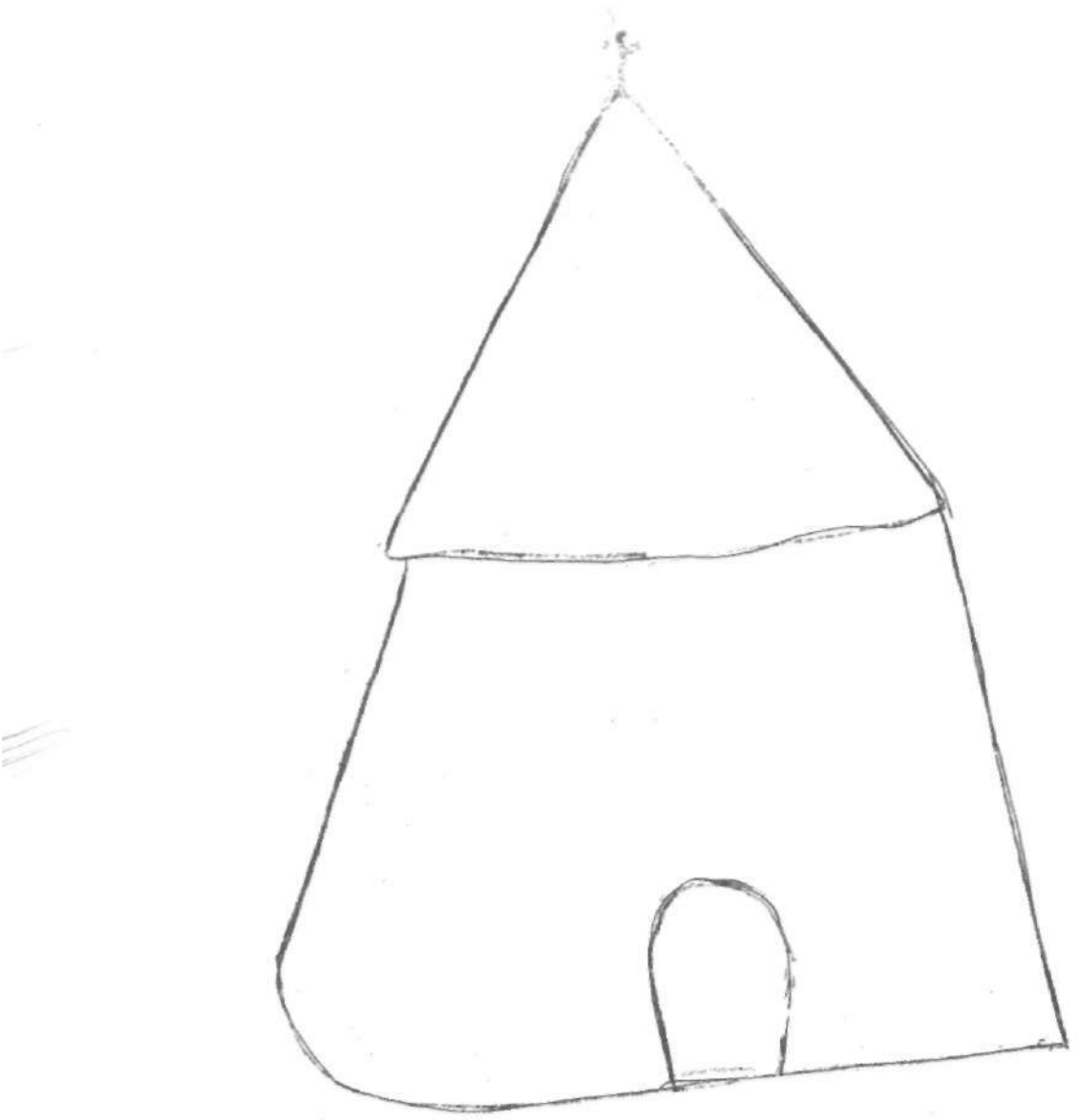


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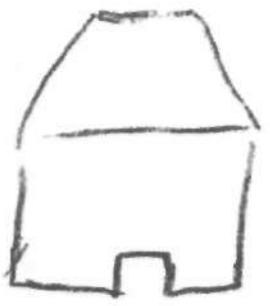
Kaza

Figs_ 9, 10

CLASS TWO



(a)



(b)

Fig. 8

CLASS TWO CREATIVE DRAWING

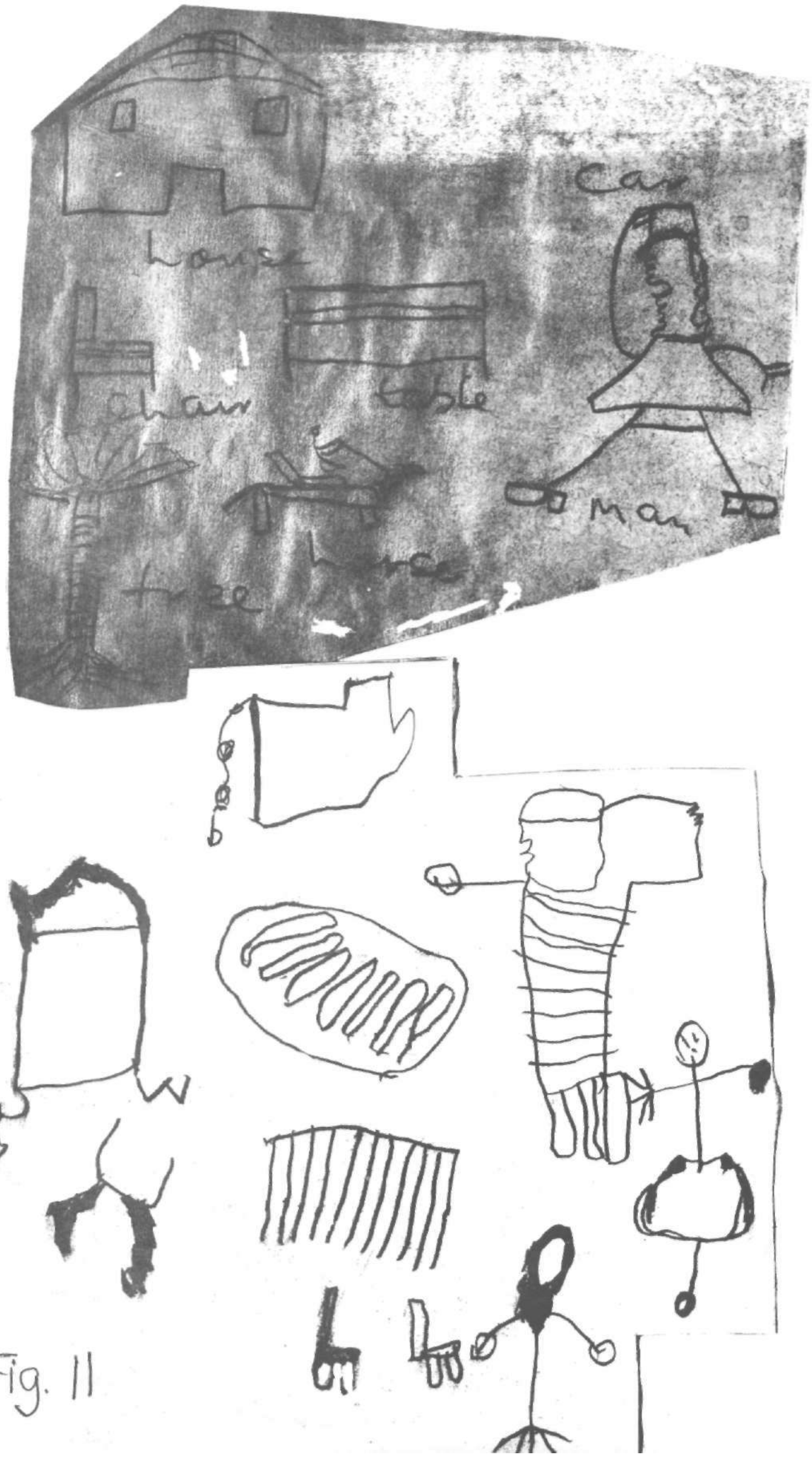


Fig. 11

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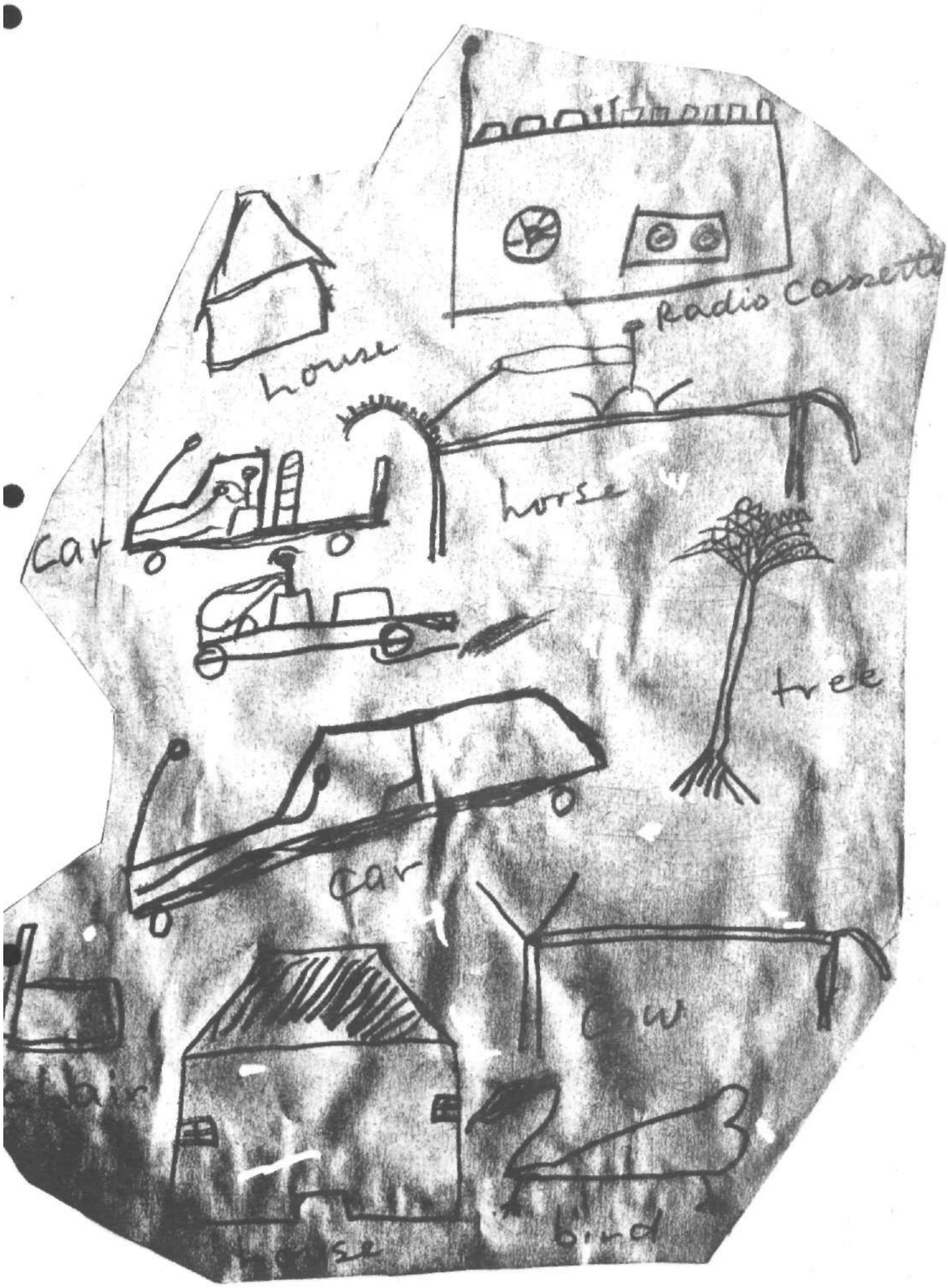


Fig. 12

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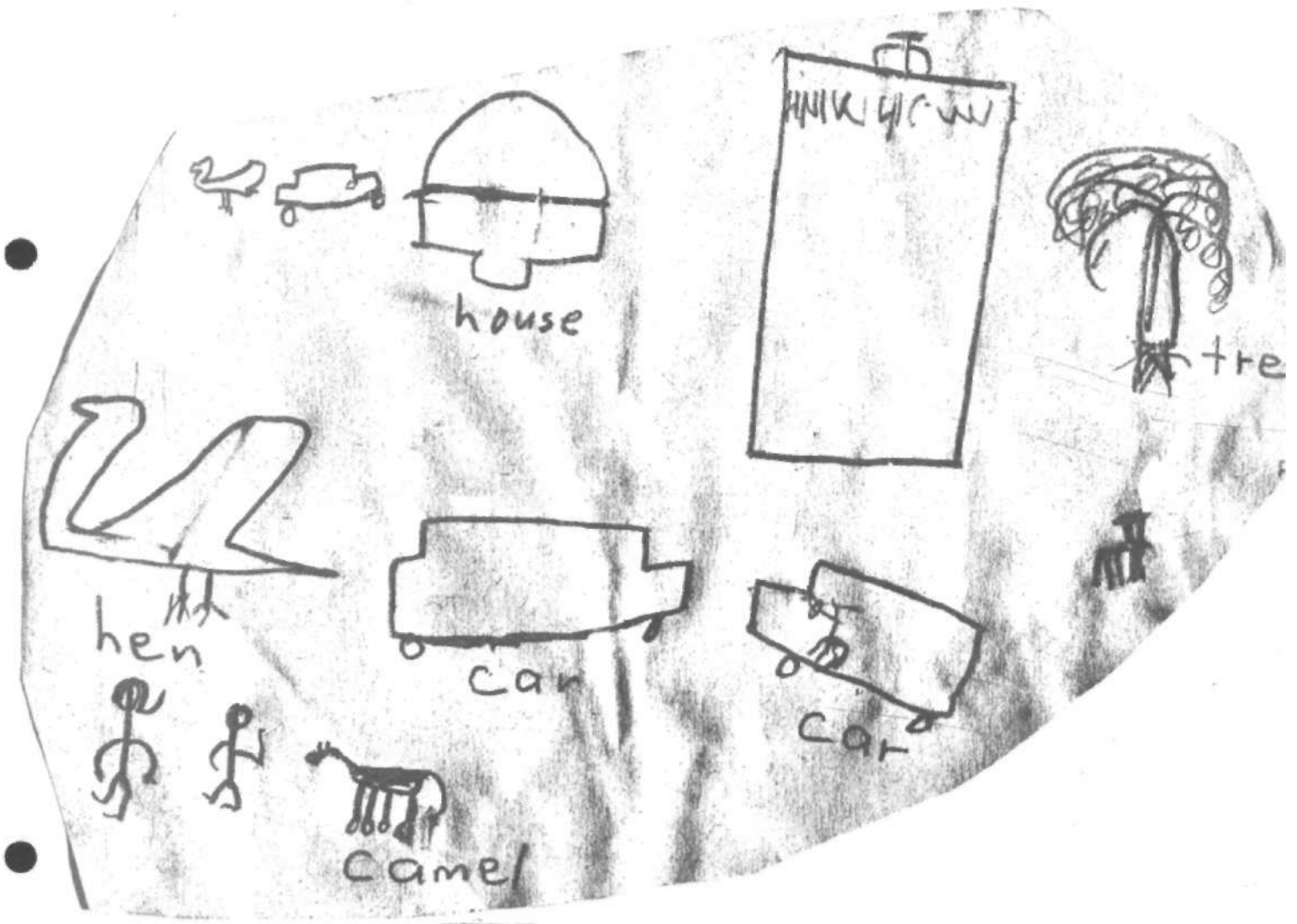




Fig. 13

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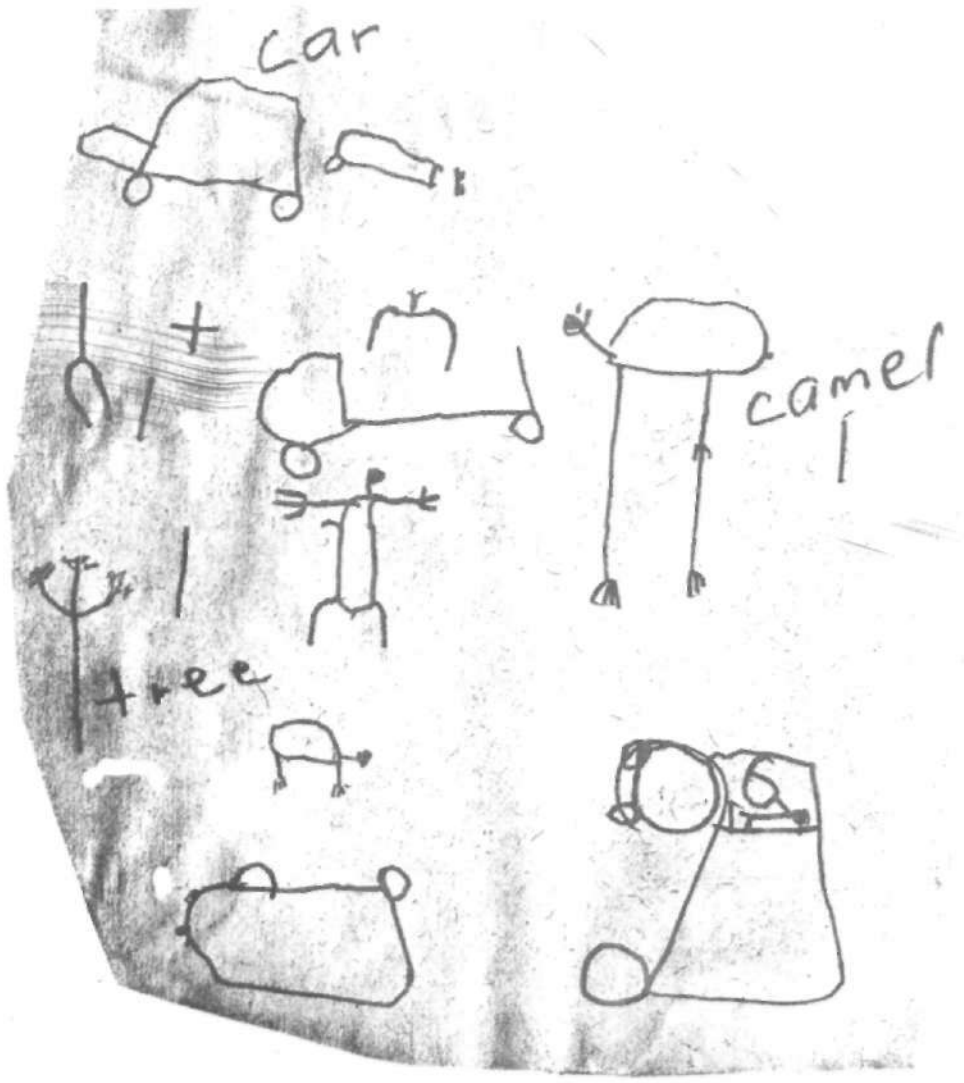


Fig. 14.

P.E.I.P. STATISTICS								
1976/77								
STATES	COORDINATORS	ASST. ST. COORDINATORS	MOBILE TEACHER TRAINERS	TEACHERS	NUMBERS OF MIT CENTRES & No. of LGS'S	SCHOOLS	CLASSES	PUPILS
BAUCHI	I	0	4	234	3/16	22	234	9,360
BENUE	I	0	8	808	6/13	61	808	32,320
BORNO	I	0	3	345	3/18	26	345	13,800
GONGOLA	I	0	7	141	5/17	36	141	5,640
KADUNA	I	0	10	668	7/14	98	668	26,720
KANO	I	0	18	455	8/18	105	455	18,200
KWARA	I	0	23	242	8/12	75	242	18,118
NIGER	I	3	11	213	4/8	50	213	8,520
PLATEAU	I	0	5	536	6/14	56	536	21,440
SOKOTO	I	4	34	540	19/19	163	540	21,600
TOTAL	10	7	123	4,182	69/149	692	4,182	175,718

INSTITUTE OF EDUCATION
AHMADU BELLO UNIVERSITY
ZARIA

P.E.I.P SCHOOLS: DETAILS 1977/78

BAUCHI STATE

Name of State Coordinator J.J.H. SMART (MRS.)

Name of CENTRE	Names of MTTs or Equivalents	Names of SCHOOLS Mark Pilot Schools*	Number of streams CLASSES 1	2	3	4	5	6	7
BAUCHI	A.O. OBASA (MRS.)	MUNTI P.S.	3	3	3	3			
		KOBI "	3	4	5	4			
		YELWA PRACT."	3	3	2	2			
		SHENAL "	3	3	3	3			
		BAYARA "	2	2	3	1			
		- (5)							
TANGALI WAJA	Mr. M.E. FAGBEMI	KALARING P.S	2	3	2	2			
		KALMAI "	2	2	2	2			
		KALTUNGO "	2	3	2	2			
	MR. J. KAILA	NASSARAWA "	2	2	2	2			
		TUREI "	2	2	2	2			
		BILLIRI "	2	2	2	2			
		BILLIRI CENTRAL	2	2	2	2			
		- (7)							
GOMBE	(x)	TUDUN WADA P.S.	4	4	2	2	2	2	2
	M. USMAN KINAFA (x)	LUBO "	1	1	1	1	1	1	1
	(x)	TABRA "	2	1	1	1	1	1	1
	M.UMARU (x)	KUMOJAUROJI "	3	3	2	2	1	1	1
	ALHASSAN (x)	JARKAI "	5	5	3	2	1	1	1
	(x)	BOJUDE "	2	1	1	1	1	1	1
		HERWAGANA "	5	5	3	2			
		KWADON "	1	1	1	1			
		ZAMBUK "	2	3	2	2			
		DADIN KOWA "	2	2	1	1			
		KUMO CENTRAL "	4	4	2	2			
		BOLARI "	5	5	3	2			
		JEKA DAFARI "	6	6	4	3			
		DEBA HABE "	2	2	2	2			

P.E.I.P. SCHOOLS: DETAILS 1977/78

BENUE STATE

Name of state Coordinator/ TAVERSHIMA TSAVWUA

Names of CENTRES	Names of MTTs OR Equivalents	Names of schools Mark Pilot schools*	Number of streams Classes						
			1	2	3	4	5	6	7
MAKURDI		AGASHA	4						
		MBASHYA	2						
		ARABIC MAKURDI	6						
		ST. MARYS "	8						
		DAUDU	4						
		UDEI	6						
VANDEIKTA		LGEA VANDEIKYA	2						
		RCM AGBO	2						
		LGEA KPAMO	2						
		LGEA MBADUKU	2						
		" IHUGH	2						
		ST. JOSEPH'S KORNYA	2						
		LGEA. ANYORIKO	2						
		" AMUA	2						
		" AGBOGHOL	2						
		" AGBEEDE	2						
		" GUNGUR	2						
		" AWAJIR	2						

P.E.I.P. SCHOOLS: DETAILS 1977/78

BENUE STATE

Name of state Coordinator/ T. TSAVWDA

Names of CENTRES	Names of Mtts OR Equivalents	Names of schools Mark Pilot schools*	Number of streams classes							
			1	2	3	4	5	6	7	
KWANDE	MR. DERA	NKST ADIKPO	3	3	3					
		RCM "	3	3	3					
		RCM. USE	2	2	2					
		NKST MANOR	1	1	1					
		LGEA. USHONGO	2	2	2					
		NKST. JATO AKA AHOBEE	2							
		" AHOBEE	2							
		RCM MBAPE	2							
		LGEA GE-MBAGWA	2							
		NKST ICHOL	2							
AYANGBA										
AYANGBA - DEKINA	Mrs. EJAH, E.A.	CMML AYANGBA	2	2	2	2	2	2		PILOT
	MR. OJUH, L.Y.	RCM AYANGBA	2	2	2	2	2	2		PILOT
	MR. OMACHI, M.	LGEA "	1	1	1	1	1	1		PILOT
		RCM AGBEJI	1	1	1	1	1	1		PILOT
		LGEA EGUME	1	1	1	1	1	1		PILOT
		RCM "	2	2	2	2	2	2		PILOT
		CMML "	2	2	2	2				
		LGEA OKURA	1	1	1	1				
		LGEA DEKINA	2	2	2	2				
		ANGLICAN DEKINA	2	2	2	2				
		RCM "	2	2	2	2				
		LGEA ODU	2							
		Q.I.M. OCHAJA	2							
		LGEA ABOCHO	2							

P.E.I.P. SCHOOLS: DETAILS 1977/78
BENUE STATE

Name of state Coordinator/ TAVEPSHIMA TSAVMUA

Names of CENTRES	Names of Mtts OR Equivalents	Names of schools Mark Pilot schools*	Number of streams classes						
			1	2	3	4	5	6	7
KATSINA/ALA	MR.T.T. KACHINA	LGEA TOWNSHIP K/A	3	3	3				
		RCM K/ALA	3	3	3				
		RCM ZAKI BIAM	2	2	2				
		NKST " "	3	3	3				
		LGEA SCH. NGIBO	2	2	2				
		" GAMBE - YA	2						
		" SCH. UGBA	2						
		NKST SCH. MONBO	2						
		" PEVIKYAA	2						
		" KYADO	2						
ANKPA	ISAAC A. OCHU	LGEA ANKPA	2	2	2	2			
		RCM "	2	2	2	2			
		QIM "	2	2	2	2			
		RCM EMERTU	2	2	2	2			
		RCM EMERUTU	2	2	2	2			
		RCM EMERE	2	2	2	2			
		LGEA OFUGO	2	2	2	2			
		QIM ONYE	2						
		CMML OLUPOFO	2						
		RCM ADEH	2	2	2	2			
		LGEA OKPO	2	2	2	2			
		LGEA OKABA	2	2	2	2			

P.E.I.P. SCHOOLS: DETAILS 1977/78

BENUE STATE

Name of state Coordinator/ _____

Names of CENTRES	Names of Mtts OR Equivalents	Names of schools Mark Pilot schools*	Numbers of streams classes						
			1	2	3	4	5	6	7
BASSA	N.A.A. AKANYA	LGEA, OGUMA	2						
		" ODENYI	2						
		" EMERODO	2						
		" GBOLOKO	2						
		" KPATA	2						
IDAH	MR. AKAGWU	ST. BONIFACE IDAH	2	2	2	2			
	Mr. ADEJO	Q.IMT IDAH	2	2	2	2			
		ST MICHAEL IDAH	2	2	2	1			
		BCMT IDAH	1	1	1	1			
		LGEA WATER SIDE	2	2	2	2			
		IN.KPI IDAH	1	1					
		RCMT AJAKA	2	2	2	2			
		QMT UGWOLAWO	2	2	2	2			
		ST.MARTINS EJULE	2	2	2	2			
		QIMT OFAKAGA	1	1	1	1			
		LGEA OBAJANO	2						

P.E.I.P. SCHOOLS: DETAILS 1977/78

BENUE STATE

Name of state Coordinator/ TAVERSHIMA TSAVWA

Names of CENTRES	Names of Mtts OR Equivalents	Names of schools Mark Pilot schools*	Number of streams classes						
			1	2	3	4	5	6	7
OTUKPO	MRS OKLOBIA	ST MARY OTUKPO	10	4	4	4	4		
	Mr. OLA	ST. ANDREWS "	5	2	2	2	2		
		" FRANCI "	12	4	4	2	2		
		WESLEY CENTRAL"	6	2	2	2	2		
		W. NORCROSS	4	2	2	2	2		
		ST.MARYS OGOBIA	6	3	3	3	3		
		WESLEY OCHOBO	3	2	2	2	2		
		W. AKPEGEDE	4	2	1	1	1		
		LSB BUPI OTUKPO	6	2	2	2	2		
		W. OTOBI	5	2	2	2	2		
		ST.AUG. OTUKPO	5	3	2	2	2		
		LSB ONYAGEDE	2						
		" OKPANEHE	2						
		" OPA	2						
		" IJAMI	2						
		" OTOBI CAMP	2						
		" UGBOJU ICHO	2						
		" UPUICHO	2						

P.E.I.P. SCHOOLS: DETAILS 1977/78

BENUE STATE

Name of state Coordinator/ TAVERSHMA TSAVUA

Names of CENTRES	Names of Mtts OR Equivalents	Names of schools Mark Pilot schools*	Number of streams classes						
			1	2	3	4	5	6	7
GBOKO	MR. ANGBAN								
	Mr. J.I. IBEJIDE	ST.JOHN GBOKO	4	4	4	4	4		
		NKST AGUJI	1	1	1	1	1		
		NKST GBOKO	4	4	3	3	3		
		RCM ABO	1	1	1	1	1		
		LGEA. AKIVE	2	-	-	-	-		
		NKST GENYI	1	1	1	1	1		
		MKAR DEM SCH.	3	3	3	3	3		
		GBOKO CENTRAL	3	3	3	3	3		
		R.C.M. AGIDI	2	-	-	-	-		
		ST.MARKS GBOKO	3	3	3	3	3		
		GBOKO LGEA SOUTH	3	3	3	3	3		
		NKST GARAGBOGHOL	2	2	2	2	2		
		RCM. ADVA	2	2	2	2	2		
		LGEA MBATIEV	1	1	1	1	1		
		NKST SEV - AV	2	-	-	-	-		
		LGEA GBEMACHA	1	1	-	-	-		

PEIP SCHOOLS BY L. G. A. AS 1977/78

L. G. A.	NO. OF SCHOOL	CLASSES							REMARKS
		1	2	3	4	5	6	7	TOTAL NO. OF CLASSES
Maiduguri Met.	14 + 1	70	60	55	50	25	15	10	Pilot 285 + 5 = 290
Konduga L.G.A.	4	13	6	6	4	3	3	2	Pilot 37
Fika L.G.A.	10	30	14	14	14	-	-	-	72 Exp. '74
Biu L.G.A.	10	42	24	14	14	-	-	-	94 Exp. '74
Bama L.G.A.	5	25	-	-	-	-	-	-	25 Exp. 77
Ngala L.G.A	5	12	-	-	-	-	-	-	12 Exp. '77
Monguno L.G.A.	5	16	-	-	-	-	-	-	16 " "
Kaga L.G.A.	5	15	-	-	-	-	-	-	15 " "
Damaturu L.G.A.	5	12	-	-	-	-	-	-	12 " "
Gujiba L.G.A.	5	12	-	-	-	-	-	-	12 " "
Bade L.G.A.	5	16	-	-	-	-	-	-	16 " "
Uba/Askira L.G.A.	5	16	-	-	-	-	-	-	16 " "
Gwoza L.G.A.	5	16	-	-	-	-	-	-	16 " "
TOTAL:	84	294	104	89	82	28	18	12	632

GONGOLA STATE

PRIMARY EDUCATION IMPROVEMENT PROJECT

1977/78

CENTRE	DATE ESTABLISHED	SCHOOLS INVOLVED	NUMBER OF CLASSES I	II	III	IV	V	VI	M.T.T.
Mubi		Demonstration	2	2	1				Mrs Ndule
		Mubi I	2	2	1				
		Mubi II	2	2	1				
		Yelwa	2	2	2				
		Sabo Pegi	1	2	1				
		Vim Tim	1	1	1				
		Lamorde	1	2	1				
Yola		Musdafa	2						Mrs. Mails
		Hammawa	2						
		Toungo	1						
		Muro Hausa	1						
		Jemeta Centra	2						
		Yelwa	1						
		Sanda	1						
		Demsawa	2						
		Iuggere	2						
		Nassarawa	2						
Numan		Lafia	1						Mrs. Kwagho Mr. Natalula
		Demsa	2						
		Numan 2	2						
		Numan Central	2						
		Gewana	2						
		Giujur	2						
Jalingo		Muh. Nya							Mal.A. Shata Mamman Kefas
		Muh. Tukur							
		Sabon Lyi							
		Nukkai							
Wukari		Community Nuri Islam Iya	1	1	1				Mr. G. Ferguson
		Wukari East	2	1	1				
		Ebenezer	2	2	1				
		Donga West	1	1	2				
		St. Josephs Takum	2	2	1				
		Takum East	2	1	2				
		Ekas Takum	2	1	2				
		St. Mary's	3	1	2				

1976/77

CENTRE	DATE Established	SCHOOLS INVOLVED	NUMBER OF CLASSES I	II	III	IV	V	VI
Kagoro	1971	L.E.A. Demon. Sch. Kagoro	2	1	1	1	1	1
	1971	L.E.A. School Kagoro	2	2	2	2	1	1
	1971	L.E.A. Central Kagoro	4	2	2	2	2	2
	1971	L.E.A. School Kadou	4	3	3	3	2	2
	1971	L.E.A. School Kpat	2	1	1	1	1	1
	1971	L.E.A. School Agban	3	2	2	2	1	1
	1974	L.E.A. School Kaura	3	1	1			
	1974	L.E.A. Central Manchok	3	2	2			
	1974	L.E.A. Pract. Sch. Kafanchan	4	2	2			
	1974	Aduwan I L.E.A. School	5	4	4			
	1974	Gin L.E.A. School	4	2	2			
	1974	Bakin Kogi I L.E.A. School	5	4	4			
	1974	Bakin Kogi II L.E.A. School	5	3	3			
	1974	L.E.A. Central Kafanchan	5	2	2			
Katsina	1971	Gidado Primary School	2	1	1	1	1	1
	1971	K/Keke Primary School	2	2	3	1	1	1
	1971	Garama Primary School	2	2	2	1	1	1
	1971	Modoji Primary School	2	2	2	1	1	1
	1971	Charanchi Primary School	2	2	2	1	1	1
	1971	Shinkafi Primary School	2	1	1	1	1	1
	1974/75	R/Dadi Primary School	3	3	3			
	1974/75	Gobarau Primary School	2	2	2			
	1974/75	D/Amare Primary School	2	2	2			
	1974/75	S/Kuku Prim School	2	1	2			
	1974/75	Kaga Primary School	2	2	2			
	1974/75	Jibia Prim. School	2	2	2			
	1974/75	Duna Primary School	1	1	1			
	1974/75	Mahuta Primary School	2	1	1			
	1974/75	Mashi Primary Sechool	2	2	2			

CENTRE	DATE ESTABLISHED	SCHOOLS INVOLVED	NUMBER OF CLASSES I	II	III	IV	V	VI
	1974	Sabon Gari L.E.A.	2	2	2			
	1974	Kabala L.E.A.	2	2	2			
	1974	Maiduguri Road L.E.A.	2	2	2			
	1974	Constitution Road L.E.A.	2	2	2			
	1974	Kawo L.E.A.	2	2	2			
Kaduna T.C.	1974	Samaru Road L.E.A.	2	2	2			
	1974	Kakuri L.E.A.	2	2	2			
	1974	Fakr Road L.E.A.	2	2	2			
	1974	Anguwan Samusi	2	2	2			
	1974	Demonstration Sch. Kawo	2	2	2			
	1974	Babban Dodo L.E.A.	2	2	2			
	1974	Barnawa L.E.A.	2	2	2			
	1974	Kurmin Mashi L.E.A.	2	2	2			
	1974	Banarawa L.E.A.	2	2	2			
	1974	Basawa L.E.A.	3	2	2			
	1974	Amina L.E.A.	10	2	2			
	1974	G.R.A.	3	2	2			
	1974	Michiya	4	2	2			
	1974	Barmara	5	2	2			
	1974	Tudun Jukun	4	2	2			
Basawa T.C.	1974	Tudun Wada	3	2	2			
	1974	Kwarbai	2	2	2			
	1974	Kahu	2	2	2			
	1974	Kaura	2	2	2			
	1974	Kofan Gayan	4	2	2			
	1974	Kofan Kuyambana	6	2	2			
	1974	Sabon Gari	6	2	2			
	1974	Babban Dodo	2	2	2			

CENTRE	DATE ESTABLISHED	SCHOOLS INVOLVED	NUMBER OF CLASSES I	II	III	IV	V	VI
Basawa T.C.	1976	Aminu	5					
	1976	Tsuguzi	2					
	1976	Basawa Army Br.	10					
	1976	Gaidu	2					
	1976	Sanaru	2					
	1976	Shika	2					
	1976	Ja'afaru	2					
	1976	Soba	2					
	1976	Giwa	2					
	1976	Rigachikun	2					
	1976	Hunkuyi	2					
Zonkwa	1974/75	L.E.A. I. Zonkwa	3	1	1			
	"	L.E.A. II Zonkwa	3	2	2			
	"	L.E.A. III Zonkwa	2	2	2			
	"	L.E.A. VI Zonkwa	2	2	2			
	"	L.E.A. V Zonkwa	3	2	2			
	"	F/Bakut	4	1	2			
	"	G/Bako	6	2	2			
	"	L.E.A. Kachia	4	3	4			
	"	L.E.A. Malumfashi	8	3	3			
	"	L.E.A. F/Kaje	3	1	1			
	"	L.E.A. Kanlada	2	2	2			
	"	L.E.A. Sako	3	2	2			
	"	L.E.A. Maganaiya	4	2	2			
	"	L.E.A. Z/Dabo	4	2	2			
Daura	1976 Sept	Maiaduwa	3					
	1976	Daura I	3					
	1976	Daura II	3					
	1976	Bayajidda	3					
	1976	Zango	2					
	1976	Sandamu	3					
	1976	Baure	3					
	1976	Garki	3					

CENTRE	DATE ESTABLISHED	SCHOOL INVOLVED	NUMBER OF CLASSES I	II	III	IV	V	VI
Saminaka	1976	L.E.A. School Saminaka	6					
	1976	L.E.A. School Rahama	5					
	1976	L.E.A. School Gure	5					
	1976	L.E.A. School Federe	4					
	1976	L.E.A. School Dan-Alhaji	3					
	1976	L.E.A. School Kayarba	3					
	1976	L.E.A. School Lere	2					
	1976	L.E.A. School Kubaru	2					

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P.E.I.P. SCHOOLS: DETAILS 1977/78

KANO STATE

Name of State Coordinator/s J.O. FODEKE

Names of CENTRES	Names of MTTS or Equivalents	Names of SCHOOLS Mark Pilot Schools*	Number of streams CLASSES 1	2	3	4	5	6	7
Dambatta	Mohamed Rabiu	Dambatta	1	1	1	1			
		Batta	1	1	1	1			
		Ajunawa	1	1	1	1			
		Kunja	1	1	1	1			
		Jogana	1	1					
		Danzaki	1	1					
	Abubakar Sadiq	Unguwar Kantudu	1	1	1	1			
		Gobasawa	1	1					
		Gazawa	1	1	1				
		Wasai	1	1	1				
		Minjibir	1	1	1				
Gumel	Ado Mohamed	Baban Sara	1	1	1				
		Balarabe	1	1	1				
		Matoye	1	1	1				
		Danladi	1	1	1	1	1	1	
		Yana	1	1	1	1	1	1	
		Sule	1	1	1	1			
		Maigatari	1	1	1	1			
		Gabbas	1	1	1	1			
		Galagan	1	1	1				
		Zango	1	1	1				
		Bewuwa	1	1	1				
Hadejia	Shehu Adamu	Malam Maduri	1	1	1	1	1		
		Dunari	1	1	1	1			
		Abdukadir	2	2	2	2			
		Debantu	1	1	1	1			
		Haruna	1	1	1	1			
		Matsoro	1	1	1	1			
	Ishiaku Jibrin	Kofar Arewa	1	1	1	1			
		Dakido	1	1	1				
		Arbus	1	1	1				
		Kadawa	1	1	1				
		Jiyan	1	1	1				
		Auyo Kayi	1	1	1				
		Munkawo	1	1	1				
		Tarbu	1	1	1				

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KANO STATE

Name of State Coordinator/s J.O. FODEKE

Names of CENTRES	Names of MTTS or Equivalents	Names of SCHOOLS Mark Pilot Schools*	Number of streams CLASSES 1	2	3	4	5	6	7
Birnin Kudu	Mrs. Mokwe Sale Suleiman	Ponda	1	1					
		Birnin Kudu	2	2	2	2			
		Wurno	1	1	1	1			
		Kila	1	1	1	1			
		Sinaila	1	1					
		Sabuwar Gwaran	1	1	1	1			
		Jikas	1	1					
		Sarah	1	1	1	1			
		Katchako	1	1	1	1			
		Takai	1	1	1	1			
		Durbunde	1	1	1	1			
Wudil and Dawakin Kudu	Ibrahim Aliyu	Wudil	2	2	2	2	2		
		Guarindan	1	1	1	1			
		Ladi Makole	1	1	1	1			
		Gano	1	1	1				
	Ibrahim Mohamed	Yar Gaya	1	1	1	1			
		Dawakin Kudu	2	2	1	1	1		
		Tamburawa	2	2	2	2			
Kazaure	Bello Umar	*Kakarna	1	1	1	1	1	1	
		Dansuco	1	1	1	1			
		Arewa	2	2	2	2			
		Kazaure Kudu	2	2	2	2			
		Roni	1	1	1	1			
	Ruth Tauna	Giwa	1	1	1	1			
		Kanti	1	1					
		Gada	1	1	1				
		Firji	1	1	1				
		Bandara	1	1	1				
		Yankwashi	1	1	1				

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P.E. I. P. SCHOOLS: DETAILS 1977/78

KANO STATE

Name of State Coordinator/s J.O. FODEKE

Names of CENTRES	Names of NTTS or Equivalents	Names of SCHOOLS Mark Pilot Schools*	Number of streams CLASSES 1	2	3	4	5	6	7
MUNICIPAL	Hamisu Bello	Kofar Naisa	2	2	2				
		Mayanka	2	2	2	1			
		Dorayi	2	2	1	1			
		Panshekara	1	1	1				
		Kaka Bulukiya	1	1	1	1	1		
	A. Akosile	*Fagge	2	2	2	2	2	1	1
		Tudun Wada	2	2	2				
		Gwagwarwa	2	2	2				
		Kurna	1	1	1				
	F. Alawode	*Kofar Kudu	2	2	2	1	1	1	1
		Festival	2	2	2				
		Massalaci	2	2	2				
		Gandu Albasa	2	2	2	1			
		*Kofar Nassarawa	2	2	2	1	1	1	1
	M. Balogun	*Magwan	2	2	2	1	1	1	1
		Tarauni	1	1	1				
		Gandu Nassarawa	2	2	2	2			
		Rimi	2	2	2	2			
	Hamisu Maifada	Dandago	2	2	2	1	1	1	1
		Kwalli	2	2	2	1	1		
		*Gidan Makama	2	2	2	2	1	1	1
		Shauci	2	2	2				
		Kurnawa	2	2	2	1	1		

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P.E.I.P. SCHOOLS: DETAILS 1977/78

KANO STATE

Name of State Coordinator/s J.O. EDEKE

Names of CENTRES	Names of MTTs or Equivalents	Names of SCHOOLS Mark Pilot Schools*	Number of streams in CLASSES 1	2	3	4	5	6	7
Bichi	J.O. Adeyemi	Chiranci	2	2	2	1	1		
		Tsayawa	1	1		1	1		
		Hagagawa	2	2	2	1	1		
		Dawanau	1	1	1				
		Danzabuwar	1	1	1				
	Malami Hassan	Kwa	1	1	1				
		Dawakin Tofa	1	1	1				
		Baduni	1	1	1				
	Muktar Hassan	Rigiyar Zaki	1	1	1				
		Rini Gado	1	1	1				
		Garo	2	2	2				
		Gwargo	2	2	2				
	Ado Mohamed	Dan Hassan	2	2	2				
		Kura	1	1	1				
		Bunkure	1	1	1				
		Gurjiya	1	1	1				

P.E.I.P. SCHOOLS: DETAILS 1977/78

KWARA STATE

Name of State Co-Ordinator/ IBRAHIM BAMIDELE DASUKI BELGORE

NAMES OF CENTRES	NAMES OF MTTS	NAMES OF SCHOOLS	NUMBER OF STREAMS CLASSES 1	2	3	4	5	6	7	TOTAL
		Mark Pilot Schools								
	J.K. ADENIYI (MTTT)	Cen.Sch. Lafiagi	3	3	3	3				12
1. LAFIAGI (EDU LGA)	Baba Tachin (AMTT)	Dzamate Sch. Lafiagi	2	2	2	2				8
		LSMB Sch. Tshaga	2	2	2	2				8
		Central Sch. Pategi	3	3	3	3				12
		LSMB School Ganagari	1	1	1	1				4
		UMCA Sch. Bacita	3	3	3	3				12
		LSMB Sch. Zanbufu	1	1	1	1				4
		LSMB SCH.Lade	1	1	1	1				4
		SIM Sch.Pategi	2	2	2	2				8
			18	18	18	18				72
2. NEW BUSSA	F.D. DAUDA (MTT)	LSMB 'A' New Bussa	3	3	3	3				12
(BORGU LG)	SHEIDU SHAGARAU (AMITT)	" 'B' "	3	3	3	3				12
		" Wawa N/Bussa	2	2	2	2				8
		" Kaiama	2	2	2	2				8
		" Sidya			1	1				4
		" Boriya	1	1	1	1				4
		Baptist Okuta	1	1	1	1				4
		LSMB Okuta	1	1	1	1				4
		" Bankutu	1	1	1	1				4
		" Ilesha	1	1	1	1				4
		" Shagunu	1	1						2
		" Agwara	1	1	-	-				2
			18	18	16	16				68
3. OYI (LGA)	D.A. AYENI (MTT)	St. Andrew LSMB Kabba	2	2	2	2				8
KABBA	M.O. ADEYINKA (AMTT)	LSMB DEMOS-RATION KABBA	2	2	2	2				8
		LSMB Meth. Kabba	2	2	2	2				8
	Z.A. ORE (AMTT)	LSMB ST. Mary's Kabba	2	2	2	2				8
		LSMB I.Aiyetoro	1	1	1	1				4
		LSMB II.Aiyetoro	1	1	1	1				4
		" Model "	2	2	2	2				8
		" Baptist "	1	1	1	1				4
		LSMB St.Paul Iyara	2	2	2	2				8
		LSMB Iyara	2	2	2	2				8
		LSMB AUD Aiyetoro	1	1	1	1				4
			18	18	18	18				72

			No of streams Classes							TOTAL
			1	2	3	4	5	6	7	
KOGI	MR. M.F. OMONIYI (MTT) MR. OBAYOMI	St. Mary's Lokoja	4	4	4	3				15
		Holy Trinity Lokoja	3	3	3	3				12
		LSMB Kabawa Lokoja	2	2	2	2				8
		St. Lukes Adankolo	2	2	2	2				8
		Crowther LSMB Lokoja	1	1	-	-				2
		LSMB Sabo/La Lokoja	2	2	2	2				8
		LSMB Otubo	1	1	1	-				3
		LSMB Agbaja	1	1	1	1				4
		St. Pius Kotankarfe	1	1	1	1				4
		LSMB Kotonkarfe	2	2	2	2				8
			19	19	18	15				71
OYUN	MR. S.O. AJIBOLA (MTT) MR. I.B. OLAJUNJI (AMTT)	Iyoru-Okin A/C Offa	2	2	2	2				8
		Comm/LSMB Igosun	2	2	2	2				8
		Baptist/LSMB Igosun	2	2	2	2				8
		St. Mathias Sch.Erin-Ile	2	2	2	2				8
		1st Baptist Sch. Offa.	2	2	2	2				8
		Baptist/LSMB Erin-Ile	2	2	2	2				8
		Comm/LSMB Ipee	2	2	2	2				8
		AUD/LSMB,Offa	2	2	2	2				8
		AUD/LSMB, Ijagbo	2	2	2	2				8
			18	18	18	18				72
Okene Centre (OKENE L.G.A.)	Mr. D.E. Omuya (AMTT) Mr. E.A. Are (MTT)	St.Andrew's I LSMB Okene	2	2	2	2				8
		St. Andrew's II LSMB Inike Etahi	2	2	2	2				8
		LSMB I Okene Inike Etahi	1	1	-	1				3
		LSMB II Okene	1	1	-	1				3
		RCM Oboroke	2	2	2					6
		Ihima LSMB	2	2	2					6
		C.M.S. Magongo	1	1	1	1				4
		C.M.S. Ogori	2	2	2	2				8
		LSMB CENTRAL Okene	4	4	4	4				16
		R.C.M. Ogori	1	1	1	1				4
			13	13	16	14				56

			Number of stream Classes							TOTAL
			1	2	3	4	5	6	7	
Obangede Cetre (OKENI LG.A)	Mr. A.O. Oyidi (AMTT)	LSMB Ibeke/ Ikuroko	2	2	2	2				8
		LSMB Ikaraworo	2	2	--	-	-	-	-	4
		RCM Oboroke	2	2	2					6
		Ihima LSMB	2	2	2					6
			8	8	6	2				24
Ilorin Centre (Ilorin L.GA)	E.O. Oyeyiola (MTT)	BCWA LSMB Ilorin	1	1	1	1	1	1		6
	C.O.Olaoye (Mrs)	United LSMB "	3	3	3	2	1	1		13
		St.John's Africa Church School	2	2	2	2	1	1		10
	C. Balogun (Mrs) AMTT)	Baboko LSMB	5	5	5	5	2	2		24
		Pakata LSMB Ilorin	1	1	1	1				4
		Ansarul Islam Oke Aluko	1	1	1	1				4
		Pake LSMB Ilorin	1	1	1	1	1	1		6
		Comm.LSMB Oke-Oyi	1	1	1	1				4
			15	15	15	14	6	6		71
AFON CENTRE (ASA L.G.A)		Afon LSMB School	1	1	1	1				4
		Comm. LSMB Otte	1	1	1	1				4
			2	2	2	2				8
			5	5	5	5				16
IREPODUN LGA OMU-ARAN CENTRE	A.O. Ayodele (MTT)	St. Paul's O/Aran	3	3	3	3				12
	Mrs.D.Afolayan (AMTT)	Muslim Com.Sch. Omu-Aran	3	3	3	3				12
		All Saints Okenigbin	1	1	1	1				4
		Muslim Com. Okenigbin	2	2	2	2				8
		Comm. Sch.	2	2	2	2				8
			13	13	13	13				52
IFELODUN LGA SHARA CENTRE	Mr.Oloruntoke (MTT)	SIM Igbaja Comm. Sch.	2	2	2	2				8
		Igbaja	2	2	2	2				8
		Comm. Goma	1	1	1	1				4
			5	5	5	5				20

Nos. of Classes by L.G.A.: = ASA= 8, IREPODUN = 52, IFELODUN = 20
Edu= 72, BORGU = 68, OYI = 72, OKENE = 54, OKEHI = 24, KOGI = 71, OYUN = 72,
and ILORIN = 71 GRAN TOTAL NUMBER OF CLASSES IN THE STATE = 584

NIGER STATE

PRIMARY EDUCATION IMPROVEMENT PROJECT

1977/78

CENTRE	SCHOOLS INVOLVED	DATE	NUMBER OF CLASSES							
			I	II	III	IV	V	VI		
Chanchaga	Waziri		2	2	2					
	Bosso		2	2	2					
	Paiko		2	2	1					
	Central Minna		2	2	2					
	Beji		2	1						
	Gwiroum		2	1						
	Tuta		2	2						
	Kuyunbana		2	2						
Rafi	Nagwara		2	1	1					
	Tegina		2							
Abuja	Dawaki Abuja		2	2	2					
	A/Gwari Abuja		2	2	2					
	A/Kaba Abuja		2	2	2					
	Diko		2	2	2					
	Izom		2	1	1					
	Bwari		2	1						
	Juwa		1	1						
	Kuje		2	1						
	Kwali		2	1						
Mariga	Central K'Gora		2	2	2					
	Maidubu K'Gora		2	2	1					
	Mushishi		2	2	2					
	Ibbi		2	1						
	Nagwamatse		2	2						
	Zungeru		2							
	Islamiya		2							
	S/Rami		1							

CENTRE	SCHOOLS INVOLVED	DATE	NUMBER OF CLASSES							
			I	II	III	IV	V	VI		
Ungana	Ibeso		1	1	1					
	Kisho		2	2	2					
	Galka		1	1						
	Anna		1	1						
	Rijau		1							
Gbako	Ndazobo		2	2	2	1	1	1		
	Kofar Lyagi		2	2	2	1	1	1		
	Lemu		1	1	1	1	1	1		
	Badegi		2	2	1					
	Bida North		1	1	1					
	Katcha		1	1	1					
	Ndayako		2	2						
	Gabon Gida		2							
Larun	Kutigi		1	1	1	1	1	1		
	Doko		1	1	1	1	1	1		
	Alhaji Ndagi		1	1	1					
	Mokwa		1	1	2					
	Doko Langbatu		1	1						
	Dabban		1	1						
Etsuan	Agaie Central		2	2	2	1	1	1		
	Lapai Central		2	2	2					
	Agaie East		2	2						
	Lapai Kobo		2	1						
	Baro		2							

Institute of Education
Ahmadu Bello University
Zaria.

P.E.I.P. SCHOOLS: DETAILS 1977/78

PLATEAU STATE

Name of State Coordinator/ MRS. M.D. SHAIYEN

Names of CENTRES	Names of MTTs	Names of SCHOOLS Mark Pilot Schools*	Number of streams CLASSES						
			1	2	3	4	5	6	7
JOS	MR.S.O.A. AYODELE (MTT)	ST.PAUL'S JENTA JOS	6	6	3	3	3	3	3
		ST.PAUL'S TOWNSHIP JOS	9	16	5	5	5	4	4
		LGC. SCHOOL JOS	8	10	5	5	3	3	3
		TOWNSHIP SCHOOL JOS	10	14	4	5	4	4	4
		ST. THERESA'S BOYS JOS	9	9	6	2	4	4	4
		ECWA/SIM. JOS	7	8	5	4	3	3	2
		ZAWAN ISLAMIYYA	2	3	1	1	1	1	1
		DU LGC. SCHOOL	1	2	1	1	1	1	1
		KURU JANTA III	3	7	2	1	1	1	1
		GASSA [illegible]KAN SCHOOL	3	3	2	2	1	1	1
		DOROWA BABUJE BAP.	3	7	2	2	2	2	2
		HEIPANG LGC. SCHOOL	3	5	2	2	2	2	1

Institute of Education
Ahmadu Bello University,
Zaria.

P.E.I.P. SCHOOLS: DETAILS 1977/78

PLATEAU STATE

Name of State Coordinator/s _____

Name of CENTRES	Names of MTTs	Names of SCHOOLS Mark Pilot Schools*	Number of streams CLASSES 1	2	3	4	5	6	7
PANKSHIN	Y.A. ZAIDU	*LGE SCHOOL P.	3	7	2	2	2	2	2
		*HOLY CROSS R. SCH. P.	7	11	3	4	3	2	2
		*EKAN PR. SCH. P	3	3	3	2	2	2	2
		BAPTIST PR. SCH. MANGU	2	4	2	2	2	2	?
		L.G.C. SCH. A^3 AMPER	3	3	1	1	1	1	1
		CENTRAL SCHOOL *EKAN SCH. MANGU	6	9	4	4	3	2	2
		DEMON. SCH. GINBRI	3	4	3	3	3	3	3
		LGE SCHO. MARARRABA	5	6	3	3	2	2	2
SHENDAM	Y.A. ZAIDU	*LGE SCHO. SHEN.	4	4	3	2	3	2	2
		R.C.M. SCHOOL	5	5	4	3	3	3	3
		LGE SCH. G. GALADIMA	2	2	1	1	1	1	1
		L.S.B. BAPKWAI	3	4	3	2	2	2	1
		R.C.M. GARKAWOA	6	4	3	2	2	2	1
		DUANKWAN SCHOOL	1	2	1	1	1	1	1

Institute of Education
Ahmadu Bello University
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P.E.I.P SCHOOLS: DETAILS 1977/78

PLATEAU STATE

Name of State Coordinator/s MRS M.D. SHAIYEN

Names of CENTRES	Names of MTTs	Names of SCHOOLS Mark Pilot Schools*	Number of streams CLASSES 1	2	3	4	5	6	7
LAFIA	MISS E.M. WILLIAMS	DUNAMA	4	4	3	3			
		ST.WILLIAMS	3	3	3	3			
		ST. JAMES	3	3	3	3			
		ST.AUGUSTINES	2	2	1	1			
		SHABU	2	1	1	1			
		B.A.D.	4	4	2	2			
		DOMA	3	3	2	2			
		DEDDERE	5	5	2	2			
		KAFIN WAMBAI	1	2	1	1			
		LAFIA WEST	3	4	3	3			

Institute of Education
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P.E.I.P SCHOOLS: DETAILS 1977/78

PLATEAU STATE

Name of State Coordinator/s MRS. M.D. SHAIYEN

Names of CENTRES	Names of MTTs	Date Established	Names of SCHOOL Mark Pilot Schools*	Number of streams CLASSES 1	2	3	4	5	6	7
	J.M. TITA	1977	Baptist Keffi	5	6	4	4	2	2	2
		1977	ABDU ZANGA "	2	3	2	3	2	2	2
KEFFI		1971	St.Williams"	2	3	3	3	3	3	3
		1977	Gitata	1	2	1	1	1	1	1
		1977	UKE	2	3	1	1	1	1	1
		1971	LAMINGA	2	2	3	1	1	1	1
		1973	GARAKU	3	4	3	2	2	2	2
		1973	MARKE	2	2	2	1	1	1	1
			KOKONA	2	3	1	1	1	1	1
NASARAWA		1972	Nasarawa Central	4	6	4	2	2	2	3
		1973	Kofar Kudu Nasarawa	2	4	3	2	2	2	2
			ARA	3	5	1	1	1	1	1
			Total							

SOKOTO STATE 1977/78
PRIMARY EDUCATION IMPROVEMENT PROGRAMME

LOCAL GOVERNMENT MTT CENTRE	NO OF MTT's	NAME OF MTT	NO OF SCHOOLS	NO OF CLASSES	SCHOOLS	PEIP ARMS PER YEAR 1	2	3	4	5	6	TOTAL
Yabo	4	M. Sahabi M. Yabo 74	22	60	Dogondaji Town	2	2	2	1			7
Co-ordinator		M. Umary Tambawal			Barkeji	1	1	1	1			4
M. Umaru J. Ibrahim (77)		Abdullahi I. Yabo 77			Salah	2	2	-	1			5
		Abubakar Mohammed 77			Yabo Town	2	2	1	1			6
					Tambawal Town	2	2	2	2			8
					Sayinna	2	2	1	1			6
					Kesoje	1	1	1				3
					Mandera	1	1	1				3
					Kajiji	1	1					2
					Jabo	1	1					2
					Ruga Gamo	1	1					2
					Kilgori	1						1
					Goshe	1						1
					Alasan	1						1
					Shinfiri	1						1
					Tambawal JNI	1						1
					Maikada	1						1
					Yagawal	2						2
					Chakai	1						1
					Shageri	1						1
					Dagawa	1						1
					Yabo II	1						1
						28	16	9	7			60

LOCAL GOVERNMENT NTT CENTRE	NO OF MTT's	NAME OF MTT	NO OF SCHOOLS	NO OF CLASSES	SCHOOLS	PEIP ARMS PER YEAR 1	2	3	4	5	6	TOTAL
Silame	2	Abdullahi T. Zuba	9	29	Binji	2	2	1	1			6
Co-ordinator		A. Ibrahim Kidanka 77			Tangaza	2	2	1	1			6
M. Dahiru Ibrahim(77)					Silami	1	1	1				3
					Gidan Madi	2	2	1				5
					Maikulki	1	1					2
					Bunkari	1	1					2
					Gande	2						2
					Kalanjeni	2						2
					Sutti	1						1
						14	9	4	2			29
Gummi	2	Alhaji Dogondaji (76)	11	27	Gummi Town	2	2	2	2			8
Co-ordinator		Alh. Moh Bello Kebbe (77)			Kebbe	2	2		1			5
M. Umaru J. Ibrahim (77)					Nasarawa	2						2
					Matsafa	1						1
					Daki Takwas	1						1
					Gummi JNI	2						2
					Ganbanda	1						1
					Kuchi	2						2
					Bukkuyun	2						2
					Gayari	2						2
					Gwalli	1						1
						18	4	2	3			27

LOCAL GOVERNMENT NTT CENTRE	NO OF NTT's	NAME OF NTT	NO OF SCHOOLS	NO OF CLASSES	SCHOOLS	PRIP ARMS PER YEAR 1	2	3	4	5	6	TOTAL
Bodinga	2	M. Garba Bashar	6	28	Bange	2	2	1		1	1	7
Co-ordinator		Bello Sani 77			Sifawa	2	2	1	1	1	1	8
M. Umaru J. Ibrahim					Bodinga Town	2	2	1	1			6
					Shuni	2	1	1				4
					Takatuku	1						1
					Danchadi	2						2
						11	7	4	2	2	2	28
Sokoto	6	Malama Nana D/Daji 74	19	83	Sultan Ward	2	2	2	2	1	1	10
Co-ordinator		H. Almu Hassan 75			Magajin Rafi	4	2	2	2	1	1	12
M. Dahiru Ibrahim (77)		H. Ramalan Yusif 76			Kware	1	1	1	1	1	1	6
		A. Bello Danta 77			Sarkin Adar	3	2	2	2			9
		Moh. Mahe Ahmed 77			Hama'ali	1	1	-	1			3
		Aliyu Magatakarda 77			Turaki	3	3	3				9
					Kasarawa	1	1	1				3
					Waziri	2	2	1				5
					Magajin Gari II	2	2					4
					Demonstration II	2	2					4
					Unguwar Rogo	1	1					2
					Tangwale	1	1					2
					Arkilla	1	1					2
					Mabera	2						2
					Demonstration I	2						2
					Bankanu	2						2
					Gidan Karma	1						1
					Gaji	2						2
					Dundayi	1						1
						35	22	12	8	3	3	83

LOCAL GOVERNMENT / NTT CENTRE	NO OF NTT's	NAME OF NTT	NO OF SCHOOLS	NO OF CLASSES	NAME OF SCHOOL	PUPILS PER YEAR 1	2	3	4	5	6	Total
Gusau	6	Huseine S. Gusau	24	88	Gusau Town	1	1	1	1			4
Co-ordinator		Sule Moh. Chafe			Gusau Shottima	2	2	2	2			8
M. Abdullahi A. Hamid		Abdulahi Shehu			Gusau S/Fegi	3	3	2	2			10
		Bala Musa			Gusau T/Wada	2	2	2	2			8
		Alh. Isaka Mohammed			Ibrahim Gusau	2	2	2	2			8
		Faruk Garba			Bungudu Town	2	2	2	2			8
					Chafe Town	2	2	2	2			8
					Yandotandaji	1	1	1				3
					Belawa	1	1	1				3
					Ali-Akilu	1	1	1				3
					Kortorkoshi P/S	1	1	1				3
					Dangaladima	2	2					4
					Furfuri	1	1					2
					Nizzamiya	1	1					2
					Unguwar Yanzammai	1	1					2
					Nahuche	2						2
					Kaida	1						1
					Rawaiya	1						1
					Ansardeen	2						2
					Birnin Ruwa	2						2
					Tofa	1						1
					Gulubba	1						1
					Kucheri	1						1
					Bilkis	1						1
						35	23	17	13			88

NAME OF GOVERNMENT AND SCHOOLS	NO OF MTT's	NAME OF MTT	NO OF SCHOOLS	NO OF CLASSES	SCHOOLS	PREP ARMS PER YEAR 1	2	3	4	5	6	TOTAL
Gwadabawa	3	M. Sule A. Sokoto (74)	14	45	Gwadabawa Town	2	2	1	1			6
Co-ordinator		M. Bello Mohammed (76)			Gwadobawa S/G	2	2	1	1			6
Mr. D. Fitch (76)		Musa Moh. Lumo (77)			Illela	2	2	2	2			8
					Gada Town	1	1	1				3
					Gada JNI	1	1	1				3
					Gigane	2	2					4
					Gidan Katta	1	1					2
					Kyadawa	2	2					4
					Wauru	2						2
					Asaro	1						1
					Tungar Tudu	1						1
					Gaidau	2						2
					Kalmalo	2						2
					Gada III	1						1
						22	13	6	4			45
Anka	2	Bala Mohammed Maru 77	9	24	Maru Demonstration	1	1					2
Co-ordinator		Esly Naimon 77			Mai-inchi P/S	2	2	2				6
M . Abdullahi A. Hamid (77)					Ruwan Dorawa	1	1					2
					Anka JNI	1	1					2
					Anka Township	2	2	2	2			8
					Maru Town	1	1	2	3			7
					Maru JNI	1						1
					Kadaddaba	1						1
					Kwananmaje	1						1
						11	8	6	5			30

LOCAL GOVERNMENT MTT CENTRE	NO OF MTT's	NAME OF MTT	NO OF SCHOOLS	NO OF CLASSES	SCHOOLS	DEPARTMENT PER YEAR 1	2	3	4	5	6	TOTAL
Wurno Mr. D. Fitch (76)	2	Ibrahim Haruna Umaru Yusufu (77)	14	36	Wurno I	1	1	1	1			4
					Achida Town	2	2	1	1			6
					Chacho	1	1		1			3
					Rabah	1	1	1	1			4
					Goronyo Town	2	2	1	1			6
					Alkammu	1	1					2
					Marnona	1	1					2
					Gyalgyal	1	1					2
					Goronyo JNI	2						2
					Dole	1						1
					Gidan Tudu	1						1
					Dinawa	1						1
					Wurno II	1						1
					Kwasare	1						1
						17	10	4	5			36

LOCAL GOVERNMENT MTT CENTRE	NO OF MTT's	NAME OF MTT	NO OF SCHOOLS	NO OF CLASSES	SCHOOLS	PERIODS PER WEEK PER YEAR						TOTAL
						1	2	3	4	5	6	
Birnin Kebbi	5	Malama Amina Ibrahim (76)	20	74	Ambursa	1	1	1	1			4
Co-ordinator		M. Mohammadu			Tudun Wada	2	2	2	2			8
Miss J. Siewko (1976)		Malama Jabbo H. Nasarawa (77)			Godandaji	1	1	1	1			4
		M. Attihiru Nasarawa (77)			Palane	2	2	2	2			8
		M. Malami Gwandu			Ilelar Yari	1	1	1	1			4
					Gulumke	1	1	1	1			4
					Dalijan	1	1	1	1			4
					Sarkin Fawa	1	1	1	1			4
					Central	2	2	2	2			8
					Nasarawa B/K	2	2	2				6
					Ujariyo	1	1	1				3
					Zauro	1	1	1				3
					Junju	2	2					4
					Ambursa Waje	1	1					2
					Makera Gwandu	2						2
					Army Childrens Sch	2						2
					Ambursa	1						1
					Dagere	1						1
					Gwabare	1						1
					Gwandu Nafara	1						1
						27	19	16	12			74

LOCAL GOVERNMENT HTT CENTRE	NO OF MTT's	NAME OF MTT	NO OF SCHOOLS	NO OF CLASSES	SCHOOLS	PUPILS PER YEAR 1	2	3	4	5	6	TOTAL
Bunza	2	M. Usman Dakingari (74)	10	28	Kalgo	2	2	1	1			6
Co-ordinator		M. Bala M. Kalgo (77)			Diggi	2	2	1	1			6
					Maidahini	1	1	1				3
					Bunza Waje	2	2					4
					Tunga Dan Nufe	1	1					2
					Bunza Town	2						2
					Dakingari S. Gari	2						2
					Yarma Town	1						1
					Rafin Giwa	1						1
					Kwandage	1						1
						15	8	3	2			28
Jega	3	M. Abubakar Andarai (77)			Jega Town	2	2	2	2			8
Co-ordinator		M. Musa Haruna (77)			Maiyama	2	2	1	1			6
Miss J. Siewko (1976)		Muh. Kakale (77)			Andarai	2	2	1	1			6
					Gulumbe	2	2	1				5
					Giwa Dso	1	1					2
					Basabra	1	1					2
					Jega Gabon Gari	2						2
					Birnin Yari	2						2
					Aliero	2						2
					Dogon Daji	2						2
					Kurun Kudu	1						1
					Saran Dosa	1						1
					Langido	1						1
					Dan'warai	1						1
					Dumbegu	1						1
					Gindi	1						1
						24	10	5	4			27

LOCAL GOVERNMENT NTT CENTRE	NO OF NTT's	NAME OF NTT	NO OF SCHOOLS	NO OF CLASSES	SCHOOLS	PRIP ARMS PER YEAR 1	2	3	4	5	6	Total
Argungu	4	M. Moh. Z. Kangiwa (74)	16	73	Dankoji	3	3	3	2			10
Co-ordinator		M. Moh. Z. Fingila (76)			Tundun Wada	3	3	2	2			10
Mr. P. Madattai (77)		M. Danbuga Kyangakwai (76)			Sarkin Sani	3	3	2	2			10
		Hajiya Fati Maliru (77)			Alwassa	1	1	1	1			4
					Gotomo	1	1	1	1			4
					Yaldu	1						1
Kangiwa					Matan Fadar	1	1	1				3
					Lailaba	2	2	1				5
					Kangiwa	3	3	2				8
					Bui	1	1	1				3
					Natsini	1						1
Kamba					Fingilla P/S	1	1					2
					Kyungakwai	1	1					2
					Creza	1	1					2
					Dango	2	2					4
					Mudi	2	2					4
						27	25	14	7			73

LOCAL GOVERNMENT MTT CENTRE	NO OF MTT's	NAME OF MTT	NO OF SCHOOLS	NO OF CLASSES	SCHOOLS	PUPILS PER YEAR 1	2	3	4	5	6	Total
Talata Mafara	2	Salisu A. Garba Gusau	10	22	T/Mafara Town	2	3	2	2			9
Co-ordinator		Musa Musa Kaya			T/Mafara JNI	1	1					2
H. Abubakar B. Shehu (1977)					Sado	1	1					2
					Yelwa (T/Mafara	1						1
					Kwanar Kalgo (UPE)	1						1
					Ganji	1						1
					Tureta Lamba	1						1
					Hara	1						1
					Tunfafiya	1						1
					Jangebe	2						2
						13	5	2	2			22
Isa	2	M. Yahaya Isa Kaura	20	48	Isa Town	2	2	2	2			8
M. Abubakar B. Shehu (77)		Ibrahim Shehu A. Shinkafi			Shinkafi Town	2	2	2	2			8
					Sabon Birni	2	2	2	2			8
					Jangeru	1	1	1				3
					Chiki	1	1					2
					Shanawa	1	1					2
					Chili (UPE)	1						1
					Jangeru (UPE)	1						1
					Badanawa	1						1
					Guraguri	1						1
					Sabon Gari	1						1
					Isa JNI	2						2
					Bargaja	1						1
					Sardauna	1						1
					T/Bagaruwa	1						1
					Teke	1						1
					Katawa	1						1
					Dakwaro	1						1
					Sabon Birni JNI	1						1
					R/T Ladan	1						1
						21	11	7	3			48

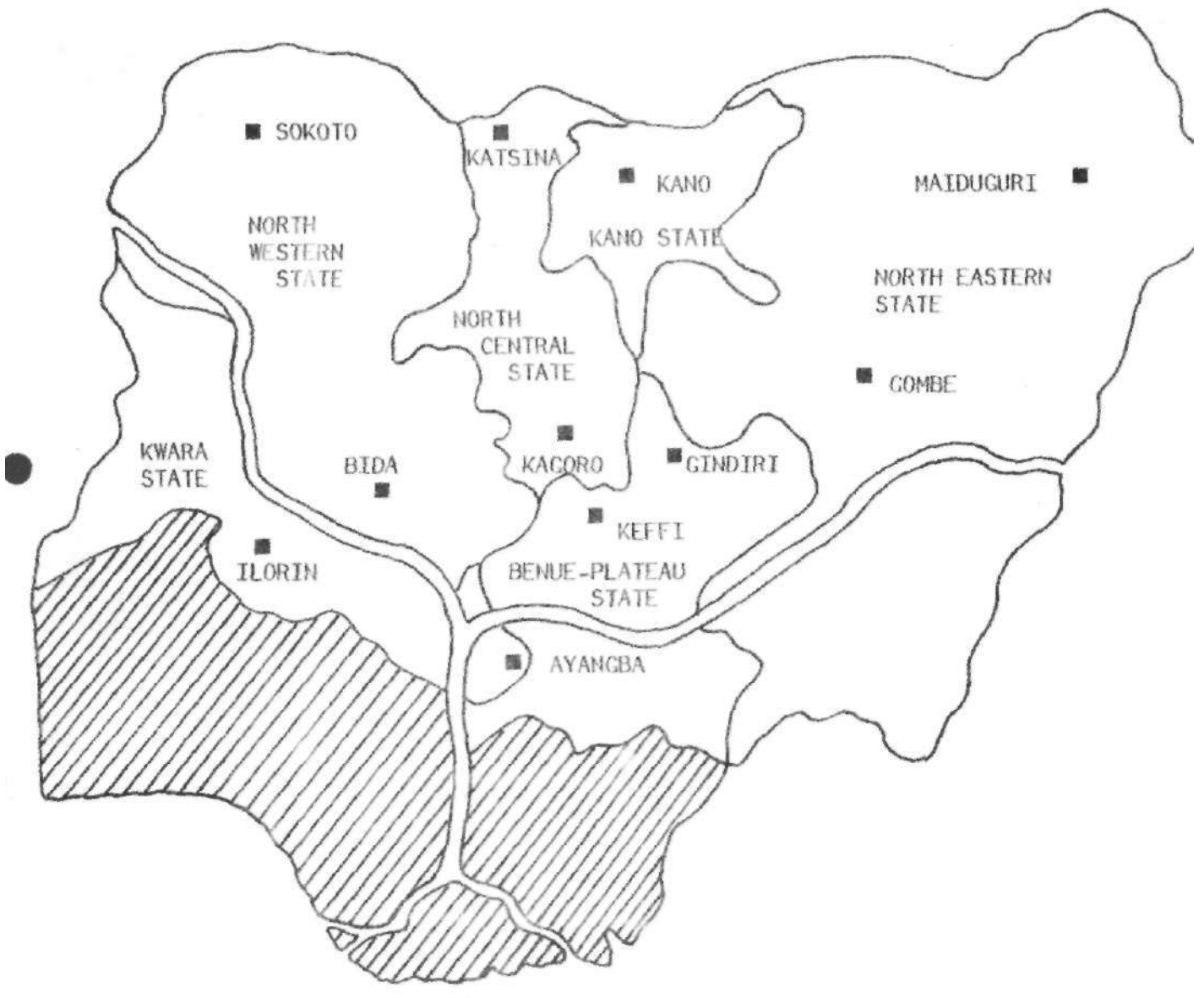
LOCAL GOVERNMENT NTT CENTRE	NO OF NTT's	NAMES OF NTTC	NO OF SCHOOLS	NO OF CLASSES	SCHOOLS	PRIP ARMS PER YEAR 1	2	3	4	5	6	Total
Kaura Namoda	4	M. Aliyu Gada 74	19	59	Mallamawa	2	2	2	2			8
		M. Sani Aliyu 76			Kaura Namoda Town	2	2	2	2			8
		M. Shehu Ibrahim Kaura 77			Zurmi	2	2	2	2			8
		M. Ibrahim S. Jinkirawa 77			K/N Sabon Gari	1	1	2	2			6
					Kirin daji	1	1	1	1			4
					Morike	2	2	2	2			8
					Gurbin Bore	1	1	1				3
					Kanwa	1	1					2
					Kurya	1	1					2
					Nassarawa Zurmi	1						1
					Nizzamiya K/N	1						1
					Kungurki	1						1
					Barkeji	1						1
					Unguwar Sarkin Hausawa	1						1
					Dauran P/S	1						1
					Kofar Zurmi	1						1
					Gabake	1						1
					Dumfawa	1						1
					Sakajiki P/S	1						1
						23	13	12	11			59

LOCAL GOVERNMENT MTT TWARE	NO OF MTT's	NAMES OF MTTS	NO OF SCHOOLS	NO OF CLASSES	SCHOOLS	PRIMARY YEAR 1	2	3	4	5	6	TOTAL
Yauri		M. Muhammed Umar	21	68	Tugan Giwa	1	1					2
Co-ordinator		M. Muhammed			Takware	1	1	1	1			4
Philip Cole		M. Garba Aliyu			Shanga	1	1	1				3
					Tungan Fana	1	1					2
					Giro Masa	1	1	1				3
					Tondi	1	1	1	1			4
					Ikum	1	1					2
					Hello	1	1					2
					Kutawa	1	1					2
					Waje	2	2	2				6
					Sabon Gari	2	2	2	2			8
					Wali	2	2	2				6
					Army Children's School	2	2	2				6
					Palace	1	1	1	1			4
					Zango	1	1					2
					Birrin Yauri	1	1	1	1			4
					Nakirin	1	1					4
					Zemare	1	1					2
					Ngaski	1	1					2
					Yaro	1	1	1	1			4
					Libata	1	1					2
						25	25	12	6			68

LOCAL GOVERNMENT MTT CENTRE	NO. OF MTT'S	NAME OF MTT.	NO. OF SCHOOLS	NO. OF CLASSES	SCHOOLS	PRIP ATTS PER YEAR 1	2	3	4	5	6	Total
Bagudo	2	M. Muhammadu	15	33	Koko Salihu	2	2	2	2			8
Co-ordinator		Harafa 77			Koko Malam	2	1	1				4
Philip Cole		M. Dauda Dange			Musa Magaji	1	1					2
					Koko Kuryn	3						3
					Koko Kircin	2						2
					Dada	1	1	1	1			4
					Karama Danba	1	1					2
					Mbako	1						1
					Barabe	1						1
					Bagudo Yamma	1						1
					Bagudo Kudu	1						1
					Tuga	1						1
					Tungan Atto	1						1
					Matsinkai	1						1
					Bagudo Central				1			1
						19	6	4	4			33

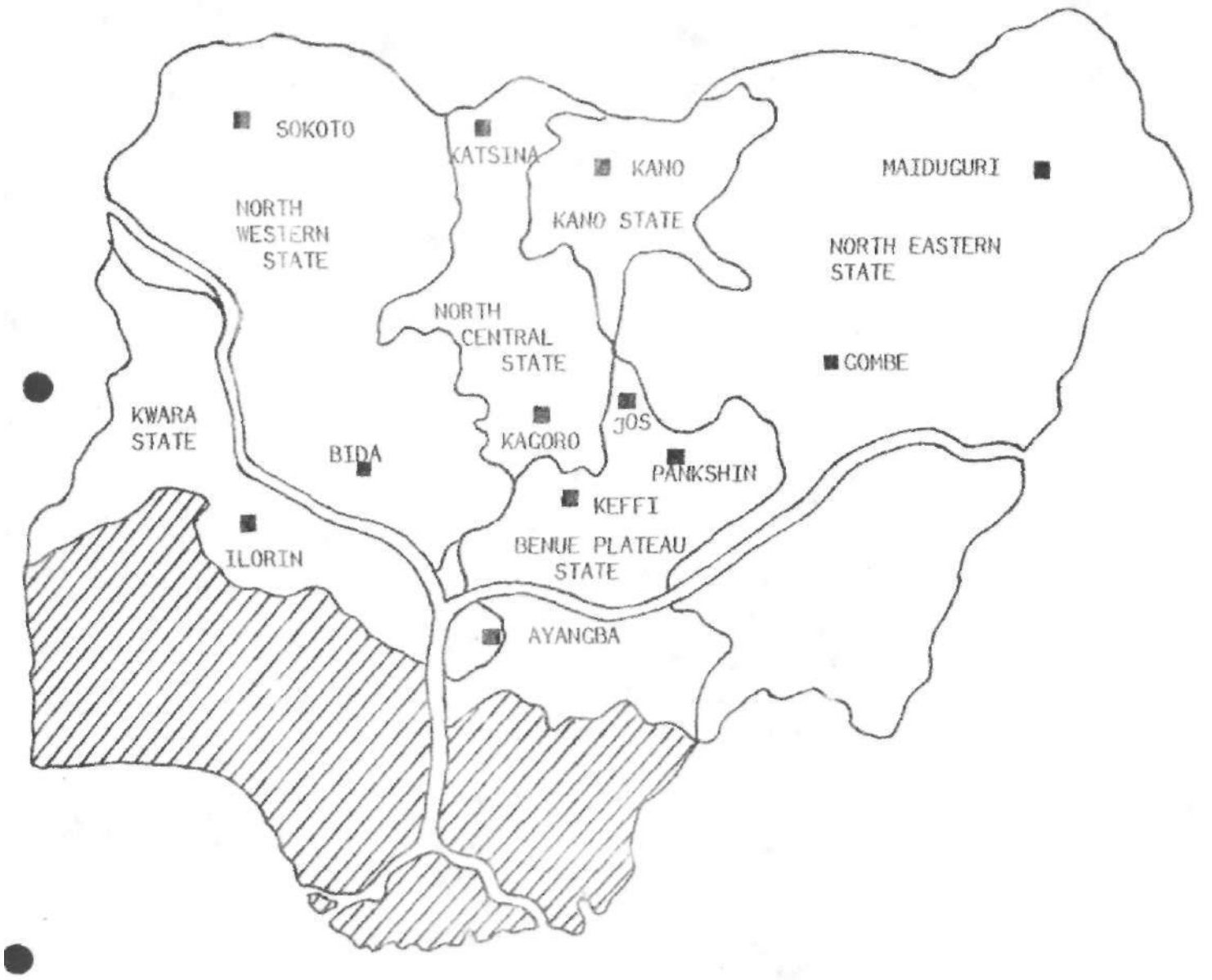
LOCAL GOVERNMENT NTT CENTRE	NO OF NTT's	NAME OF NTT	NO OF SCHOOLS	NO OF CLASSES	SCHOOLS	PRIMARY PUPILS PER YEAR 1	2	3	4	5	6	To'al
Zuru		M. Garba Matte	19	73	Dango	2						2
Co-ordinator		M. Usman Mohammed			Tsdurga	1	1					2
		M. Sani Dantani			Bedi	1	1					2
		Miss Regina Makera			Dutsen Kwana	1						1
					Riban	2	2					4
					Dirin Daji	2	3	1	1			7
					Nashiya	2						2
					Danko	1	1					2
					Mago	1	1	1	1			4
					Makeri	2	2		1			5
					G/Kele	1						1
					Bajida	2	2					4
					Mahuta	2	2	1	1			6
					Dandunguru	2						2
					Amanawa	1	1					2
					Ganji	1	1					2
					Senchi	1	1					2
					Sani Gomo	3	3		2			8
					Dango Gomo	3	3	1				7
						32	25	9	7			73

NORTHERN STATES OF NIGERIA SHOWING PEIP CENTRES IN 1970
(II IN NUMBER)



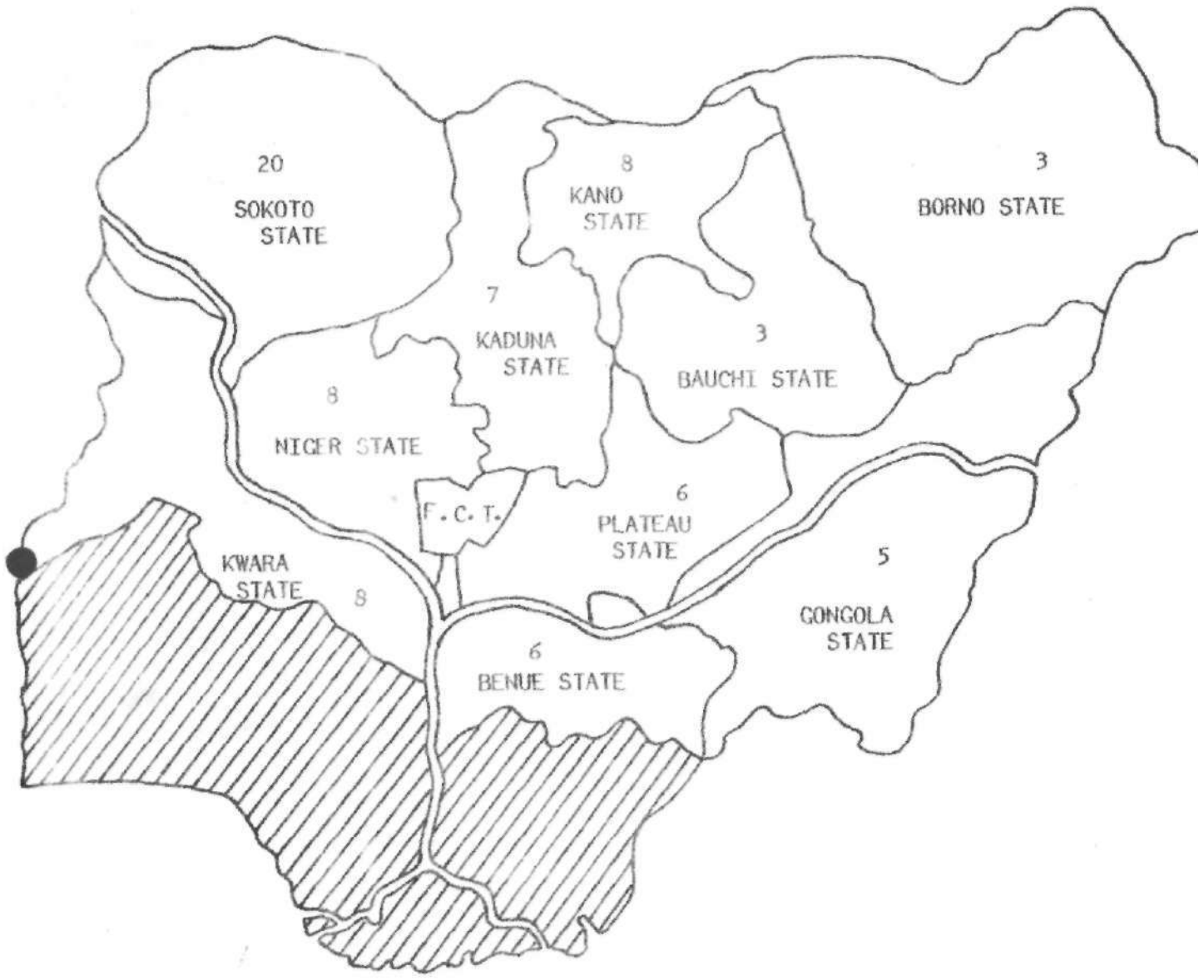
STATE	CENTRES	
NORTH WESTERN STATE:	SOKOTO, BIDA	2
NORTH EASTERN STATE:	GOMBE, MAIDUGURI	2
NORTH CENTRAL STATE:	KATSINA, KAGORO	2
KWARA STATE:	ILORIN, AYANGBA	2
KANO STATE:	KANO.	1
BENUE-PLATEAU STATE:	KEFFI, GINDIRI	2

NORTHERN STATES OF NIGERIA SHOWING PEIP CENTRES IN 1974
(12 IN NUMBER)



STATE		CENTRES	
NORTH WESTERN	STATE:	SOKOTO, BIDA.	2
NORTH EASTERN	STATE:	GOMBE, MAIDUGURI.	2
NORTH CENTRAL	STATE:	KATSINA, KAGORO	2
KWARA	STATE:	ILORIN, AYANGBA	2
KANO	STATE:	KANO.	1
BENUE-PLATEAU	STATE:	KEFFI, PANKSHIN, JOS	3

NORTHERN STATES OF NIGERIA SHOWING PEIP CENTRES IN 1978
(74 IN NUMBER)



STATE		CENTRES
BAUCHI	-	Bauchi, Tangale Waja, Gombe, (21 Schools)
BENUE	-	Ayangba, Otukpo, Gboko, Ankpa, Idah, Katsina-Ala. (14 Schools)
BORNO	-	Maiduguri, Konduga, Fika, Biu, Bama, Ngala, Monguno, Kaga, Damaturu, Gujiba, Bade, Uba/Askira, Gwoza. (84 Schools)
GONGOLA	-	Mubi, Yola, Numan, Jalingo, Wukari (35 Schools)
KADUNA	-	Kagoro, Katsina, Kaduna, Basawa, Zonkwa, Daura, Saminaka, (98 Schools)
KANO	-	Danbatta, Gumel, Hadejia, Birnin Kudu, Wudil/Dawakin Kudu, Kazaure, Bichi, Kano (105 Schools)
KWARA	-	Lafiagi, New Bussa, Oyi, Kogi, Oyun, Okene Okehi, Ilorin, Afon, Irepodun, Ifelodun (75 Schools)
NIGER	-	Chanchaga, Rafi, Abuja, Mariga, Magama, Gbako, Lavun, Etswan. (50 Schools)
PLATEAU	-	Jos, Pankshin, Shendam, Lafia, Keffi, Nasarawa. (56 Schools)
SOKOTO	-	Yabo, Silame, Gumi, Bodinga, Sokoto, Gusau Gwadabawa, Anka, Wurno, Birnin-Kebbi, Bunza, Jega, Argungu, Kangiwa, Kamba, Talata Mafara, Isa, Kaura Namoda, Yauri, Bagudo. (163 Schools)

REPORT OF DR. KOLAWOLE'S VISIT TO PRIMARY CURRICULUM PROJECT SCHOOLS, KWARA STATE OF NIGERIA - 18TH FEBRUARY - 26TH.FEBRUARY, 1975

1. PURPOSE OF VISIT

Since June, 1974 when I assumed the responsibility of Co-ordinating activities of the Primary Division of the Institute of Education, Ahmadu Bello University, Zaria, it had been my fervent desire to visit schools under the Primary Education Improvement Project. It was not possible to do so because of other responsibilities enumerated below-

June to September: 1974	Teaching Post Graduate Diploma in Education Course full time. Partly Co-ordinating Infant Method Course Summer Vacation Activities.
October - December 1974	1. Preparation of list of materials for Primary Education Improvement Project Schools.
	2. Co-ordinating Infant Method Course full time.
	3. Resolving staff and students problems with regard to finance, welfare, curriculum and time-table, Teaching Practice etc.
	4. Teaching Foundation of Education in Education Planning and Administration Course.
January - February	1. Federal Government Teacher Education Workshop in Principles and Practice of Education for three weeks.
	2. Preparation for and organising Mobile Teacher Trainer's Conference.

As a result of the Mobile Teacher Trainer's Conference, the desire to familiarise myself with problems and progress of project schools and. to collect information to enhance coordination at the Institute level become much greater. Both the co-ordinators and the Teacher Trainers expressed the desirability of such visits by the Institute to boost the teacher's morale.

The purpose of this visit is therefore three - fold

(a) to know people working this project is various centres - those at the Ministry headquarters as well as those in the schools. Communication is important in any administrative set up.; it was envisaged that effective communication will be enhanced through such visits.

(b) to see and hear problems of teachers as they relate to the professional progress of the project, to help to boost their morale, and to give professional advice as necessary.

(c) to collect facts and figures needed in the coordination of curriculum material supply.

Earlier reports indicated that Ayangba and Bida Centres were the most and least progressive. These centres were chosen as the first ones to visit.

2. OBSERVATION IN KWARA STATE: ILORIN CENTRE

2.1 Schools:

During the week's visit in Kwara State I visited the twelve pilot schools, three expansion schools and two non-project schools (for comparative reasons).

(1. Baboko L S B	(9. St. Barnabas L S B	(15. R C M. L S B
(2. United "	(10. St. Joseph "	(16. Egume R C M"
(3. E C W A "	(11. Pakata "	(17. Agboji "
Ilorin (4. St. Johns "	(12. Egume "	
Centre (5. PAKE "	Ayangba (13. C M M L "	
(6. I T C "	Centre (14. Ogunaga "	
(7. St. Pauls"		
(8. Moslem Comm. "		

I also visited the Ministry of Education Headquarters as well as met the D. I. Es in Ilorin and Dekina.

2.2 Teachers:

Punctual work at work and appeared to be very much dedicated to the success of the project. Most of the teachers in the project were female. There was only one male in the six pilot schools in Ilorin but majority were males at Ayangba Centre. All the teachers had at least Grade II qualification, but non with qualification up to the N C E level. Teachers enjoyed their work and showed much interest. Teachers knew the methods to follow and these kept them busy throughout the whole period of observation.

2.3 Pupils:

Pupils were equally interested in their work. It was interesting to note that in spite of freedom of movement in activities the project schools are regarded to be the best disciplined. Pupil work confidently and are not abashed at visitors as found in the traditional classes visited.

2.4 Curriculum:

Materials supplied to schools were either used or displayed on the walls or kept in safe lockers, either in the classroom or the headmasters' office. The Orientation Course given to teachers during Orientation was successful. Teachers appeared to know what to do though there were evidence of inexperience and room for initiative in some cases. Teachers thought that non of project subject

.../3

was difficult to teach. "Creative Activity" appears to be the heart of the project in years I and II". Because it requires a lot of materials to play with there is tendency to limit activity meth ds to the subject only. Lesson watched in classes 3 and 4 were not as impressive as these in classes 1 and 2. The nature corner in some schools could be improved.

2.5 SUGGESTIONS

1. Nature-Corners

T These corners should be bult up with collection of several objects of interest to children. In one school, the desk was laid with clay-moulds of tables, horses, chairs etc.

2. Collection for Home Corner

This collection doest not require any support from UNICEF. Pupils may help to collect empty tins, bottle tops, etc for their marketing stalls.

3. Cleaning Slates with Sputum

Some children tried hard to clean their slates with their fists but failed and resolved to using sputum. A duster can be shared among four to five children if one is not available per child.

4. Pronunciation of "Cupboard"

In one of the expansion schools the teacher found the pronunciation of "cupboard" difficult. The M T T helped the teacher and children to correct this after I pointed out the fault to the M T T.

5. Fl sh Cards in Capitals
Should flashcards be written in capital or small letters?
In a school the teachers wrote flashcards in capital letters while the pupils were just learning small letters of the alphabet. The confussion in configuration in word recognition was explained to the teacher.

6. Handwriting:

The idea of painting the lower part of the classroom wall in Infant Classes in some schools was good; especially where children lacked adequate supply of slates.

2.6 GENERAL

The Chief Inspector of Education Kwara State warmly welcomed the Institute Co-ordinator to his office. Among things discussed were:-

(a) Educational Administration and Planning

Students who finished the course were posted as Secretaries to the Local School Board. Some of them were reshuffled into

U I E schools as a result of lack of manpower on a temporary basic.

(b) Infant Method Diploma Course

The Chief Inspector of Education said graduates were used as M T Ts in Primary Education Improvement Project. He advised that the students on the course should be well intimated with Primary Education Improvement Project Curriculum. The Institute Coordinator then replied that this has already been in practice, and in fact, Primary Education Improvement Project Curriculum Specialists are also Infant Method Course Lecturers.

3. Primary Education Improvement Project:

The Institute Co-ordinator expressed his satisfaction about the success of the project in Ilorin schools and lauded the activities of Mr. A.O.A. Alao the State Co-ordinator and his team of Sub-coordinators, M T Ts and teachers.

The D.I.Es in Ilorin and Dekina reported satisfaction with Primary Education Improvement Project schools and warmly welcomed the visitor.

VISIT TO AYANGBA CENTRE 25TH FEBRUARY, 1975
BY DR. D.O. KOLAWOLE

The six schools in Ayangba Centre were visited. Most of the experienced staff had been transferred due to upgrading and proceeding to further training which necessitated reshuffling of staff. Classes where experienced staff remained showed considerable difference in progressive class organisation and in quality of presentation of lessons. One of the teachers told me "The greatest problem of teachers is that they don't get their slaries on time". Asked whether that has affected the project in any way. He replied that teachers who were unhappy could not teach well. Sometimes classes were abandoned, project ones inclusive. In spite of this problem, however, I felt that the teachers were trying their best. Some of the classes were being used for Teaching Practice: Students who teach lower classes were familiarized with the new approach.

It was interesting to note that Cement bags were good substitute for mats in one school. Even though this is an English medium centre, vernacular is largely used in the first two years. Teaching method in the upper classes is largely traditional in all schools visited. Teachers were advised not to glue flash cards permanently to the walls in one school. Some of the charts produced by the Institute should be kept in their appropriate containers when they are not in use. Some were found scatteredly on the floor trampled by children, some on the nature table, others worn out, partly torn, junked in a basket with Physical Education materials, etc. It was advised that nature collection be labelled after discussion.

On the whole, the programme has been successful in Kwara State. The following points should be noted, however, if it is to continue to have desired effected anticipated.

1. FURTHER TRAINING OF MINISTRY EXPERTS TO HOLD THE BANNER HIGH.

2. L S B SHOULD BE PREPARED TO SUPPORT TEACHERS WITH ADEQUATE MATERIALS.

3. THERE SHOULD BE STABILITY OF TEACHERS FOR CONTINUITY.

4. MEDIUM OF INSTRUCTION SHOULD BE RE-EVALUATED.

VISIT TO NORTH WEST STATE: BIDA CENTRE
BY DR. D.O. KOLAWOLE

I passed through Bida Centre on the 18th February, 1975 and left a message of a repeat call for the D. I. E. Mr. Alabi Adebayo. On the 26th February, 1975 the following schools were visited.

5 1. KOFAR EYAGI PRIMARY SCHOOL

5 2. NDAZABO PRIMARY SCHOOL

1 3. BIDA NORTH PRIMARY SCHOOL

4 4. LEMU PRIMARY SCHOOL.

TEACHERS

Most of the teachers were Grade II. Of the 15 teachers seen, only 3 had not had any in-service training. They all expressed satisfaction with the methods of teaching and learning being experimental except one headmaster and his staff who felt that the rate of learning in the experimental classes was too slow.

PUPILS

Pupils seen were equally as ethusiastics and showed considerable freedom and self-confidence. The pupils onjoyed the programme but they learn under inconvenient situations. There were no desks and benches due to expansion. The classroom floor in some schools had been reduced to bare sand after the concrete had been completely broken into fragments.

CURRICULUM

Materials were kept in the D.I. E's Office. They were dished out to teachers as needed. The state Coordinator arrived to supply materials to some classes while I was visiting schools. Teachers complained about lack of locally purchased materials.

I gave two demonstration lessons - one in class three and the other in class one in language lessons in one of the schools in Bida. The teacher in class one was teaching shapes using rote learning and the teacher in class three - teaching verbs ending - ing.

GENERAL

1. There was problem of excessive enrolment in Kofar Eyagi Primary School.

2. Lemu school was the best of those seen. The headmaster as well as the teachers were keen and it could compare favourably with any other good school in Ilorin or Ayangba Centre.

3. The idea of proper care of materials should be emphasized in all schools. However, there are individual teachers who should be exempted e.g. Class 2 teacher of Kofar Eyagi.

A P P E N D I X I

PRIMARY EDUCATION IMPROVEMENT PROJECT STAFF
MINISTRY OF EDUCATION, KWARA STATE

1.	J.K. SALIU	Chief Inspector of Educ., Min. of Educ.
2.	A.O. A. ALAO	State Coordinator, Ministry of Education.
3.	BABA TAKATA	Sub-Coordinator, " " "
4.	ADENIYI	" " " " "
5.	OLAOYE (MRS)	" """ " " "
6.	MR. ADENIYI	D I E Igbomina – Ekiti
7.	MR. A.O. AYODELE	M T T – Ayangba Centre.
8.	MRS OBADA	Assistant M T T Ayangba Centre.
9.	MR. ISAAC OCHU	" " " "

A P P E N D I X II

ITINERARY

18th February, 1975 (Tuesday)	Arrived Ilorin via Bida Centre from Zaria.
19th February 1975 (Wednesday)	Visited Ilorin Centre Pilot Schools
20th February, 1975 (Thursday)	Visited the Ministry of Education Headquarters for professional discussions.
	Visited P G D E Students at Queen Elizabeth College, Ilorin and advised on data analysis.
21st February, 1975 (Friday)	Visited expansion classes at Omu-Aran for professional advise.
	Delayed on route Lokoja owing to Governor's tour of the State and use of ferry.
22nd February, 1975 (Saturday)	Proceeded to Lokoja and crossed Niger with the ferry on Sunday – 23rd February, 1975.
24th February, 1975 (Monday)	Visited Ayangba Centre Pilot Schools. Back to Lokoja 4 – 6 p.m.

A P P E N D I X III

MINISTRY STAFF BIDA CENTRE

Mr. Alabi Adebayo	Divisional Inspector of Educ., Bida Div.
Miss Jennifer Wilder	State Co-ordinator.
Miss Deborah Bland	State Co-ordinator.
Baba Taka	M T T Bida/Lapai Schools.
Alhaji Iliyasu Ahmed	M T T " "
Mr. Ayo Ilori (Dismissed)	M T T " " "

REPORT OF

Dr. KOLAWOLE'S VISIT TO PEIP CENTRES, MAY, 15 - 27, 1976

BAUCHI STATE

Introduction

A fact-finding tour was made by Dr. Kolawole, Institute of Education, A.B.U. for current information on the situation of PEIP in the former North-Eastern State and Benue - Plateau States since the split of these states into smaller states. This is to enhance coordinator of PEIP at the Institute of Education headquarters and to advise states, if necessary, on reorganisation of PEIP in various centres affected by creation of states. In Bauchi State the situation of PEIP is as follows:

MANPOWER

State Coordinator - Mrs J. Smart

Inspector Primary Education - Mallam Hammaya Misau

Deputy Inspector Primary Educ. - Mallam Abubakar Misau

Mobile Teacher Trainers

1. H[illegible] Darazo - Bauchi Teachers' College
2. Cornelius Yoriyo - " " "
3. Ma[illegible] Mabelia - Kaltungo Teachers' College
4. Ad[illegible] Zhan - " " "
5. Un[illegible] Goje - Gombe " "
6. Mi[illegible] Glasoby - Azare Women Teachers' College

There are about 111 classes in roughly sixty schools. Actual figures are not available yet. Mrs. Smart promised to go round schools soon for fact-finding and would inform the Institute of the current situation.

Ministry of Education and PEIP

The Ministry is highly interested in continuity of PEIP in the State and is planning to give it every financial and moral support needed. A PEIP Headquarters will soon be attached to Wunti Primary School. From this centre a State capital school being organised, "SAAD ZUNGUR SCHOOL" will receive necessary help to keep it up to standard.

Materials

The State Coordinator was briefed by D. Kolawole on the programme of material supply by UNICEF and the Institute as follows:

	MATERIAL SUPPLY	STATES	
(a) 1974/75	New Class 1's - UNICEF		
1975/76	" " 2's - "	R, 1.	" Local materials for class 1.
19[illegible]/77	" " 3's - "	R, 1,2	" Local material classes 1,2
19[illegible]/78	" " 4's - "	R, 1,2,3	" Local material for classes 1,2,3.

1978/79	_____	States supply all material required.

* R = Replacement of books and workbooks.

(b) Institute will supply materials for Pilot classes - 4 - 1976/77. and from December 1976, Unicef commitment to Institute ends.

(c) Unicef commitment to States ends 1977/78.

(d) Dr. Kolawole was informed by Mrs. Smart that UNICEF has promised ₦14.50 per class for purchase of local materials for 1975/76 year, but it was not clear whether the money is also for pilot schools.

(e) The State Coordinator should be informed to collect materials for Pilot Classes 4 - 6 for Bauchi State if necessary.

TRANSPORT.

Vehicles used for PEIP in N.E. were left in Borno State according to an agreement by the three States of former North Eastern State that each State would return all Institutional vehicles. This leaves Bauchi and Gongola without vehicles. It is hoped that UNICEF will supply these new States with some land-rovers and necessary vehicles to facilitate the work of the Mobile Teacher Trainers.

VISIT TO GOMBE CENTRE

Two Schools in Bauchi State (Gombe Centre) were visited - (1) Tudun Wada Primary School, Gombe, (2) Kumo - Jaurogi Primary School, Gombe.

Tundun Wada P.S. Close to Gombe Teachers' College. It was one of the best schools in PEIP in the early years. Unfortunately the Mobile Teacher Trainers who are willing to keep up good work of thise centre are heavily loaded with teaching in Gombe T.C. One with 19 periods a week teaching English to final year students, the other had 30 periods a week. Hardly was it possible to be actively involved in organising courses for teachers - apart from the one held from 1976, there was no course run for teachers - since 1973. Another problem was change of PEIP - Time - Table., to suit students on teaching practice. For the time students were on teaching practice subjects like Creative Activities, Cultural Activities and Science were dropped. Class one under Mrs. Susurgu had an enrollment of 51 pupils.

A mathematics lesson was observed - children counted with various objects. She supplemented Oxford Modern Mathematics Book 1 with Oxford Arithmetic Course Book 1 for multiplication exercises. Teacher of classes 4,5, & 6 were transferred. Class 3 teacher, Haruna Dogo was very active. Taught "Take position game" in Science. He had difficulty with organising children for reading in groups. Lack of furniture was further impediment.

Kumo - Gaucogi P.S.: Close to the Local Authority Dispensary.

The PCIP classes run to class 1 only. The class one teacher here, Mrs, Felicia Amos, taught her children in a temporary classroom made of corrugated iron sheets without furniture. In spite of several handicaps, no storage facility, she taught good lesson in Creative Activity and Physical Education.

In Science, Miss Felicia Oladokun still uses Primary III Science in Year 4. "Some lessons were difficult to cover on time". Most of the trained teachers in PCIP had been deployed.

In Hausa, Ka Koyi Karatu is read in Classes 1 and 2 and Ranan Kasuwa in Class 3. The Headmaster requested for Social Studies teaching guides for year 5.

INFANT METHOD COURSE 1976/77

Six students were selected by the Ministry for the Infant Method Course.

The Ministry will be responsible for their tuition fees while the L.E.A. will pay their salaries.

ORIENTATION COURSE FOR TEACHERS COLLEGES

There were twelve nominees - two female teachers and ten male teachers from Teachers' College in the State.

CARDIFF PROGRAMME (PCIP)

The following were suggested for the Cardiff programme by Bauchi State:

1. Cornelius Yoriyo
2. Haruna Darazo
3. Umaru Goje

DR. KOLAWOLE'S REPORT OF VISIT TO PEIP CENTRES

PEIP IN GONGOLA STATE

BACKGROUND:-

P.E.I.P. schools and centres were established in Mubi, Numan and Jalingo when Gongola was part of the North Eastern State. These schools and centres still exist with full support of the newly created Ministry of Education of Gongola State in Yola. Of these centres Mubi seemed the most successful largely due to the active cooperation of the Local Education Authority there and the efforts of the Mobile Teachers Trainer, Mrs. C. Slowther, an Infant Method Specialist in Mubi Teachers' College, also a keen educationist in Primary Education.

CENTRES:

Since the creation of States, Mrs. Slowther has been transferred to Yola, the state headquarters with Principal of Mubi Teachers' College to Yola Teachers' College. With this background the Institute Co-ordinator supported the Ministry's intention to appoint Mrs. Slowther the State Co-ordinator with effect from 1976/77 year. In the meantime she would find out all facts about PEIP in the State. While the Institute Co-ordinator was in Yola, both of them visited Jalingo and encouraged the centre there to be strenghened by appointing Mrs. Kwaghe, an ex-student of Infant Method Course as M.T.T. The Principal Jalingo T.C. was very co-operative and promised to support PEIP. Mr. Andrew Shatta, another graduate of Infant Method Course was the area Inspector of Education Directly in charge PEIP Jalingo.

Mubi centre was left in the hands of Mrs. Ricks. There is expectation that another M.T.T. would soon to supervise about thirty schools in the centres. Wukari centre, formerly in the Benue-Plateau State is now a part of Gongola State. Mrs. Slowther will soon get in touch with the centre to find out facts about adjustment needs required.

It is hoped that a PEIP centre will be created in Yola to be supervised by Mrs. Slowther and Mrs. Hails of Yola T.C.

TRANSPORT:

At present, there is no transport for Gongola M.T.T.'s All vehicles formerly used in North Eastern State were located in Maiduguri. According to the decision taken by the three state governors of Bauchi, Borno and Gongola, vehicles in one state should not be transferred to another state in the process of sharing liabilities of the former North Eastern State. It is hoped that UNICEF will help Gongola State to provide some landrovers. The roads in the State require strong vehicles. For the M.T.T.'s to do their jobs well, there is no other way but to provide them with suitable transport for the job.

MATERIAL

The Chief Inspector of Education was briefed on the responsibility of the state on the supply of materials to P.E.I.P. schools. He was informed that UNICEF would supply new materials to year 3 expansion schools in 1976/77, and year 4 classes in 1977/78. After that time Gongola State would be fully responsible for the supply of PEIP materials to all classes. He hoped planning would now begin on how needs would be met at that time.

INFANT METHOD COURSE:

Having received proposed selected candidates for Infant Method Course 1976/77 names of the following candidates were submitted for final selection:-

	RESERVES
1. Stephen Z. Liyangama	1. Esther Kalab Diraso
2. Jilantikir Sinmai	2. Benson Makufe Jen. M. Brama.
3. Aliyi Jibirilla	
4. Yusufu G. Ngbakada	

U.P.E.:

The States need about 3000 teachers for UPE in September 1976. It was proposed that the first thousand would come from T.C.'s the second thousand would be primary Schools leavers to be given three months training in the seminar and the Third Thousand would be the existing teachers.

GENERAL OBSERVATION:

1. The Ministry of Education, Gongola State is prepared to continue with PEIP. There is every hope that if the invisaged plans are carried out and proposed manpower are available to do the work for the next two or three years, PEIP will have a firm foundation laid in Gongola State.

PROPOSED GONGOLA 4 MTTS AND CENTRES.

2.	PEIP Centres	MTT	No. 4 Classes
	a. Numan	Jerimouth Matahula	10
	b. Jalingo	Mrs. Kwaghe	9ds 1.
	c. Mubi	Mrs. Relich (WSO)	21
	d. Yola	Mrs. Hails Mrs. Slowthor (Ag. Coordinator)	?
	e. Wukari	Rath Mackie	?

3. Proposed Schools for Yola

1. Hamawa Primary School
2. Wuro - Hausa, Yola Primary School.
3. Mustapha Yola Primary School.

Others are:

4. Yuju Primary School.
5. Hildu Primary School
6. Islammya Primary School, Yola
7. Islammya Primary School Jimeta
8. Jimeta S.U.M.
9. Jimeta St. Theresa
10. Jimeta Central.

Materials In Numan

4. a. Class 1 - 5 red boxes - Distributed
5 green boxes - Distributed
5 blue " Distributed
Class 2 - 5 yellow " Not yet Distributed
5 brown " in May, 1976
5 puple.

4. b. Materials in Yola

Class 1 9 Green
9 Blue

4. c. Materials in Mubi

Class 1 - 8 Red - Distributed
8 Blue "
8 Green "
Class 2 - 6 Yellow Partly Distributed
6 Brown
6 Puple

5. Gongola State is willing to nominate three candidates for PEIP High Level training in Cardiff.

BORNO STATE:

1. PEIP SCHEME IN MAIDUGURI

1.1 The Institute Co-ordinator (PEIP visited Ministry of Education, Maiduguri, on the 17th May, 1976, to discuss PEIP Scheme in view of creation of more states and resultant deployment of offices. He was informed of the following changes: (1) The State Co-ordinator (PEIP) in the former N.E. State, how assistant and later acting co-ordinator, have been deployed to Bauchi State. Several teachers and Mobile Teacher Trainers were also deployed to either Gongola or Bauchi State. (2) At present there is no state coordinator for PEIP, only one Mobile Teacher Trainer for Maiduguri Centre and the Chief Inspector of Education, Mr. Miller, is looking for more staff, (3) The C.I.E. had little knowledge of how PEIP Scheme was run by his predecessors.

1.2 In view of this situation a meeting was proposed to include representatives from A.B.U. Institute of Educat[illegible] Ministry of Education and the Local Education Authority. The Meeting was immediately organised by the Inspector of Primary Schools, Mallam Dikwa; it was held on 18th May, 1976. At the Meeting chaired by Mr. Miller, the C.I.E. Mr. Fagbemi, Ag. State Co-ordinator deployed to Bauchi State was present. Mr. Fagbemi narrated the current situation of PEIP and stressed lack of manpower. The chairman asked for Institute advise in reorganisation of the whole scheme in the state. Dr. Kolawole suggested as follows:

1. That a state co-ordinator for the project be appointed as soon as possible; the earlier, the better.
2. That at least seven Mobile Teacher Trainers be located for supervision of the programme, one in each of the seven divisions in the State. Each should work with the Divisional Inspector of Education very closely.
3. The State Co-ordinator to be appointed should be highly interested in PEIP, possibly a person with considerate experience in the programme. As a State Co-ordinator he should be full of initiative and hard working. He is one who can organise courses and give leadership to Mobile Teacher Trainers. He ought to be able to arrange supply and distribution of materials to schools without delay - He must be p physically fit and able to communicate with his/her juniors and superiors in the Ministry and schools.
4. Every effort must be made to use Infant Method Graduates as Mobile Teacher Trainers. This is possible through the c·operation of the Local Government Authority.

5. Dr. Kolawole emphasized the need of absolute cooperation between the Mobile Teacher Trainers and the Local Education Authority. In his opinion most of the difficulties that M.T.T.'s experienced were due to lack of communication between the two. For example, the L.E.A. should be consulted for repair of class-rooms and supply of equipment where and when necessary.

6. The Institute Co-ordinator strongly advised that all materials now stored at Baga Road should be distributed immediately to schools.

1.3. The Chairman asked whether the state co-ordinator should be based at the ministry Headquarters or at a different centre.

Institute replied that the question of office allocations was prerogative of the ministry; however, experience has shown in other states that efficiency depends largely on the quality of the state coordinator rather then proximity of his office to the headquarters. As things are in Maiduguri now, it may be better to use the ministry headquarters for effective communication and coordination. In the near future Baga could be reorganised into an in-service centre from where the state Coordinator could operate.

1.4 The meeting was informed by Dr. Kolawole that the Ministry should be prepared to take over the responsibility of supply of materials to all schools in 1978.

He described how the Institute and UNICEF have been responsible for supply and distribution of materials since 1970.

1.5. The Institute Coordinator revised the list of nominated candidates for cardiff with the C.I.E. Two of these three nominations for the former North East State are now for Bauchi State, one for Borno and none for Gongola State. It was suggested that each state should nominate three candidates, and the list be reviewed accordingly.

3. <u>Candidates proposed for Infant Method Course 1976/77</u>

2.1. Six candidates were selected by the Ministry officials pending the approved of the Permanent Secretary. Those selected were:-

1. Ahmadu Mohammed
2. Umaru Ahmadu
3. Aminu Biu (R)
4. Musa Kajin
5. Garba Aliyu
6. Ali Ahmad (R)

(R) = Reserved Candidates

2. <u>Orientation Course for Tutors in Training Colleges</u>

3.1. 8 tutors from Borno Teachers' Colleges were nominated for the summer PEIP Orientation course at the Institute of Education only 23-28, 1976.

Those selected were:-

1. K. Mshelia - Borno
2. A. Idrisa - Potiskum
3. Karagama Usman - Waka
4. Gambo Mohammed - Arabic
5. Aliyu Mustapha
6. Mrs. P. Mishelia
7. Amos Umora - Bama
8. Irondi O. Danaburu T.C.

4. Visit To PEIP Schools

The following schools were visited by PEIP coordinator in Maiduguri.

5. Transport (PEIP)

The C.I.E. informed the meeting that the governors of Bauchi, Borno and Gongola States agreed the ministries that there would be no transfer of vehicles from one state to another in the operation of sharing liabilities of the former north eastern state. This affects UNICEF project because the only two landrovers being used for coordination in the former N.E. State stationed at Maiduguri. UNICEF may like to advise state on this situation.

4. VISIT TO PEIP SCHOOLS IN MAIDUGURI CENTRE

1. Name of School visited - Yerwa Primary School.
2. Headmaster - Mustapha Arginoma.
3. Years School in Project - since 1971.
4. Classes: 1 - 5 streams
   2 - 5 "
   3 - 2 "
   4 . 2 "
   5 . 1 "
   6 . 1 "
5. No of Teachers in School - 16 in the programme.
6. Materials were receive through UNICEF and Institute. Raw materials in use. Materials are stored in H.M.s Office. Materials were supplied for 40 pupils but some classes had 45 or over on register.
7. Mallama Jumai Diggin - an active teacher in the project helped the headmaster with records, of PEIP materials Helped in training other teachers. She translated, Hausa strips for teaching language to kanuri for teaching vernacular in lower Primary classes.
8. Teachers in this area found it difficult to get corn-stack for creative activities. Use clay instead of plasticine a older children in upper primary helped to collect materials for use in lower primary classes.
9. Two other schools visited were:
   1. Yerwa Practising School under Hajia Gona
   2. Mafoni Primary School Abdullahi.

Observed a good science lesson in Yerwa Practising School. Maforn had 26 teachers and 855 children and was facing the problem of inadequate furniture for the classrooms.

General Remarks

Maiduguri Centre appears to be doing well in PEIP programme. Pilot Schools are in their 6th year. The enrollment in each School is large. There are many teachers. Children enjoyed PEIP lessons and teachers reported satisfaction with the programme. The greatest problem in this centre is lack of manpower. Mrs. Hopkins who was very active in coordinating the centre and supplying the schools with materials and professional advice needed had left for Canada. Some good UNICEF teachers had been transferred to other schools for UPE. It is hoped that with the interest shown by the Chief Inspector of Education and other ministry officials PEIP will continue to survive and grow from strength to strength in Borno State.

Dr. Kolawole's Report on Visit to PEIP Centres

Benue State

In order to inform the Institute of the current situation of PEIP in various states, the Institute Coordinator made a two - week tour to the former North East and Benue - Plateau States and visited the five Ministries of Education carred from the two states described earlier.

In Benue State, the following are those connected with PEIP at the Ministry of Education.

1. The Commissioner - Mr. T. Marker.
2. Permanent Secretary - - Mr. P.A. Osayi
3. C.I.E. - Mr. J.I. Idoko
4. D.C.I.E. - Mr. J.A. Gande.
5. Principal Inspector Primary - Mrs. S.A. Adoba
6. Senior Inspector Teachers Colleges - Mrs. M.A. Ifere
7. State Coordinator - PEIP - To be appointed. Mrs. Adoba acts at present.

8. Mobile Teacher Trainers	Centres	Schools	Class
1. Mr. Egworubo	Gboko		
2. Mr. T.M. Chagba	Oturkpo		
3. Mr. A.I. Ochu and Mrs. E.A. Ejah	Ayangba	?	?
4. Mr. Akanya	Dekina		
5. Mr. Akagwu	Idah		

N.B. Wukari Division is now part of Gongola State and Ayangba centre is part of Benue State.

There was no centre at Makurdi when PEIP was organised in the former B/P state. The former B/ coordinator Mr. Iweltu, is now in Plateau state; consequently, there is neither a state coordinator nor a PEIP centre at Makurdi, Benue state, now the State headquarters. The Institute Coordinator advised that a centre should be created at Makurdi but it is even more important to have a full-time state coordinator if the programme is expected to function well in the State.

No facts and figures were available about PEIP at the time of visit. The acting State Coordinator, said the M.T.T.'s have been instructed to feed the ministry with these as soon as possible. The ministry will forward this information to the Institute as soon as they are available.

Materials

Benue schools have received materials as distributed in the former Benue Plateau State.

Infant Method Course

A list had been forwarded to the Institute.

Orientation Programme

Mrs. Ifere said list of participants will be forwarded. There are about 13 Teachers' Colleges in Benue State. Six of them run a five year programme fully.

Communication

The ministry officials advised the Institute coordinator to send letters by hand if possible. Letters by post take too long to reach Makurdi from Zaria.

REPORT OF

DR. KOLAWOLE'S TOUR TO PEIP CENTRES - MAY 15 - 27, 1976

PLATEAU STATE

Introduction

1. PEIP MANPOWER

The State Coordinator - Mr. P. Mwoltu.

	Mobile Teacher Trainers	Centres	No of Schools	No of Classes
1.	Mrs. Mauomi	Jos		
2.	Miss Wilson	Keffi		
3.	S.A. Ayodele(Proposed)	Lafia	85	311
4.	Noh. Abdullahi	Pankshin		
5.	Kalansim, B.B.	Shandam		

N.B. Wukari centre is now part of Gongola State.

2. Materials, Equipment, Vehicles

(a) 2 Motorcycles
4 Land-Rovers
1 Volkswagen bus (1 more land-rover expected)

(b) All materials for B/P Schools have distributed and Benue State has got its share of the lot.

3. Cardiff Programme.

The original list of nominees for Plateau State is to be considered valid.

4. PEIP Orientation Programme for Teachers' Colleges.

The Institute should expect about 11 - 15 participants.

5. Infant Method Students 1976/77

(a) A list has been forwarded to the Institute for approval.

(b) The Ministry and the Institute proposed that for future selections , the Ministry of Education should be invited to review applications and make final selection jointly with the Institute. Dates for reviewing such applications will be immediately after the closing date advertised in the newspaper.

6. The Permanent Secretary, Mr. Yakubu, warmly welcomed the Institute representative who paid him a courtesy call.

7. The following may be useful information to, Institute Staff:

(a)	Commissioner of Education	- Mr. Christopher Daman
(b)	Permanent Secretary	- Mr. Yakubu
(c)	C.I.E.	- Mr. J. Guyit, esq
(d)	D.C.I.E.	- S.O. Ayih, esq
(e)	Inspector T.C.	- Mr. B. Komolafe
(f)	Inspector Primary Education	- Mrs. A. Abubakar
(g)	" S. S.	- Mr. Olorunselu
(h)	C.E.O. Planning	- Mr. S.S. Gbemiro.

INSTITUTE OF EDUCATION
AHMADU BELLO UNIVERSITY
ZARIA

CREATIVE ACTIVITY TEST - KOLAWOLE

TASK ONE: (LETTER AND FIGURE DISCRIMINATION)

1. TEACHER The aim of this exercise is to know children who can tell the difference between certain letters and figures and write them.

2. PUPIL Task: Show me the letter of figure which is not like others in the row. Write it in column B. Teacher marks right or wrong in column A after the item is identified.

N.B. Explain task in vernacular if necessary.

TASK 1					A	B
A	A	E	A	A		
B	B	B	B	S		
M	M	A	M	M		
L	O	L	L	L		
D	B	B	B	B		
8	8	3	7	8		
6	5	6	6	6		
3	3	4	3	3		
1	2	2	2	2		
7	9	7	7	7		
TOTAL SCORES						

TASK TWO: (WORD DISCRIMINATION AND MATCHING).

1. TEACHER: The aim of this exercise is to know children who can show or read and write certain words correctly.

2. PUPIL: Task: Show or read two words which are exactly the same in the row. Write word like the two in the column B provided.

N.B. Explain task in vernacular if necessary.

TASK 2	A	B
Eat bed eat bed		
Chair bear bear chair		
Donation mother donation		
sit is donation sitting		
Audu Audi Musa Mama		
riga daga haka riga		
tana wasa wasa tare		
gida gida wita mama		
Ayo iya Ayo die		
obe mo ko obe Rami		

TASK THREE: (DISCRIMINATION OF FORM

1. TEACHER: The aim of this exercise is to know children who can tell the difference between certain forms and others.
2. PUPIL: Task: Show me one form which is not like other forms in each row. Show me one number which is not like other numbers in the row. Write the number in column B.

N.B. Explain task in vernacular if necessary.

TASK 3	A	B
Δ V V V V		
L L L ⌋ L		
◹ ◹ ◹ ▭ ◹		
⌐ 0 ⌐ ⌐ ⌐		
2 2 S 2 2		
21 23 21 21 21		
140 15 15 15 15		
101 101 101 56 101		
5 5 87 5 5		
19 43 43 43 43		

TASK FOUR: ENGLISH/HAUSA READING:

1. TEACHER: The aim of this exercise is to whether children can read and understand certain words and sentences.

2. PUPIL: Each pupil reads each word/sentence to the teacher. Correct reading is scored in column provided.

Right =
Wrong =

WORDS	MARK	SENTENCES	MARK
Basket		He is riding a bicycle.	
House		The dress is on the table.	
Chair		The plane is in the sky.	
Stone		The girl is pushing the cow	
School		The monkey is on the table.	
Sitting		Ibrahim is holding an orange.	
Baby		Ladi is sitting on a blue chair	
Woman		School starts at eight.	
Walking		He is playing with the aeroplane.	
Running		Toma and Ladi are standing...	

COMPREHENSION:

What is he doing?

What is on the table?

Where is the plane?

What is the girl doing?

Where is the monkey?

Is Ibrahim holding a pen?

What colour is Ladi's chair?

When does school start?

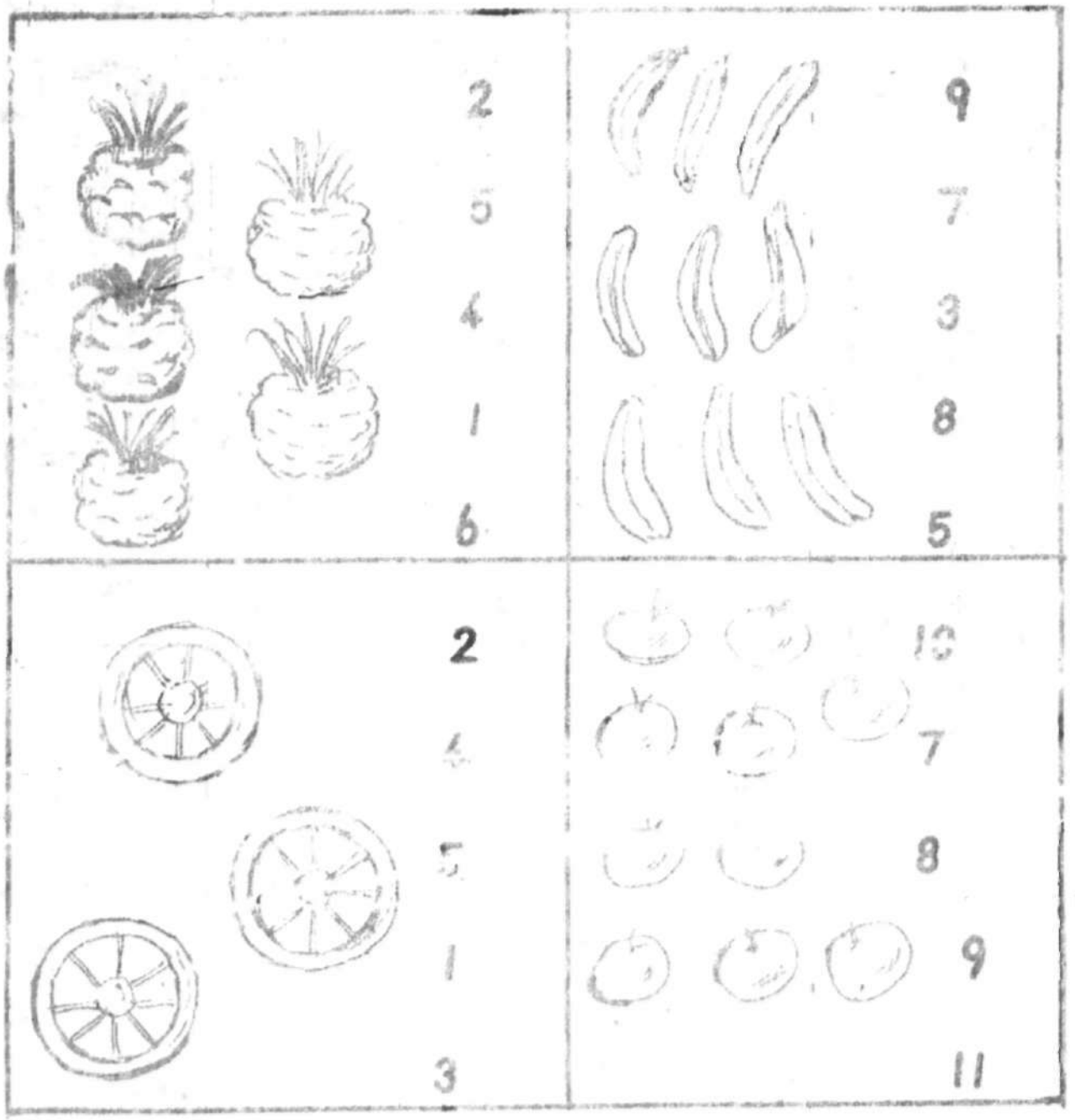
What is he doing with the aeroplane?

What are Toma and Ladi doing?

T A S K 5.

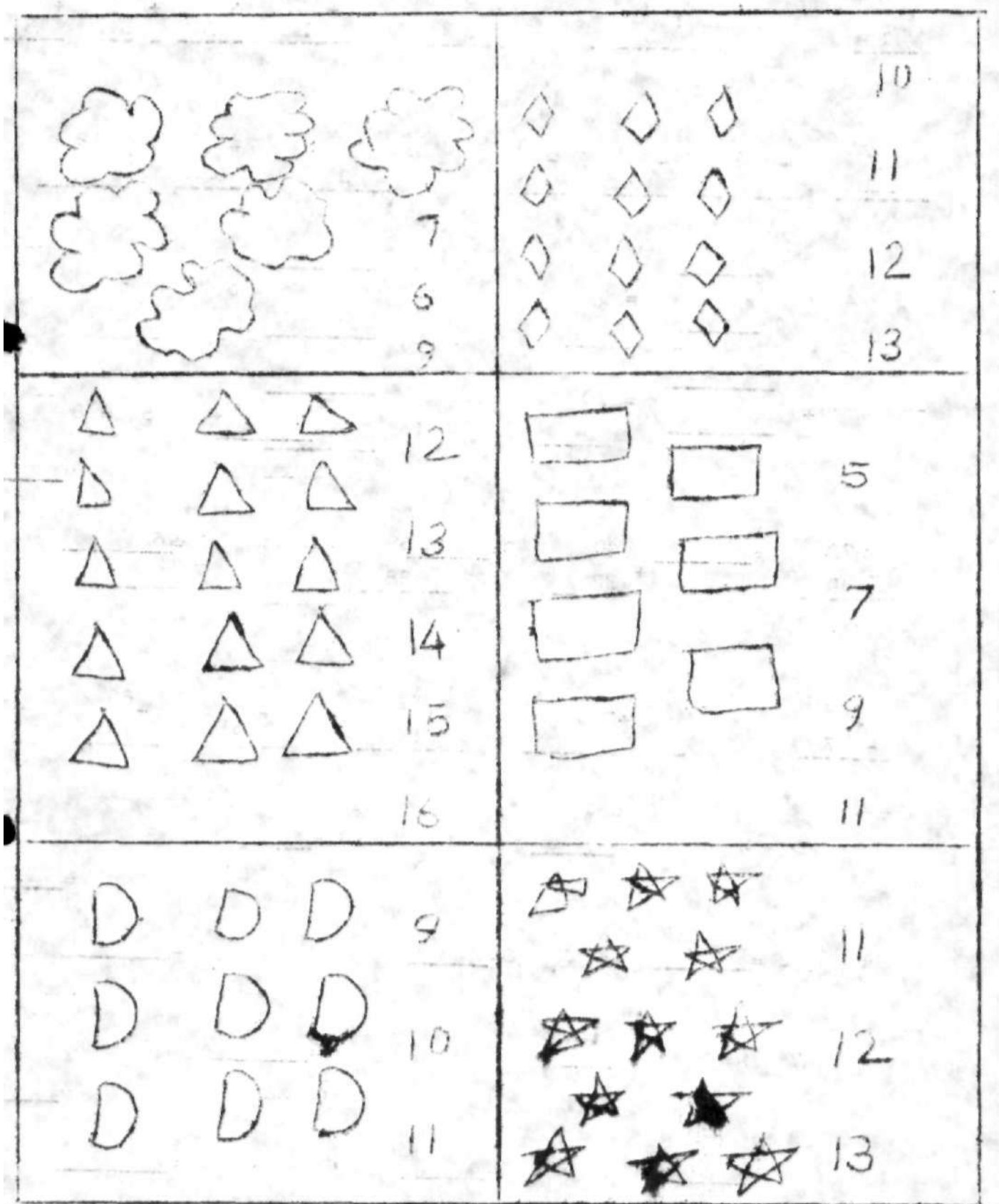
COUNTING CONCRETE OBJECTS.

CIRCLE THE NUMERAL THAT TELLS THE NUMBER OF OBJECTS IN EACH BOX.



TASK 5 CONTD. 130

COUNTING CONCRETE OBJECTS.



TASK: SIX

MATHMATICS PROBLEMS

$$\begin{array}{r} 2 \\ +\ 1 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ +\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ +\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 4 \\ +\ 1 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ +\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ +\ 8 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ +\ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -\ 1 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -\ 9 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ -\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ -\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 15 \\ -\ 8 \\ \hline \end{array} \qquad \begin{array}{r} 12 \\ -\ 10 \\ \hline \end{array}$$

4 + ____ = 9 ____ + 6 = 7

3 + ____ = 10 ____ + 5 = 8

$$\begin{array}{r} 72 \\ -\ 49 \\ \hline \end{array} \qquad \begin{array}{r} 40 \\ +\ 32 \\ \hline \end{array} \qquad \begin{array}{r} 58 \\ -\ 38 \\ \hline \end{array} \qquad \begin{array}{r} 96 \\ -\ 20 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ +\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 12 \\ +\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 52 \\ -\ 14 \\ \hline \end{array} \qquad \begin{array}{r} 32 \\ +\ 91 \\ \hline \end{array} \qquad \begin{array}{r} 86 \\ -\ 13 \\ \hline \end{array} \qquad \begin{array}{r} 91 \\ -\ 33 \\ \hline \end{array}$$

3 X 8 =____ 2 X 10 =____ 2 X ____ =____

4 X 2 =____ 3 X 3=____ 0 X 5 =____

SEI

T A S K: 7

AUDITORY SEQUENTIAL MEMORY

	1	2
1. 9 - 1		
2. 7 - 9		
3. 8 - 1 - 1		
4. 6 - 4 - 9		
5. 5 - 2 - 8		

	1	2
6. 2 - 7 - 3 - 3		
7. 6 - 3 - 5 - 1		
8. 9 - 2 - 4 - 3		
9. 1 - 5 - 8 - 3		
10. 8 - 2 - 5 - 7		

	1	2
11. 5 - 4 - 9 - 8 - 3		
12. 3 - 1 - 5 - 9 - 4		
13. 6 - 9 - 1 - 2 - 3		
14. 9 - 2 - 5 - 7 - 8		

	1	2
15. 6 - 3 - 7 - 2 - 5 - 9		
16. 1 - 5 - 3 - 7 - 8 - 1		
17. 9 - 4 - 2 - 9 - 7 - 4		
18. 4 - 2 - 8 - 5 - 3 - 1		

19. 3 - 6 - 1 - 7 - 8 - 7 - 2		
20. 9 - 1 - 1 - 3 - 5 - 8 - 4		

	1	2
21. 9 - 3 - 3 - 8 - 6 - 6 - 9 - 2		
22. 4 - 3 - 1 - 5 - 7 - 7 - 9 - 0		

TASK: 8

C R E A T I V E
W R I T I N G

Pupil draws a picture and writes a word or a sentence under it on his own.

THE TIME TABLE FOR PRIMARY EDUCATION IMPROVEMENT PROJECT CLASSES
FOR UNICEF 1977
ZARIA CENTRE.

DAYS	8.00 - 8.30	8.30 - 9.00	9.00 - 9.30	9.30 - 10.00	10.00 - 10.30	10.30 - 11.00	11.00 - 11.30	11.30 - 11.40	11.40 - 12.10	12.10 - 12.40
Class	1	2	3		4	5	6		7	8
MONDAY	1. R.K. 2. P.E.	Creative Creative Act.	Creative Creative Act		Hausa Read. Hausa Read.	Maths Maths	Oral Eng. Oral Eng.		Science R.K.	Social Stu. Cul. Activ.
TUESDAY	1. R.K. 2. P.E. 2. P.E.	Creative Act Creative Act.	Creative Act Creative Act.		Reading Reading	Maths Maths	Oral Eng. Oral Eng.		Writing R.K.	Cul. Activ. Social Stu.
WEDNESDAY	1. P.E. 2. P.E.	Creative Creative	Creative Act. Creative Act.		Hausa Read. Hausa Read.	Maths Maths	Oral Eng. Oral Eng.		Soc.Stu R.K.	R.K. Writing
THURSDAY	1. P.E. 2. R.K.	Creative Creative	Creative Act. Creative Act.		Hausa Read Hausa Read	Maths Maths	Oral Eng. Oral Eng.		R.K. Science	Cultural Soc. Stu.
FRIDAY	1. P.E. 2. R.K.	R.K. Hausa Red.	Hausa Read Maths		Maths Oral Eng.	Oral Eng. Writing	Science Science		Writing Health Ed	Health Ed. Cultural

BREAK - PAST

NUMBER OF PERIODS PER SUBJECT, A WEEK		CLASS I	II	III	IV
1. Religious Knowledge	=	5	5	5	5
2. Physical and Health Education	=	3	3	3	5
3. Creative Activities & Discussion Periods	=	8	8	4	4
4. Reading	=	5	5	5	3
5. Mathematic	=	5	5	7	7
6. Oral English	=	5	5	7	8
7. Writing	=	2	2	2	2
8. Social Studies	=	2	2	2	2
9. Cultural Activities	=	2	2	2	2
10. Science	=	2	2	2	2
11. Health Education	=	1	1	1	1
T O T A L	=	40	40	40	40