

**TEACHERS REGISTRATION  
COUNCIL OF NIGERIA**



*ANAMBRA  
UNIVERSITY*



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## VISION

To control and regulate teacher education, training and practice at all levels and sectors of the Nigerian education system in order to match teacher quality, discipline, professionalism, reward and dignity with international standards.

## MISSION

To promote excellence in education through effective registration and licensing of teachers; and to promote professionalism through accreditation, monitoring and supervision of teacher training programmes, mandatory continuing professional development and maintenance of discipline among teachers at all levels of the education system.



## PREFACE

Teaching is one of the oldest professions in the world. Indeed it is the mother of all professions because practitioners in other professions are taught by the teacher. Teaching therefore occupies a critical and fundamental position in the development of any nation. It acts as a catalyst of change for the transformation of society to the desired ends.

For any vocation to be legally recognized as a profession, its practices must be regulated and controlled by a body. Professions such as law, medicine, engineering, pharmacy, are respectively, regulated and controlled by the Council of Legal Education (COLE), Medical and Dental Council of Nigeria (MDCN), Council for the Regulation of Engineering in Nigeria (COREN) and Pharmacists Council of Nigeria (PCN). Consequently, the establishment of the Teachers Registration Council of Nigeria is to give the teaching profession legal recognition and empower it to guarantee qualitative practice.

For long, the teaching profession has been treated with content and ignominy. A vicious cycle operated which caused the drain of the best brains in the profession while steadily opening the door to all manner of persons masquerading as teachers. Little attention was paid to critical issues such as entry standards into the profession, the scope and quality of teacher education programmes, continuous professional development of practicing teachers, professional conduct, the welfare and dignity of teachers, etc. Of course, the consequences of these have been grave for the nation. Among them are fall in educational standards, upsurge in vices among students, incompetent manpower in the various sectors of the nation, and loss of international respect and recognition for our graduates.

This Handbook is therefore intended to constantly remind registering teachers in particular and the public in general that the nation is at the dawn of a new era where teaching has ceased to be an all-comers affair. For this reason, the book has highlighted the key mandates of the Council, its vision and mission, registration procedures, benefits to be derived by registered professional teachers and lots of other information that can put the teacher on the right path in the new dispensation. As such, the book is highly recommended for all teachers and managers of the education system, the media, libraries, the international community, and the public at large.

A. M. CIWAR, OON, MNAE.  
Registrar/Chief Executive



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## **CHAPTER ONE INTRODUCTION**

### **1.1 ESTABLISHMENT OF TEACHERS REGISTRATION COUNCIL OF NIGERIA (TRCN)**

The Council was established by the Teachers-Registration Council of Nigeria Decree (now Act) 31 of 1993. Several decades of agitation by professional teachers and other stakeholders for the establishment of a regulatory agency led to the enactment of the Act.

The Council finally became operational by June 2000 with the appointment of a Registrar/Chief Executive by the President and Commander in Chief of the Armed Forces of Nigeria. Between 2000 and 2005, the Council recorded an unprecedented success in institutionalizing itself as a national organization. It attracted a core of motivated and technically efficient staff from diverse sectors of the economy and the education system. All states of the Federation including the Federal Capital Territory had a fair share of this core of staff as their indigenes. Similarly, the Council opened offices in 34 states and went a step further to commence the acquisition and commissioning of zonal offices, two in each geo-political zone making a total of twelve for the country.

The quick spread of the Council across the country was made possible by the overwhelming support received from the Executive Governors of the various states, together with their Ministries and parastatals of Education, the Nigeria Union of Teachers, the Vice Chancellors of Universities, Rectors of Polytechnics, Provosts of Colleges of Education, and other stakeholders. Indeed, most of the state and some zonal offices were donated and furnished by the State Governments to literarily demonstrate their support to the professionalisation of teaching.



By early 2005, over five hundred thousand teachers have been registered. The registration cut across all levels of the education system primary, secondary and tertiary in the public as well as private educational institutions. The registration covered over 90% of teachers in the public primary and secondary schools in the country, some teachers in the private schools, virtually all lecturers in the Colleges of Education nationwide, some teachers in the polytechnics, many lecturers and professors from the universities, and many teachers in administrative positions in the education system including Directors of Education, Permanent Secretaries, Honourable Commissioners and Ministers of Education, Vice Chancellors and veteran teachers. The Council also registered a significant number of Nigerians abroad who applied for registration because the foreign countries like Britain, Australia, Canada, and United States of America required evidence of such registration before employing them as teachers.

The year 2005 and beyond holds the promise that through the humble efforts of the Council, sanity will be restored in the teaching and teachers can begin to enjoy the standards of theory and practice, rights, privileges, opportunities, dignity and good life hitherto reserved for only their counterparts in the legal, medical, engineering and other noble professions.

## 1.2 MANDATES OF TRCN

The Act that established the Council in section 1(1) charged it with the following responsibilities:

- Determining who are teachers for the purpose of this Act.
- What standards of knowledge and skill are to be seeking to become registered as teachers
- These standards from time to time

of this Act the  
and

- (v) Classifying from time to time members of the teaching profession according to their level of training and qualification.
- (vi) Performing through the Council established under this Act the functions conferred on it by this Act.

## 1.3 IMPLICATIONS OF TRCN MANDATES

The TRCN Act has far-reaching implications for teaching profession. This reality can be appreciated by the fact that the content of the TRCN Act is one and the same with the contents of the Acts that established the Councils that regulate and control the professions of Law, Medicine, Engineering, Pharmacy, etc. It suffices therefore to state that teachers will henceforth undergo all those necessary intellectual, professional, moral, social, and even psychological rigors characteristic of the other noble professions and which have set them far apart from quacks and lay people.

Also, as it is applicable to the other professions, no category of teachers is exempted from regulation and control no matter how highly placed. It is obvious that all medical doctors, lawyers, engineers, pharmacists, etc at all levels of our national life, both in the public and private sectors submit to the provisions of the Acts regulating their respective professions. In the same way, all persons who perform jobs that rightly and legally constitute teaching as well as those who administer teaching and learning in the Nigerian education system must be trained teachers, registered and regulated.

## 1.4 PROGRAMMES AND ACTIVITIES OF TRCN

In accordance with the TRCN legal provisions and conventions common to the professional regulatory agencies, the Council is systematically implementing the following programmes and activities:

- (i) Registration and licensing of qualified teachers.
- (ii) Accreditation, monitoring and supervision of the courses and programmes of teacher training institutions in Nigeria to ensure that they meet national and international minimum



standards. The institutions include the Colleges of Education, Faculties and Institutes of Education in Nigerian Universities, Schools of Education in the Polytechnics, and the National Teachers Institute.

) Organisation of Internship Schemes for fresh Education graduates to equip them with the necessary professional skills before licensing them for full professional practice.

) Conduct of professional examinations and interviews to determine teachers suitable for registration. This clearly shows that the existing practice of registering teachers upon presentation of certificates alone is a grace that will expire soonest. All those unable to take advantage of the grace must have to write and pass challenging examinations before they can be registered.

Execution of Mandatory Continuing Professional Education (MCPE) to guarantee that teachers keep abreast of developments in the theory and practice of the profession.

) Organise Annual Conference of Registered Teachers which is the first of its kind in Nigeria and will unit all teachers irrespective of social class or the level of education system to which they belong.

i) Publish a register of qualified and licensed teacher in Nigeria which will be a public document displayed and obtainable from the Local Government through State to the Federal offices. The register will also be on the world wide web for the consumption of the international community.

ii) Enforce ethical conduct among teachers and actually prosecute erring ones using the Teachers Tribunal which has powers under law to met out punishments.

) Prosecute in the law court all unqualified persons performing the job of teachers in contravention of the TRCN Act.

) Act as the voice of the voiceless teachers and continuously initiate/actualize public policies, and practices that will reposition the teaching profession as first among equals.

strategizing to accomplish these programmes and activities  
e Council regularly consults the following stakeholders,  
ong others:



- (i) Honourable Minister of Education.
- (ii) Federal Ministry of Education and its parastatals and agencies.
- (iii) National Council on Education, which is the highest decision making body on Education in Nigeria.
- (iv) Executive Governors of the various States of the country.
- (v) Honourable Commissioners of Education of the States.
- (vi) State Ministries of Education and their parastatals (SPEB, SEMB, TESCOM).
- (vii) Senate and House Committees on Education in the National Assembly.
- (viii) Vice Chancellors of Universities, Rectors of Polytechnics, and Provosts of Colleges of Education.
- (ix) Deans of Faculties and Directors of Institutes of Education in the Universities.
- (x) Nigerian Academy of Education.
- (xi) Teachers unions and associations NUT, COEASU, ANCOPSS, STAN, COPSHON, etc.
- (xii) Associations of Proprietors of Private Schools.
- (xiii) The media and a vide range of other stakeholders.





## CHAPTER TWO

### ORGANISATIONAL STRUCTURE OF TRCN

#### 2.1 PREAMBLE

As an agency of the Federal Government, TRCN is in administrative terms structured much the same way as the other related organs of Government. It has a hierarchical authority structure that runs from the President and Commander in Chief of the Armed Forces of Nigeria, through the Honourable Minister of Education down to the Divisions and Units. The structure is therefore as outlined hereafter.

#### 2.2 PRESIDENT OF NIGERIA

As provided for in the Nigerian Constitution and the TRCN Act, the President of Nigeria appoints the Registrar/Chief Executive of TRCN and constitutes the TRCN Governing Board in the best interest of the country. He further makes the final decision on all matters that, according to extant national regulations, fall beyond the jurisdiction of the Governing Board and the Honourable Minister of Education.

#### 2.3 HONOURABLE MINISTER OF EDUCATION

The TRCN is an organ of the Federal Ministry of Education. As such, the Honourable Minister of Education oversees it and exercises authorities in matters that are beyond the powers of the Governing Board. The Minister recommends to the President of Nigeria the name of distinguished Nigerians he deems suitable for the post of a Registrar/Chief Executive or membership of the Governing Board. He further reserves the right to approve or recommend TRCN programmes and projects that require very huge expenditure for the attention of the Federal Executive Council before execution.



#### 2.4 TRCN GOVERNING BOARD

The Board is the policy-making arm, which regulates the vision, mission, goals and targets to be pursued by TRCN. It checks and balances the activities of Management and reserves the right to approve or disapprove significant undertakings by TRCN. The TRCN Act also provided for a broad-based Governing Board which ensures that all relevant stakeholders in the teaching profession are adequately represented. Few other agencies have such wide spectrum of representation and large membership. Below is the list of membership as provided by the law:

- A. Chairman
- b. Representatives of each of the committees of
  - i. Deans of Education and Directors of Institutes of Education in Nigerian Universities
  - ii. Provosts of Colleges of Education
  - iii. Rectors of Polytechnics
- c. One person representing each of the following bodies:
  - i. The National Universities Commission (NUC).
  - ii. The National Commission for Colleges of Education (NCCE).
  - iii. The National Board of Technical Education (NBTE).
  - iv. National Teachers Institute (NTI).
- d. Representative of the Federal Ministry of Education (FME).
- e. Six (6) persons representing the State Ministries of Education (SMOE). They will be elected in rotation among the various states of the Federation and be appointed for a term of two years by the Federal Ministry of Education.
- f. Two (2) persons representing the Nigerian Academy of Education. (NAE).
- g. Five (5) persons elected by the Nigerian Union of Teachers (NUT).
- h. The Registrar of the Teachers Registration Council of Nigeria.



ntly, the following persons, renowned in their respective  
are on the TRCN Governing Board:

ief (Dr) D. I. Atunrase  
airman

of Gidado Tahir  
representing Federal Ministry of Education

of U. M. O. Ivowi  
representing Nigerian Academy of Education

of P. N. Lassa  
representing Nigerian Academy of Education

Kabiru Isyaku  
Executive Secretary National Commission for Colleges of  
Education

A. S. Agbaoye  
representing National Universities Commission

M. S. Abubakar  
representing National Board for Technical Education

of E. U. Anyakoha  
representing Deans/ Directors of Faculties/Institutes of  
Education in Nigerian Universities

s M. D. Isyaku  
representing National Teachers Institute

gr. Umaru Sani-Ango  
ctor Federal Polytechnic Bida  
representing Rectors of Polytechnics in Nigeria



11. Dr E. A. Aromolaran  
Provost Federal College of Education (Special) Oyo  
Representing Provosts of Colleges of Education in Nigeria

12. Mrs. Esther Essien  
Ministry of Education Uyo  
Representing Ministries of Education South-South of  
Nigeria

13. Dr A. A. Abubakar  
Ministry of Education Bauchi  
Representing Ministries of Education North-East of  
Nigeria

14. Mr Okorie Ogbu  
Ministry of Education Abakaliki  
Representing Ministries of Education South-East of  
Nigeria

15. Prince Jola Jegede  
Ministry of Education Ekiti  
Representing Ministries of Education South-West of  
Nigeria

16. Mr S. R. Ohemu  
Ministry of Education Makurdi  
Representing Ministries of Education North-Central of  
Nigeria

17. Alh. Ibrahim Khalil Kofarbai  
Ministry of Education Katsina  
Representing Ministries of Education North-West of  
Nigeria

18. A. I. Omar  
National President Nigeria Union of Teachers





19. Comrade V. C. Otikpa  
Deputy National President Nigeria Union of Teachers
20. Mr Lucas S. Zamani  
Nigeria Union of Teachers National Office Abuja
21. Chief U. C. C. Elekwa  
Nigeria Union of Teachers Abia State
22. Chief (Mrs) M. O. Fatunbi  
Nigeria Union of Teachers National Office Abuja
23. A. M. Ciwar, OON.  
Registrar/Chief Executive

The Governing Board has **specialized committees** which study and advise it on technical matters. These include the following:

- (i) **Finance and General Purposes Committee (F&GPC)** - Deals with projects requiring expenditure of over one million Naira (N1,000,000) and general affairs of the Council.
- (ii) **Senior Staff Appointments and Promotions Committee (SAPC)** - Handles the employment, promotion, discipline, and related matters of staff.
- (iii) **Registration Committee** - Advises the Board on all matters concerning the registration and licensing of teachers, development of registration materials, teachers mobilization and coverage strategies, enactment of professional code of conduct, award of honorary membership of the Council to deserving Nigerians and foreigners, and related matters.
- (iv) **Education Committee** - Handles the accreditation, monitoring and supervision of courses and programmes of teacher training institutions; internship scheme for fresh Education graduates; professional examinations and interviews for teachers seeking registration; mandatory continuing professional education of teachers; Annual Conference of Registered Teachers; and related issues.



- (v) **Teachers Disciplinary Committee** - This is a tribunal that prosecutes teachers who breach professional ethics (details in subsequent chapter).

## 2.5 THE MANAGEMENT OF TRCN

The Management team is answerable to the Governing Board and takes charge of the day-to-day administration of TRCN. It translates Governing Board policies into concrete executable functions and feeds the Board back on the impact of the policies. It brings its professional and technical expertise to advise the Governing Board and to initiate ideas and projects that can move the teaching profession forward. For the purposes of effective Management, the Council is structured into four Departments as follows:

- (i) **Office of the Registrar/Chief Executive:**  
This has four units
  - a. Internal Audit
  - b. Information Unit
  - c. Legal Unit
  - d. Protocol Unit
- (ii) **Department of Administration and Finance:**  
This Department has six units -
  - a. Establishment/Council Secretariat
  - b. Staff Welfare
  - c. General Services
  - d. Funds Management
  - e. Expenditure Control and Final Accounts
  - f. Budget and Budgetary Control
- (iii) **Department of Professional Operations:**  
This Department has the Divisions as stated below:
  - a. Field Operations
  - b. Registration and Documentation
  - c. Education and Accreditation
  - d. States/Zonal Offices
- (iv) **Department of Planning, Research & Statistics:**  
There are four units under this Department -
  - a. Planning
  - b. Research and Statistics



For purposes of elaboration, the following are the locations of TRCN Zonal Offices (two for each geopolitical area) and states under their as well as the Lagos Liaison Office:

- Minna - Niger, Kwara and Kogi States.
- Kaduna - Kaduna, Kano, Katsina, and Jigawa States.
- Sokoto - Sokoto, Kebbi and Zamfara States.
- Maiduguri - Borno, Bauchi, and Yobe States.
- Yola - Adamawa, Taraba and Gombe States.
- Jos - Plateau, Benue and Nassarawa States.
- Enugu - Enugu, Anambra and Ebonyi States.
- Owerri - Imo and Abia States.
- Uyo - Akwa Ibom, Cross River and Rivers States.
- Benin - Edo, Delta and Bayelsa States.
- Akure - Ondo, Ekiti and Osun States.
- Ibadan - Oyo, Ogun and Lagos States.
- Lagos - Serves as TRCN Liaison Office for TRCN Headquarters and all other States.

## REGISTRATION OF TEACHERS

### 3.1 MANDATORY REGISTRATION PRIOR TO PRACTICE

As obtains in the other noble professions, the law makes it an offence for any one to engage in teaching without registration. This is clearly spelt out in section 17(2) of the TRCN Act which states that:

*If on or after the commencement of the Act, any person not being a registered member of the profession practices as a registered member of the profession or in expectation of reward, or takes or uses any name, title, addition or description implying that he is in practice as a registered member of the profession, he shall be guilty of an offence.*

The Act further states that employers and other officials who aid and abet the employment of unqualified/unregistered teachers are themselves guilty of the same offence and shall receive same punishment. This is made clear in section 17(6) of the Act as follows:

*Where an offence under this section which has been committed by a body corporate is proved to have been committed with the consent or connivance of, or to be attributable to any neglect on the part of any director, manager, secretary or other similar officer of the body corporate or any person purporting to act in such capacity, he as well as the body corporate shall be deemed to be guilty of that offence and shall be liable to be proceeded against and punished accordingly.*

The Act stipulates that the punishment shall be a fine of N5,000 (five thousand Naira) of two year jail term or both.

This provision empowers TRCN to arrest offenders and drag them to the court of law for prosecution and punishment. Since the Act came into force in 1993, all unqualified teachers currently in the education system are doing so in violation of the law. However, TRCN has provided a reprieve and period of grace to allow adequate sensitization of teachers and the general public to take place first before imposing sanctions. It is not interested in jailing and punishing any one but that the people should whole-heartedly come to appreciate that laws are made to be obeyed. It wants the people to realize that the country desperately needs a qualitative teaching if it must restore fallen standards of education and reinvigorate nation building. It wants the public to remember that ***what is good for the goose is also good for the gander***: Not only the Medical, Legal, Engineering, Pharmacists, etc Councils but also the general public would detest and deal with any person found doing the job of a medical doctor, lawyer, engineer, or pharmacist, without being qualified and registered. The public should extend the same respect, goodwill, and sanity to the teaching profession. Most especially because education affects the life of every human being.

Meanwhile, the National Council on Education at its 50<sup>th</sup> session at Yenegoa, Bayelsa State in 2003 has fixed the year **2006** as deadline to unqualified teachers already in the education system. Those with Teachers Grade Two are to upgrade to the NCE while graduates without teaching qualifications are to get the PGDE, PDE or TTC before the expiration of the deadline. The Council also directed a halt to the recruitment of unqualified teachers henceforth. The National Universities Commission, National Board for Technical Education and the National Commission for Colleges of Education on their part, since 2004, dispatched appropriate directives to the Vice Chancellors, Rectors and Provosts, respectively, making it clear that their teachers irrespective of Faculties/Schools/Colleges are affected by the TRCN Act and should comply with the necessary professionalisation guidelines emanating from TRCN. It is

therefore expected that teachers at all levels of the education system, both within the public and private sectors, will take advantage of these vital information and periods of grace to count themselves on the side of the teaching profession, rather than on the side of disobedience to law and constituted authority.

### 3.2 QUALIFICATION FOR REGISTRATION

To be registered as a professional teacher, a person must possess a teaching qualification not lower in standards than the NIGERIA CERTIFICATE IN EDUCATION (NCE). This is the minimum standard stipulated by the National Policy on Education. Holders of Teachers Grade Two are however being currently registered under the period of grace granted by TRCN. The certificate will be deregistered by January 1st 2007. This grace is given in consideration of the thousands of teachers in this category already in the education system, just to give the ones serious to be in the teaching profession an opportunity to upgrade and thereby minimize casualties when TRCN shall introduce sever sanctions.

The other acceptable qualifications are Bachelor's Education (**B.Sc Ed; B.Ed; M.Ed; PhD**). Those with Degrees/Diplomas in non-Education fields must possess Postgraduate Diploma in **Education (PGDE)**, **Professional Diploma in Education (PDE)** or **Technical Teachers Certificate (TTC)**.

For the avoidance of doubt, ordinary Diploma in Education, Pivotal Teachers Certificates, and similar qualifications not mentioned above are NOT registrable. Teacher training institutions who offer such qualifications can want it to be recognized must apply formally to TRCN for its programme to be subjected to minimum national standards and thereafter made registrable.

The TRCN Act in section 6(1)-(3) gives other conditions for registration of an individual as a teacher. The additional ones

Pass a qualifying examination accepted by Council and complete the practical teaching prescribed by the Council under this Act.

Not being a Nigerian, hold a qualification granted outside Nigeria which for the time being is recognized by the Council and is by law entitled to practice the profession in the country in which the qualification was granted provided that the other country accords Nigerian professional teachers the same reciprocal treatment and satisfy the Council that he had sufficient practical experience as a teacher.

Be of good character.

Attain the age of twenty one years.

Not have been convicted in Nigeria or elsewhere of an offence involving fraud or dishonesty.

Individuals who meet these criteria are qualified/expected to register whether they are functioning as classroom teachers, researchers, administrators in educational institutions, ministries and agencies, unemployed, business men/women, or engaged in any other public or private sector careers. Such registration will confer on them the professional identity, dignity and accomplishment of being a teacher. This is henceforth compulsory for those who wish to remain in the education system (teachers and administrators alike) while for those that had Education but now in other careers, it is still something to be proud of, to identify with the field to which they rightly belong. The policy is being put in place that only professional teachers can be appointed to headship or leadership positions in educational institutions. The Commission for Colleges of Education has taken the lead to enforce this policy in the appointment of Provosts of Colleges of Education. The policy will therefore pervade the entire education system very soon. The country cannot continue to allow the non-professional individuals to guide and direct the qualified and licensed professionals. Consequently, administrators in the system are to take registration as seriously as do the classroom teachers. Qualified teachers currently unemployed or in other sectors also

ought to note that certificate of professional registration will be required right at employment interviews, if at any time, they decide to rejoin the education system.

### 3.3 MODE OF REGISTRATION

It is the responsibility of individual qualified teacher to register himself or herself. However, for administrative convenience, TRCN encourages employers and associations of teachers to work out a collective registration approach. For instance, in most states of the Federation, the Nigeria Union of Teachers (NUT) in collaboration with the Ministries of Education, State Primary Education Boards, Secondary Education Management Boards, Teaching Service Commissions and other stakeholders agreed to deduct the registration fees of their teachers at source (that is, to check off the fees from teachers' salaries) and pay same to TRCN. In turn, TRCN sent forms en bloc to cover the teachers involved. This was done from the initial stage to enable massive registration. Most Colleges of Education, Faculties/Institutes of Education in Nigerian Universities, and proprietors of private schools followed the same approach. In some other states, the NUT, zonal Education authorities, principals of secondary schools and heads of primary schools adopted a similar strategy. In essence, it is up to the teachers and their employers to determine the fastest means to employ. **But the non-existence or failure of such arrangement can not be an excuse for any qualified teacher who TRCN may in future arrest and prosecute for teaching without registration. Teachers should therefore see professional registration as a personal obligation that is not transferable.**

Applicants are to pay appropriate fees at any of the following designated Banks:

- i. United Bank for Africa (UBA) Plc
- ii. Omega Bank Plc
- iii. Bank of the North Plc
- iv. First Bank of Nigeria Plc
- v. Zenith International Bank Plc
- vi. Wema Bank Plc

- vii. Hallmark Bank Plc
- viii. AfriBank of Nigeria Plc
- ix. Any other bank that may be approved by the Council from time to time.

The bank tellers should then be presented at any of the Registration Centres listed below, where forms will be issued and returned after completion:

- i) Office of Honourable Commissioner, State Ministries of Education and FCT Education Secretariat.
- ii) Office of Executive Chairman State Primary Education Boards
- iii) Office of Chairman State Teaching Service Commissions or Boards/ Executive Secretary State Secondary Education Management Boards.
- (iv) Office of Deans/ Directors of Faculties/Institutes of Education of Nigerian Universities.
- (v) Office of the Provost Colleges of Education.
- (vi) Office of Rector Polytechnics and Monotechnics.
- (vii) Association of Proprietors of Private Primary and Secondary Schools.
- (viii) TRCN State and Zonal Offices
- (ix) TRCN Headquarters
- (x) Other places that may be designated by TRCN from time to time.

### 3.4 REGISTRATION DOCUMENTS

In addition to filling the registration forms, the following documents must

be attached to the completed forms for submission:

- i) 3 current passport photographs (with names and address at the back).
- ii) Photocopies of all relevant certificates of qualification.
- iii) Photocopy of birth certificate or a statutory declaration of age.
- iv) Photocopy of evidence of change of name (where applicable).
- v) Original bank teller indicating fees paid.



Acknowledgement cards will be issued to candidates who submit their completed forms as stated above. Thereafter, duly registered teachers will be issued with the following documents:

- i) Certificate of registration
- ii) Licence to practice
- iii) Teachers Code of Conduct

### 3.5 TEACHER CATEGORIES AND CURRENT REGISTRATION FEES

CATEGORY	QUALIFICATION	REGISTRATION FEES ₦	ANNUAL SUBSCRIPTION ₦
A	Ph.D in Education; Ph.D plus Education (eg. PGDE, PDE, TTC, NCE) or equivalent	10,000.00 <del>5,050.00</del>	5,000.00 <del>1,000</del>
B	Masters in Education; Masters plus Education or equivalent	8,000.00 <del>2,050.00</del>	4,000.00 <del>600</del>
C	First Degree in Education; First Degree plus Education or its equivalent	6,000.00 <del>2,050.00</del>	3,000.00 <del>500</del>
D	NCE or its equivalent; Teachers Grade I Teachers Grade II	3,000.00 <del>1,050.00</del>	2,000.00 <del>200</del>

### 3.6 EXPIRATION OF REGISTRATION

A teacher's registration expires in the following circumstances:-

- (i) If provisional registration is not confirmed after three years.
- (ii) By requesting the Teachers Registration Council of Nigeria in writing to remove his/her name from the register.
- (iii) On the death of the registered member.

Once registration has expired, a teacher who wishes to become registered again may do so. However, re-instatement may be at Council's discretion.

### 3.7 CANCELLATION OF REGISTRATION

There are circumstances in which the Council may initiate action to cancel the registration of a teacher. These include where:-



registration has been granted in error as a result of misinformation or fraud by the applicant;

a teacher is convicted of gross professional misconduct by the Teachers Tribunal; and

a teacher has been convicted in a court of law for a criminal offence.

Teachers with cancelled registrations will have their names published and circulated to their employers.

### **EXPIRATION AND RENEWAL OF LICENCE**

A teaching license is valid for only a period of one year from the date of issue. To get the licence renewed, a teacher is required to:

Earn at least 50% of the credit units specified for the three years for Mandatory Continuing Professional Education. This involves attendance of Annual Conference of Registered Teachers, trainings, and workshops. The Council will organize some of the trainings and workshops while the ones conducted by other reputable bodies will also be recognized for the accumulation of the MCPE credits. The Council has published a manual on MCPE which registered teachers are encouraged to refer to for their proper guidance regarding:

Pay annual subscription (fees) for the three years.

Meet other requirements that the Council may prescribe from time to time.

### **INSTITUTIONS IN NIGERIA OFFERING APPROVED PROFESSIONAL TRAINING IN EDUCATION**

Institutions currently are:

National Teachers Institute (NTI).

Colleges and Universities of Education.

Institutes of Education in the Universities.

Faculties of Education in the Universities.

Schools or Departments of Education in the Polytechnics.

Any other institution that may be approved by government from time to time.

Foreign countries with recognised educational training.



The TRCN Act in sections 7 and 8, assigned the Council very serious responsibilities to ensure that the Education graduates of these institutions are of very high quality. Consequently, section 7 states as follows:

(1) The Council may approve an institution for the purposes of this Act, and may for those purposes

(a) any course of training at any approved institution which is intended for persons who are seeking to become or are already teachers and which the Council considers designed to confer on persons completing it sufficient knowledge and skills for admission as professional teachers;

(b) any qualification which, as a result of an examination taken in conjunction with a course of training approved by the Council under this section, is granted to candidates reaching a standard at the examination indicating in the opinion of the members of the Council that the candidates have sufficient knowledge and skill to practice the profession.

(2) The Council may, if it thinks fit, withdraw any approval given under this section in respect of any course, qualification, or institution.

The Act in section 8 further directs that:

(1) It shall be the duty of members of the Council to keep themselves informed of the nature of:

(a) The instruction given at approved institutions to persons attending approved courses of training; and

(b) The examination as a result of which approved qualifications are granted; and for the purpose of performing that duty, the Council may appoint, either from among its own members or otherwise, persons to visit approved institutions, or to observe such examinations.

(2) It shall be the duty of a person appointed under subsection (1) of this section to report to the Council on

(a) The sufficiency of the instructions given to persons attending approved courses of training at institutions visited by him;



- (b) The adequacy of examinations attended by him; and
- (c) Any other matters relating to the institution or examinations on which the Council may, either generally or in a particular case, request him to report.

The foregoing and other provisions absolutely erase any doubt that TRCN has power to accredit, monitor, supervise, approve and disapprove the courses and programmes of any teacher training institution. This power is not also peculiar to TRCN. Other professional regulatory bodies such as Medical and Dental Council of Nigeria, Council for Regulation of Engineering in Nigeria, Council of Legal Education, etc have the provisions in their respective Acts and exercise the same. For instance, notwithstanding the accreditation exercises of the agencies such as the National Universities Commission, National Board for Technical Education, etc. they still independently or collaboratively with the agencies undertake their own accreditation, monitoring and supervision. Their decisions concerning the quality of professional programmes are usually final and respected by the agencies (NUC, NBTE, etc) controlling the institutions. They do not register candidates of programmes they disapprove and it amounts to illegality for such candidates to practice. This is exactly the case of TRCN. However, in appreciation of the very close ties between TRCN and the agencies controlling the teacher training institutions, TRCN will be adopting a most collaborative approach as and when feasible towards the performance of this onerous responsibility.

## CHAPTER FOUR DISCIPLINE & PUNISHMENT

### 4.1 TEACHERS CODE OF CONDUCT

The Council has published a *Teachers Code of Conduct* (TCC) to define the minimum ethical standards expected of professional teachers. The TCC is given free of charge to teachers at the point of registration. It forecloses the possibility that any teacher will claim ignorance of what constitutes virtues or vices in the discharge of his professional duty. With the establishment of the Code, the Council will exercise its disciplinary functions on erring teachers through the:

- (i) Teachers Investigation Panel (TIP)
- (ii) Teachers Disciplinary Committee (TDC)

### 4.2 TEACHERS INVESTIGATION PANEL (TIP)

The Act in section 9 established the Teachers Investigation Panel. The Panel, according to the Act, shall be appointed by the Governing Council after consultation with State Ministries and Department of Education Federal Capital Territory. It shall consist of five members, one of whom shall be a legal practitioner. The Teachers Investigation Panel shall be set up in all the States of the Federation and the Federal Capital Territory.

Section 11(1) of the Act makes it mandatory for the heads of educational institutions to report any case of misconduct by a registered teacher. Parents, colleagues, students and the general public equally have a duty report cases of professional misconduct to the Panel.

Generally, the modus operandi of the Panel involves the following procedures:

- (i) Conducting a preliminary investigation into any case where it is alleged that a member has misbehaved in his capacity as a teacher;  
The teacher so affected shall be informed by the Panel that



an allegation has been made against him and shall be invited to respond to it;

Where the Panel establishes evidence of misconduct it shall refer the case to the Teachers Disciplinary Committee.

### 3 TEACHERS DISCIPLINARY COMMITTEE (TDC)

Section 9 of the TRCN Act also provided for the existence of the TDC. It states that the Committee shall consist of the Chairman of the Governing Council and ten other members appointed by the Council. Schedule 2 of the TRCN Act, specifies that:

The quorum of the Committee shall be four of whom at least two shall be registered members.

The Attorney General of the Federation shall make rules as to the selection of members of the Committee for the purposes of any proceedings and as to the procedure to be followed and the rules of evidence to be observed in the proceedings before the Committee.

For the purposes of any proceedings before the Committee, any member of the Committee may administer oaths and any party to the proceedings may sue out of the registry of the High Court *writ of subpoena and testificandum and duces tecum*

For the purpose of advising the Committee on questions of law arising in proceedings before it, there shall in all such proceedings be an assessor to the Committee who shall be appointed by the Council on the nomination of the Attorney-General of the Federation and shall be a legal practitioner of no less than seven years standing.

to underscore the power of the Committee as sharing in the powers of a High Court, the Act in addition to the provisions above stated in section 10(4) that a teacher convicted may within twenty eight days of the conviction appeal to the Court of Appeal against the decision of the Committee and the Committee may appear as respondent to the appeal. The Committee therefore is according to the Act a tribunal or jury of very high standing that could be taken seriously by teachers. The Medical Tribunal set

up by the Medical and Dental Council of Nigeria is a most applicable example. Frequently the nation witnesses the trial of medical doctors who committed acts of professional misconducts, like negligence leading to the death of patients, etc. The same will now be the case for teachers.

The Committee's primary assignment is to consider and determine cases referred to it by the Teachers Investigation Panel. According to section 10(1) of the Act, such cases may include where:

- (i) a member is charged with infamous conduct in any professional respect (as contained in the Teachers Code of Conduct or elsewhere).
- (ii) a member is convicted, by any court or committee in Nigeria or elsewhere having power to award imprisonment, of an offence (whether or not punishable with imprisonment) which in the opinion of the Committee is incompatible with the status of a teacher;
- (iii) the name of any person has been fraudulently registered or a member has made false claims in his registration documents.

On the conviction of a teacher against any of the category of offences stated above, the Committee can give directives for:

- (i). Advice
- (ii) Reprimand
- (iii) Suspension of registration
- (iv) Cancellation of registration
- (V) Criminal prosecution in accordance with the relevant laws of the country.

## CHAPTER FIVE BENEFITS OF REGISTRATION

### 5.1 THE SYNOPSIS

The TRCN Act is the greatest gift bequeathed to the Nigerian teachers by Government. This is for the fact that to all wise and noble vocations the rule is, **“seek first professionalism and every other desirables will be added unto you.”** Professionalism is the most primary and fundamental need of any vocation that wishes to deliver qualitative services to society and have its members well respected and remunerated. It ensures that only those that are appropriately trained and inducted perform the job. It guarantees that ethics are imbibed, the rules of the game exist and are obeyed by all, clients get value for their money and efforts, public interest is protected, priority is given to nation-building, and above that the professionals are regarded with dignity and awe. The professions of Law, Medicine, Engineering, Pharmacy, Accountants, etc realized these secrets early enough and fully exploited them. That is why most people today would like to belong to those professions. The teacher should learn from the wisdom of these other professions that the Government has now given the teaching profession the greatest empowerment ever to match the performance and social worth of the counterparts in the other professions. The should be proud that at the end, Government has recognized and put into law the fact that only the trained individual can teach. It is a thing of joy and pride to any real teacher. It should also be a thing of joy to parents in this country who have been groaning under the weight of poor quality education, examination malpractices, cultism, and sundry vices most of which are the impact of the invasion of the education system by persons neither trained nor genuinely interested in teaching as a career.

It may also suffice for teachers to note some other specific ways the registration and professionalisation of teaching may be beneficial to them and the society at large, as captured in the subsequent sections.



### 5.2 Job Security

Only teachers registered with the Council will hence forth be employed or remain/make progress in the education system.

### 5.3 The Teachers Salary structure (TSS)

The Council in collaboration with other stakeholders have worked out the Teachers Salary Structure now recommended by the National Council on Education and is receiving attention by the Federal Government. It carries unique benefits and allowances which will be enjoyed by only teachers registered with the Council.

### 5.4 Ethical Rejuvenation in the Profession

Moral order is the foundation of every social organization. The operations of the Teachers Code of Conduct, Teachers Investigation Panel and the Teachers Tribunal will facilitate moral uprightness and re-endow the profession with the ability to impart the much cherished moral education on the learners for which teachers of old were known.

### 5.5 Higher status of Teachers in Nigeria

Higher status and public recognition are the ultimate implications of a vocation that has duly registered and regulated members.

### 5.6 Fulfillment of Legal Professional Requirements

It is a mark of patriotism to act at all times, in conformity with the laws of the country. Teachers who register are simply complying with the provisions of the TRCN Act, which is now a law in force in Nigeria. Practitioners of other professions comply with similar provision. Nigerian graduates also have to comply with the National Youth Service Corps Act. Therefore obedience to legitimate laws should be seen as a way of life.

### 5.7 Reduction in Brain Drain

Improvements in the teaching profession will help to check the brain drain phenomenon in the vocation. Top class teachers can also be definitely be attracted into the profession.



### **Rise in Educational standards**

Since teachers are the key determinants of educational standards, the improvement in the condition of teachers will translate into high educational standard in the country. Council will encourage research, effective classroom practice and professional network through high quality information technology, seminars and workshops.

### **International Recognition**

A rise in the standard of education will help Nigerian teachers regain their lost glory and enhance the respect and esteem for the products of our educational institutions as accorded graduates of similar institutions world wide.

### **Professional Identity**

Registered teachers automatically become members of a recognized profession. Therefore, they will be legally entitled to affix the title, **Teacher (TR)**, before their names.

### **Standard of Entry**

Registration will protect the standard of entry into the profession and ensure that it is open to only teachers who have the requisite qualifications and aptitudes.

### **Professional Development**

Registration will facilitate the extension of the best professional development programmes to the teachers. This will come largely from the programmes worked out in collaboration with sister agencies and development partners for registered teachers. The Council will further encourage the employers to play their own role towards the in-service training of their teachers.

### **Provision of Authentic Data**

Provision of information on the actual number, qualification and other vital variables of teachers in the country will serve as a data base for education planning purposes. A National Register of all professional teachers in the country will also be published regularly.

