

INTRODUCTION

The issue of educational outcomes, in terms of effectiveness and efficiency at primary and secondary school level in Africa today has generated multidimensional debates and dialogues across the continent of Africa both at regional and sub-regional levels. In policy statements, within the academia and general public discourse, the drift and low- level productivity evident in our educational system leaves such international organisations like United Nation Development Programme (UNDP) and Africa Union Commission (AUC) and others with no option, than to rise up to the challenges posed by these untoward development to put in place a sustainable foundation by which this trend can be addressed.

The objective 2 of the AU Productivity Agenda (January 2010) aims to "Facilitate the improvement of productivity culture of people in Africa". One of the main activities leading to that is to "Promote Nation and continent wide productivity awareness and commitment through organizing productivity campaign, **productivity education program at school**, etc". A **productivity educational program at school** will contribute to the implementation of AU Charter on the Right and Welfare of the Child.

With support of UNDP AUC have commissioned a design of programme of action aimed at practically mainstreaming productivity culture in the primary and secondary school system, and by extension, the entire continent of Africa. This programme tagged "Catch them Young" would address issues of low productivity with the purpose of institutionalizing productivity culture in schools. Indeed meeting the needs of the primary and secondary school pupils / students today is meeting their future needs. The outcome of the educational system, content and quality must have contributed to the unemployment, cultism ,exam- malpractices, youth restiveness, insecurity witnessed in different parts of the continent today. It is in this desirability that, it has become necessary for the re-design of the educational curriculum of the primary and secondary schools to incorporate productivity principles and culture for the purpose of putting a stop to this untoward development. The Stakeholders to this course that include parents, teachers, ministries of education, school management Boards, Employers of Labour, and government organisations charged with the responsibility of youths development should be sensitized to play roles expected of them in the school programs.

The program design would therefore, evolve programmes and activities, using mostly didactic methodologies that would consciously stimulate the desire to imbibe the culture of learning and hard work, that would be able to put to rest these socio- economic ills. For sustainability development, meeting their needs today would mean meeting their future needs.

The programme at schools training would take the form of designing and developing programs and activities and teachers guideline meant for indoor and outdoor for the purpose earlier stated.

These programs and activities with their productivity implications include activities that are aids to boosting the learning ability of pupils / students in mathematics, languages, social environmental and scientific education, Arts education; physical education; and social, personal and health education. The design incorporates current educational thinking and the most innovative and pedagogical practice.

The program curriculum is designed to cater for the needs of children of Africa and the world, and its introduction is an exciting opportunity for change and renewal in primary and secondary schools.



The vision for primary and secondary education

The school program curriculum demonstrates the special nature the pupils / students, as it is expressed in each of them personality, intelligence, and potential for development. It is designed to develop them in all dimensions of their life - spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical.

The program curriculum design recognizes the integrity of their life and aims to cater for their needs and potentials as they come day by day. By achieving those needs the program curriculum design enriches the pupils / students life and the foundations are laid for happiness and fulfillment in higher education and in adult life.

The Program design also acknowledges that the pupil / student live and are part of the society and their personal development is affected by their relationships in the home and with other people in the society.

The program, therefore seek to balance the individual and social development, realizing how the different dimensions of life complements each other and helping them to work cooperatively with others .The program design outlines a detailed and structured framework of content that is definitive and flexible. It promotes the active involvement of the pupil / student in learning process that is imaginative and stimulating. The primary purpose remains enabling the pupils / students to meet with self confidence and assurance, the demands of life both now and in the future.

General Objectives of Primary / Secondary Education

A child 's education objectives is given as follows:-

- To enable the child to live a full life as a child and to realize his or her potential as a unique individual.
- To enable the child to develop as a social being , living being through living and cooperating with others and so contribute to the good of society.
- To prepare the child for further education and lifelong learning.

- To instill the productivity culture that disciplines and focuses the child's hard work.

The Child's Development

The programme recognizes the importance of developing the full potential of the child, it seeks to develop the child spiritually and morally and to foster in each child an ethical sense that will enable him or her to acquire values on which to base choices and form attitude. It endeavours to equip the children with the knowledge and skills that will serve not only in their lives as children but later as adult .



It is concerned to develop their capacity for creative expression and responses and it promotes their emotional and physical development.

The program aim to ensure that children's experience of school will be such that they will come to value learning and will develop the ability to learn independently. Most importantly, to enhance the employment of learning and motivation to learn.

THE SCHOOL PROGRAMS

The programs are characterized by their breath and balance. They reflect the many dimensions of human experience, activities and expression and are directed towards enhancing children's potentials to live a productive life. Within a clear structured national framework, it affords the flexibility to the school and the teacher in planning and learning experiences that are useful to the individual child at various stages of his or her development.

Development Approach to Learning

The Productivity programme so designed reflects development approach to learning. By referring to knowledge and ideas already acquired, as the starting point for new learning, it allows for coherent expansion of knowledge and the gradual refinement of concepts. It also recognizes the integrated nature of learning and thoughts, and stresses the connections in content in different programme areas. This creates harmony in the child's learning experiences and serves the complex nature of learning process.

The Program Content

The program gives detailed statement of content for each program area. It provides for an extensive learning experience and encourages a rich variety of approaches to teaching and learning that cater for differing needs of individual children.

The child's ability to think critically, to apply learning and to develop flexibility and creativity are also important factors in the productivity consciousness of a child's life. The program places emphasis on promoting these skills and abilities so that children may cope successfully with dynamics of life.

The programs are as follows:

- Green productivity in school
- Creativity and Innovation
- What I Should Know about Waste
- Total Quality in School
- Games and Toys in Teaching and Learning Science in School
- Ethics in School
- Productivity Consciousness in School

- Performance Assessment in Schools
- Art Education and Productivity
- Productivity in Action in Schools
- 5S Good Housekeeping in Schools
- Academic Quiz Game

Learning How To Learn

An important aspect of the program design is to enable the children to learn how to learn, and to develop an appreciation of the value and practice of life- long learning. The design aims to instill a love of learning that will remain with the child through all stages of formal education and that will express itself in an enquiring mind a heightened curiosity.

Features Of The Program Definitions

The principles and purposes of each program area are expressed as a coherent and structured body of content that is characterized by a number of defining features which are outlined here.

The programs are based on a philosophy and psychology of teaching and learning that incorporates the most advanced educational theory and practice. It accords equal importance to what the child learns and to the process by which he or she learns it. One of its essential feature is a recognition of the principle that there are different kinds of learning and that individual children learn in different ways.

The program design not only articulates the content to be learned and the outcomes to be achieved, but a wild range of approaches to learning.

The Child's Knowledge and Experience as a Starting Point for Learning

The program design is of the promise that the child's existing knowledge and experience should be the starting point for acquiring new knowledge and understanding. It enables the child to move from the known to the unknown, from the simple to the more complex, from the concrete to the abstract, benefiting from learning experience that is effective coherent and relevant.

Environment Based Learning

The child's environment is an important context for his or her development. First-hand experience that actively engages the child with the immediate environment and with those who live in it is the most effective basis for learning. This will be centered in the home first, later it will be extended to include the immediate environment and to the school and, as the child matures, will encompass an ever widening context. The first hand experience provides a reference framework for the understanding of more abstract concepts. A rich experience outside the classroom adds enormously to the relevance and effectiveness of children's learning.

The principle of guided activity and discovery and the importance of the teacher in providing the most effective learning experiences for the child are central to the program design. In order to ensure that learning is productive and rewarding, the teacher needs to identify particular stages of development in the child's understanding and then choose sequence of activities that will be most effective in advancing the child's learning.

The Learning Language

Language too, has a vital role to play in children's development. Most learning takes place through the interaction of language and experience. Language helps the child to clarify and interpret experience, to acquire new concept and to add depth to concept already grasped. In view of the importance of language, the program incorporates the use of talk, discussion, reading, singing, debate, drama, poem as central learning strategy in every program area.

Aesthetic Consideration

The program enables the child to perceive the aesthetic aspects in every area. This enriches the learning experiences for the child and the different aspect of conceptual development.

The Social and Emotional Aspects of Learning

It is recognized that the child's social and emotional development significantly influences his or her success in learning. This is addressed most effectively through a school **ethos** that is characterized by a caring, interactive relationship between teachers and pupil/student. It is also a major concern of learning in

every program area. Its importance is emphasized too through social, personal and health education. By providing children with a successful and happy school experience, by nurturing essential, interpersonal and intrapersonal development and by developing communication skills, children's self esteem and self-confidence are raised and their motivation to learn is increased.

Integration of Learning

For the young child, the distinctions between subjects are not relevant' what is more important is that he or she experiences a coherent learning process that accommodates a variety of element. It is important therefore, to make connections between learning in different subjects. As they mature integration gives children's learning broader and richer perspective.

Problem Solving Aspect

In the program, the child is encouraged to observe, collate and evaluate evidence, to ask relevant questions, to identify essential information, to recognize the essence of a problem, to suggest solutions, and to make informed judgment. Those activities help to foster the higher-order thinking skills, such as summarizing, analyzing, making inferences and deductions and interprets figurative language and imagery.

THE KEY STAKEHOLDERS IN CHILD'S EDUCATION

The Local Community

The social context in which learning takes place is the key influence on the nature and effectiveness of the learning process. The family, the school, the teacher, the board of management and the local community form a social continuum and provide a context of social interaction in which the child's educational development take place.

Program Curriculum Leadership

The principal or the headteacher is pivotal in creating a shared vision for the programs in the school and in providing dynamic and inspirational curriculum leadership. The process of curriculum development will allow the

principal/headteacher, together with the staff, to identify educational goals that are both relevant and realistic and that will reflect the needs, aptitudes and circumstances of the children, and the unique character of the school and its environment.

Achieving these goals require a deep understanding of, and a commitment to, the principles underpinning the program and the approaches to teaching and learning that are inherent in it. It also requires the development of procedures and structures within the school that will facilitate a process of consistent program and organisational planning. This should include the delegation of relevant responsibilities to deputy principals/headteachers, assistant principals, and special-duties teachers.

The planning process will culminate in the development of a framework for action that will guide the school in the implementation of the programme.

The Role of The Teacher

It is the quality of the teaching more than anything else that determines the success of the child's learning and development in school. The teacher offers a wide repertoire of expertise and competence and exercises professional direction in planning and the learning process. The teacher has a complex role as a caring facilitator and guide who interprets the child's learning needs and responds to them. The role is informed by a concern for the uniqueness of the child, a respect for the integrity of the child as a learner and by a sense of enthusiasm and commitment to teaching. The teacher's professional expertise enables him or her to interpret the needs of the child and the requirements of the program in order to provide effective learning experience. The quality of the relationship that the teacher establishes with child is of paramount importance in the learning process. The teacher's concern for the well being and successful development of the child is the basis for the creation of a supportive environment between teacher and child, creates an environment in which a child is happy in school and motivated to learn.

The Role of Parents

Parents are the child's primary educators, and the life of the home is the most potent factor in his or her development during the school years. There is a continuing process through which the child's formal learning experience in school interacts with the less formal developmental of the home and family. It is widely

recognized that significant educational, social and behavioral benefits accrue to the child as a result of effective partnership between parents and teachers. Close cooperation between home and the school is essential, therefore, if children are to receive maximum benefit from program, regular consultations with parents help teachers to come to a deeper appreciation of children's needs and so to plan more effective learning experiences. It also provides the means by which teachers keep parents fully informed about children's progress and good communication between parents and the schools will help to build a shared understanding of the principles of the program. It will also facilitate easier transition from home to school and later from primary to secondary and to the higher institution of learning. In a more general context, the involvement of parents in the organizational planning of programs and their active participation in the life of the school enhances cooperation and interaction between home and school. Schools in turn need to reach out to help some parents overcome any inhibiting attitudes they may have. The work of "Parents Teachers Association" may also provide additional support in helping them to become fully involved in their children's progress.

The Role of the School Board

The board of management has the overall responsibility of managing the school and appropriate accommodation of the children. It has a crucial role to play in the collaborative process of ensuring that the educational needs of all its pupils/student are identified and catered for. It therefore has responsibility in supporting and facilitating the planning and the implementation of the programme in the school and in formally approving the school plan. The board provides valuable forum for expression of the views and concerns of different bodies it represents. It has particular function in promoting partnership in the educational organization processes of the school and ensuring effective communication between different interests involved.

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PROGRAM DESIGN AND STRUCTURE

A Guide to the Structure of the program

The program is presented in nine program areas some of which are further sub-divided into activities (indoor and outdoor). These are: Total Quality Principles, Waste Reduction and Control, Team work, Debates, Slogans, Drama, Assessment, Career development (counseling), Green Productivity in School, Creativity and Innovation, Arts Education, School Ethics, Time management, Quality Circle (teachers, children, local community and parents) and clubs-stories and Games and Toys and, as well as Productivity Consciousness in School.

Components of the Program Statements

Each productivity related program statement has a similar structure and similar component,

These include:

- * Introduction
- * Aims
- * Broad Objectives
- * Overview
- * Contents
- * Concepts and Skill Development
- * Guidance on the Selection of the Content
- * Assessment Statement

The introduction to each program statement gives the philosophical and the educational rationale for the program and the thinking that underpins the inclusion. It outlines the structure of the program and the methodological approaches assumed in the context. The aims and broad objectives provides clear statement of the general and particular developmental goals of the program. An Overview and the outline of the content is included, while planning pages provide guidance on the sequence and progression of the objectives. The content of each program statement is laid out for the four levels: first and second classes, third and fourth classes, fifth and sixth classes, JSS1, JSS2, JSS3, SS1, SS2, SS3 and articulates the progressive and developmental learning experience. The layout is left to the discretion of the school to bring the programs to the level of the different classes. What makes a difference is only on the teaching and didactic principles and tools within the experience and ability of the teacher. The principal division of content in each program is the strand, and the number of strands varies with the nature of the content in a particular subject and program area. The strand units is subdivision of the strand and focuses on the more specific areas of learning that will achieve the developmental goals of the strand. Each strand incorporates detailed content objectives. These encourages learning experiences and their activities that enable the child to acquire and develop the knowledge and understand the strands and the strand units address. In many cases, the content objectives are further elucidated by exemplars. Summaries of skill and concepts to be developed at the different class levels are presented. At

the end of each programme statement, the purposes of performance are delineated, and several approaches and tools are explained in the subsequent pages, the justification of each program area are outlined and a brief description of the content for the program is provided.

DEVELOPED PRODUCTIVITY PROGRAMS FOR SCHOOLS

Productivity Program-1:Green Productivity in School

Introduction

Green Productivity Program is concerned with environment, its cleanliness, safety and conduciveness that breathe healthy environment and enhancing teaching and learning. It is participatory, it involves the school population. It has the responsibility of caring for resources of the environment in the best possible way. The program has the potentials of involving not only the pupils/students, but the teaching and non-teaching staff, the parents and by extension the community. It is a program that inculcates do-it-yourself with the entire population within the environment, contributing ideas and services for sustainable cleanliness of the school system. For personal development of the pupils/ students, it arranges them to be resourceful and a good understanding of the environment factors that impact on school productivity.

The primary objectives :

- improve resource use efficiency
- facilitate conversion of schools to green institutions
- provide platform for interaction and sharing experience and
- inculcating in the participants environmental conduciveness factor to teaching and learning productivity.

Strategy Adopted/Tools

A structured approach is adopted to ensure its effectiveness, sustainability, and self sustaining; utilizing the concept of team approach.

Step 1: Green Team Formation

A team comprising of pupils/students, teachers, parents, a representative of the community and the non-teaching staff is established to coordinate the program at the school level. Like in any structured technique, a leader is appointed to lead the process.

Step 2: A survey of the environment

The survey is conducted to understand the impact of activities and actions of the school on the environment. This provides the school an opportunity to understand the current state of affairs in and out of the school premises. Out of school premises activities and actions may be found impacting negatively, that would give the school the opportunity to address such issues.

Step 3: Resource Utilization Assessment

This creates opportunity to understand the resource utilization capabilities of the school. For example, student-teacher ratio, classroom space, buildings/hostels, sanitation and provisions of essential resources/infrastructure.

Step 4: Assessment of School Green Productivity

Assessment of the impact of the program is essential. The data generated in the assessment is analyzed and compiled to represent environmental performance of the school for overall productivity performance.

Step 5: Sustaining the School Green Productivity

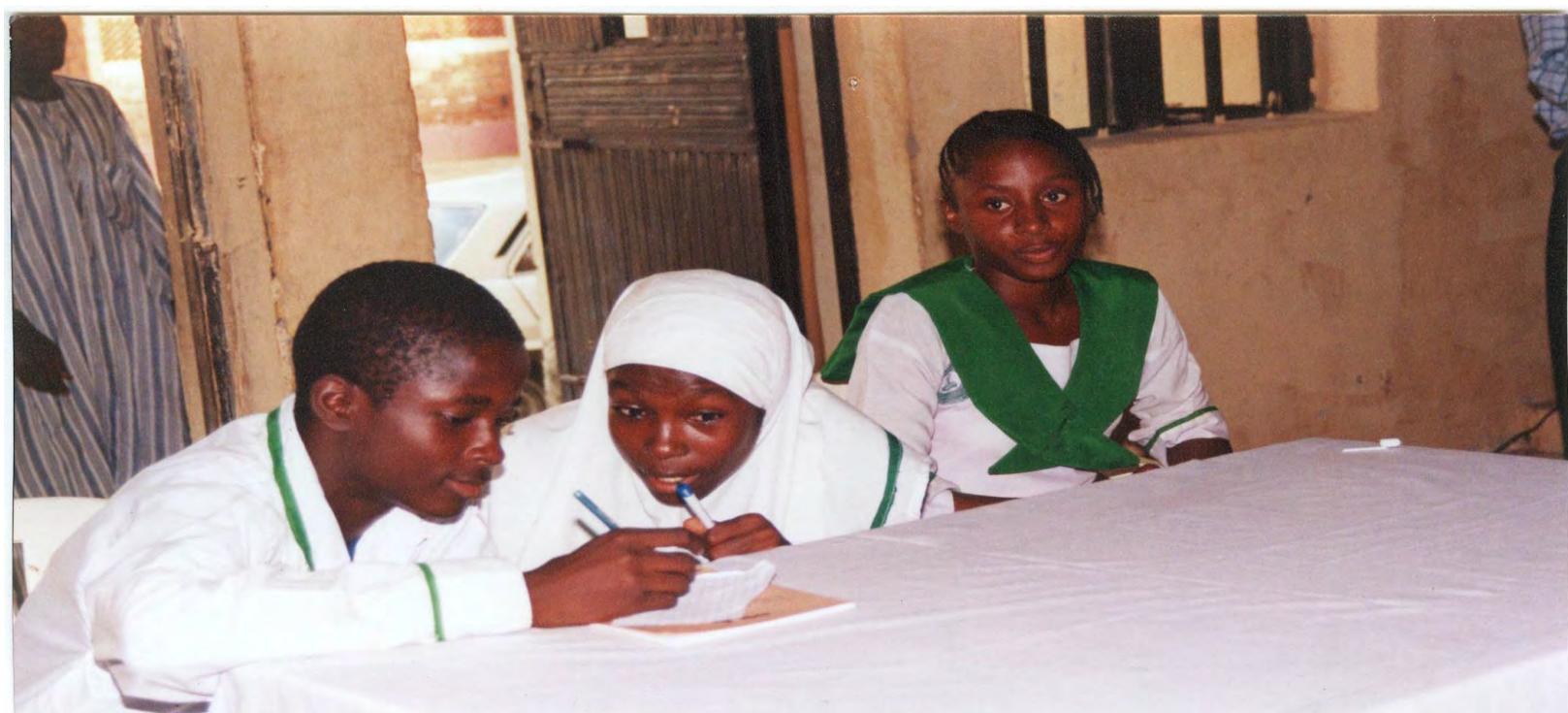
Sustaining the process is challenging, it all depends on the commitment of school management and more to members of the team. The process also need to be standardized, measured, improved upon, and continuous, with encouragement and the needed support.

Step 6: Green Productivity School Award

This may include organizing a Summit where awards are given to the best schools in the Green Productivity Program. This indeed makes the program competitive and rewarding for sustainability.

Program schedule

This is classified as an outdoor school program. It can be scheduled to hold once every week for one hour. The time allocation can also be at the discretion of the school.



STUDENTS IN CREATIVE AND INOVATIVE SESSION

Productivity Program- 2: Creativity and Innovation for the School System

Introduction

As this program is already being introduced in some countries in the continent, like Mauritius through National Productivity and Competitiveness Council, is a joint program of Productivity organizations, Ministry of Education and some other associated stakeholders targeted at the schools to promote creativity and innovation amongst pupils and students.

The program, in its design is aimed at building up a culture of creativity and innovation in the school system. It is aimed at identifying talents, encouraging and supporting skills acquisition, self development, which are essentials in curbing unemployment challenges and future contribution to catching these talents young and growing them.

Objectives of the program

The specific objectives of the creativity and innovation program are to:

- give students and pupils the opportunity to explore inquisitively alternative ways of resolving problems through creative and innovative thinking.
- inculcate in the pupil/student the culture of questioning why, how and what should be done to solve problems.
- equip the pupils/students with the skills necessary to identify and handle problems and produce creative and implementable solutions to real-world problems.
- prepare the pupils/students to understand the saying, “no venture, “no success”, there are always elements of risk in survival instincts of humans- “seek and you shall find”
- engender cooperation and ability to work together as a people.
- identify, reward, encourage and support such talents that are extraordinarily distinguishing in the participating school.

Program Target

This program as already being implemented in some countries, it is targeted on all primary and secondary schools in the continent of Africa.

Award

For sustainability, a selection committee is established to screen and select the most outstanding creative art and innovative ideas and projects carried out or to have been initiated by the pupil/student or school for recognition and award of excellence. This can be an annual event in the participating countries and schools.

Program schedule

The program is both indoor and outdoor and shall be incorporated into classroom time schedule. It shall be thought as creative arts as a subject. A schedule one hour teaching and learning every week shall be suitable for acquiring the skill and talents expected from the program.

Productivity Program -3: What I should know About Waste

Introduction

This productivity school program is designed to create the needed awareness amongst school children to understand the overwhelming effect of waste in their everyday life- waste in all resources is unproductive, therefore a non-value-adding resource to the usefulness of the society. Africa is endowed with abundant of human and material resources, but lacks the capacity to convert them to sustainable high standard of living for its people. In schools resources are provided and utilized, but it doesn't seem like their usage is optimal. Thus a program designed for schools in this regard to participate in identifying wastes and meeting as a group to discuss ways and means to minimize their occurrence is a good foundation for the primary and secondary school system including the graduates.

What I should know about waste is a program that encourages small groups, set-up, to meet educate and inculcate waste reduction culture and savings for higher productivity in the school, in the home and even the outer society.

Overview

Waste is a non- value adding activities, materials or an obstacle to the smooth flow of any activity (NPCC Mauritius Education in Schools). It can also be explained as activity that consumes resources thoughtlessly, make an activity un-result oriented, very boring, fail to take advantage of a more result oriented alternative; discarded as worthless an idea or method; a useless bi-product of a process and others.

These explanations vary from person to person depending on the perspectives and the circumstances at the disposal of the group identifying the wasteful activities and resources.

Program content

As a resource the different kinds of waste that forms the program content which includes:

- Waste of time
- Waste of body motion
- Waste of energy
- Waste of human effort
- Waste of ideas
- Waste of capital or infrastructure e.g. money and water
- Waste of talents and skills

A good discussion of these various kinds of waste reveal that in every human life, there is element of waste inherent. The essence of inculcating this understanding in minds of the pupils and students is an effort aimed at minimizing waste as it is not possible to achieve zero waste.

A Lesson on Waste

The teacher should arouse the thinking by giving these examples:

A look at the activities at home, various functions from the time you wake up in the morning and getting ready to go to school. A closer look reveals that there are activities that you should have done better, avoided from happening because they are non-value adding, thus saving energy, effort and time and probably other resources.

Furthermore, on your way to school, the route you take and arrival time at school, contribute to some kind of waste. Considering also your activities in school, including the teacher and school activities step by step for the entire school period you can see different kinds of waste constituted here and there.

High productivity is the extent these non value activities can be minimized.

Strategy Tools and Materials

The waste control group of about 3–15 persons is comprised of the pupils/students as the case may be, teachers, non teaching staff, parents and even people from local community who voluntarily meet once every month for about one hour to identify, analyze and solve problems related to waste and its effect on productivity. The productivity tool recommended is the innovative adaptation of quality circles and may be used at the level of the family, the school and extended at community level. Tools of the quality circle may include the use of activity simplification, activity measurement in terms of time, value analysis and stock control (inventory).

Impact of the program

The group with some basic training contributes their own ideas and unique talent on individual basis. The group utilizes the same steps experts undertake: identifying a problem and waste sources, analyze it, evolving possible solutions and testing the validity of their suggestions. The process is a powerful productivity tool utilized in creativity, innovation and in enhancing productivity growth. Its adaptation as a school program has numerous benefits to teaching and learning as well as outcomes amongst the school ages.

Program Impact:

- Waste Control Group (WCG) activities enhances creativity
- Facilitation of rich ideas of pupils/students, teachers, parents and teaching staff including local community for resolving problems inhibiting activities in the community and the school as sub-set of the community.
- Waste Control Group program is educative and enhancing to teaching and learning.
- By participating, they learn to be punctual regular at meetings, disciplined in the way they conduct their discussions, it is participatory where no idea is out rightly thrown out or criticized, and reliable. Their problems based on facts are identified resolved and solutions proffered for implementation by themselves within the scope and available resources.

Program Schedule

This program is a group work where the group meet once a month for one hour to solve waste related problems of the school and the home and their interface with the environment and society.

Productivity Program-4: Total Quality in Schools

Introduction

This program takes into cognizance the deteriorating standards in many of the educational institutions in Africa and the world. This starts from poor parental backgrounds supported by poverty, poor youth development process emanating from poor infrastructure, the abysmal behaviour of youths, strained relationship between teachers and students, poor infrastructural provision at the schools, many untrained teachers, poor teaching facilities/aids, inadequate educational policies and improper educational curriculum plan, external influences on the students, poor remuneration of the teachers to examination malpractices and production of half baked graduates in an economy that is having unprecedented challenges to survive. These amongst others informed the design and introduction of the program as a Productivity Training Program in both primary and secondary schools.

Overview

TQM as it is famously addressed is total (“T”) meaning everything that happens in the school including factors external that hinders the productivity of teaching and learning in schools. Quality “Q” is quality of everything you do or is happening in the system. It has the concept of everyone is involved and is about quality consciousness of every activity.

Management “M” is the understanding and management of every process identified and undertaken for improved performance and productivity.

In other words TQM is not only a product or service quality, but everything that happens in the school that enhances quality education, quality teaching and learning. This includes, the school environment, student’s behavioral patterns, teacher-student relationship, the headmaster/principal, leadership styles, punctuality, passing exams, success in competitions, teachers, non-teaching staff, the gardeners, security, parents, government and educational policies and in fact everything. It is a productivity tool that can be impacting, the concepts are enshrined in the school curriculum and taught as a subject.

Program content (strands)

Points of consideration and emphasis (strands) when evolving the program are:

- Continuous improvement
- Everything in the school system and external factors
- A must use educational concept
- Versatility of the concept
- Including wide application
- Recognition for excellence (award)
- Training and re-training (Capacity Building of teachers)
- Efficiency and effectiveness
- Productivity
- Measurement of success
- Incremental values (value added)

It has been established that most years of learning are begun at birth. During these early years, a human being is capable of absorbing more information at a time than they will be able to again. The environment of the young child influences the development of cognitive skills and emotional skills due to rapid brain growth that occurs in the early years. Quality of everything they do enshrined in them that early in life will have a long term effect in improving the child's outcome especially the disadvantaged ones (Hanford, Emile 2009-10).

Program Schedule

Total quality program is considered for inclusion as a subject taught in both primary and secondary schools. Time allocation to the program shall range between 30 minutes to one hour per week as considered appropriate by the school.

Productivity Program-5: Performance Assessment in Schools

Introduction

This program/activity in the schools is being reinforced with little modifications to establish performance measures for both teachers, students and the school itself, in comparison with others. It is based on productivity assessment being the basis for improvement and one cannot control what one cannot assess.

Performance assessment is critical to process of teaching and learning. It is used to monitor learning process and to ascertain achievement in each area of the training program. It is by assessment, that the teacher is able to determine the short-term and long term learning needs of the child and plans for the future accordingly. Performance assessment assists in determining children with learning difficulties so that measures can be taken to assist the child further. It helps in communication between the child and the teacher, between the teachers themselves, as well as between parents and teachers. The fact that the child is aware he/she is being assessed, it makes him/her to become more self-aware as a learner to develop ability of self assessment.

Performance assessment helps in improving quality of education and it throws in challenges to the school to be competitive.

Areas of Assessment

Assessment of the child is in all areas of the training program and emphasizes all aspects of learning the cognitive, the creative, the physical and the social. Also methods and strategies that stimulate learning and loving are also assessed. Performance assessment includes the child's growth in self-esteem, interpersonal and intrapersonal behaviour and acquisition of wide range of knowledge, attitudes and skills.

Objectives are to

- Encourage excellence
- Stimulate competition
- Establishing base - lines for the selecting the best student
- Encouraging teaching and learning
- Inculcate discipline and hard work amongst pupils/student



Whose responsibility it is to Assess

Apart from using performance assessment to improve learning and teaching by teachers, carried out by themselves, it shall be the responsibility of the inspectors of Education in each member country to evolve performance measures to determine how a school is performing in comparison with others.

Yardsticks of the Performance Assessment

The following performance yardsticks are developed for use:

- Student-teacher ratios
- Student-teacher relationship
- Teaching utilizing didactic experiences
- Relationship with school and local community
- Parents – teacher relationship
- Performance at school certificate exams
- Number of examination malpractices identified and reported
- School performance at competitions
- Number of students that graduated and gained entries into higher education
- Number of successful graduates in other business endeavours

- Number of school drop-outs
- Cultism activities
- Number of out-door programmes established that enhances learning and environmental conduciveness.
- Environmental friendliness
- Number of teachers in service, discipline and qualifications
- The appropriateness of the teaching staff to the subjects taught etc.

Award of best schools

Based on the set yard sticks of measurement, three schools can be selected for the award by the education ministry annually to encourage competitiveness and excellence.

Productivity Program-6 Arts Education Productivity

Introduction

Creativity and Innovation are embodied in Arts. Ideas, feelings, insights are communicated through images, music, language, gesture, and movement. Arts education enables children to use a range of communicative expression through which they can explore their experience of, and interaction with the world. It also afford them the opportunity to respond viewers, listeners or readers to the expressive creativity of the artist, the composer, the writer, and the performer. It involves both the cognitive and affective domains and deals with a dimension of an experience that contributes uniquely to the child's conceptual development.

Program Objective

The primary objective of arts education productivity is to deepen the children sense of beauty and artistic makes them more responsive to nuances of reflection, thought, feeling, attitude, and action. It is above all, a source of endless enjoyment and fulfillment that can add enormously to the richness of their lives and experience.

Program Content

The Arts education proposed for Productivity training program in schools are: Drama, Music, and Visual arts.

Drama

Drama is a creative process that provides the children with a wide range of valuable experiences. It is a unique gateway to learning and affords ways of perceiving and knowing that are otherwise inaccessible. It is improvisational in nature and involves every aspect of the child's personality, spiritual, moral, emotional, intellectual, imaginative and physical. In the enactment of a story about characters in certain circumstances, at some particular time and in some particular situation, children can explore conflicts, issues, consequences, attitudes, emotions, concerns and preoccupation in unique way. In listening to story or a fiction, the child projects himself or herself imaginatively into situation. These are the basis of considering drama program that can complement and enhance knowledge, and ideas and better understanding of the right things first.

Music

Music exists in many great forms, for a great many purposes, and at many levels of complexity. As a diverse and lifelong activity, music is enjoyed by, all ages. Music involves both making music, and listening to music. These are unique ways of knowing because they entail the construction of the sound patterns and structure through analysis. Music making requires body and mind to coordinate and interpret simultaneously. Music is an art that combines many concepts and techniques and uses them to inspire and to imagine, to invent and express feeling. These are the features the productivity program is based on. What adds value to the human resource his or her welfare and loving are strands for emphasis-listening and responding, performing and composing.

Visual arts

Visual arts in the productivity program enables the child to sense of and express his or her world in a visual tangible form. It is a unifying force in the child's learning and development. Drawing, painting inventing and constructing are productivity issues that need to be developed in the child.

The understanding of visual imagery opens additional mode of learning and enables the child to express ideas, feelings and imaginative insights. Opportunities to explore and investigate the visual elements of the environment to help children know the nature of things and channel natural curiosity for education purposes. The use of games and toys to promote learning in children reinforces

the strands in visual arts program that emphasizes , drawing, painting and coloring, and use of clay in construction, and fabric making processes. It is required of the teacher and indeed the school to utilize these concepts and decide how best to apply them in enriching child's development.

Program Schedule

The Arts Education productivity is both indoor and outdoor program. It can scheduled as other teaching subject. It can also incorporated into existing subjects as teaching and learning tools.

Productivity program-07: GAMES AND TOYS

Introduction

Games and Toys are usually liked by Children and like to play it. Studies show that play a lot of times is not necessarily to occupy a child or for recreational purposes or a leisure time, but a learning experience. For example, babies play and understand the operational mechanisms of a toy, having initially no knowledge of how it is operated. In another example, the teacher can chant a song with letters A,B,C,D by pointing to the alphabets. The sound is attractive and the children are easily joined in the singing. This is basically to help the child identify letters. Furthermore, computer games which are recently played by many children, exposes them to the learning on how to play and operate computer eventually, regardless of its negative value effect. Play is also a means of relaxing and a means of focusing the child's mind, as well as learning social behaviour.

We have to inculcate the idea that learning is fun since the children are likely to have been conditioned to school being a place of hard work and no play. The teacher can analyze this in choosing his or her teaching method. If teaching is progressively building on past knowledge then, the new arrival in the school commence his/her learning from the stand point of his or her previous experience, which in many cases will be toys and games.

This is most beneficial when transiting from Primary to Junior Secondary Level of education, if coordinated to the learning that has taken place in the Primary level. This innovation that can lead to breakthrough in technology, the wealth of understanding from the use of construction Toys, which already exist in the community or developed locally from so-called scraps materials is acknowledged .



PRODUCTIVITY SENSITIZATION LECTURES IN ACTION

Productivity program - 8 Traditional Games in Science Education

Introduction

Games can act as supportive agents to science education to school children. Opportunities abound in children's out of school activities, in which desirable science skills, such as counting, measuring, observing, comparing and inferring, can be acquired.

This is a situation where children can learn while having fun to be explored and utilized. The school teacher can profitably utilize such games to achieve some of the objectives in the current core curriculum in school.

Content

The below table illustrates games played in Africa, their association in enhancing science education, skills acquired and effect on behavioral patterns of the children.

Description of games/play activities children construct houses with sand, sticks, leaves etc	Association Scientific concepts and themes building of models properties of objects e.g. resilience, weight	Science skills and process measurement of length and size, angle, space estimation, prediction observation classification	Attractive behaviour interest curiously experimenting and appreciation
Cooking leaves, sand in cans with playmates imitating mothers in kitchen chores	Combustion support, oxygen exchange in states of matter. Temperature changes heat/energy transfer and conduction physical mixture, chemical reactions, properties of leaves	Measurement, observation making inferences classification imitation	Creating cooperation (team work)
Blowing Balloons of different shapes and sizes and make pulling with strings objects, termed goat, cow etc	Shape and size, principles of expansion elasticity pressure changes, volume of gas and air. Force friction, motion, masses or weight of object	Manipulation behaviour companion observation. Comparison classification observation	Trial and error. Imagination creativity.
Throwing stones into stagnant water	Ripples, wave formation, wave length, pressure work, energy conservation	Observation	Curiosity

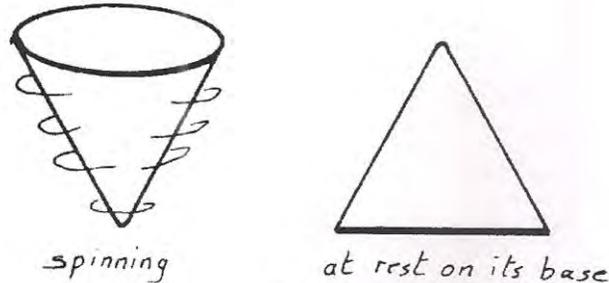
Overview

It is the intension of the design of productivity programs in Primary and Secondary Schools to introduce games and toys in schools against the traditional belief that there are external exams and award of certificates. The essence therefore is to re-ignite creativity and innovation which had the back seat

Group size: Two or more players.

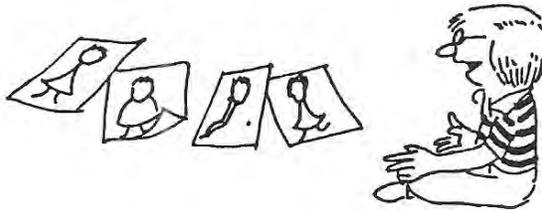
Possible recording: A point can be awarded for each successful attempt. Alternatively, if there are many players, the method of reinforcement could be by any player who is unable to start or stop the motion successfully.

Repetition: It can be played both in and out of school.



This game was submitted from Nigeria to UNESCO

People Pieces



The following game is suitable for primary grades 1 to 3.

Materials required

One set of People Pieces. These can be made by drawing pictures on pieces of cardboard (or other stiff paper). The pictures should be of people, whole and/or with parts missing that is. leg, arm, etc. They should be colored pictures and each should be identifiable in terms of sex, color, and size, example, adult, child, baby.

Educational Concept/Skill to be developed

The child should be able to

- i. Observe and describe the people pieces.
- ii. Identify the people pieces being described.

- iii. Classify the people pieces according to:
 - a. Color
 - b. Sex
 - c. Size
 - d. Other attributes

Points for the teacher to consider

The number of cards which make up a set is variable and a set of four would appear suitable for a group size of 1 to 2 pupils. A group size of 4 or 5 pupils would require more cards.

The game can be played as follows:

- i. Give the children in a group a set of people pieces.
- ii. Instruct the children to observe the people pieces being described.
- iii. Instruct the children to identify the people pieces being described.
- iv. Let the children in the group classify the people pieces according to the attribute they want.
- v. Let the children in the group describe the classification made.

This game was one included in a publication Games for Primary Science and Mathematics submitted by the Regional Centre for Education in Science and Mathematics (RECSAM), Glugor, Penang, Malaysia.

Triplets



The following game is suitable for primary grades 5 to 6.

Materials required

One set of cards containing pictures (at least groups of three pictures should be related to each other). These can be made by drawing pictures, or cutting out pictures from papers or magazines and sticking them, on pieces of cardboard (or stiff paper).

Educational Concept/Skill to be developed

The child should be able to –

- i. Develop observational skills,
- ii. Show understanding of relationships and classification by putting together three related pictures.
- iii. Develop logical thinking by following specific directions.

Points for the teacher to consider

The number of cards which make up a set is variable. For a group size of 4 pupils each player should have seven cards with a number of cards to form a pile which can be picked up from.

The game can be played as follows:

- i. Shuffle the cards.
- ii. Deal the cards. Each player should have 7 cards.
- iii. The remaining cards should be placed in the middle, in a pile, with the top card face up.
- iv. Each player looks at their cards. If they have 3 pictures that are somehow related they put them down, face up, in front of them.
- v. Play commences by the first player taking the face up card from the pile if he needs it. If the player takes the card they throw a card from their hand face up next to the pile. Play passes to the next player who can pick up the discarded card or a new one from the top of the pile, and throws one of his own away. Alternatively, the player will pick up a card and put it back in the middle if it does not match the set of three that the player is trying to get.
- vi. The player who has the largest number of triplets at the end of the game is the winner.

This game was one included in a publication Games for primary Science and Mathematics submitted by the Regional Centre for Education in Science and Mathematics (RECSAM), Glugor, Penang, Malaysia.

Big Ten

This counting and addition game is suitable for primary level grades 1 and 2.

Materials required

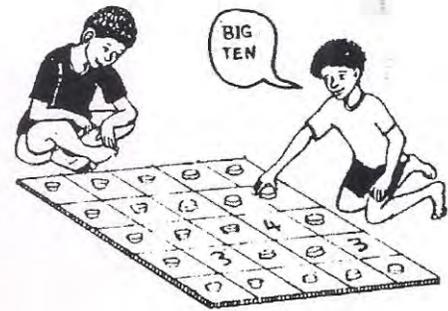
BIG TEN game board and 25 bottle tops. The Big Ten game board can easily be constructed from Stiff cardboard and is shown in Figure 1. Larger versions can be made for use in the school playground.

Educational Concept/Skill to be developed

- i. Reinforcement of addition of numbers up to ten
- ii. Logical thinking.

BIG TEN

4	8	2	1	9
3	5	3	3	2
9	4	6	8	4
0	5	1	1	3
7	2	7	5	2



Points for the teacher to consider

This game assists with learning to count up to ten and also assists with memory development since the children soon learn where numbers are located to make up to ten, particularly after the numbers have been uncovered and re-covered a number of times during the game.

Timing: Allow approximately 15 minutes to play the game.

Group size: The number of players should be no more than four per board.

The game can be played as follows

- i. Cover all 25 numbers on the game board with bottle tops boards would require larger covers to hide the numbers).
- ii. Before each turn the player must state whether they will take two or three bottle tops. The aim is to uncover numbers which add up to ten.
- iii. The players take turns in picking up two or three of the bottle tops covering the numbers
- iv. If the numbers uncovered add up to ten the player must say 'I have Big Ten' and then keeps the bottle tops.
- v. If the numbers uncovered do not add up to ten the player must put the bottle tops back and play passes to the next player.
- vi. The winner is the player with the most bottle tops when all possible numbers have been uncovered.

An extension of this game is to make 'Big 15' or 'Big 25' boards.

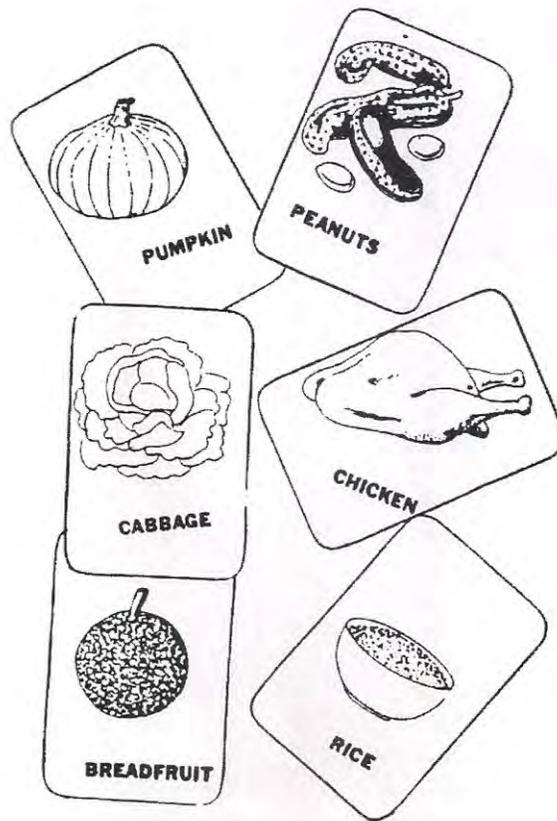
This game was published in Classroom Maths Games which was the outcome of an Indigenous Mathematics Project established by the Government of Papua New Guinea and assisted by UNESCO. The publication states 'The games presented in this book have been adapted from ideas originally published in Make-it Take it Math Games National Council of Teachers of Mathematics, 1978 and Games to Grow on National Institute for Curriculum Enrichment, Rancho Sante Fe, Ca. 1979, both by Carol Winner.

Food Card Game

Making playing cards for the Food Card Games

- i. Make a LIST on the chalkboard of commonly eaten foods.
- ii. Write next to each food the food group to which it belongs.
- iii. Using playing-card size pieces of cardboard (or other strong paper) make a card for each food item on the list. Draw the food as realistically as possible and then write the name of the food below the drawing.
- iv. Preferably, have the children color the food drawings.

PLAYING CARDS



The Food Group Game

One player puts the entire set of cards in a pile face down in front of them. They then turn one card over at a time for the other players to see. Each player must quickly name the correct food group. The first player to identify the correct food group wins the card. When two or more players identify the correct food group at the same time, the card is returned to the pile. The player who has accumulated the most cards at the end of the game is the winner.

Nutritious Meal Game

Six players are dealt four cards each. The remaining cards are spread out, face down on the table. Each player looks at his cards to see if they make a nutritious, well-balanced meal. The first player discards, face down, one card that he does not want and picks up a new card from the table. The next player takes a turn, and so on. Each player tries to make as many nutritious well-balanced meals as possible. Once a player has succeeded in making a balanced meal he places the cards, face up, in front of him (If other players decide that it is not a nutritious

meal the player must take back the cards) and pick up four more cards. The player with the highest number of well-balanced meals at the end of the game is the winner. **(A Nutritious, Well-Balanced Meal - contains a GO food, a GROW food HEALTHY HELPER food).**

Match Foods To Food Group Game

Mix up the set of cards. Deal each player a hand of cards until all the cards have been distributed (Have the pupils playing the game sit at their own desks so that the cards of each player do not get mixed up). Ask each player to put the GO foods in one line, the GROW foods in a second line and the HEALTHY HELPER foods in a third line. Check each player's lines to see if they are correct. Players with correct lines can help to check the lines of the other players.

Food Group Memory Game

This game should be played at the end of several periods of study on the food groups. Cards are spread on the table, face down. Up to six players can play. Each player picks up one card each; another pupil who is not playing acts as the 'JUDGE'. The 'Judge' sees that each answer is the correct answer (if necessary, the judge can use a list of foods and their food groups for reference).

Each player takes a turn. The player whose turn it is reads the name of the food on the card he/she has picked and names the food group that the food on the card belongs to. When a player is wrong, he/she returns the card to the table, face down. A time limit for example, five seconds, should be set to name the food group for the card drawn. The players take turns picking up and naming the appropriate food group until there are no more cards on the table. The player +with the most cards at the end of the game is the winner.

The game was submitted by Jamaica to UNESCO

Productivity Program- 8:Ethics In School

Introduction

Ethics is a productivity factor that deals with values relating to conduct, with respect to right and wrong doings. It is a guide that determines the completeness of a person or cultural norms that places a positive moral value on the child and

on doing the right thing, listening, learning and abiding by the rules of instruction through obedience and humility.

However, teachers and schools tend to believe that good behaviour and good character are synonymous. What they probably regard as both is a child who will do what he/she is told, or even better, the child who will do what is wanted, without even having to be told. They value most in children what children least value in themselves. Some wonder that their effort to build character is such a failure, they don't know it, when they see it. According to Socrates (469 BC – 399 BC), a person must become aware of every fact, relevant to his existence, if he/she wishes to attend self knowledge.

He states that a person would naturally do what is good, if he/she knows what is right. Not the right thing is usually out of ignorance. In another saying according to Aristotle (384 BC – 322 BC) at birth, a baby is not a person, but a potential person. To become a "Real" person, the child inherent potential must be realized. He said "Nature does nothing in vain" Therefore it is imperative for persons to act in accordance with their nature and develop their talent in order to be content and complete.

Happiness is held as ultimate goal, a child's latent can be developed using different methods for the child to be complete. The ethics in the child can be developed and thought to make him/she bring of the potentials for success and completeness.

Strategies for Ethical Education

What is important at this level of education is to drill pupils/students in specific behaviors rather than engaging them in deep, critical reflection about certain ways of being. This is achieved by simply designing a collection of exhortations and extrinsic inducement to make the children work hard and do what they are told. Other values like caring, fairness should equally be promoted.

Strategies like the following can be incorporated to teach ethical behaviors in children:

- Class Award of the best class of the week redeemable with activities that can bring happiness to the class
- Posters on strategic places instructing the student "Do not talk on line" "Productivity is working together" "We will obey the teachers" etc
- Using didactic tools of instruction like the teacher can give a story like: "Write down the person they regard as the most hardworking person in the school. The teacher may add "How many of you are going to be hard

working students “ (Hands go up). Can you be hard working at home, too”? (Yes)

- Periodic motivational assemblies are also used to “ Give children a good pep talk” that re-enforce the values that determine who will pick the student of the month.
- Stories of various kind can be developed and used by the teacher to develop character example Children listen to this story of “Lazy Lion” who orders each other animals to build him a house only to find each effort unacceptable. At the end the teacher drives home the lesson “Did you ever hear Lion say thank you” (No) “Did you ever hear Lion say please (No). it is good to always say... What? “ (Please). She concluded, the reason for using this words, is that by doing so we are more likely to get what we want.
- Other didactic tools that can be used in character education are:
 - In Primary2, Class, the teacher observes that it is very good to be obedient when you want something. The teacher says I want you to ask yourself “Can I have it -and Why not?” She proceeds to ask the student “What kinds of things show obedience?” and, after collecting a few suggestions announces that she is not going to call anyone else now.
 - Uniformity, that having a dress code as a very important character education.
 - Observing a day of the week tagged “Honesty” or observing a week in the month called “Productivity week”, where issues including pep talks best class student are commended.
 - Giving award to students caught showing good behaviour
 - Showing videos where students that have shown bad behaviour are penalized.



AWARD OF THE BEST STUDENTS OF THE YEAR

Productivity program-9:Productivity Consciousness In Schools

Introduction

This program is designed to stimulate productivity consciousness in the school system. The consciousness would stimulate growth , would stimulate attitudinal change needed to improve teaching and learning. However, productivity is the determination of the difference between developed and undeveloped. Its concepts and entrenchment in teaching, learning and development of a child cannot be over-emphasized. The productivity culture is an embodiment of other cultures, because of its unique values of building, retaining doing the right thing always playing by the rules, and achieving higher goals. A culture like this impacted on a child that early in life is a great nation of champions in all life endeavors. Attitudinally, is a moral value that instills discipline, accountability, transparency, self-reliance, and obedience to the rule of law. Most economic ills of the people can be eradicated through continuous increases in productivity. The culture of productivity in the school program and as a subject would give answer

to many questions being asked , "Why the falling standard of education , why our school system producing unemployable citizens?", Why are many of the teachers not committed to standards? etc.

It is in this respect some of these steps are recommended for inclusion in to the school training program. High level consciousness need to be raised both at regional and sub-regional levels. Deliberate effort should be made and polices put in place to advance the course of productivity consciousness in the children to begin with.

Productivity Program Content

Since it is all about stimulating consciousness in all schools, the program content should include:

- Composing and singing Productivity Anthem

Holding Productivity Talks in every staff meeting of the school, PTA meetings and occasionally at school assemblies.

Developing and pasting at very strategic places in school "Posters" depicting Productivity and its importance to teaching, learning and development of school children.

Organizing Productivity Debates that challenge productivity factors hindering/enhancing productivity in schools.

Composition of Poems that are recited at the assemblies at class level

- Productivity training program definitions
- Doing better today than yesterday.
- It is constant improvement of that which exist.
- It is attitude of the mind.
- It is working cooperatively with others, in other words, it is team work
- It is working smarter and not harder.
- It is of belief that to whom more is given more and more is expected.
- It is being efficient and effective.
- It is being punctual to school and every event.
- It is doing the right thing always.
- It is planting and harvesting in million folds.

- It is learning and passing exams.
- It is about obedience and blessings that follow.
- It is product of our imaginations.
- It is product of our hard work/decent work.
- It is about work and commensurate wages.
- It is about continuous improvement and growth.
- It is about meeting our destiny through perseverance and resourcefulness.
- It is being creative and Innovative.
- It is about rewarding those who have meaningfully contributed to mankind and the society.
- It is my choice to imbibe productivity culture and be a complete person in life (Socrates 469BC-399BC).

Productivity Anthem

It is an Anthem that is song at special occasions. Productivity Anthem has special importance in the effort of mainstreaming productivity culture into the primary and secondary school system. It underscores the great importance of productivity in all spheres of life. The singing and the mastery of the words, stimulates consciousness of what it is and what it can do in life pursuit for completeness. An example from National Productivity Centre - Nigeria, can suffice:

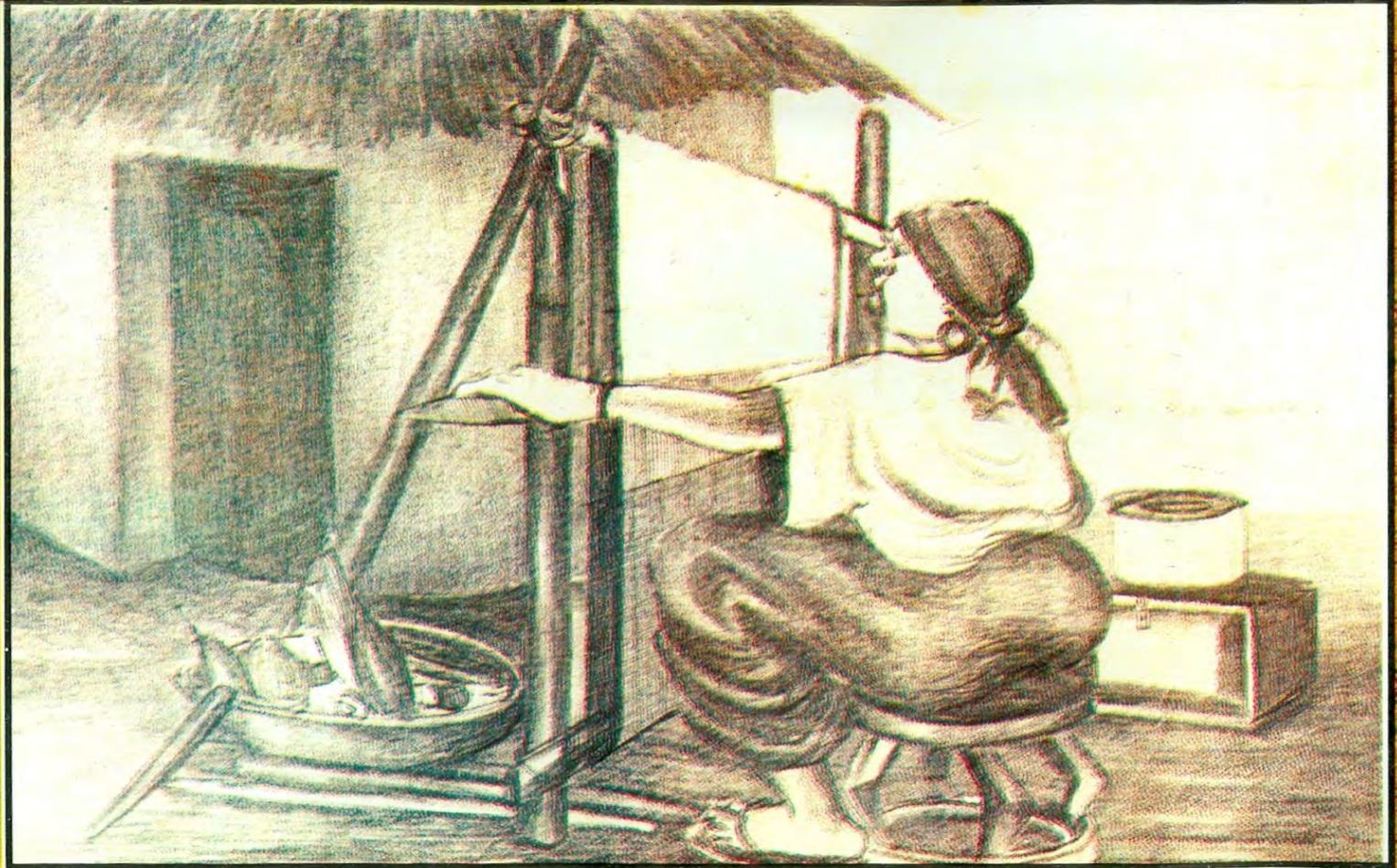
PRODUCTIVITY IS THE KEY /
 PRODUCTIVITY IS OIL \
 PRODUCTIVITY IS OUR GOAL /
 PRODUCTIVITY IS FOREVER \
 TIMELY EFFICIENT,SERVICE DELIVERY]2ice
 PRODUCTIVITY IS THE KEY TO GROWTH]2ice

Its use in all schools is strongly considered in the program for schools. The arrows at the ends signify rhythms that make the Anthem very interesting and exciting.

Productivity Posters

Posters according to Oxford Advanced Learners Dictionary, is a large notice ,often with a picture on it, that is put in public or strategic places to advertise. Poster is a medium of communication portraying, the importance of the message it carries. Productivity messages have the decorum to be

put up in that manner. The messages are clearly understood and pictures speak more volumes than the words. As one of the artistic and aesthetic values expected to be inculcated in the children, Productivity Posters well articulated and designed can achieve two things, one, communication of the productivity concepts and values, two, synergizing the words and the pictures at saying the same thing, but in different ways. Examples of such posters is shown below:



DO YOUR WORK WELL.

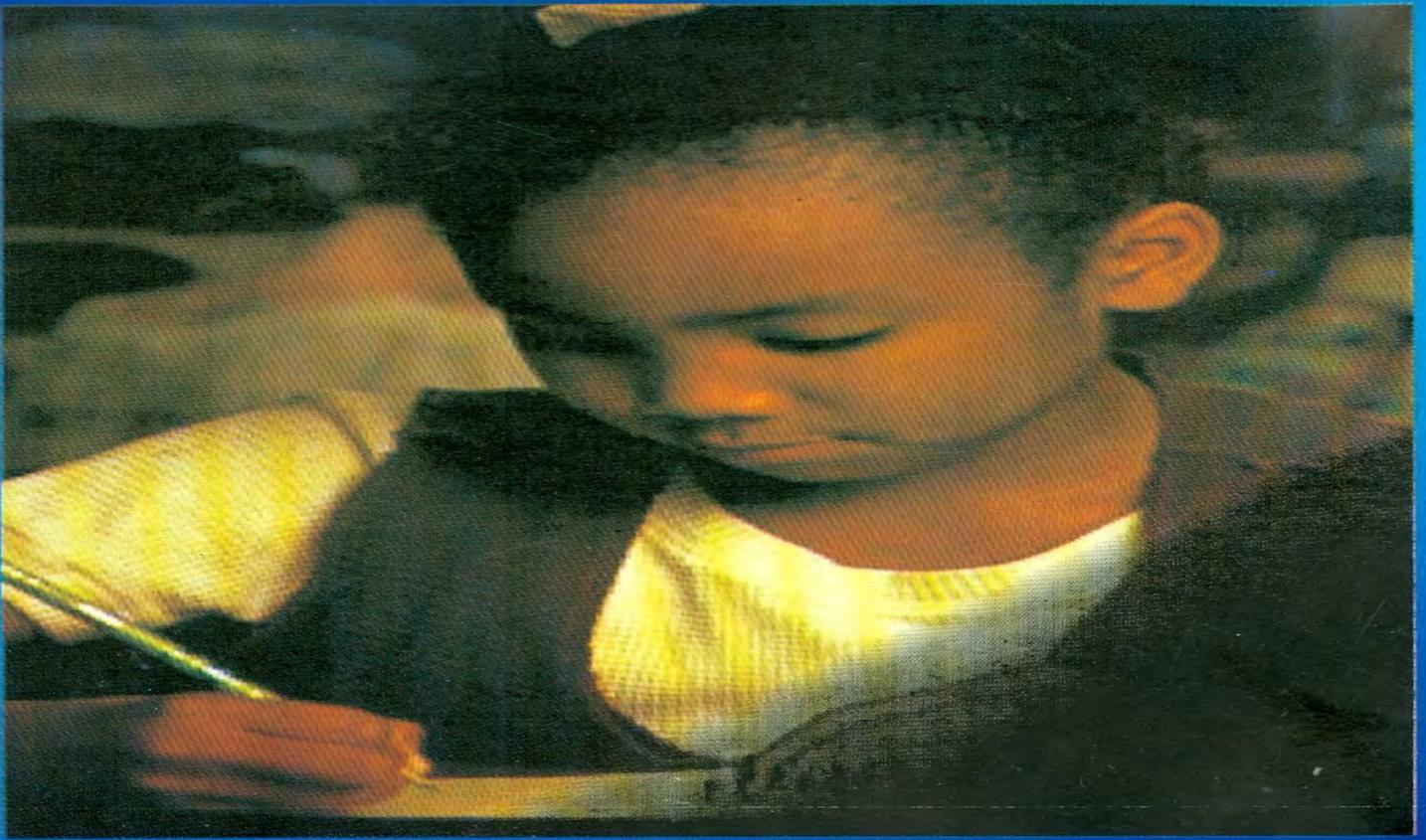
WORK DOES NOT KILL.

THE OPPOSITE IS THE PROBLEM

NATIONAL PRODUCTIVITY CENTRE

PLOT 1498, ABIDJAN STREET, WUSE ZONE 3, P.M.B. 174, GARKI POST OFFICE, ABUJA





**DO YOUR
WORK WELL.
WORK DOES
NOT KILL.
THE OPPOSITE
IS THE PROBLEM**

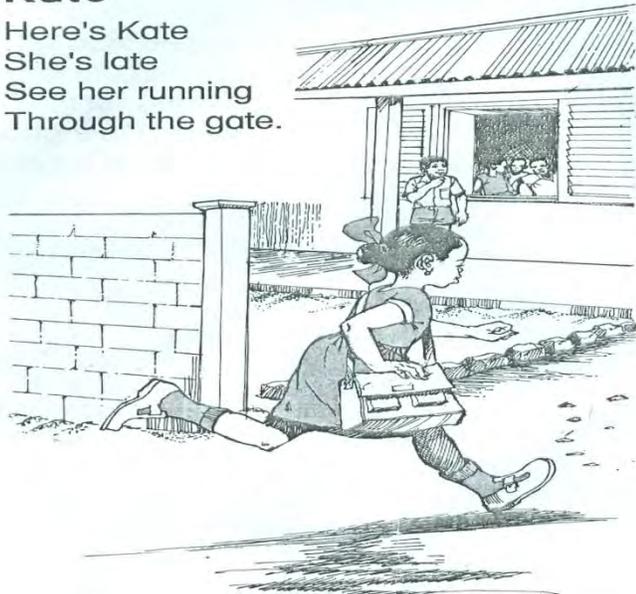
Productivity Poems

Poems are pieces of writing in which the words are chosen for their sound and images, they suggest, not just for their obvious meanings. The words are arranged in separate lines, usually with repeated rhyme at the end.

The purpose for the inclusion of this strand in the Productivity programme in school is the inherent ability of the composer to communicate and at same time entertain. The entertainment aspect encourages and stimulates learning amongst children. Communicating in the chosen languages arouse thoughts that are capable of developing the minds imaginatively. An example could suffice

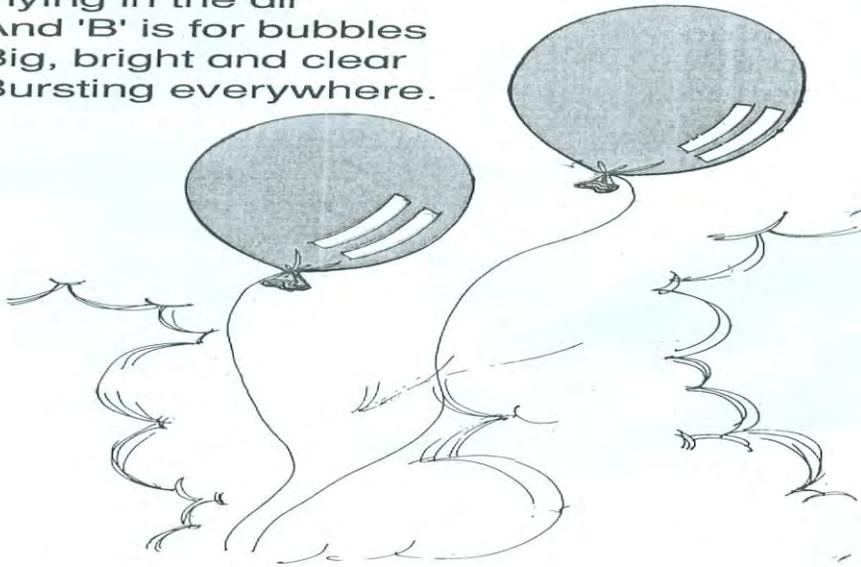
Kate

Here's Kate
She's late
See her running
Through the gate.



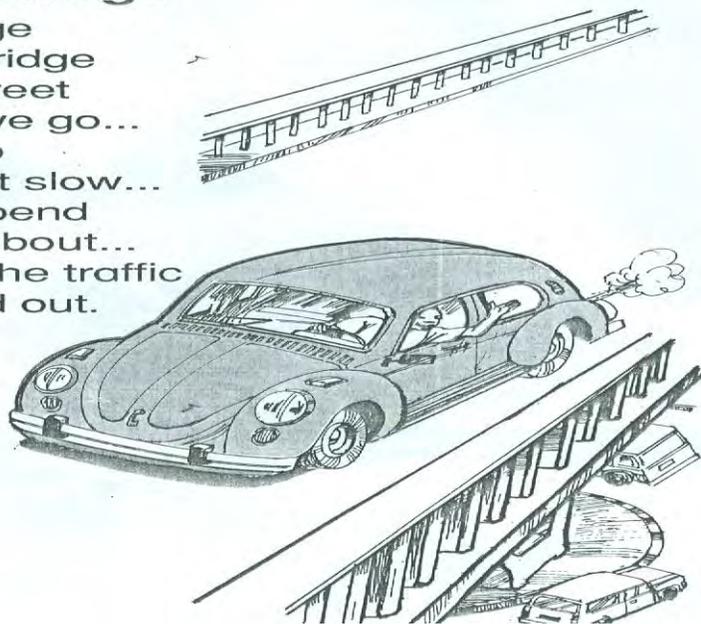
'B'

'B' is for balloons
Flying in the air
And 'B' is for bubbles
Big, bright and clear
Bursting everywhere.



Up the bridge

Up the bridge
Down the bridge
Onto the street
And away we go...
Away we go
Not fast, not slow...
Round the bend
And roundabout...
Around as the traffic
Goes in and out.



Productivity Program -10:Productivity In Action Schools Program.

Introduction

The productivity In Action Schools Program is designed to convey productivity messages to schools. It is designed not only to inculcate productivity principles and consciousness in the lives of the pupils and students, but also enable them

imbibe productivity culture early in life. There is therefore the need to groom the children to develop appropriate productivity mindset so that very early in life, they could cultivate habits that could improve teaching and learning in the school system.

Program Objectives:

The objective of this program is to enable the students imbibe productivity culture early in life. The specific objectives include to:

- Educate students on productivity concepts
- Establish productivity clubs in schools
- Conduct Inter-school debates among selected schools
- Form a group that will be in the vanguard of entrenching productivity for National development.

Program Contents:

- Productivity concepts
- What you need to know about Productivity
- Efficiency and Effectiveness
- Time management
- Productivity and school system
- Productivity and economy
- Management of productivity
- Job simplification
- Team building / Team spirit
- Economic ills e.g. unemployment and productivity
- And others as may be developed by the school.

Strategies / Tools:

Formation of productivity clubs

Holding debates and organizing productivity lectures in schools

Holding debates on topical issues within the school

Holding inter - school debates, inter - state and National debates on productivity issues

Set up Panel of Judges at different levels of the competition.



PRODUCTIVITY IN ACTION INTER SCHOOL



AWARD PRESENTATION BY THE DIRECTOR NATIONAL EDUCATION RESOURCE CENTRE TO THIRD PLACE RUNNERS UP AT INTER SCHOOL DEBATE



2013 AWARD TO THE BEST SCHOOL IN INTER SCHOOL DEBATE

Productivity Program -11:5S Good House Keeping.

Introduction

This program is designed as a simple, systematic and successful way to an improved school environment, classroom and even homes. An organized school environment is a safe place to teach and learn. It is also lead to neater environment and happy children. Good housekeeping practices at homes and at school have been proven to improve teaching, learning and development of a child. Confirming this correlation of housekeeping and productivity, schools and parents should take steps on regular bases to effect behavioral patterns of pupils and students positively by ensuring right things are always and Good housekeeping practices are sustained.

Program Objectives:

The primary objective of 5S Good House Keeping program in school is to instill in pupils / students sense of Orderliness, Cleanliness, Simplicity and Decency early in their lives.

- Stimulate their imaginative reasoning and actions.

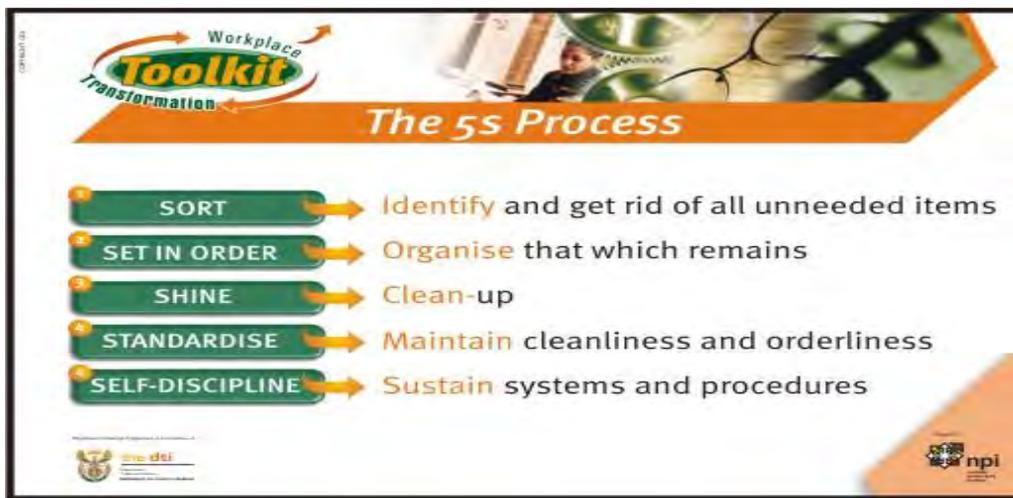
- Curb wasteful attitude and behaviour amongst them.
- Appreciate decency and conducive environment for life living.
- Learn to live healthy using 5S principles.

Program Content:

- Meaning of 5S
- History and origin of 5S
- 5S and School environment
- 5S and Homes
- 5S and Society
- Importance of 5S in child's early education
- 5S and health of a child
- Benefits of 5S in teaching and learning

Strategy / Tool:

- Sensitize the school and education stake holders and obtain their commitment
- Set up 5S committees
- Adopt policy of 5S
- Launch 5S at school's Assembly
- Put out Posters to create more awareness
- Organize a big clean - up
- Organize training for Staff, Teachers and Pupils / Students on 5S principles and applications - Setting, Sorting, Shining, Standardizing and Sustaining as derived from Japanese languages of Seiri, Seiton, Seiso, Seiketsu and Shitsuke respectively.
- Organize talks, workshops and video shows using Productivity Practitioners to inspire the children on the 5S program



Evaluation and Analysis

The 5S housekeeping program should be constantly monitored and evaluated with critical analysis of the implementation. Inter-class and inter-school 5S competition led by the head teacher should be encouraged.

Learning Outcomes of the Child:

- understand and appreciate orderliness and cleanliness
- acquire knowledge on essentials of 5S House Keeping
- continue to apply these knowledge in learning and development into adulthood
- be equipped with the ability to manage and sustain 5S Housekeeping practices.

Program Schedule:

5S House Keeping can be organized at individual, group and family levels. It is a daily activity in teaching and learning of a child. Its schedule is therefore daily and can be arranged at the discretion of the school, parents and the community where the school is located.

PRODUCTIVITY EDUCATION PROGRAMS IN SCHOOLS IMPLEMENTATION

The school program implementation covers the steps needed to provide conducive environment for teaching and learning in the school. The steps consider providing the school with the unique opportunity of enhancing quality of educational provision. This will involve a collaborative planning process that will focus on the identification of school development goals and teaching and learning priorities.

The program design however envisages the school as a continuously developing teaching and learning institution that is alive to the changing personal, social and educational needs of children. A continuing process of reflection, self-evaluation, review and innovation will enable the school to realize the optimum learning experience for the children in its care. This is best achieved through regular formal and informal consultation among the principal, the staff, and the school community. Collective insights, experiences, reflections and ideas can be pooled in a structured way and directed towards strategic planning for school improvement. This generates a shared commitment in achieving the planning



goals of the school and in the successful implementation of the program.

Change Management in the Implementation

The process of the productivity program implementation requires and understands the dynamics and complexities of change-a new concept. A central element in the new program is a belief in the process itself and recognition that the new program and development are essential. Embracing the new programs emphasizes, teaching approaches and methodologies that present a particular challenge to schools as institution committed to self-development.

Managing the new programs will involve critical decision in the selection of starting points and appropriate areas for development and review. Being a new program, it involves new behaviors and practices and ultimately new beliefs and understandings. The strengths and capacities of the school, the recognition of elements that are already working effectively and development of processes and support that will build on this in an incremental way.

Key Elements of the Program Implementation

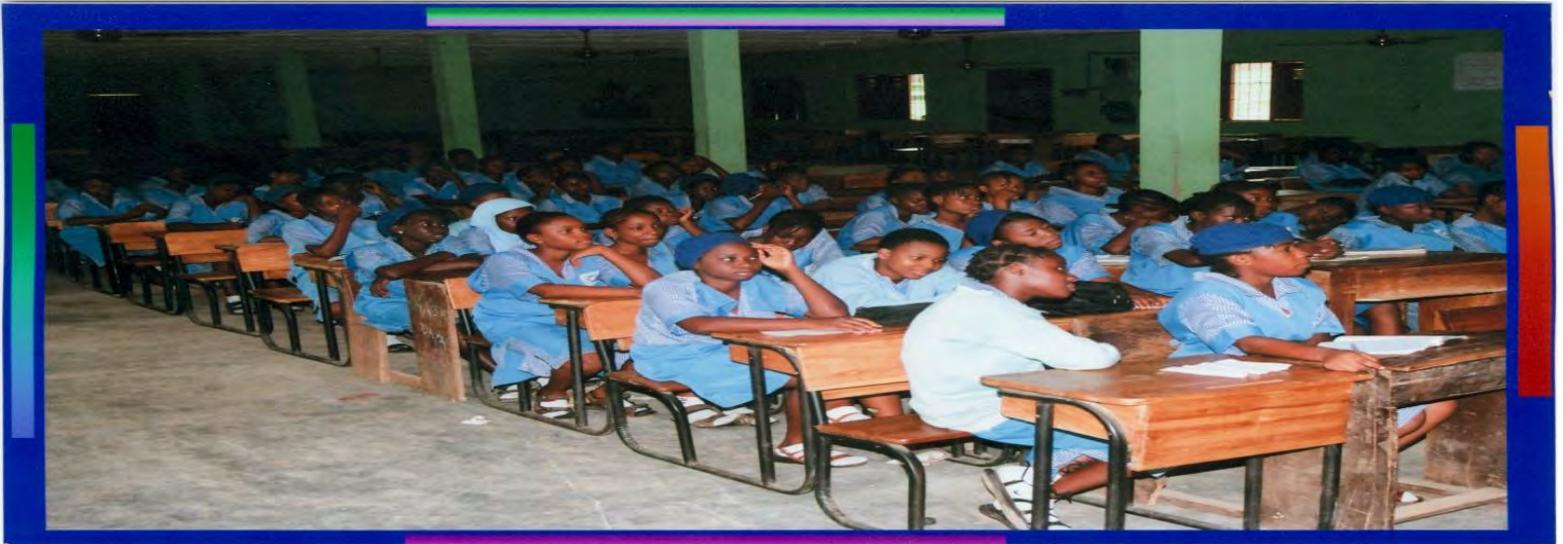
Mainstreaming new programs in schools shall involve a number of key elements:

- A sense of purpose and commitment to providing the optimal learning experience for each child.
- A clear understanding of the nature and essential elements of the productivity program.
- Awareness of the distinctive nature and character of the school and the school and importance of adopting the new programs to the particular needs and circumstances of the school.
- A recognition of the strengths and capabilities of the school.
- The development of a framework for action that will guide the implementation process.
- Monitoring and evaluation of the implementation process as well as the outcomes.
- Training and Re-training of teachers and other associated stakeholders in the implementation.
- Other issues of consideration in the program implementation shall take into cognizance the aspects of classroom requirements, time available and scheduling, application of discretionary program time, and exploration program content.

Classroom Requirement Planning

In the overall context of school planning, individual teachers will plan for the implementation of the programme in the classroom. This planning will be based on a concern for the needs and abilities of the children in the class. A clear perception of the aims, broad objectives and essential nature of the content in each programme area will guide the teacher in the planning process and enable him or her to provide the children with a relevant and effective learning experience appropriate to their stages of development.

Classroom planning will have both a short-term and a long-term dimension.



PRODUCTIVITY OF A CLASSROOM LAYOUT

Planning for a week, a term, a year or indeed other periods provides the means by which the teacher can ensure that all the principal elements of the program are covered adequately in a way that is relevant to the needs of the different individuals in the class. Initially, this will involve the teacher liaising with other teachers and consulting class and assessment records in order to establish the children's learning experience. The particular experiences, capabilities and achievements of individual children will provide the necessary basis for the organization and construction of new areas of learning that will be of the greatest benefit to children. It is important, too, that the teacher continues to consult the children's previous class teachers. This can be of great value in addressing particular learning difficulties of individual children program implementation.

Exploration of the Program content

The exploration of the content of the program takes account of the stages of development of the child at each of four levels and considers the processes and outcomes appropriate to each level. There is also a detailed analysis of skills and concepts development and practical advice on how these are taught through the content of the programme. In this, particular attention is given to new areas of content and methodology.

The section on classroom planning will be an important resource for teachers. Classroom planning is based on programme content, on the school plan for that subject, and on the need to respond to the particular needs, aptitudes and interests of the children. A range of planning grids and suggestions for integration and cross-curricular.

Time scheduling in the program

To assist teachers and schools in planning the implementation of the program , a time framework is suggested that allocates a minimum time to each of the program areas. Such a guideline on time allocation provides an organizational framework that will assist teachers in mediating the program both at class and school level and in facilitating the provision of a balanced and integrated learning experience for children. Time schedules of the programs should take into cognizance the importance of existing programs without undermining the exceeding importance of the productivity program as they are agents of improved quality education. With exception of few programs meant for teaching , the rest of the programs developed are group effort that is ad-hoc in nature. Program time schedule, therefore, should pay more attention to discretionary curriculum time allocation. The outdoor programs fall within this category.

In accordance with the Rules for National Schools and relevant circulars, the suggested time framework is based on the minimum of four hours of secular instruction, with the modification of this to take account of the shorter day on sports days.

Discretionary Program Time

A particularly important feature of the implementation framework is the inclusion of a period of discretionary program time. This affords the teacher and the school the flexibility to accommodate different school needs and circumstances and to provide for the differing aptitudes and abilities of the children it serves. It can be allocated, at the teacher's and at the school's discretion, to any of the core curriculum areas—language; mathematics; social, environmental and scientific education; arts education; physical education; social, personal and health education—or to any of the subjects within them. This framework also allows for the inclusion of productivity programs in the curriculum.

The element of discretionary programme time can be used for different purposes and in different ways. It could be used, for example, to provide extra time for the completion of an aspect of learning in one subject, to respond to children's needs in particular areas of learning, or to afford flexibility when dealing with a specific project or theme.

It is the goal of the program content to provide a comprehensive and coherent learning experience for the child. It is important that teachers use the suggested framework on time allocation in the most flexible way, in order to make the mediation of the programs as effective and efficient as possible.

Finally, it is of note that the school program implementation should be the sole



responsibility of the school and in a close collaboration with school management board, government-where the need may arise, parents-teacher's associations and

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other associated stakeholders as may be identified.

CONCLUSION/ RECOMMENDATION

The main focus of this project that has been on Primary and Secondary School System - a case study of developing and mainstreaming productivity programs and culture into teaching and learning in the school system: Descriptive and Analytical perspectives of the roles of environment, teachers, schools, parents, local community and appropriate teaching tools precipitating several conclusions drawn from the effects are summarized below:

The project study first examined the outcomes of the school system on productivity and industrialization in Africa taking into cognizance the factors that influence the outcomes and secondly, designing productivity oriented school programs and models, as well as appropriate didactic tools for teaching and learning in schools.

The innovativeness resulting from these new program design that is targeted on meeting the needs of today as well as the future is expected to reverse the untoward development of several socio-economic ills present in many countries of Africa.

The new programs are therefore, expected to cater for the needs of children of Africa and the world, and their introduction should be an exciting opportunity for change and renewal in Primary and Secondary schools.

A nine- point program, some of which are sub-divided into activities are presented, with summaries of skills and concepts to be developed. Each program statement is backed with performance objectives, and several approaches and tools are also explained, the rationale of each program area outlined and a brief description of the content for the program is also provided.

The productivity programs are models of design with the assumptions that a child's existing knowledge and experience is the starting point for acquiring new and further knowledge and understanding. The models would enable the child to move from the known to the unknown, from the concrete to the abstract, benefiting from learning experience that is effective coherent and relevant.

The programs would stimulate further designs for inclusion into Primary and Secondary Education.

The major thrust of the program design is the implementation which provides the steps needed to provide the conducive environment for teaching and learning in the school.

It requires and understands the dynamics and complexities of change - a new concept.

The key elements of this process are outlined in section 6.2 of this report.

Thus school program implementation is the sole responsibility of the school in a close collaboration with government and other associated stake-holders for efficiency and effectiveness.

An expansive awareness creation and sensitization amongst the key educational stakeholders is paramount.

Recommendations

Sequel to the finding and conclusions of this study, that meeting the needs of school children today is meeting their needs in future, which is a measure of sustainability of the productiveness of a people. Productivity concepts and culture imbibed at early ages of the school children is a sustainable option for reversing the untoward socio-economic ills that have enveloped the continent in the recent times. For these reasons, the following recommendations are made:

- an expansive awareness creation and sensitization amongst the key educational stakeholders on the need for the entrenchment of productivity culture in the school system early in life of the school children.
- capacity building of the teachers, non teaching staff, parents and associated stakeholders on their roles and the use of didactic tools in teaching, learning and development of a child, as well as other appropriate productivity tools that can enhance learning.
- for efficient and effectiveness of the productivity programs and their sustainability, encourage establishment of productivity organization in each of the AU member states.
- carry out further research on the implementation plans as challenges and modalities may differ from country to country.

- test-run the productivity programs in selected countries or schools, monitor and evaluate the effect in a given period of time.
- develop modalities and strategies for the use of print, and electronic media through talks, jingles, discussions and posters in underscoring the needed reasons for mainstreaming productivity culture into Africa school system-implementation plan
- Benchmark on continuous basis with school systems in countries like Singapore, Malaysia, India, Ireland, America, etc where productivity in schools are already in force.