

**Education Sector Support Programme in Nigeria
(ESSPIN)**

Assignment Report

**Organisational Restructuring of MDAs in Kwara State
Education Sector with Focus on SUBEB and LGEAs**

Report Number KW 201

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Acronyms and Abbreviations

AME	Agency for Mass Education
CSC	Civil Service Commission
CUBE	Capacity Building for Universal Basic Education
DFID	Department for International Development
EMIS	Education Management Information System
ESP	Education Strategic Plan
ESSPIN	Education Sector Support Programme in Nigeria
HC	Honourable Commissioner
HOS	Head of Section
HR	Human Resources
HRD	Human Resources Development
HRM	Human Resources Management
HRMIS	Human Resources Information System
ICT	Information Communication and Technology
LGEA	Local Government Education Authority
LSS	Local Schools Supervisor
MDA	Ministry, Department and Agency
MoEST	Ministry of Education Science and Technology
MTSS	Medium Term Sector Strategy
OD	Organisational Development
OHOS	Office of the Head of Service
PRS	Planning Research and Statistics
PS	Permanent Secretary
QAB	Quality Assurance Bureau
SESP	State Education Support Project
SPARC	State Partnership for Accountability Responsiveness and Capability
SUBEB	State Universal Basic Education Board
TA	Technical Assistance
TSC	Teaching Service Commission

Abstract

1. Kwara State has recognised the importance of strengthening education institutions in achieving the aspirations and goals of its reform strategy and established an Institution Building reform group to champion the initiative. Alignment of MDAs, including reform of education laws and organisational restructuring in the education sector, is a high priority. This assignment is the first phase of the restructuring of MDAs.

Executive Summary

2. The objective of this assignment was to carry out an organisational audit of SUBEB and LGEAs and make recommendations on reorganisation of functions for consideration by the SUBEB and MoEST.
3. All the tasks for the assignment were carried out and the major findings and recommendations were discussed with and agreed to by both the MoEST and SUBEB.
4. Significant functional restructuring is required to improve alignment and performance in the following departments of SUBEB: Administration, PRS, School Services and Social Mobilisation. Interventions to improve effectiveness are also required for the departments of Finance and Supply, Internal Audit and the Press/PRO Unit.
5. Recommendations for the LGEA level are similar to those made for SUBEB. In addition and more importantly, the LGEAs need to improve relations and communication with LGAs, and to address issues of staff numbers and utilisation.
6. There will be a requirement for substantial capacity development across both SUBEB and LGEAs, in order to improve service deliveries by these institutions.
7. During September, SUBEB will compile job descriptions for all current jobs. These will be reviewed in October and November to reflect recommended functional reorganisation
8. The next mission will take place in October, and it will be to complete the restructuring by developing detailed organisational charts for all the Departments and Sections in SUBEB and LGEAs respectively to reflect the agreed functional recommendations and to review the developed job descriptions.
9. Further Organisational development and capacity building need will be developed, based on the current skills and the future needs to improve performance in SUBEB and LGEAs

Section 1: Background

Introduction

10. The Education Sector Support Programme in Nigeria (ESSPIN) is a six year DFID programme of education development assistance and is a part of a suite of programmes aimed at improvements in governance and the delivery of basic services. ESSPIN's aim is to have a sustainable impact upon the way in which government in Nigeria delivers education services and is directed at enabling institutions to bring about systemic change in the education system, leveraging Nigerian resources in support of State and Federal Education Sector Plans and building capacity for sustainability. It is currently operating in five States (Kano, Kaduna, Kwara, Jigawa and Lagos) and at the Federal level. ESSPIN builds upon previous technical assistance projects in education and will run in parallel with World Bank credit-funded projects in four of the States (the State Education Sector Project (SESP) in Kano, Kaduna and Kwara and SESP II in Lagos).
11. A principal objective of the programme is to strengthen the planning and management functions of the target States in order to facilitate improvements in education provision.

Objectives of the assignment

12. The objective of this assignment was to carry out an organisational audit of SUBEB and LGEAs and document current organisational functions and structures and related issues, then make recommendations on reorganisation of functions for consideration by the SUBEB and MoEST.

Activities carried out

13. A number of activities were carried out during the assignment, including:
 - Conducted interviews with Directors and other staff in SUBEB and obtained relevant documentation where available
 - Held debriefings with the ESSPIN office, The Commissioner for Education, the PS, the SUBEB Executive Secretary
 - Visited two LGEAs and conducted interviews with Heads of Sections and other relevant staff and obtained relevant documentation where necessary. Interviewed the Chairman of a Local Government Council Area (LGA) and Director for Education and Social development of an LGA.

- Presented findings and recommendations of the organisational audit to the Honourable Commissioner for Education, Chairman and Executive Secretary of SUBEB. The findings and recommendations were also presented and discussed with the Board and management of SUBEB at another forum where what will constitute the 'Next Steps' were agreed.
- Compiled and submitted a report on the assignment.

Section 2: Achievement of the terms of reference

TOR Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
1. Carry out a detailed organisational audit of relationships, structures, departmental functions, jobs descriptions and establishments in SUBEB and LGEAs.	Completed SUBEB and LGEAs were cooperative in providing the required information	No follow up necessary
2. Conduct interviews with key officials in SUBEB and LGEAs and key stakeholders in MoEST and LGA and State Office of Head of Service to establish current concerns and expectations of SUBEB and the LGEA.		
3. Present recommendations to the MoEST and SUBEB and obtain buy in for recommended solutions.	Completed Recommendations were presented to MoEST and SUBEB in the first instance and later to the SUBEB Board and senior management. Broad agreement was reached and a green light obtained to proceed with implementation of the recommendations.	See 5 for next steps.
4. Following on 1 and 2 above, develop recommendations on organisational relationships, functions and restructuring for SUBEB and LGEA.		

5. Make recommendations on follow up steps.	Completed	<p>During September SUBEB will:</p> <ul style="list-style-type: none"> ▪ Review the recommendations and take a position. ▪ Develop job descriptions for all HQ jobs <p>During the next visit we will produce detailed organisation structures, review job descriptions and identify immediate OD interventions.</p>
6. Submit a consultant report	Completed	
7. Debrief with the Lead Specialist, Institutional Development, and the Technical Team Coordinator at the end of the assignment.	Due to time constraints it was not possible to go to Abuja. However we had detailed debriefing sessions with the State Team leader and the Planning and Management Specialist, Kwara.	Time will be created to for a Briefing in Abuja during the next visit.

Section 3: Findings and Issues Arising: SUBEB

Cross Cutting Issues

14. We found that most departments have organisational structures and schedules of duties, but there are no specific job descriptions which define the individual's job responsibilities and duties. Also there is little evidence of planned work across department. There are no performance targets or departmental or individual work plans, with the result that officers tend to work to directives. The result is that productivity levels will tend to be low. Development of detailed job descriptions and adoption of integrated planning will therefore be necessary organisational development initiatives.
15. Departments report that they have regular meetings at SUBEB, Department and Unit level to plan work and monitor progress. However it is clear from interviews that in reality meetings are not held regularly, but only in response to external events. It will be necessary for SUBEB to enforce regular planning and review meetings to control staff contribution and improve productivity.
16. Capacity development within SUBEB is a big issue. Over the years there has been little training and development activity, which has created skills deficit in most departments. Additionally, as the reforms take root, new ways of doing things are going to be developed, and these will require new skills. Capacity building should also be provided as a means of promoting organisational change.
17. As SUBEB embraces greater use of information technology, it needs to develop organisational and individual capability in the effective use of ICT. This will require the development of a coherent ICT strategy – covering, hardware and software, networking, information security and protocols etc. – to guide development. It will also require significant development of relevant skills.
18. There are officers who are seconded to SUBEB from MoEST, who feel disadvantaged in terms of conditions of service and career advancement. SUBEB is also concerned about their loyalty and the impact of capacity development investment if these officers see their career outside SUBEB.
19. There are established relations between SUBEB Departments and corresponding Sections in LGEAs; but relations between SUBEB departments and corresponding departments in the MoEST are not well established. If Kwara State is to build an effective education sector, relations have to be fashioned between the MoEST and its parastatals.

Administration

Issues

20. The structure of the Administration Department is based on job grades rather than functions. Whereas this may be said to promote full use of staff through flexible job/task allocation, it results in an awkward hierarchical structure, reduces functional focus and does not promote development of specialist skills.
21. The human resources function is weak; it focuses on procedures but not on key issues such as HR planning, skills development, development of effective policies, performance management and employee productivity.

Recommendations

22. The Department should be reorganized into Units, Personnel Services and Administration Services; each headed by an Assistant Director, to promote focus, development of skills and effectiveness. Details of the functional split of the Units are shown in Annexure 1. The capacity of the Personnel Services Unit should be strengthened to that point where it becomes a key driver for improved organisational effectiveness.
23. Most of the records maintained by the Department are manual. The department should move towards computerisation, including a comprehensive HRMIS linked to MoEST and LGEAs. It will also mean streamlining procedures for handling salaries payments and handling of complaints in line with the e-payment system introduced by the State.

Planning Research and Statistics

Issues

24. The Department is further divided into the following Units: Planning, Research and Statistics, and Projects. The Planning and Projects Units are reasonably clear about their functions, and the Projects unit has qualified technical staff. The issue here will be to improve effectiveness. However there is a degree of confusion within the Research and Statistics Unit. Some issues identified include:
 - Strong emphasis should be placed on data collection, storage, processing disseminating and updating, as these will be significant steps towards the generation of 'clean' data which has been lacking nation-wide.
 - There is confusion within the Unit as to what EMIS section in SUBEB should be doing, now that the MoEST has taken over responsibility for State EMIS data
 - The ICT responsibility could be vastly improved. There are skills there – computer skills, internet section – but it is not clear that they are benefiting the Board as they should

Recommendations

25. The Research and Statistics Unit should be restructured into Statistics and ICT. The **Statistics** section will emphasise data collection, storage, processing and dissemination. See recommended structure in Annexure 1.
26. SUBEB should strengthen overall data collection, processing and dissemination capability. There should be a focus on management data – performance, outputs, etc, to feed this into decision making as well as statutory data. Management should decide what data they need for making better decisions and ensure that it is generated, processed, shared and used.
27. It will be necessary for SUBEB to develop a clear ICT strategy, then build capacity in hardware support, software, and networking, and develop skills and promote usage of ICT.

Finance and Supply

Issues

28. There are no major issues with the structure of the Finance and Supply department. The key Challenge is to restore integrity, so that the department can be trusted to carry out its functions properly. The introduction of the e-payment system has shown that there are major weaknesses which have to be addressed. An Audit has been carried out, and SUBEB should use its findings to identify what needs to be strengthened to plug leakages in the system. This may involve improving systems, hiring qualified personnel and improving skills.
29. The department's systems are mainly manual, which is highly inefficient for an organisation as large as SUBEB. The department does not produce management accounts, so the organisation is not able to monitor expenditure effectively. It will be necessary to implement computerised financial systems, which will produce timely reliable financial information, have linkage with LGEAs and are accessible from the MoEST.
30. The introduction of computerisation will necessitate a review of staff numbers and skills. In addition the importance of persons with competent skills in Supplies should be emphasised in view of the large amount of funds expended in school materials delivered to SUBEB's warehouse and store. Distribution of materials to schools also requires persons with the requisite training in stores management
31. The Department is not active at the senior level in the MTSS process, which weakens, SUBEB's contribution to sector planning and resource mobilisation.

Recommendations

32. The main recommendation is that the Finance department should strengthen the integrity of its system and reliability of information generated. The systems should also be computerised to produce timely, reliable information.
33. Systems should be developed to produce management financial information, which could be used to monitor ongoing operations. The Department's involvement in sector planning should be enhanced.
34. The department should also review staff skills and numbers, in both Finance and Supply

School Services

Issues

35. The functions performed by the School Services Department are the core business of SUBEB. This fact should be reflected in the quality and level of staffing. Our broad finding of the functional audit of the Department is that, it is not adjusting to the reforms occurring in the education sector in Kwara State, specifically that:
 - the Directorate is still focusing on school supervision and monitoring as its key responsibility despite the fact that this is now the responsibility of the Quality Assurance Bureau(QAB),
 - the Curriculum Development and Science and Arts Unit do not appear to be structured to support Junior Secondary education in disarticulated schools, and
 - the Department shares school support at disarticulated schools with the TSC, but there does not seem to be any working relationships with that agency
36. The guidelines from UBEC on setting up Socialisation Mobilisation give it responsibility for areas that include special education, Qur'anic integration, health education and sports. This produces a conflict for responsibility with School Services over these areas, which the SUBEB Board needs to resolve.

Recommendations

37. The focus of the department should change from supervising schools to providing support to schools and LGEAs. This will entail developing up-to-date knowledge of curricular and teaching methodology and other relevant professional issues, and education management, and deploying this knowledge in capacity building at the level of LGEAs and schools. It will also entail developing close working relationships with the corresponding department in MoEST and the QAB.
38. The Department should have four units, namely ECCE, Primary Education, Junior Secondary Education, and Inclusive Education. The focus areas for the Primary and

JSS education units should be Literacy, Learning, Teaching, and School Management. Details of the recommended functional structure are presented in Annexure 1.

39. The Department should change its name to School Support Services to underline the change in focus.

Social Mobilisation

40. The main mandate of the Social Mobilisation Department is creating awareness, sensitising and mobilising communities on their role in education in partnership with the government. It should also engage in community advocacy on issues such as children's rights, access and equity. The Department should also provide a channel for the accountability of education institutions to communities and parents.
41. The role is best provided by ensuring that the Department is not encumbered by operational or technical responsibility for delivering education services. However the UBEC guidelines on the setting up of Social Mobilisation Department give it wide technical responsibilities – over sports, health education, and special need education. The current proposed structure for the Department proposes four Units:
 - **Community Mobilisation:** Advocacy and sensitisation – HIV/AIDS, Polio/Health, sports
 - **Community Development:** Advocacy and sensitisation – self help project, Girl Child Education, Special Education, Home grown feeding programme
 - **Information Research and Documentary:** print media, research, documentary, international donor agencies, SBMCs
 - **Public Relations and Protocol:** electronic media, protocol activities, BOS/PTA, NUT, COHS, Qur'anic Education.

This structure is needlessly broad.

Recommendations

42. The scope and functions should be defined so that it focuses on sensitisation, advocacy and community ownership. It should also focus on issues of accountability to communities and ensuring that community voices are heard and responded to. In that regard the department should not concern itself with Sports or Special Education. These should be retained by School Support Services. It should also not take over Information Research and Documentation or Public Relations and Protocol, as these are specialised functions best carried out by the Pres and PR Unit. The proposed functional structure is outline in Annexure 1.
43. There is also need to the review skills in the Department and carry out skills development activity to improve performance.
44. The department will need adequate mobility to be able to carry out its functions.

Internal Audit and Press/PRO

45. There are no major functional issues relating to these Units in the Executive Secretary's office. However, Internal Audit should examine staffing levels and skills to ensure that it fulfils its mandate effectively. Also, it should adopt risk profiling to ensure that it targets the areas at greatest risk for monitoring.
46. The Press office should assume effective management of the information and protocol functions of the Board.

Section 4: Findings and Issues Arising: LGEA

47. A necessary caveat on this section is that unlike the findings on the SUBEB, the findings on the LGEA are based on interviews in only two LGEAs – Ilorin South and Asa. There is therefore a risk of inaccuracy in generalising from such a narrow base. However, since the structures and function of LGEAs are essentially the same, we believe it is possible to make sound judgements and recommendations based on the two LGEAs, and the collective knowledge of SUBEB senior managers.
48. LGEA structures and functions are similar to those of SUBEB. As a result, many of the recommendations made for SUBEB apply to LGEA. Our findings and recommendations for LGEAs Sections are therefore less detailed than those made for SUBEB Departments, while we have also placed significant more emphasis on cross cutting issues in our discussions on LGEAs.

Cross Cutting Issues

49. LGEA organograms for Asa and Ilorin South are identical. This suggests that the organisational structures of LGEAs are the same.
50. Management systems in LGEAs tend to be weak. No schedules of duties or sectional organograms were available in the LGEAs interviewed. Also, staff numbers tend to be high and office accommodation limited; so staff do not have adequate space to work in and it is difficult to account for staff attendance. The results are low utilisation of staff, and low productivity, which are amplified by limited staff mobility.
51. As with SUBEB, the introduction of the e-payment system has exposed weak financial systems, procedures and processes, which will need to be strengthened.
52. The most detailed disaggregated education data should be available at the LGEA level. Yet LGEAs tend to collect and collate data only on demand – from UBEC, SUBEB, MoEST etc., and they do not make much use of it in planning and management decisions. Data collection, collation, processing dissemination and

usage should be strengthened at this level. This would promote data availability and reliability throughout the education system.

53. There are established linkages between LGEAs and SUBEB and between LGEA Sections and SUBEB Departments. However, there is agreement among stakeholders that the functioning and effectiveness of these relationships could be strengthened, especially with more emphasis on coordination and less on supervision.
54. There is little communication between LGEAs and LGAs, except where funding is involved. The LGEAs and the LGA Education and Social Development departments do not collaborate or share ideas. LGA Chairmen feel that LGEA Secretaries do not keep them in the loop. Yet there is a provision in law for the establishment of Education Committees, which could play an effective oversight role on LGEAs on behalf of the LGA and provide a vehicle for communication. We recommend that Education Committees be established in all LGEAs to perform these, and other vital functions.
55. There is an overwhelming feeling at LGEA level that MoEST has taken over everything and LGEAs (SUBEB) have no roles. This has been mentioned in relation to e-payment of salaries, establishment of SBMCs and the QAB.

Administration

Issues

56. As with SUBEB staff numbers and sectional functions need to be reviewed. The Section should be able to handle more of the schools' issues.

PRS

Issues

57. There are seemingly qualified and competent people on the ground, especially technical staff, but they are not fully utilised by the LGEA or SUBEB. Staff have, however not received much capacity building or training.
58. Data is collected on demand by other agencies, but it does not seem to be required or demanded by LGEA management. Where computers are available they tend not to be well used for data processing. The degree of involvement in planning and monitoring of projects varies from LGEA to LGEA.

Recommendations

59. Education Secretaries should review the staff to identify skills that are not being fully utilised and recommend better use of these skills.
60. LGEAs should generate data and use it for informing planning and management decisions.

Finance and Supply

Issues

61. There are large numbers of staff, but since e-payment commenced they have very little to do as Payment Vouchers are no longer prepared at the LGEA

Recommendations

62. Financial controls should be reviewed and strengthened.

School Services

Issues

63. As with School Services in SUBEB, the Section still emphasises school supervision as its key responsibility when this is now the responsibility of the QAB.
64. The new LSSs have been appointed, but will only start work at the start of the new school year. SUBEB will have to monitor their deployment and functioning closely.
65. The school support structure; LGEA – Zone – School is robust and enables LGEAs to reach even remote school.

Recommendations

66. The section should reorient away from inspection towards support of schools, with similar functions to SUBEB.

Social Mobilisation

Issues

67. The Section is newly created, having started operation after February. Currently there is little activity. The Section should be restructured to focus on advocacy and sensitisation.
68. In Asa LGEA, there is confusion over SBMCs. The official say there are Federal, SESP and ESSPIN SBMCs, all made up of different people. On the day of the visit, there was a sensitisation meeting on SBMC, and the HOS Social Mobilisation was not attending – because he was not invited.
69. In Asa LGEA the Section is made up of Community Mobilisation, Community development, Information, Research and documentary, PR and Protocol.

Recommendations

70. The functional structure of the Section should be scaled back to two functional units, as was recommended for SUBEB.
71. The Social Mobilisation committee should address the confusion surrounding SBMCs

Options and next steps

72. The directive from the Honourable Commissioner is to proceed with finalisation of restructuring for SUBEB and LGEAs and follow up with further OD work which will ensure that the reforms in these institutions are embedded and irreversible before proceeding with restructuring of TSC, AME and MoEST. In order to move in that direction, the following steps are envisaged for the remainder of the year.

- During September, SUBEB will compile job descriptions for all current jobs, using the template and guidelines provided. These will be reviewed in October and November to reflect recommended functional reorganisation
- The next mission will take place in October, and it will be to complete the restructuring by developing detailed organisational charts for all the Departments and Sections in SUBEB and LGEAs respectively to reflect the agreed functional recommendations and to review the developed job descriptions.
- Further Organisational development and capacity building need will be developed, based on the current skills and the future needs to improve performance in SUBEB and LGEAs. The following table details the next steps.

Proposed Activity	Timing	Comment
1. Develop draft job descriptions for current jobs (SUBEB)	September 2009	<ul style="list-style-type: none"> ▪ Template and guidelines provided. ▪ Directors responsible, coordination by Director Administration ▪ Institution Building reform group will oversee completion
2. Develop detailed organisational charts for departments and sections based on recommendations	October 2009	<ul style="list-style-type: none"> ▪ Baki and Sulleiman to develop ▪ Submit to SUBEB for approval
3. Identify capacity building and further OD work within SUBEB/LGEA (training, redeployment etc.)	October 2009	<ul style="list-style-type: none"> ▪ Baki and Sulleiman to develop ▪ Work with SUBEB and IB reform group ▪ Submit to SUBEB and HC for approval
4. Revise job descriptions and outline personnel specifications (education and experience required for each job)	October/November 2009	<ul style="list-style-type: none"> ▪ Baki to provide advice ▪ Director Administration to implement and obtain Board approval

5. Provide training for SUBEB management (Directors and AD)	November/December 2009	This will have to be agreed during the October mission (But could cover individual effectiveness, performance management, change management, and lay groundwork for reintroducing performance appraisal)
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ANNEX 1: SUBEB – FINDINGS AND RECOMMENDATIONS

1. Governance

There are governance issues relating to the fact that the full Board is not yet in place, and that the Board Chairman is also PM1. These issues have been raised with MoEST, who have indicated that these issues will be addressed in the review of Education laws.

2. Cross Cutting Issues

A number of issues which cut across the departments have been identified. These include:

- i. Capacity development within SUBEB is a big issue. New ways of doing things are going to be developed, and these will require new skills. Also, over the years there has been little training and development activity, which has created a skills deficit in most departments.
- ii. As SUBEB embraces greater use of information technology, it needs to develop organisational and individual capability in the effective use of ICT. This will require the development of a coherent ICT strategy – covering, hardware and software, networking, information security and protocols etc. – to guide development.
- iii. There is little evidence of planned work across department – performance targets, departmental and work plans etc. – with the result that officers tend to work to directives.
- iv. Most departments have organisational structures and schedules of duties, but there are no specific job descriptions.
- v. In theory, regular meetings departmental and interdepartmental meetings are held to plan work and monitor progress, but in reality meetings are held irregularly, in response to external events.
- vi. There are officers who are seconded to SUBEB from MoEST, who feel disadvantaged in terms of conditions of service and career advancement.

3. Findings and Recommendations by Department

3.1 Administration

Functions

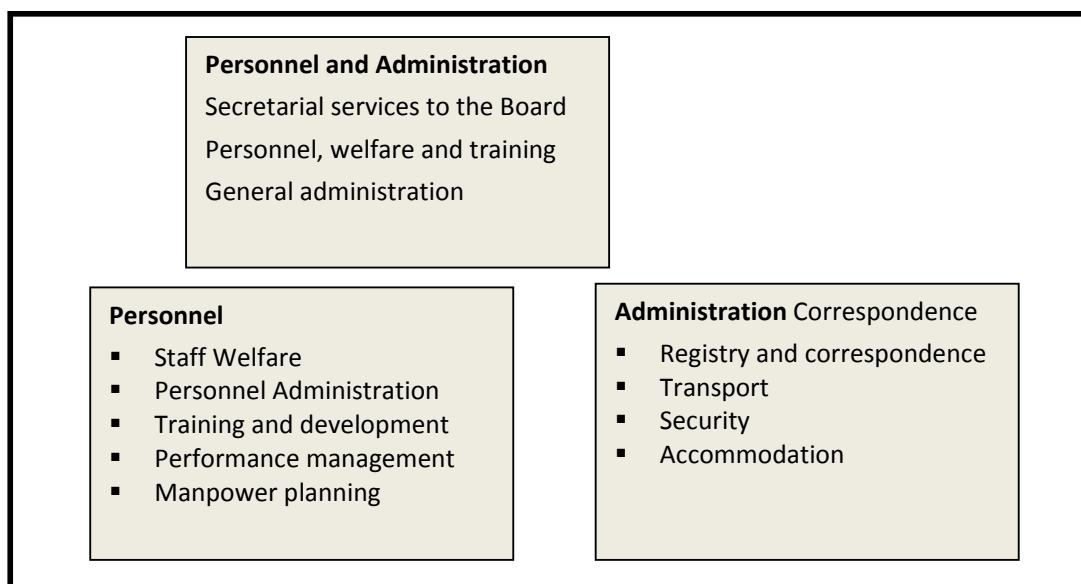
- General Administration of the Board
- Coordinating the affairs of the other Departments (submission of monthly and annual reports, meetings)
- Administering welfare of staff (salaries, loans, conditions of service)
- Personnel administration for teaching and non-teaching staff (recruitment, deployment, transfer, promotion, training, discipline)
- Transport management – provision and maintenance of vehicles
- Correspondence with other Education MDAs and other government agencies
- Providing registry services of the Board (records, correspondence, secretaries, reception)
- Provision and maintenance of office accommodation
- Preparation of financial estimates (together with Finance and PRS)

Issues

- The structure of the Department is based on job grades rather than functions. Whereas this may be said to promote full use of staff through flexible job/task allocation, it reduces focus and does not promote development of specialist skills.
- The human resources function is weak; it focuses on procedures but not on key issues such as HR planning, skills development, development of effective policies, performance management and employee productivity.
- The position relating to Due process should be clarified.

Recommendations

- Most of the records are manual. The department should move towards computerisation, including a comprehensive HRMIS linked to MoEST and LGEA.
- With e-payment, new procedures need to be implemented to ensure correct salaries are paid on time. This will involve implementing controls and providing oversight from MoEST. During the review, many teachers were observed queuing at SUBEB with queries. Also currently queries are not entertained at LGEA level, which means teachers have to travel long distance to Ilorin to submit queries.
- The Department should be reorganized into Units, headed by senior staff to promote focus, development of skills and promote effectiveness. The following Departmental structure is proposed:



3.2 Planning, Research and Statistics

Functions

- Compile action plans for the Board
- Prepare the Budget (with Finance and Supplies, and Administration) – lead the Budgeting and MTSS process
- Infrastructure development in schools – technical support, and enforce minimum standards
- Provide ICT services

- Conduct research studies
- Collect, collate process and distribute data
- Regular reporting

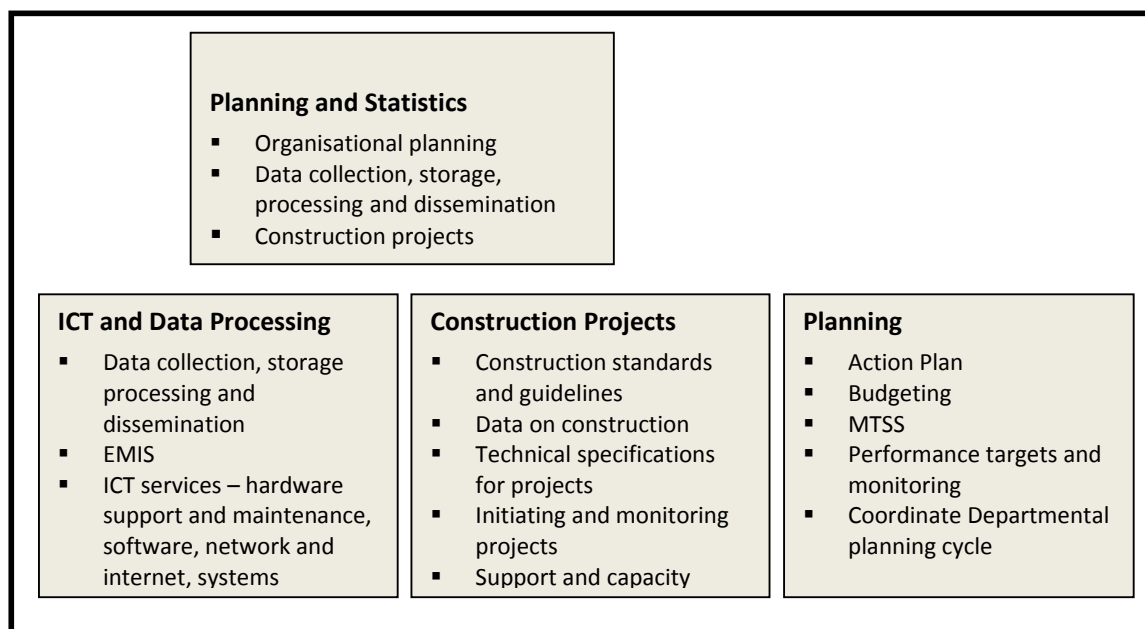
Issues

- The Department is further dived into Units, which promote focus and specialization.
- Until this year, the department had little link with MoEST. Now there is coordination in Budgeting and MTSS. This should be strengthened.
- The Research and Statistics Unit should be restructured to clarify functions and productivity:
 - Strong emphasis should be on data collection, storage, processing disseminating and updating
 - There is confusion within the Unit as to what EMIS Unit in SUBEB this should be doing now that the MoEST has taken over responsibility for State EMIS data
 - The ICT responsibility could be vastly improved. There are skills there – computer skills, internet section – but it is not clear that it they are benefiting the Board as they should

Recommendations

- The three Units are appropriate and should be maintained. However, there is need to fine-tune the functions in the Units, which could mean re-designating some staff.
- The emphasis for the Unit should be data collection. SUBEB should strengthen data collection, processing and dissemination. The focus on management data – performance, outputs, etc, to feed this into decision making. Management should decide what data they need for making better decisions.
- It will be necessary to develop a clear ICT strategy, then build capacity in hardware support, software, and networking, develop skills and promote usage of ICT.

The recommended functional structure is outlined below:



3.3 Finance and Supply

- Implement financial policies and procedures and coordinate financial issues
- Preparation of Board budgets
- Payment of suppliers
- Collection and accounting for revenue
- Pay salaries for SUBEB HQ staff and for LGAs by arrangements
- Procurement, storage and issue of goods and services
- Custody of Board assets
- Maintenance of financial records and books of accounts
- Production of financial accounts
- Prepare for external audit

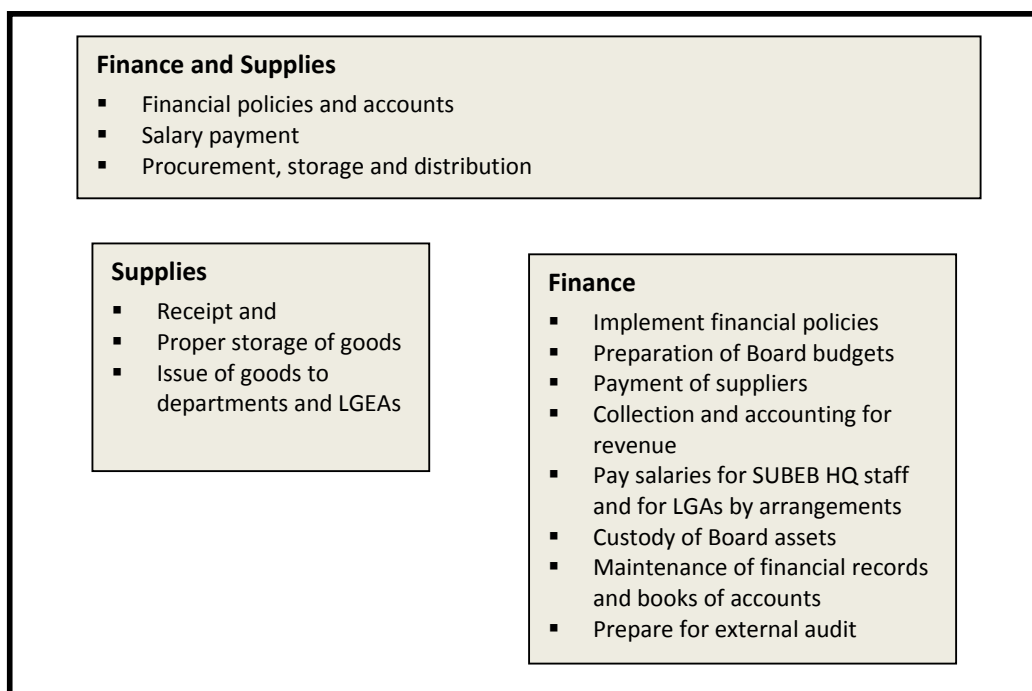
Issues

- The Department is divided into two Units – Finance and Supplies to reflect specialisation
- Finance further divided into sections –UBE, EFT, Salaries, General Budget, General ledger, Loans
- The organisational structure of the Supplies Unit is based on job grades. It will be necessary to investigate further whether there should be functional specialisation – e.g. into Buying, Stores, Distribution.
- The problems highlighted by the introduction of the e-payment system indicate that financial controls need to be re-examined and strengthened.
- E-payment will result in change of work practices, which suggests that staffing levels and duties in the affected sections need to be reviewed.
- The Department does not seem to be active in the MTSS process, which might mean that funding for MTSS priorities may not be emphasized.
- The Department does not have functional relations with MoEST
- Relations with LGEA are strong as the Department plays an oversight role and provides direct services like payment of salaries and consolidates LGEA accounts into Board financial statements

Recommendations

The recommendations focus mainly on issues of performance, not organisational structure.

- Computerisation of accounts
- Strengthen financial controls in payment of salary payments, also reduce volume of queries.
- Produce management accounts on a regular basis
- The latest Audited accounts are for 2006, SUBEB should move to have their accounts for 2007, 2008 and 2009
- It is recommended that the functional structure should be maintained



3.4 School Services

Functions

- Supervise and monitor schools
- Ensure schools use appropriate curriculum
- Develop teachers to improve teaching
- Support teaching of children with special needs
- Promote sports in schools
- Promote science education

Current Units and functions

The Department is further divided into sections;

School monitoring and supervision: monitoring and supervision and continuous assessment

Curriculum development: curriculum, library

Special need education: nomadic education, special education for the disabled, early childhood care and education (ECCE), guidance and counselling

Sports

Science and Jets

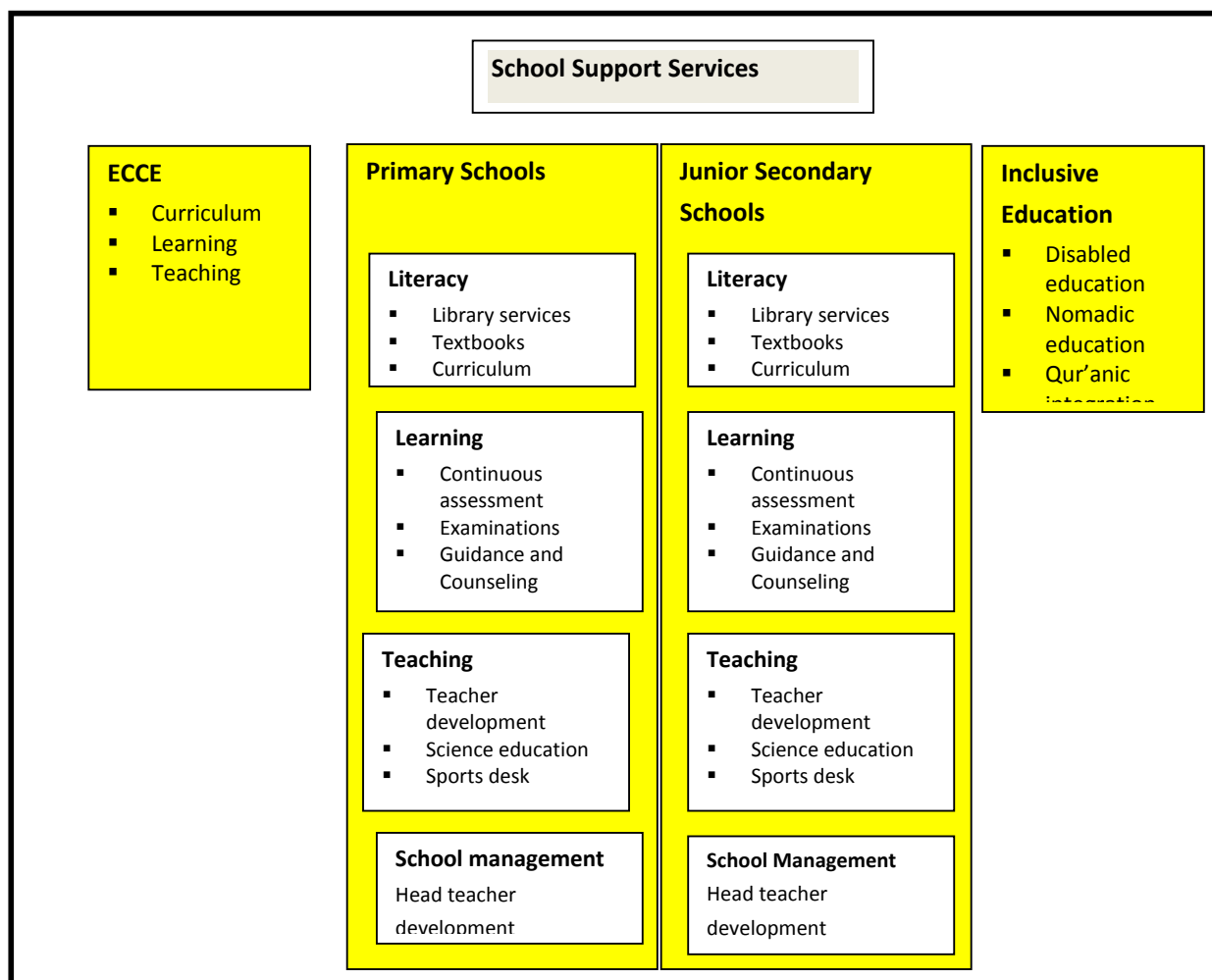
Issues

- The Directorate is still stipulating school supervision and monitoring of schools as its key responsibility despite the fact that this is now the responsibility of the Quality Assurance Bureau
- The Curriculum Development and Science and Jets Unit do not appear to be structured to support Junior Secondary schools.
- The School Services department shares school support at disarticulated schools with the TSC, but there does not seem to be any working relationships with that agency
- There is overlap of responsibility with Social Mobilisation in special education, health education and sports. This has to be resolved.

Recommendations

- The Directorate should be reorganised and oriented to support improved learning and achievement, and to support Junior Secondary Schools. This means that the Department will remain SUBEB's key resource for LGEAs and schools, in the provision of leaning materials, improve teaching, and support improved education management.

The recommended functional structure is shown below.



3.5 Social Mobilisation

The Department is set up to promote community participation and ownership of UBE through sensitisation and advocacy.

Functions

- Health awareness – HIV/AIDS, polio
- Sports
- Self-help projects
- Girl Child and other disadvantaged
- Qur’anic Education
- SMBC
- Collaboration with International development partners
- Private sector and stakeholder partnership

The Unit is further divided into sections:

Community Mobilisation: Advocacy and sensitisation – HIV/AIDS, Polio/Health, sports

Community Development: Advocacy and sensitisation – self help project, Girl Child Education, Special Education Need, Home grown feeding programme

Information Research and Documentary: print media, research, documentary, international donor agencies, SBMCs

Public Relations and Protocol: electronic media, protocol activities, BOS/PTA, NUT, COHS, Qur’anic Education.

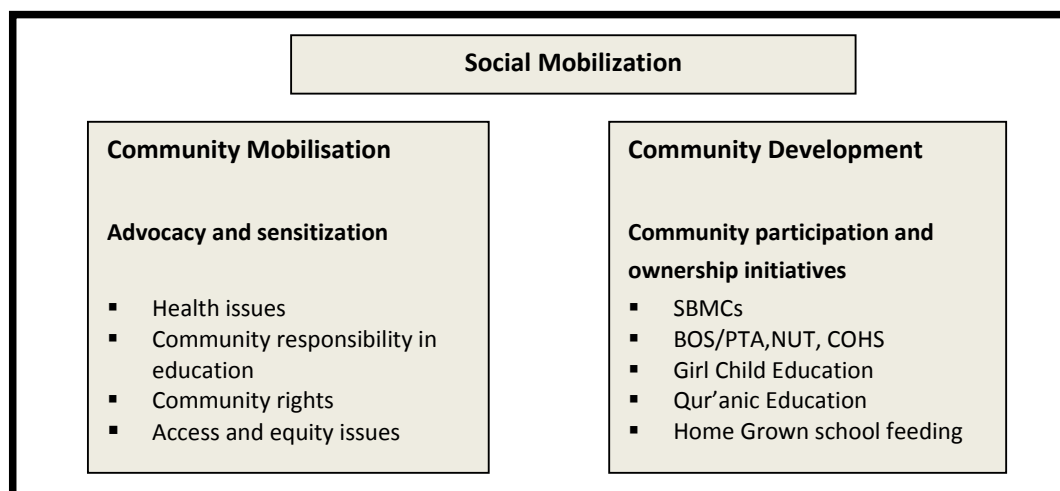
Issues

- The Department is still new and is still finding its feet.
- The departmental functions are based on a circular from UBEC, not necessarily on what is happening on the ground in states. The circular gives the Department a wide range of functions, which encroach into other departments.

Recommendations

- The scope and functions should be defined so that it focuses on sensitisation, advocacy and community ownership. It should also focus on issues of accountability to communities and ensuring that community voices are heard and responded to.
- In that regard the department should not concern itself with Sports or Special Education. These should be left in School support services. It should also not have Information Research and Documentation of Public Relations and Protocol, as these are specialised skills best carried out in SSUBEB – in Pres and PR for instance.
- There is also need to review skills in the Department and carry out skills development activity to improve performance.
- The department will need adequate facilities to carry out their functions.

The recommended functional structure of the Department is outlined below:



3.6 Internal Audit

Functions

- Stores verification
- Verification of salary and other payment vouchers at SUBEB HQ and LGEA
- Regular audit of books of accounts
- Revenue verification
- Site visits to projects and

Issues

- It appears that the Unit does not have the resources to carry out required audits and verifications, especially for construction projects.
- The Unit needs to implement risk profiling so as to identify and monitor high risk areas or transactions.

3.7 Press/PR

At the time of the interview, the Press Secretary/PRO was about two weeks in the job, but had documentation on functions.

Functions

- Image maker for the Board, through publicity
- Monitoring newspapers for articles on the Board
- Organising press briefings and conferences
- Protocol officer
- Producing situational reports

Issues

- In addition to being new in the job, the Press Secretary is yet to be issued with an office and equipment to be functional.
- It is recommended that all protocol and information functions from Social Mobilisation and Administration should be performed in this office.

ANNEX 2: LGEA – FINDINGS AND RECOMMENDATIONS

1. Cross Cutting Issues

- i. LGEA organograms for Asa and Ilorin South are identical. This suggests that the organisational structures of LGEAs are the same.
- ii. Lots of people, little accommodation and this leads to low productivity
- iii. There is need to review and downsize staff, and review duties, especially in Finance and Administration Sections in the light of the introduction of e-payment.
- iv. Sections tend to have no schedule of duties (Ilorin South Admin has what looks like one) and no organograms (Ilorin South PRS & School Services have)
- v. There are some skilled staff in LGEAs who could be better utilised at SUBEB
- vi. LGEAs do not require PRS to generate data and do not seem to make use of data generated for other users (see Recommendations on PRS below)
- vii. There is an overwhelming feeling at LGEA level that MoEST has taken over everything and LGEAs (SUBEB) have no roles to play anymore
- viii. There are close linkages between LGEA and SUBEB and between LGEA Sections and SUBEB departments
- ix. There is little communication between LGEA and LGA except where funding is involved.
- x. There is no linkage between LGEA and LGA Education office (for sharing of ideas) or with LGA Chair (Ilorin South)
- xi. Mobility to carry out duties is limited
- xii. LGEAs say they hold meetings regularly, but in actual fact, meetings tend to be held on an ad-hoc basis.
- xiii. LGEA Education Committees do not exist. They could have had oversight functions on LGEAs and improve communication between the LGEAs and LGAs.

2. Findings and Recommendations by Department

2.1 PRS

Functions

- Supervision of projects (In Ilorin South only PTA projects, in Asa, also SUBEB projects)
- Collate data from schools on demand (from UBEC, SUBEB etc.)
- Preparation of budgets
- Collect data on buildings and furniture in schools, also staffing position
- Evaluate requests from communities for establishment of schools

Functional structure

Issues

- There are seemingly qualified and competent people on the ground, especially technical staff, but they are not fully utilised by the LGEA or SUBEB. Staff have, however not received much capacity building or training.
- Data is collected on demand by other agencies, but it does not seem to be required or demanded by LGEA management.

- Where computers are available (Ilorin South has two desk tops and a laptop), they are not well used for data processing. The degree of involvement in planning and monitoring of projects varies from LGEA to LGEA.

Recommendations

- Education Secretaries should review the staff to identify skills that are not being fully utilised and recommend better use of these skills.
- LGEAs should generate data and use it for informing planning and management decisions. (cf Cross cutting issues vi above)

2.2 School Services

- Supervision of schools
- Setting exams for Primary 4, 5 and 6
- Promote the teaching of science
- Guidance and Counselling
- Organising Sports
- Health Education

Organisational Functions

The Section is further divided into sub-sections:

- Exams – set exams for Primary 4, 5, and 6 and use information to decide on posting teachers and identify gifted pupils for support.
- JETS – exams, Exhibitions, competitions, and teaching of science
- Guidance and Counselling – in Zones and Upgraded JSS schools
- Sports
- Supervision – LSS

Issues

- The Section still emphasises school supervision as its key responsibility when this is now the responsibility of the QAB.
- The new LSSs have been appointed, but will only start work at the start of the new School year. SUBEB will have to monitor their deployment and functioning closely.
- The structure – LGEA to Zone to School promotes reach.

Recommendations

- The section should reorient away from inspection towards support of schools
- The Section should strengthen support of JSS in disarticulated schools.

2.3 Social Mobilisation

Functions

- Sensitise communities on pupil enrolment, retention and no completion.
- Orientation on the role of communities in education.
- Monitor self-help projects.
- Advocacy, on Girl child, and nomadic education.
- Work with NGOs and development partners.

Issues

- The Section is newly created, having started operation after February. Currently there is little activity
- There is no organogram or schedule of duties in Ilorin South.
- In Asa LGEA, there is confusion over SBMCs. The official say there are Federal, SESP and ESSPIN SBMCs, all made up of different people. On the day of the visit, there was a sensitisation meeting on SBMC, and the HOS Social Mobilisation was not attending – because he was not invited.
- In Asa LGEA, the Section is made up of Community Mobilisation, Community development, Information, Research and documentary, PR and Protocol.

Recommendations

- The functional structure of the Section should be scaled back to two functional units:
 - **Community Mobilisation** – awareness, sensitisation, mobilisation, advocacy
 - **Community Development** – community projects, home grown feeding, SBMC, civic society participation

2.4 Administration

Functions

- Personnel Administration
- Pensions and Welfare
- General Administration
- Registry
- Coordinates other Sections

Issues

- Some Sections (Ilorin South, LGEA) have schedule of duties
- The structure is based on job grades, not functions
- Staff strength is large (28 in Ilorin South LGEA) but are they fully utilised?
- The Section mostly makes recommendations to SUBEB on personnel matters (Promotion, Discipline etc.)
- The Education Committee once existed but now not functioning (Asa LGEA)

Recommendations

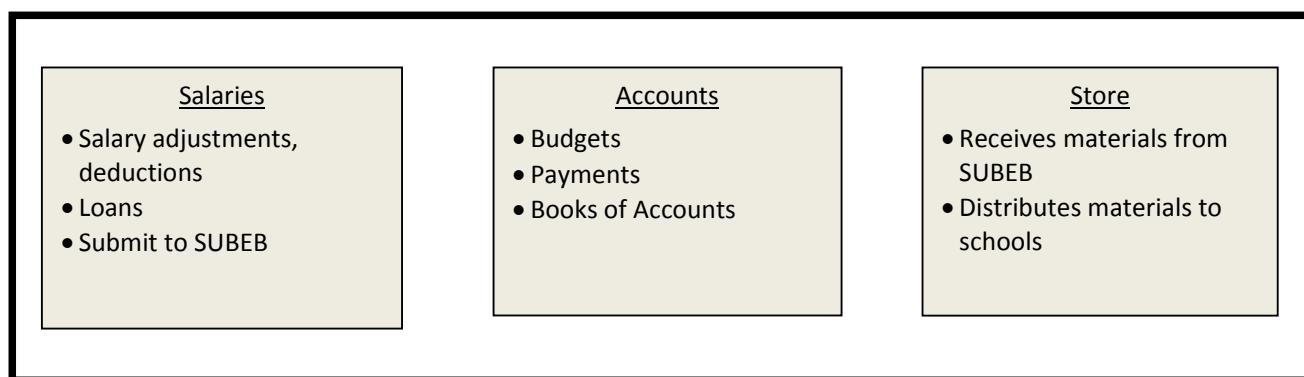
- There is need to review staff numbers and duties within the section

2.5 Finance & Supplies

Functions

- Preparation of Accounts
- Salary information
- General Administration
- Stores and distributions

Functional Structure, Asa LGEA



Issues

- There are large numbers of staff, but since e-payment commenced they have very little to do as PVs are no longer prepared at LGEA

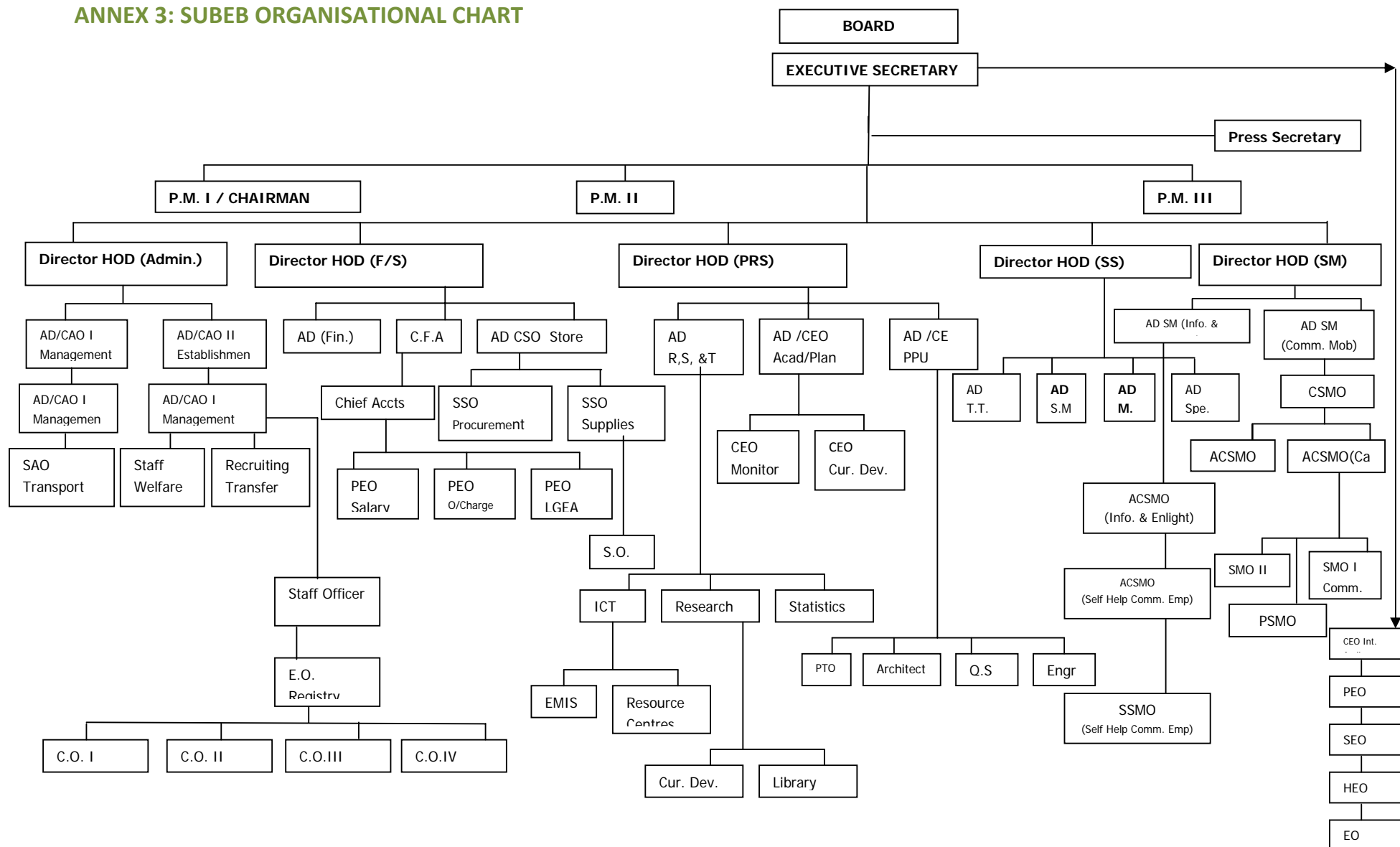
Recommendations

- Financial controls should be reviewed and strengthened.

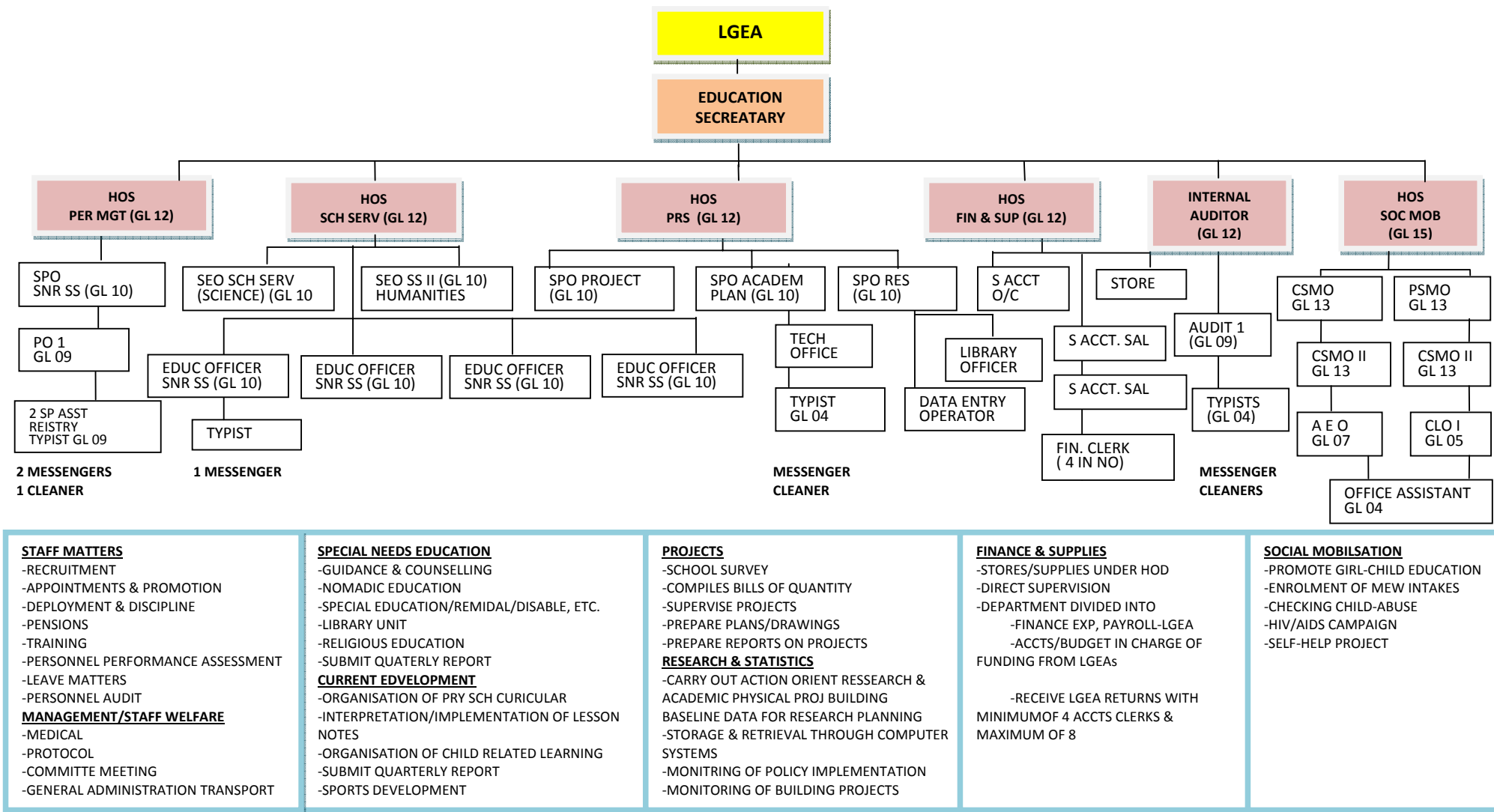
2.6 Internal Audit

- Currently the Internal Auditors are on suspension.

ANNEX 3: SUBEB ORGANISATIONAL CHART



ANNEX 4: LGEA ORGANOGRAM



ANNEX 5: LIST OF PEOPLE INTERVIEWED**MoEST**

1. Alh Bolaji Abdullahi	Hon. Commissioner	08035174481
2. Mr. Adeyemi Fagbemi	Perm Sec.	08035751848

SUBEB

1. Alh Aliyu Mohammed	Exec Secretary	08033576666
2. Alh Saadu K.A. Alanamu	Chair/PM 1	08033849698
3. Elder David Bamidele	PM II	08035531379
4. Alh Sulaiman Dadi	PM III	08033576629
5. Pastor L.O. Olaleru	AD I (Admin)	08038576199
6. J.A. Afolagboye	Ag Dir (Social Mob)	08058746802
7. Alhaja H.R. Alege	Ag Dir (Sch. Services)	08057385183
8. M.Y. Ojo	Ag Dir (PRS)	08057978340
9. M.B. Abioye	Ag Dir (F&S)	08033753701
10. Alh S.A.S. Mustapha	CFA (F&S)	08033887219
11. Mall Abdulmumini I.	ACEO (F&S)	08035270108
12. Umar I.O.	AD(RSC)	08038539492
13. Abdulsallam O.S.	Project Manager (PP&S)	08036661315
14. Alh Likofu Aliyu	AD (Sch. Services)	07032502141
15. Mall Muhammed L.A.	AD (Sch. Services)	08033727606
16. Obalowu S.S.	AD (Sch. Services) Monitoring	08055633315
17. Afolagboye, J.A.	Ag Dir (Social Mob)	08058746802
18. Abdulsallam Abdulrahman	ACEO (Social Mob)	08051402627
19. Mrs Aboyeji S.A.	ACEO (Social Mob)	08038041971
20. Mrs. Abubakar Sekinat	PEO (Social Mob)	08033586162
21. Olesin S. Basiru	PEO II (Social Mob)	08056655601
22. Olomoda S.A.	P/Auditor	08051705153
23. Yusuf Mashood	EOI (PRS) EMIS Co-ord.	08058746793
24. Mrs. Amole N.R.	Press Secretary	

Institutional Building Committee

1. Nassam M. Alfa	Chair, TSC (Secretary)	08033909974
2. Agboola N.O.S.	TSC (AD)	08035889111
3. Ishola M.I.	SUBEB (PAO)	08033782340
4. Shaaba Z.N.	MoEST (PRS)	07034355592
5. Dr A.F.S. Ahmed	Dir (PRS) MoEST	08030501596
6. J.K. Awolola	DPM(MoEST)L/P Infr, SESP	08035268397

Ilorin South LGA

1. Alh. Toyin Sanusi	Chairman	08033144384
2. Zulu Tajudeen	Super Councillor, (Education)	08033720871
3. Ajiboye A. Adebisi	HOD (Education)	08038157302

Ilorin South LGEA

1. Mall. Seriki A Abdulrahman	Ag. Educ. Sec /HOS (Admin)	08035498419
2. Deacon David O. Ayorinde	HOS (Sch. Services)	08038065789
3. Hajia Iyabo B Ajetunmobi	HOS (Social Mob)	08033788599
4. Edun T.S.	Ag HOS (Admin)	08032146518
5. Mall. Adebayo A. AbdulGaniy	HOS (PRS)	08032236665

ASA LGEA

1. Jimoh B Ajadi	Ag. Educ. Sec /HOS (Admin)
2. Adewole J.O.	HOS (PRS)
3. Isiaka Tunde Adesina	HOS (Sch. Services)
4. Okanla A Raheem	Acting Cashier
5. Busari Salh	Stores Officer
6. Ayodele Comfort	Stores Officer

ANNEX 6: CONSULTANCY TASKS FOR THE ASSIGNMENT

Organisational Review and Restructuring of SUBEB and LGEA in Kwara State

Consultancy Tasks: 24 August – 5 September 2009 Input

Considerations

1. Due to work already being done in institutional relationships and reform of legislation, SUBEB is now on board, and less time will be required to 'sell' the organisational review.
2. The main emphasis of Sulleiman's contribution will be contribution in the formulation of recommendations, to ensure sensitivity to local context.
3. Due to the time available, the development of job profiles and specifications will be done in the next visit in October.

The tasks

Baki Mlalazi	Dr Suleiman Adediran
<ol style="list-style-type: none"> 1. Carry out a detailed organisational audit of relationships, structures, departmental functions, jobs descriptions and establishments in SUBEB and LGEAs. 2. Conduct interviews with key officials in SUBEB and LGEA and key stakeholders in MoEST and LGA and State Office of Head of Service to establish current concerns and expectations of SUBEB and the LGEA. 3. Following on 1 and 2 above, develop recommendations on organisational relationships, functions and restructuring for SUBEB and LGEAs. 4. Present recommendations to the MoEST and SUBEB and obtain buy in for recommended solutions. 5. Make recommendations on follow up steps. 6. Submit a consultant report 7. Debrief with the Lead Specialist, Institutional Development, and the Technical Team Coordinator at the end of the assignment. 	<ol style="list-style-type: none"> 1. Develop understanding of the education sector reform issues in Kwara State, especially those relating to institutional reform and human resource development. 2. Conduct interviews with key officials in LGEAs 3. Contribute to in developing recommendations on organisational relationships, functions and restructuring for SUBEB and LGEAs. 4. Present recommendations to the MoEST and SUBEB and obtain buy in for recommended solutions. 5. Make recommendations on follow up steps. 6. Debrief with the Lead Specialist, Institutional Development, and the Technical Team Coordinator at the end of the assignment.

Outputs

1. Recommended organisational functions and proposed draft high level organisational structures for SUBEB and LGEA in Kwara State.
2. A visit report in the standard format summarising progress against these tasks, issues arising and next steps.