

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

Input Visit Report

**Institutional Strengthening of Kwara State College of
Education, Oro: September 2009 Visit Report**

Report Number: KW 309

Dr Harold Thomas

September 2009

esspin
Education Sector
Support Programme
in Nigeria

DFID Department for
International
Development
A Programme funded by DFID

Report Distribution and Revision Sheet

Project Name: Education Sector Support Programme in Nigeria

Report Title: Institutional Strengthening of Kwara State College of Education,
Oro: September 2009

Report No: KW 309

Rev No*	Date of issue	Originators	Checker	Approver	Scope of checking
1	October 2009	Harold Thomas	John Kay	Steve Baines	Formatting/Content

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ESSPIN 0--	Programme Reports and Documents
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Reports and Documents produced for individual ESSPIN focal states follow the same number sequence but are prefixed:

JG	Jigawa
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KW	Kwara
LG	Lagos

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Acronyms and Abbreviations

ESSPIN	Education Sector Support Programme in Nigeria
MTSS	Medium Term Sector Strategy
NCCE	National Commission for Colleges of Education
SMoE	State Ministry of Education, Science and Technology
SMT	Senior Management Team
STL	State Team Leader
SUBEB	State Universal Basic Education Board
TQI	Teacher Quality Improvement
TSC	Teaching Services Commission

Abstract

1. The report outlines progress on (i) planning and management issues at Oro College (ii) development of a Teacher Career Path within Kwara State (iii) development of SMOE's role in strategy and planning (iv) support to the NCCE Task Group on college reform and (v) an initial situation analysis of Colleges of Education in Lagos State.

Executive Summary

Oro College

2. In advance of the visit, advice was given on the examination paper and interview questions in relation to the appointment of Provost, Registrar, Bursar and Librarian. The Registrar and Bursar have been appointed. The posts of Provost and Librarian remain vacant.
3. A presentation on the reform process was made as part of the induction of the Registrar and Bursar.
4. A draft Institutional Plan has been finalised by the Planning Committee and will be circulated to all staff for consideration.

Career Path

5. The Task Team on recruitment, assessment and promotion systems for teachers and advisers has made good progress and has formulated a draft document for further consideration and co-ordination in the light of wider activities.

SMOE's role in strategy and planning

6. On-going discussions have taken place with the Commissioner about the need to strengthen SMOE's strategic capacity. A new Director for Higher Education was appointed towards the end of the visit and an initial discussion was held with her.

NCCE

7. Discussions with NCCE led to clarification that States have authority to proceed on their own initiative in terms of implementation of a Professional Standards Framework and Career Path for Teachers.
8. The nature of initial ESSPIN support for the development of NCCE's accreditation and quality assurance procedures was agreed.

Lagos State colleges of education

9. A five day visit was made to Lagos State to undertake an assessment of the preconditions and potential for ESSPIN support to the State-funded colleges of education in Lagos State. A separate technical report is being submitted.

Purpose of the Consultancy

10. Objectives for the one year period are as follows:

Working with nominated State and Federal representatives, other ESSPIN State and national Teacher Education and Teacher Quality Specialists, and national education experts as appropriate, to support:

- a. the further strengthening of planning and management structures and processes at Oro College;
- b. the development and implementation of a Teacher Career Path within Kwara State;
- c. the Kwara State Ministry of Education in the development and implementation of its role in strategy and planning;
- d. the NCCE Task Group on college reform and such other federal and state initiatives on transformation as might be agreed.

Achievement of the terms of reference

TOR Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
Oro College		
Support the recruitment and induction of new managerial staff.	<p>In advance of the visit advice was given on the examination paper and interview questions in relation to the appointment of Provost, Registrar, Bursar and Librarian.</p> <p>Appointments have been made to the posts of Registrar and Bursar from 1 September 2009. The posts of Provost and Librarian remain vacant.</p> <p>A presentation on the background and progress of the reform was made as part of the induction process for the new Registrar and Bursar. They also attended meetings of the Planning Committee and participated in the MTSS exercise.</p>	<p>Once in post, the Registrar and Bursar will assess the situation and formulate three monthly work plans. Support will be provided for a review of progress during my next visit.</p> <p>Once the Senior Management Team (SMT) is in place it is intended that ESSPIN might facilitate an “away day” to support the SMT in the formulation of strategy.</p>
Support the implementation of a development plan for managerial and administrative staff.	The issues were raised during the induction of the Registrar and Bursar. Further discussion will take place once the staff are in post and have	

	assessed the situation.	
Support continued enhancement of planning and management capacity.	<p>Two meetings of the Planning Committee were held at which revised drafts of the Institutional Plan were considered.</p> <p>The Committee agreed a final draft version of the Plan (Annex C) which will now be submitted to the SMT and to all staff for consideration. Following incorporation of any amendments the draft plan will be submitted to the Academic Board and College Council for approval.</p> <p>It must be recognised that the plan in its current form represents the latest stage in a developmental process. There is still much work to be undertaken (including the formulation of an Estates Strategy and more detailed and accurate financial forecasts). It does, however, provide the SMT and the College as a whole with an appropriate springboard from which to progress.</p> <p>A discussion with the Chairman of Oro College Council confirmed the need for a workshop with members of the College Council to explore the role of the Council and to strengthen its governance function. It is intended that this will</p>	<p>A list outlining “Next Steps” has been formulated (Annex D).</p> <p>The College Turn Around Task Team will monitor progress through the various stages with a view to completing the process by the end of September. This will facilitate ESSPIN support to the commencement of implementation during the next visit in October.</p>

	be undertaken during the next visit.	
Support effective implementation of quality assurance arrangements.	The need is recognised in the Institutional Plan and will be addressed during subsequent visits.	
Career Path		
Support the work of the Task Groups charged with the development and implementation of a Teacher Career Path.	<p>The Task Groups had made good progress before the commencement of the visit.</p> <p>Task Team A (Professional Standards Framework) will be covered in Jaap Kuiper's report.</p> <p>Three meetings were held with members of Task Team B (Recruitment, Promotion, Assessment) and a preliminary draft of "general rules" in the three areas has been prepared.</p> <p>As anticipated, the exercise impinges on a number of on-going activities (eg role of head teachers and LSSs; revision of salary scales; definition of roles and responsibilities of SMOE/SUBEB/TSC) and is also dependant on NCCE and federal level support.</p> <p>These issues were discussed (i) at a meeting with the NCCE Task Team at which the Executive Secretary of NCCE explained that the</p>	Task Team B will review the latest draft of the "General Rules" to ensure that they accurately represent recent discussion.

	establishment of a Professional Standards Framework had already been approved in principle at the federal level and that States had authority to proceed on their own initiative (ii) at a meeting with Lilian Breakell (who is working on head teacher training) and David Strawbridge at which various options were explored and tentative arrangements made to hold a two day workshop in December which would bring together State TQI teams to discuss common issues.	
State Ministry of Education		
Support the development of the Ministry's strategic role in the direction of Oro College and the development of teacher education.	<p>There were on-going discussions with the Commissioner about various aspects relating to the strengthening of the Ministry's strategic role.</p> <p>A re-organisation within SMOE has led to the appointment of a new Director, Mrs Oyawoye. Mrs Oyawoye is a member of the College Turn Around Task Team and therefore already has an insight into some of the issues.</p> <p>The appointment was made on the day before I</p>	It is anticipated that the appointment will give the opportunity for significant progress. There will be discussions about the way forward during my next visit.
Support the Director of Higher Education in the formulation of a tertiary education sector plan.		
Support the establishment of a teacher supply and demand model.		
Support the development of a funding model for colleges.		
Support the development of an in-service		

funding model.	<p>left but a short meeting was held with Mrs Oyawoye at which the exciting opportunities to implement change and the immediate next steps were discussed.</p> <p>Subsequently, the new Director sought clarification of her mandate and priorities from the Commissioner and Permanent Secretary. Advice was given on formulating these into a job description – and on next steps.</p>	
Support the development of quality assurance procedures.		
Other		
Support the NCCE Task Group to analyse, disseminate and implement as appropriate good practice and the lessons learned from the education reform process in Kwara State, and other States as appropriate, in the context of (i) College of Education reform and (ii) the establishment of a professional standards framework for teachers and associated activities.	A meeting was held with the NCCE Task Group at which the Professional Standards Framework and career path developments were discussed (see above) and at which the nature of initial ESSPIN support for the development of NCCE's accreditation and quality assurance procedures was agreed (involvement in the development of NCCE's "toolkit").	
Support the work of other federal and state agencies, as appropriate, in identifying issues and developing policies and practices to build upon the experience from Kwara State in the	A self-contained assignment was undertaken (jointly with Jaap Kuiper) to assess the preconditions and potential for ESSPIN support to the State-funded colleges of education in	

context of strategic, planning, managerial and funding reform.	Lagos State. A separate technical report is being submitted.	
Monitor the College Transformation and the Career Path developments with a view to supporting the mutually beneficial development at institutional, state and federal levels.	On-going.	
Undertake such other tasks as may, from time to time, be agreed.	Support was provided to the MTSS Tertiary Education Task Team in formulating objectives, targets, activities and costs for the MTSS process.	

Background

11. The visit was undertaken during the period 10 August to 5 September 2009 and represents the first of six anticipated visits over a period of one year from 1 August 2009.
12. Most aspects of the assignment represent on-going activity and build upon previous assignments. Only the review of colleges of education in Lagos State represents a new initiative.

Findings and Issues Arising

13. In general terms, these have been covered within the section above on Achievement of the Terms of Reference and in the various annexes.
14. More specifically:
 - a. The appointment of experienced persons as Registrar and Bursar at Oro College opens the way for more rapid progress on management reform.
 - b. It is unfortunate that the posts of Provost and Librarian at Oro College may have to be re-advertised, but the post of Provost, in particular, is crucial to the future success of the College and stakeholders need to be confident in the appointment.
 - c. The appointment of a new Director of Higher Education provides an opportunity for significant progress in the development of strategic direction by SMOE.

Options and next steps

15. The next visit is anticipated to commence in mid-October for about three weeks and will continue activities in accordance with the agreed annual work plan and terms of reference.

Annex A: Terms of Reference

Title of assignment: Institutional strengthening

Areas of work:

- Oro College Planning and Management
- Teacher Career Path (Kwara State)
- SMOE strategy and planning (Kwara State)
- NCCE Task Group
- Such other areas and in other States as might be agreed

Consultant: Institutional Development Specialist

Main Place of Work: Kwara State

Indicative duration and dates:

Up to 120 days between 1 August 2009 and 31 July 2010 including UK days as agreed; six visits, each of between 3 and 4 weeks.

Background

Despite the possession of considerable oil wealth, a rising population, inefficient government investment in front line public services and years of neglect have left the Nigerian education system in a poor state. Education indicators are amongst the lowest in Sub-Saharan Africa, particularly for girls. Currently it is estimated that there are 7-9 million school aged children not attending school, a disproportionate percentage of whom are girls.

Since legislation was passed in 2004 establishing nine-year compulsory Universal Basic Education, the main sectoral focus of Federal and State governments has been an expansion of basic education to meet the Millennium Development Goals. There has been a significant increase in investment in the basic education sector through State governments and through Federal sources such as the Universal Basic Education Commission (UBEC). Access remains a problem, as do the low quality of education outcomes and the stark inequities in the system.

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, in particular the Capacity for Universal Basic Education Project (CUBE). ESSPIN 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).

Kwara State

Located in western Nigeria, Kwara State has a population of 2,371,089 (2006) with 48% of its population being under 15. Its economy is based on subsistence farming, with some small-scale manufacture, and government-driven economic activity. Its capital, and only sizable city, is Ilorin. It is among the six poorest states in Nigeria and is also characterised by a substantial poverty gap, again being among the six worst States; additionally it is among the few States to experience a worsening incidence of poverty between 1996 and 2004. On a more positive note, the current State Government is noted for its commitment to a reform agenda.

The Commissioner of Education, with the Governor's support, is committed to the reform of the education sector and has launched an education campaign called Every Child Counts, which constitutes a vision for the development of basic education within the State and focuses upon improving learning outcomes.

Objectives of the assignment

Working with nominated State and Federal representatives, other ESSPIN State and national Teacher Education and Teacher Quality Specialists, and national education experts as appropriate, to support:

1. the further strengthening of planning and management structures and processes at Oro College;
2. the development and implementation of a Teacher Career Path within Kwara State;
3. the Kwara State Ministry of Education in the development and implementation of its role in strategy and planning;
4. the NCCE Task Group on college reform and such other federal and state initiatives on transformation as might be agreed.

Tasks

An indicative work plan is attached in the appendix.

Oro College

1. support the recruitment and induction of new managerial staff;
2. support the implementation of a development plan for managerial and administrative staff;
3. support continued enhancement of planning and management capacity;
4. support effective implementation of quality assurance arrangements.

Teacher Career Path

5. support the work of the Task Groups charged with the development and implementation of a Teacher Career Path, namely:
 - a. Professional Standards Framework and in particular the attachment of salary scales to career stages;
 - b. Recruitment, posting and promotion processes;
 - c. Appraisal and assessment processes;
 - d. Identification of staff development needs;

State Ministry of Education

6. support the development of the Ministry's strategic role in the direction of Oro College and the development of teacher education;
7. support the Director of Higher Education in the formulation of a tertiary education sector plan;
8. support the establishment of a teacher supply and demand model;
9. support the development of a funding model for colleges;
10. support the development of an in-service funding model;
11. support the development of quality assurance procedures;

Other

12. support the NCCE Task Group to analyse, disseminate and implement as appropriate good practice and the lessons learned from the education reform process in Kwara State, and other States as appropriate, in the context of (i) College of Education reform and (ii) the establishment of a professional standards framework for teachers and associated activities;
13. support the work of other federal and state agencies, as appropriate, in identifying issues and developing policies and practices to build upon the experience from Kwara State in the context of strategic, planning, managerial and funding reform;

14. monitor the College Transformation and the Career Path developments with a view to supporting the mutually beneficial development at institutional, state and federal levels;
15. undertake such other tasks as may, from time to time, be agreed.

Outputs

1. Strengthened management and planning processes at Oro College.
2. Revised institutional plan for Oro College.
3. Agreed procedures to support the implementation of the proposed Teacher Career Path, including salary scales for each career stage and revised recruitment, posting, promotion, appraisal, assessment and staff development processes.
4. Strengthened strategic role of the State Ministry of Education.
5. Tertiary Education Sector plan.
6. Teacher supply and demand model.
7. Funding model for colleges.
8. In-service funding model.
9. Strengthened quality assurance arrangements.
10. After each visit, a brief visit report which lists progress against these terms of reference, together with the draft documents as described.

Institutional/administrative arrangements

The consultant will report to the ESSPIN Kwara State Team Leader, the Lead Specialist Educational Quality, and liaise closely with the Commissioner of Education, both directly and through his nominated representatives. A brief report will be submitted at the end of each visit to the ESSPIN State Team Leader and to the ESSPIN Lead Specialist for Educational Quality for discussion with the State Ministry of Education. As far as time allows, the report will be discussed before departure with the Kwara State Team Leader and the ESSPIN Lead Specialist for Educational Quality. The consultant will be based mainly in Ilorin.

Competencies

Qualifications/experience

1. A minimum of a higher degree in a relevant area and 10 years' experience of working in institutional reform in developing countries.
2. Extensive practical experience of Education Management, Institutional Analysis, Organisational Development and Public Administration Reform.
3. Experience of providing professional inputs in development assistance programmes.

4. Experience of working with Nigerian government and parastatal officials.

Knowledge

1. Practical knowledge of educational development issues in Nigeria and other countries.
2. Knowledge of current international literature on Governance and Institutional Development and the delivery of public services.
3. Knowledge of Nigerian Government and parastatal structures and systems.
4. Knowledge of the capacity constraints that may hamper effective and efficient action.

Abilities

1. Ability to manage change through other people.
2. Possession of inter-personal skills and the ability to deploy them as and when necessary.
3. Ability to provide constructive feedback and clear advice to senior members of government.
4. Ability to lead and inspire colleagues and to act as member of a team.

DRAFT WORKPLAN

JULY 2009 – JUNE 2010

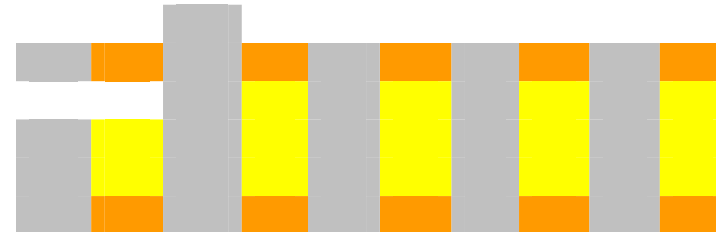
The following work plan is indicative and is based on an estimated input from the Institutional and Teacher Education experts of 120 days each per year in blocks of approximately 3/4 weeks including in-country and home-based work.

INDICATIVE

Periods where both the Institutional and the Teacher Education Specialist are involved with the specified activity		July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Institutional Specialist weeks			4		3		3		4		3		3
Teacher Education weeks			4		3		3		4		3		3
Activity CATEGORY	Sub-activity												
1. Oro Management Transformation	Recruitment and induction of new staff												
	Staff development for administrative staff												
	Enhancement of operational management												
	Institutional Plan												
	Embed reforms & quality assurance												
2. Oro Curriculum Transformation	Learning Materials												
	Assessment system												
	Curriculum resource management												
	Institutional Structure & programmes												
	Embed reforms & quality assurance												
3. State Ministry of Education	Support in establishing SMoE strategic role												
	Tertiary Education Sector Plan												
	Teacher Supply and Demand Model												
	Funding Model for Colleges												
	Quality assurance												

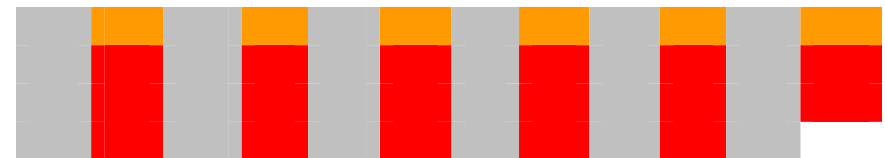
4. Kwara Teacher Career Path

Professional Standards Framework
Salary scales
Recruitment / posting / promotion processes
Appraisal and assessment processes
Staff development



5. Kwara In-service Programme

In-service (finance) model
Qualification structure & framework
Curriculum development
Provisioning plan



6. NCCE

Teacher Standards
Curriculum Review
Quality Assurance
Support to Task Group on College reform



7. Other States College Transformation

Generic Themes
Federal implications



8. Other Federal Processes

Federal policies on Career Path
Federal policies on teacher/tertiary financing
Federal Policies on Qualification Framework



Annex B: Programme of Activities

Date	Activity
August 10	Travel from UK to Lagos
11	Travel to Ilorin Meetings with State Team Leader (STL) and office team Documentation
12	Attend meeting of the Quality Coordination Committee Review meeting with STL Document preparation Attend birthday celebration for Commissioner
13	Travel to Oro College for review meeting with staff Documentation
14	Documentation Meeting with Career Path Task Team Meeting with STL (with Dr Kuiper) Meeting with the Commissioner (with STL and Dr Kuiper)
15	Documentation
16	
17	Documentation
18	Travel to Oro College for meeting with the Planning Group Documentation
19	Travel to Oro College for Induction of Registrar and Bursar Documentation
20	Meeting with Chairman of Career Path Task Team Meeting with David Strawbridge and Sue Williamson Documentation
21	Travel to Oro College for meeting with the Planning Group Documentation
22	Documentation
23	
24	Meeting with College Turn Around Task Team Documentation
25	Meeting with the Chairman of the Tertiary Education MTSS Group and staff from Oro College Work on MTSS Meeting with the Secretary of the Career Path Task Team

Date	Activity
26	Work on MTSS Review meeting with STL Meeting with Mrs Oyawoye, Director of Higher Education Meeting with the Commissioner Documentation
27	Travel to Abuja Documentation
28	Meeting with NCCE Meeting with Lilian Breakell and David Strawbridge Documentation
29	Meeting with Taiye Opaleke, Chairman of Oro College Council Documentation
30	Travel to Lagos
31	Meetings with: ESSPIN staff Mr Ifeanyi Peters Ugwuoke, Technical Co-ordination Manager, SPARC Mrs Gbolahan K. Daodu, Executive Chairman, Mrs I.T.Oluseye, Secretary, Permanent Members and staff of SUBEB Permanent Secretary and Director of Higher Education, SMoE Mr O. Amisu, Director and staff, Management Services and Reforms Office (MSRO)
September 1	Meeting with the Special Advisor on education to the Governor Meeting with Ms Ronke Azeez, Special Advisor on Education to the Deputy Governor Review and Documentation
2	Visit Adeniran Ogunsanya College of Education and meet: Mr Hakeem O. Ajose-Adeogun, Provost Mr Bola S. Disu, Registrar Deans
3	Visit Michael Otedola College of Primary Education and meet: Provost Deputy Provost Mrs Faramade A. Okuyiga, Acting Registrar Deans Administrative staff
4	Review and Documentation Leave Lagos
5	Arrive in UK

Annex C: Kwara State College of Education, Oro: Institutional Plan, Final Draft

KWARA STATE COLLEGE OF EDUCATION, ORO

Institutional plan

2009-12

1. Forward – a message from the Acting Provost

This institutional plan has been produced at a time of profound change for the College. Pre-service student numbers have been significantly reduced to come more nearly into line with the demand for teachers in the State and the College is to have an enhanced role in the provision of in-service education. Many details remain unresolved but the College welcomes the strategic direction offered by the State Ministry of Education and looks forward to playing its part in the fulfilment of the State's Vision encapsulated in *Every Child Counts*.

Change is often difficult and there are many challenges ahead but the opportunity exists to build upon the strengths of the College staff and the quality of the reduced student intake. Some of the challenges – and how we intend to face those challenges – are outlined in this plan. Fundamental to our approach is an on-going reorientation of learning and teaching methodologies to ensure that our students meet the needs of schools and their pupils in the 21st century.

All these changes have implications for the structure and processes within the College and these will impact on the administrative as well as the academic departments. They also impact on the financial base of the College and we look forward to a fruitful dialogue with government in order to establish a secure financial future in which the legacy of years of decay can be addressed.

It must also be expected that this plan will change over time. No plan is static, but the situation in the College is particularly dynamic because so much remains to be resolved and because many senior management positions are currently vacant. New leaders bring new ideas and it is inevitable that change will be on-going. For that reason, a relatively short time-frame has been adopted for the plan. Even so, we anticipate a rolling process with updates on an annual cycle.

This plan has been formulated after discussion with all staff at a workshop specifically arranged for the purpose. The ideas that were generated at that workshop (and particularly the analysis of strengths, weaknesses, opportunities and threats) were consolidated by a small planning team and formulated into a draft plan which was again discussed at a second workshop before being considered and approved by the College's formal decision making bodies. This consultative exercise has been valuable in itself and all staff will again be involved as part of the annual cycle of monitoring and revision.

Dr E.O. Olafimihan
Acting Provost

2. Introduction

Mission

To reposition the College as a focused, efficient and effective provider of quality professional teachers for the basic education band through well-designed and appropriately resourced pre-service and in-service programmes.

2.2 Commitment

Kwara State College of Education, Oro is committed:

to the production of quality teachers for the growth and development of basic education in Kwara State in particular and Nigeria as a whole;

to providing comprehensive and up-to-date knowledge in the training of pre-service teachers through various means including classroom teaching, exposure to laboratory work, field trips, e-learning and practical field teaching;

to the development and delivery of innovative and relevant in-service programmes to meet the needs of serving teachers in Kwara State.

2.3 Values

Everything we do must be guided by the following values:

Quality

Our objective is to focus on achieving high quality.

Equity

We will ensure that all our practices and procedures are free from discrimination on the grounds of gender, disability or ethnic origin.

Respect

We insist on the respect of individuals. The practice of cultism will not be tolerated.

Honesty

We expect honesty from all staff and students in their dealings with each other, with the College and with all stakeholders.

Transparency

We want to be open and accountable in our decision-making.

Commitment

We want our staff and students to feel committed to and satisfied in their work.

Partnership

We are keen to establish collaborations and partnerships with individuals and other organisations.

Accountability

We have a duty to society to be accountable for the fulfilment of our mission.

2.4 Key objectives

During this planning period, the key objectives of the College will be to:

Deliver high quality pre-service education

We will focus on attracting good quality students and providing a curriculum based on international best practice.

Develop relevant in-service programmes

We will respond to the need in Kwara State to provide opportunities for serving teachers to upgrade their skills and knowledge.

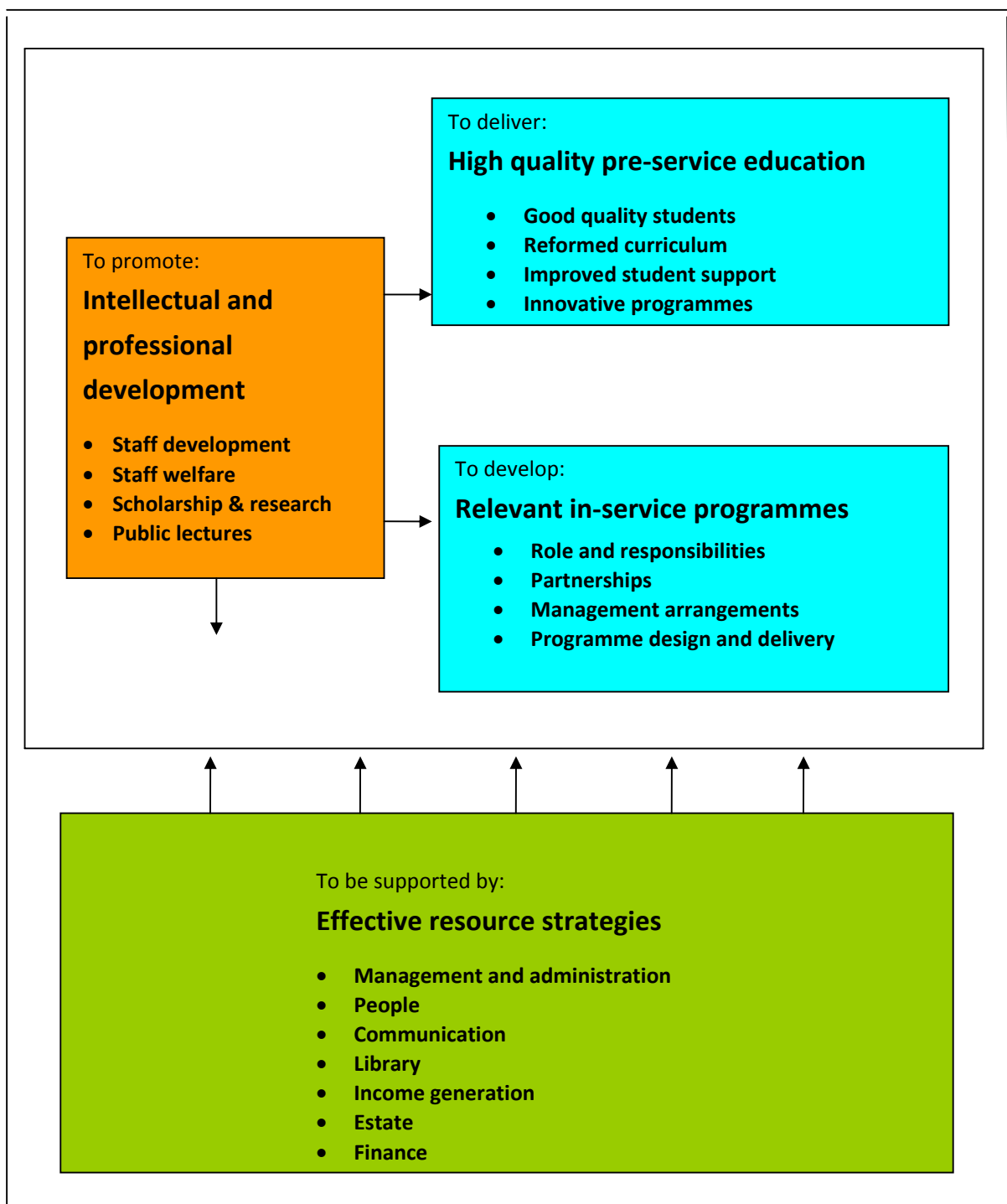
Promote the intellectual and professional development of staff

We will focus on building upon the strengths of academic and administrative staff by providing staff development opportunities and encouraging intellectual and professional development.

Develop effective resource strategies

We will support the academic objectives of the College by developing efficient and effective resource strategies.

Kwara State College of Education – key objectives



3. Pre-service education

To achieve its objectives the College will pursue the following strategies.

3.1 Attract highly qualified and motivated students

The College:

1. will be selective and will accept only those students who meet its approved standards and who have the potential to teach in the pre-basic and basic 1-9 levels of education;
2. will evolve a policy of a maximum intake of 1,000 students per year (800 Kwara-based and 200 non-Kwara-based);
3. will aim to recruit students in the ratio: 60 (basic subjects), 30 (science and technology), 10 (other).

However, actual numbers admitted will be determined on the basis of quality. Thus, the numbers admitted may be below the intake targets. We believe that the adoption of such an approach will create a niche position for the College and will be in the best interests of its students and the pupils in basic education schools in Kwara. To achieve this position the College will:

1. screen candidates who sit for and pass the Joint Admissions and Matriculation Board (JAMB) examination;
2. administer a post-JAMB examination for candidates that meet the benchmark;
3. interview candidates who successfully pass the JAMB examination;
4. admit only qualified candidates.

Although the current intake target is 1,000 pre-service students (maximum), in 2009 only 287 students were admitted (188 Kwara-based and 99 non-Kwara based). This plan is based on an intake of 1,000 students in total, but under section 6 we discuss the resource implications of admitting a reduced number. The plan also assumes that all students will progress satisfactorily. In reality there may be some drop-outs although experience tends to show that students who fail a subject repeat a year rather than withdraw. The maximum time-scale for completion is five years.

Preliminary Year

For some years the College has accepted students into a preliminary year. It intends to continue to do so for one more year (2009-10 entry) in the expectation that entry to NCE 1 will not be fully subscribed. Entry standards, however, will be strengthened and will be set at five credits including English and mathematics. Candidates will be motivated to become basic education teachers but will not have met the full entry requirements to NCE 1. There will be a maximum entry of 500.

Table 3.1: Projected student numbers (total)

Pre-service	2009 (actual)	2010	2011	2012
Year 1	287	1,000	1,000	1,000
Year 2	5,151	287	1,000	1,000
Year 3	2,569	5,115	287	1,000
NCE 1-3 TOTAL	8,007	6,402	2,287	3,000
Preliminary year	224	500	-	-
GRAND TOTAL	8,231	6,902	2,287	3,000

The following tables show separate projections for Kwara-based and non-Kwara-based students.

Table 3.2: Projected number of NCE 1-3 students (Kwara-based)

Pre-service	2009 (actual)	2010	2011	2012
Year 1	188	800	800	800
Year 2	2,266	188	800	800
Year 3	1,100	2,230	188	800
TOTAL	3,554	3,218	1,788	2,400

Table 3.3: Projected number of NCE 1-3 students (non-Kwara-based)

Pre-service	2009 (actual)	2010	2011	2012
Year 1	99	200	200	200
Year 2	2,885	99	200	200
Year 3	1,469	2,885	99	200
TOTAL	4,453	3,184	499	600

3.2 Deliver reformed curriculum

Core to the mission of the College is the development of quality teachers for Kwara State. The main way by which this can be realised is through a college curriculum for teacher education that: has a comprehensive design; is appropriately resourced; is effectively delivered; and is subject to regular quality assurance. To achieve this position the College:

1. has commenced a review of the curriculum to ensure the production of competent twenty first century teachers;
2. has adopted and will implement a Policy on Design, Delivery and Monitoring of a Quality Teacher Education Curriculum. This policy provides definitions, objectives and undertakings

in each of six areas. A summary of the undertakings is given below. The curriculum policy should be regarded as an integral part of this institutional plan;

3. will create a new College structure of three (rather than the current five) Schools: namely: Education, ECCE and Primary Education, Junior Secondary Education;
4. will allocate departments to each of these Schools. Staff will be allocated to departments according to skills and need after consultation with staff as to their preferences.

Undertakings

(i) Teacher Standards

The staff of Kwara State College of Education Oro, in the process of designing and delivering a high-quality teaching and learning programme, will place clearly defined teacher standards at its centre. These teacher standards are the foundation and ultimate goal of the curriculum of the College.

(ii) Learning programme

Learning programmes will:

- provide explicit links to specific teacher standards;
- ensure that all learning will be based on best-practice in the design of teaching and learning processes and assessment;
- ensure that all learning will be student-centred;
- provide for a set of learning activities that present an appropriate mix and balance of practical and theoretical work and contexts.

(iii) Learning materials

Learning materials will include: written materials, specialized equipment, community resources and improvised resources.

Lecturers will produce appropriate written learning materials of high quality for each and every course in the College and will make maximum use of other learning materials.

The College will aim to provide funding support for the development, provision and use of learning materials

(iv) Assessment

Students will receive appropriate feedback after every assignment. At the end of a year, an overall assessment report will be provided to each student. This report will state the student's achievement against each of the Teacher Standards, through a rubric.

(v) Teaching practice

The Teaching Practice programme will expose students to practical skill acquisition and the opportunity to obtain the ethics of the profession. It will be undertaken in the appropriate school context; will expose students to all activities of the school; and will be effectively supervised and monitored.

(vi) **Quality assurance**

The College, through its Academic Board, will put in place appropriate instruments and processes to monitor that all aspects of the Teacher Education Curriculum exhibit acceptable quality.

Effects

Among the effects of the reform and the adoption of the Curriculum Policy are:

- (i) an improvement in the learning experience of students through a reduction in student numbers leading to an improved teacher:pupil ratio enabling more attention to be given to individual students;
- (ii) a move towards learner-centred teaching;
- (iii) an improvement in the value of the practical exposure of students through an increase in the time allocated to teaching practice;
- (iv) improved micro-teaching and teaching practice programmes to properly groom pre-service students;
- (v) the strengthening of the good working relationships which exist with local schools;
- (vi) the commencement of a re-orientation of staff, through workshops and the development of the curriculum policy, to focus on the delivery of a quality curriculum;
- (vii) a re-invigoration of the College's staff development programmes;

3.3 Improve student support

In addition to curriculum related matters, the College also recognizes that it has an obligation to enhance the quality of student support. To achieve this, the College will address the following issues:

1. Computer literacy

The College will provide facilities and teaching to enable students and staff to become ICT compliant.

The College has a Centre for Educational Technology (CET) where students are exposed (at present minimally) to information and communications technology (ICT) through a course in the School of Education. The College intends to provide additional facilities in the centre to accommodate more students for practical sessions before they are exposed to ICT facilities in the College Internet Centre.

In addition, the College currently runs computer literacy programmes for both staff and interested members of the local community as a way of boosting the revenue generation base of the institution. Expansion of the Centre for Educational Technology would provide opportunities for additional commercial activities.

In 2009, an arrangement was introduced whereby the student fee included N5,000 for students to use the internet. This arrangement, which is intended to encourage students to use internet facilities, will be kept under review.

2. Counselling Centre

The College has already recognized the need for a professionally run Counselling Centre to which students can turn for advice. The foundations for such a centre have been laid and the College intends to complete and equip the building and appoint a Counsellor and support staff.

We believe that such a centre could also be a valuable resource for practicing teachers as well as students. In order to recoup the cost of providing this facility to practising teachers, and in order to avoid the cost of consultation falling upon individuals, we will explore with government a partnership arrangement in which the College will provide a service facility for teachers in local schools funded by government.

3. Language laboratory

Both the revised curriculum and the needs of serving teachers require an emphasis on language. At present the laboratory has 35 cubicles with equipment which is now outdated. To implement effectively the language aspect of the curriculum the College intends to upgrade the existing language laboratory with adequate and modern equipment.

Such a facility could be heavily used on pre-service and in-service programmes. Consequently we shall be discussing funding arrangements with government but the College also intends to foster relationships with reputable financial institutions and other corporate bodies for the provision of relevant facilities and teaching materials.

4. Students' Union

The College believes in the importance of maintaining good relationships between the students' union body and the college management. Consequently, the College will ensure periodic interactive sessions and arrangements will be made for students to sit on some College committees where appropriate.

5. Students' welfare

The College recognises the importance of a conducive learning environment. Consequently, the College will seek to ensure adequate hostel and other facilities.

6. Sports facilities

The College believes that a sound mind in a sound body ultimately guarantees sound moral and intellectual development.

The College will seek to provide adequate sporting facilities to enhance the required sound mind.

7. Medical Centre

The College believes that the importance of good health cannot be over-emphasised. Consequently, it will seek to strengthen the Medical Centre through the appointment of additional qualified medical personnel with adequate supplies of relevant drugs to cater for the health needs of both staff and students.

3.4 Develop innovative programmes

The College will respond to identifiable need to extend its provision of programmes. During the current planning period it will pursue the following initiatives:

1. Early Childhood Care Education (ECCE)

To provide a befitting ECCE Centre fully equipped to enhance the necessary pre-basic services.

In line with the National Policy on Education, all Colleges of Education in the country should, as a matter of compulsion, have a Department of Early Childhood Care Education (ECCE). In response to this, the College has recently created this new department. During the current year, the department has five students. It is instructive to add that the curriculum for this course has already been put in place by the National Commission for Colleges of Education (NCCE).

The College will seek to increase the number of students admitted to the ECCE Department and will make concerted efforts to market the course to prospective candidates through adequate advertisements on the College website and in national dailies.

2. Teaching in rural areas

It has been observed that most teachers abhor rural postings due to what they consider as city attractions. In the light of this, there is the urgent need to have dialogue with government on the essence of providing incentives for teachers posted to rural communities.

We will initiate such a dialogue to explore the possibility of establishing a partnership in which government provides scholarships for the training of suitably qualified people (particularly females) from rural areas who will train as teachers and then return to their rural areas for a minimum period. For our part, we would be prepared to administer a scheme in which such students are admitted on the condition that they will return to their rural area. During their period at the College they would follow the normal curriculum supplemented by an additional programme designed to prepare them for teaching in rural schools.

4. In-service provision

Recent assessment of teacher capability in Kwara State has demonstrated the urgent need for an extensive and sustained programme of teacher development. The government has recognized that the College should play a major role in in-service provision. The College welcomes this development and whilst recognizing the major challenge believes that its own programme of curriculum reform and staff development place it in a good position to be able to offer programmes that will be of benefit to serving teachers.

In order to utilise the skills of existing staff, the College envisages the following arrangements:

- (i) a structure in which the current Directorate of Continuing Education will be expanded and will act as a management unit for in-service programmes;
- (ii) the terms of reference for, and structure of, the Directorate will be reviewed;
- (iii) the Directorate will be an administrative unit; teaching staff will be drawn from staff in the departments offering pre-service courses;
- (iv) subject to government policy, in-service programmes will be self-funding. Costs will be calculated taking account of all capital and recurrent costs associated with the in-service activity, including, but not necessarily limited to, staff time, staff travel, teaching and learning materials and infrastructural support.

The challenge is so great, however, that the College recognizes that it is likely to be one of a number of providers. It stands ready to collaborate with partner institutions and will actively seek such collaboration.

During the current planning period, the College will:

- (i) engage with government to develop its role in providing in-service programmes;
- (ii) play an active part in the development of a qualifications framework for in-service programmes;
- (iii) engage with potential partner institutions to explore joint arrangements;
- (iv) develop the detail of in-service programmes;
- (v) develop institutional management arrangements for in-service delivery;
- (vi) commence the delivery of programmes as and when appropriate.

The Directorate of Continuing Education (DCE) will play a major role in formulating future arrangements, drawing upon over twenty years experience of NCE and diploma courses for sandwich students. These courses have focused on the needs of teachers at different levels (grades 5-7; grades 8-10; grades 12 and above) with the expectation that each group would be trained for two months with three groups featuring each year. If a group became too large in number, it was broken into two or more groups, as the case may be. Every teacher might expect to be trained every five years. This mode of operation has involved: completion of application forms by every trainee; course content covering the areas of psychology, curriculum studies, subject/teaching methodology and basic English; teaching courses of eight weeks with

examinations lasting for two weeks; and design and distribution to the trainees of certificates of attendance showing performance.

At this stage it is premature to be definitive about future arrangements, but it is envisaged that programmes will be designed by the Directorate with the help of Deans and Heads of Department and will be focused on meeting the needs of serving teachers in line with government policies and priorities and funding arrangements.

5. Intellectual and professional development

The College recognizes that its greatest resource is its staff and that they must be given the opportunity and support to fulfil their potential. This will not only improve the quality and motivation of staff but will also enable the College to develop its scholarly activities and to deepen the intellectual life of the campus. To achieve this, the College will:

5.1 Staff development

Develop and implement policies and programmes for the professional development of both academic and administrative staff. To achieve this, the College will:

- (i) review current policies, the extent to which they are implemented and their effectiveness;
- (ii) review practices and procedures at other institutions to establish best practice;
- (iii) formulate a Staff Development Framework: important issues include:
 - sabbatical leave entitlement;
 - support for study towards higher degrees and professional qualifications;
 - a mentoring programme for new members of staff;
 - staff exchange arrangements at a regional, national and international level;
- (iv) establish appropriate arrangements for the organisation and delivery of staff development programmes;
- (v) establish procedures for making widely available staff development opportunities.

The Staff Development Policy for Administrative Staff as already drafted in consultation with the staff of the Registry Department will be finalized and implemented as an integral part of this institutional plan.

5.2 Staff welfare

Make adequate provision for staff welfare.

The College currently has no recreational facilities for staff. It will seek to address this situation by providing:

- a functional staff club;
- a standard guest house;
- adequate and well-furnished office accommodation with standard toilets.

5.3 Scholarship and research

Increase support for research and scholarship.

The College recognises that an integral part of intellectual and professional development is the pursuit of research and scholarship. Section 5.1 has already made reference to a staff development policy that will facilitate study towards higher degrees and professional awards. Such awards should foster a spirit of enquiry that will feed back into campus life, will inform teaching and will create a body of staff who are reflective practitioners.

We will encourage staff to publish their work, to seek collaborations with well established and research active departments in other institutions for mutual benefit, and to seek funding for research projects.

We visualise a growth in research activity both at the level of the individual and in collaborative groups. We will encourage the formation of research teams and the development of research units where this is advantageous for a group of staff with common interests. We will also encourage an expansion of research seminars as a way of fostering interaction and encouraging a spirit of research and scholarship.

5.4 Public lectures programme

The College will expand its public lecture programme as a means of:

- supporting the intellectual life of the College;
- providing an opportunity for staff and invited lecturers to share experiences;
- as an outlet for reports on research projects and scholarship activities;
- raising the external profile of the College.

The Eminent Personalities Lecture Series Committee was established with the intention of organising public lectures akin to the inaugural lectures of universities. So far, a public lecture and a post-doctoral lecturer have been delivered. This committee will be responsible for increasing activities in this area.

6. Resource strategies

The previous sections lay out the College's ambitions. This section sets out broad strategies to support those ambitions. The College recognizes that its historic funding arrangements mean that it is starting from a low base in terms of funding and infrastructural support. Consequently, it will continue to pursue a dialogue with government in which it will explore ways in which a funding regime might be established which will enable the College to plan for the future within a reasonably consistent funding methodology. The College envisages that this funding regime will include a number of funding sources including government subvention, student fees and other College generated sources of income.

Notwithstanding the financial and infrastructural needs, the College recognizes that there is much that can be undertaken within existing resources, particularly in terms of improved management and administrative support to the College's academic endeavours.

To achieve our objectives we will:

6.1 Management and administration

- 6.1.1 Review academic and administrative structures to ensure that they are consistent with supporting the objectives of the College.
- 6.1.2 Review management procedures and practices to ensure efficiency and effectiveness.
- 6.1.3 Review procedures and practices for data collection, recording, analysis and dissemination to facilitate effective management.
- 6.1.4 Work towards the formulation and implementation of effective quality assurance procedures.

In this regard the Curriculum Policy has already incorporated provisions whereby the College Academic Board will oversee the Quality Assurance process and will put in place appropriate instruments and processes to monitor that all aspects of the Teacher Education Curriculum exhibit acceptable quality.

It is the intention of the College to extend these principles to other areas of academic and non-academic activity. Some of the issues already identified for attention include:

- (i) lecture attendance by both lecturers and students;
- (ii) classroom interaction with students;
- (iii) formative evaluation of classroom tests and assignments, etc;
- (iv) semester examination results of students and teaching practice assessments;
- (v) overall students' grades in their courses of study and the performance of College graduates in placement examinations;
- (vi) adequate records of college graduates on a yearly basis.

As an integral part of the monitoring process of the curriculum, the Academic Board will establish sub-committees that will monitor specific aspects of the curriculum for report to the Academic Board. For example, the Academic Board of Study, a committee of the College Academic Board, will scrutinise semester and final results before results are finally presented to the Board. It is intended that this process will be expanded to other activities in due course, drawing upon the experience gained in the monitoring of the curriculum.

6.2 People

- 6.2.1 Recruit and retain high quality staff.
- 6.2.2 Develop and adopt policies and programmes for professional development to ensure a highly qualified and diverse community in which staff have the opportunity to reach their full potential. Further details are given in section 5.1.

Tables 6.1 – 6.4 show staff numbers and staff:student ratios (as at June 2009).

Table 6.1: Numbers of academic and non-academic staff

	2009	
Academic		140
Senior non-academic		127
Junior non-academic		
Security Unit		
	47	
Drivers	22	
Library	12	
Clinic Unit	7	
Other	61	
Total		149
TOTAL		416

Table 6.2: Projected academic staff numbers by School

School	2009 (actual)	2010	2011	2012
Education	26			
Science	35			
Arts & Social Sciences	36			
Languages	23			
Vocational & Technical	20			
Retirements		2	1	1
Total	140	138	137	136

Table 6.3 shows staff:student ratios (SSRs) by comparing academic staff numbers (table 6.1) with student numbers (table 3.1).

Table 6.3: Projected pre-service staff:student ratios

Pre-service	2009 (actual)	2010	2011	2012
Pre-service student numbers	8,231	6,902	2,287	3,000
Academic staff numbers	140	138	137	136
Staff : student ratio	58.8	50.0	16.7	22.1

Notes:

- (i) NCCE guidelines indicate an SSR of 1:25.
- (ii) A “steady state” with an intake of 1,000 pre-service students on current staffing projections would give an SSR of 1:22.1.
- (iii) For comparative purposes, an SSR of 1:25 with 3,000 students implies a staffing level of 120 (ie 16 fewer staff than projected). This could be compensated by in-service activity which equated to 400 full-time equivalent students.
- (iv) Should pre-service student numbers be maintained at the level of the 2009 intake (ie 287 rather than the target of 1,000) this implies a “steady state” SSR of 1:6.3 (ie 861 students, 136 staff).
- (v) The calculations include, as academic staff, the Provost, Deputy Provosts and Deans who may have a reduced teaching load.

Table 6.4: Projected non-academic staff numbers

School	2009 (actual)	2010	2011	2012
Senior non-academic	127			
Retirements		1	2	
Total	127	126	124	124
Junior non-academic				
Security Unit	47			
Drivers	22			
Library	12			
Clinic Unit	7			
Other	61			
TOTAL	149			
Retirements			3*	
Total	149	149	146	146

* Library 1; Other 2

6.3 Communications

- 6.3.1 Improve internal communications in order to increase consultation and transparency and to increase the sense of ownership of the College's objectives and decisions.
- 6.3.2 Improve external communications to raise the profile of the College and to disseminate information on the reform process.
- 6.3.3 Continue and strengthen existing links with the local community so that the local community is sensitized to the developmental needs of the College and the College community is sensitive to the impact of its developments on the local community.

6.4 Library

Seek to provide a library of a standard consistent with the achievement of academic excellence. To achieve this we will:

- (i) formulate and implement a Library Development Plan;
- (ii) expand library capacity to accommodate 1,000 students (from the current capacity of 400);
- (iii) institute a phased programme of acquisitions in accordance with the Library Development Plan;
- (iv) develop the library as an information centre for both staff and students;
- (v) develop a modern and well-equipped library for each of the schools in the College to meet the needs of all academic departments, in addition to the general library.

6.5 Estate

Seek to provide an estate of a standard befitting a centre of excellence.

There are many challenges facing the College in terms of improving the standard of infrastructure and facilities. During the course of developing this plan there have been many suggestions as to areas of improvement and some of those find expression in earlier sections. The College is conscious, however, of the following factors:

- (i) The new curriculum is leading to the establishment of a new school structure and new departmental groupings. This process is in the early stages of discussion and will inevitably impact on infrastructural requirements and the location of buildings serving departmental and school needs.
- (ii) With the availability of limited funding, developments will have to be prioritised. That exercise will need to take account of the academic priorities outlined in this plan.
- (iii) Capital expenditure will be largely reliant on government support. Government will expect the College to put forward a consistent and consolidated assessment of need.
- (iv) A new management team is shortly to assume office. It might be expected that the team will wish to review academic developments and the various priorities outlined in this plan.

For all these reasons, the College believes that it would be wrong to make premature suggestions for infrastructural expenditure before the implications of academic restructuring have been clarified. On the other hand, the College is conscious that Government might wish to make some more immediate contribution towards capital expenditure.

Consequently, the College will seek to achieve its objectives by:

- (i) establishing a task team to work with the Director of Works with a view to developing, within a three month period, a comprehensive and costed Estates Strategy;
- (ii) engaging with government to establish a phased approach to the implementation of the Estates Strategy.

6.6 Finance

6.6.1 Continue a dialogue with government to establish a satisfactory funding base in which Government:

- continues to assume responsibility for the full payment of staff salaries and allowances (to mitigate the vagaries of student population or the ability of the College to generate money);
- pays correct wages (salaries and allowances) in line with the specifications of the Salaries and Wages Commission which obtain in similar colleges, so that staff already prepared for the improved changes are not attracted to institutions paying correct wages;
- supports research work, the College awareness programme and the equipping of a befitting ECCE centre;
- enables borrowings to be curtailed within a level that will not pose a threat to the well-being of the College.

6.6.2 Review the College's internal resource allocation mechanisms to ensure that:

- funding supports the College's objectives and priorities;
- decision-making takes place at the most appropriate level (and will consider the extent to which the allocation of resources should be to Schools with Deans as budget holders).

6.6.3 Aim to support the provision of learning materials by allocating adequate funding to the development and maintenance of the following:

- Centre of Educational Technology resources
- Departmental resource rooms and laboratories
- College and department library resources
- ICT

6.6.4 Aim to establish a budget to support academic and non-academic staff development.

6.6.5 Aim to provide high quality, cost-effective hostel accommodation. Estimates of occupancy are shown in table 6.5 and estimated income and expenditure figures in table 6.6.

Table 6.5: Student hostels - occupancy

	Available	Occupied (Actual)	Occupied (Estimate)		
		2009	2010	2011	2012
NCE 1	352	52 (M 24; W 28)	70 (M 51; W 19)	130 (M 100; W 30)	150 (M 100; W 50)
NCE 2	164	65 (M 30; W 35)	120 (M 84; W 36)	150 (M 100; W 50)	150 (M 100; W 50)
NCE 3	78	39 (M 21; W 18)			
Sandwich & in-service		55 (M 32; W 23)	100 (M 60; W 40)	120 (M80; W 40)	150 (M100; W 50)

Table 6.6: Student hostels – income and expenditure

	Actual	Estimated		
	2009	2010	2011	2012
Income				
NCE 1	104,000	140,000	260,000	300,000
NCE 2	195,000	360,000	450,000	450,000
NCE 3	78,000			
Sandwich & in-service	165,000	300,000	360,000	450,000
TOTAL	542,000	800,000	1,070,000	1,200,000
Expenditure				
Provision of water	504,000	306,000	306,000	306,000
General maintenance	150,000	120,000	120,000	120,000
TOTAL	654,000	426,000	426,000	426,000

6.6.6 Keep under review student fees and, in the interests of transparency and efficiency of collection, incorporate fees for on-line access.

6.6.7 Seek to increase funding to the College through income generating activities. In doing so, the College will adopt the following principles:

- (i) the activity will be consistent with the institutional mission;
- (ii) the activity will be consistent with the values of the College and will be expected to enhance the quality and reputation of the College;
- (iii) the activity will be fully costed and will be expected to provide net income to the College.

With the above principles in mind, and conscious that (i) the immediate staff priority should be on creating a quality pre-service programme and (ii) in the longer term efforts will be needed to develop in-service programmes, current activities have been reviewed and the following will be discontinued:

- (i) degree programme from the University of Ado Ekiti;
- (ii) part-time NCE correspondence course;
- (iii) IJMB.

Financial forecasts

The College is in the process of reviewing its financial management processes and budgetary procedures, but an indicative and very broad recurrent income and expenditure estimate over the next three years, on a break-even basis, is shown in table 6.7.

Table 6.7: Indicative recurrent income and expenditure estimates (Nm)

	2010	2011	2012
INCOME			
Government subvention ^{1&2}	191	195	198
School fees	141	58	76
Other proceeds ³	19	19	19
TOTAL	351	272	293
EXPENDITURE			
Staff expenditure ²			
Academic staff	113	115	116
Non-academic staff	78	80	82
Total staff	191	195	198
Non-staff expenditure	160	77	95
TOTAL EXPENDITURE	351	272	293
Student numbers	6902	2287	3000

Notes:

- (1) The estimates are based on staff expenditure being matched by the government subvention.
- (2) The staff expenditure figures are based on current salary scales. If the new Consolidated Tertiary Institution Salary Scale (CONTISS) is introduced, the staff salary expenditure would rise to N377m at 2009 costs.
- (3) At 2009 levels.

7. Monitoring progress

The objectives outlined in this plan will form the basis of the College's activities over the next three years, but it will inevitably be subject to change as the College develops. It will also need to be amplified as in many areas it has only been possible to provide broad areas of activity. It is intended that the plan will be kept under review and will be subject to a revision in one year's time.

The review that will inform the subsequent revision will be consultative and will involve both the policies and strategies outlined in this plan and the impact of those policies and strategies on the quality of the College's activities.

Feedback on the plan, as part of the quality assurance processes outlined in section 6, will be assessed with a view to identifying areas needing adjustment and/or improvement in the College's bid to provide quality training for prospective and serving teachers in ECCE and the basic 1-9 classes in the State.

ANNEX: Kwara State College of Education, Oro: INSTITUTIONAL PLAN 2009-12: Summary of Objectives, Targets and Activities

Objectives	Targets	Activities
1. To deliver high quality pre-service education	1.1 Attract highly qualified and motivated students	1.1.1 Screen candidates who pass JAMB examination
		1.1.2 Administer post-JAMB examination
		1.1.3 Interview candidates who pass JAMB
		1.1.4 Admit only qualified candidates
	1.2 Deliver reformed curriculum	1.2.1 Implementation of teaching standards
		1.2.2 Implement quality learning programme
		1.2.3 Provide learning materials
		1.2.4 Conduct regular and purposeful assessment
		1.2.5 Effective use of teaching practice and micro-teaching
		1.2.6 Develop and apply quality assurance procedures
		1.2.7 Establish new College structure with three Schools
		1.2.8 Allocate departments to Schools
		1.2.9 Allocate staff to departments
	1.3 Improve student support	1.3.1 Improve facilities to enhance computer literacy
		1.3.2 Complete, staff and equip Counselling Centre
		1.3.3 Upgrade and equip language laboratory
		1.3.5 Foster good relationships with the Students Union
		1.3.6 Ensure conducive learning environment for students
		1.3.7 Provide adequate sporting facilities
		1.3.8 Strengthen the Medical Centre
	1.4 Develop innovative programmes	1.4.1 Expand Early Childhood Care Education (ECCE) programme
		1.4.2 Explore establishment of a scheme focussing on teaching in rural areas
2. To develop relevant in-	2.1 Formulate arrangements for in-	2.1.1 Engage with government to develop College's in-service role
		2.1.2 Development of a qualifications framework for in-service programmes

Objectives	Targets	Activities
service programmes	service delivery	2.1.3 Explore joint arrangements
	2.2 Develop and deliver programmes	2.2.1 Develop the detail of in-service programmes
		2.2.2 Develop institutional management arrangements for in-service delivery
		2.2.3 Commence the delivery of programmes
3.To promote the intellectual and professional development of staff	3.1 Develop and implement staff development policies and programmes	3.1.1 Review current staff development policies
		3.1.2 Review practices and procedures at other institutions
		3.1.3 Formulate a Staff Development Framework
		3.1.4 Establish organisational arrangements
		3.1.5 Establish procedures for dissemination of information on programmes
	3.2 Make adequate provision for staff welfare	3.2.1 Establish a functional staff club
		3.2.2 Establish a standard guest house
		3.2.3 Provide adequate and well-furnished office accommodation
		3.2.4 Establish entitlement of annual leave for all categories of staff.
	3.3 Increase support for research and scholarship	3.3.1 Support staff publications
		3.3.2 Seek partnerships to foster research and scholarship activity
		3.3.3 Seek funding for research projects
		3.3.4 Expand research seminars
		3.3.5 Establish structures to support groups of researchers
	3.4 Expand public lecture programme	3.4.1 Programme to be formulated by Eminent Personalities Lecture Series Committee
		3.4.2 Deliver programmes
4. To develop effective resource strategies	4.1 Improve the quality of management and administration	4.1.1 Review academic and administrative structures
		4.1.2 Review management procedures and practices
		4.1.3 Review procedures and practices for data collection, recording, analysis and dissemination
		4.1.4 Develop and implementation quality assurance procedures

Objectives	Targets	Activities
	4.2 Support and motivate staff	4.2.1 Recruit and retain high quality staff
		4.2.2 Promote and encourage staff development
	4.3 Improve communications	4.3.1 Improve internal communications
		4.3.2 Improve external communications
		4.3.3 Strengthen links with the local community
	4.4 Improve library provision	4.4.1 Formulate and implement a Library Development Plan
		4.4.2 Expand Library capacity to accommodate 1,000 students
		4.4.3 Institute a phased programme of acquisitions
		4.4.4 Develop the library as an information centre
		4.4.5 Develop libraries in each school of the College
		4.5.2 Encourage the formulation of proposals
	4.6 Improve the quality of the estate	4.6.1 Establish a Task Team to work with the Director of Works
		4.6.2 Formulate an Estates Strategy
		4.6.3 Engage with government to establish a phased approach to the implementation of an Estates Strategy
	4.7 Develop financial strategies	4.7.1 Dialogue with government to establish funding base
		4.7.2 Keep under review the level of student fees
		4.7.3 Seek income generating activities that are consistent with the mission of the College
		4.7.4 Withdraw from activities that are not consistent with the mission of the College
		4.7.5 Review internal resource allocation methodology
		4.7.6 Support high quality, cost effective hostel accommodation
		4.7.7 Support provision of learning materials
		4.7.8 Support staff development

Annex D: Kwara State College of Education, Oro; Institutional Plan Next Steps

KWARA STATE COLLEGE OF EDUCATION, ORO

Institutional plan

Next steps

At its meeting on 21 August, the Planning Committee finalised a draft institutional plan and considered a timetable of subsequent activities. The following steps are suggested.

1. The draft plan will be submitted to the Senior Management Team for consideration.
2. Copies of the draft plan (to be provided by the ESSPIN office) will be given to all members of staff.
3. A meeting of all staff will be arranged at which members of the Planning Committee will explain the content and rationale of the plan and the need for implementation. Members of the College Turn Around Task Team will be present and will contribute.
4. Following this staff meeting, arrangements will be made for staff to consider the draft plan. Deans and Heads of Department will be asked to co-ordinate meetings and to submit comments to the Chairman / Secretary of the Planning Group by a date to be specified.
5. Comments will be considered by the Planning Committee and the draft plan will, if thought necessary by the Planning Committee, be revised.
6. The revised draft will be submitted for consideration by the College authorities (eg Senior Management Team, Finance and General Purposes Committee, Academic Board and College Council).
7. The aim will be to complete the above process by the end of September. (It is not unusual for institutions to arrange special meetings of their Academic Board and Council to consider their institutional plan.)
8. Arrangements will be made to implement the plan. Members of the Senior Management Team, Deans and Heads of Department will be asked to formulate work plans for three month periods to itemise intended action.
9. The Senior Management Team will establish a mechanism for monitoring progress at the end of each three month period.
10. The Academic Board and College Council will receive progress reports. The College Council has a particular responsibility for ensuring implementation of the Plan (and might wish to become particularly involved with the formulation of an estates strategy and financial strategy).
11. The plan as a whole will be kept under review and updated annually.