

Education Sector Support Programme in Nigeria (ESSPIN)

Input Visit Report

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

Report Number: KW 312

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December 2009

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in Nigeria

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December 2009 Visit Report

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Acronyms and Abbreviations

ECCE	Early Childhood Care and Education
ESSPIN	Education Sector Support Programme in Nigeria
MTR	Mid-Term Review
NCCE	National Commission for Colleges of Education
SESP	State Education Sector Project
SMoE	State Ministry of Education, Science and Technology
SMT	Senior Management Team
STL	State Team Leader
TORs	Terms of Reference
TRAPCO	Teacher Recruitment, Appointment and Promotion Committee

Abstract

The report outlines progress on (i) planning and management issues at Oro College and (ii) the development of a Teacher Career Path within Kwara State. It summarises on-going discussions with the Director of Higher Education; liaison with NCCE, a review of reports on colleges of education and participation in the SESP MTR.

Executive Summary

Oro College

1. The post of Provost has now been filled and a series of meetings was held with him. With the exception of the post of Librarian, this completes the appointment of the Senior Management Team (SMT). For the first time since ESSPIN's involvement commenced, there is now in place a stable and active senior management team, committed to the reform.
2. An "away-day" was held with the SMT and deans of the new schools at which the focus was on the role and functions of the SMT. Separate sessions were held on curriculum review, the institutional plan and key priorities.
3. The "away-day" with the SMT and discussions with the Chairman of Council have reinforced the need to focus on issues of governance as well as management and in particular the apparent "disconnect" between the SMT and Council.
4. The Planning Committee has completed its work on the Institutional Plan and a draft has been submitted to the SMT for consideration and allocation of responsibilities. Work has commenced on an Estates Strategy.
5. Discussions were held with the Registrar. A job description for School Administrators was drafted (Annex C) – a priority given the need to enhance administrative support to the new Schools. The Registrar has identified enhanced computerisation as a priority for improving management effectiveness. The various aspects of the issue (identification of need, administrative processes, staff capacity, etc) might be considered during the next visit.

Career Path

6. The report from the Task Team on recruitment, assessment and promotion systems was considered at a joint meeting with the Task Team for Institutional Development. It was agreed to establish a joint Task Team to review the recommendations and to draft an integrated report for consideration by stakeholders.

Purpose of the Consultancy

7. 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>A new Provost was appointed shortly before the current visit and a series of meetings was held with him. The previous Acting Provost has assumed the role of Deputy Provost. With the exception of an Acting Librarian, all senior management positions are now filled and deans for the new School structure have been appointed.</p> <p>For the first time since ESSPIN's involvement commenced, there is now in place a stable and active senior management team, committed to the reform.</p> <p><u>"Away-Day"</u></p> <p>Following discussions with the Provost, Deputy Provost and Registrar, an "away-day" was held with the Senior Management Team (SMT) and new deans. The focus of the "away-day" was on the role and function of the SMT; its interaction with the main (formal) committees of the College; and how it could enhance the effectiveness of those committees, especially the College Council. It reviewed progress on curriculum reform and the Institutional Plan. Members identified key issues and priorities for their units/Schools over the next three months. The "away-day" highlighted a number of issues, particularly in relation to decision-making processes, that will need to be re-visited.</p>	<p>Members agreed to write-up and submit to the Provost their key issues and priorities. These might form a useful starting point for the next visit.</p>

Support the implementation of a development plan for managerial and administrative staff.	See below in the context of discussions with the Registrar.	
Support continued enhancement of planning and management capacity.	<p>Institutional Plan Before the visit, the Planning Committee had reviewed the draft Institutional Plan in the light of comments from the meeting of all staff held during the last visit.</p> <p>Following a review meeting with the Chairman of the Planning Committee, a meeting of the Planning Committee was convened at which the draft Institutional Plan was finalised for submission to the SMT.</p> <p>Estates Strategy The Planning Group established to work with the Director of Works to produce an Estates Strategy has held initial meetings. A document, "Estates Strategy – headings" (Annex C of my last report), has been made available for guidance.</p> <p>Registry Discussions with the Registrar led to the identification of an immediate priority – job descriptions for School Administrators, given the imminent establishment of School Boards and a need to improve levels of administrative support to Schools. A job description was drafted (Annex C).</p> <p>The Registrar also identified enhanced computerisation as a priority for improving management effectiveness. There are a number of aspects to this issue. The current ICT Department is a public / private partnership.</p>	<p>It was agreed at the SMT "away-day" (see above) that the SMT would review the Plan, revise it as necessary, allocate responsibilities and dates for completion of activities and would submit a final draft to the Academic Board and the Council at their January meetings.</p>

	<p>Students register on-line and some management information is therefore available – but the linkages between the ICT Department and the Registry / Bursar’s Office are not entirely clear. On the next visit it may be worth spending some time on a focused investigation of (i) what data are (or could be) available from the present system (ii) the management information requirements of the College (iii) the effectiveness of current procedures and staff capacity to meet those requirements (in terms of collection, analysis, reporting and dissemination) (iv) the way forward.</p> <p>No doubt there will be an identifiable need for enhanced ICT in administrative departments, but past discussions and impressions indicate that an initial focus might be on improvement in procedures, staff development and improved linkages between the ICT Department and the administrative departments.</p> <p>Finance</p> <p>Discussions with the Bursar indicate that the College is still having to supplement staff salaries from internally generated income because government is not providing full salary costs. This hampers the reform process. (It was understood initially that government would provide salary costs and that internally generated income would fund improved teaching and learning materials. The MTSS process has not, so far, included salaries and has not, therefore, highlighted this key issue.)</p> <p>Oro College Governing Council</p> <p>Further discussions were held with the Chairman of the College Council and it was agreed to hold an “away-day” for members of the College</p>	<p>The provisional arrangement is that the “away-day” should be held at the Kwara Hotel. The first session should be at 5pm on Tuesday 16 February followed by dinner; the “away-day” should conclude after lunch on 17 February.</p>
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	Council and SMT (some of whom are members of the Council). The agenda for the “away-day” would be (i) Aims and objectives of the College (ii) Functions and role of the Council (iii) The “disconnect” between the Council and the SMT. The Chairman would announce the “away-day” at the meeting of the Council in December and invite ideas for topics for discussion.	
Support effective implementation of quality assurance arrangements.	The SMT and deans have put in place arrangements to monitor the progress of staff in delivering the new curriculum. (Jaap Kuiper may comment further in his report.)	
Career Path		
Support the work of the Task Groups charged with the development and implementation of a Teacher Career Path.	The report from Task Team B on recruitment, assessment and promotion systems was considered at a joint meeting of Task Teams A and B and the Task Team for Institutional Development. It was agreed to establish a joint Task Team to review the recommendations including the formulation of TORs for TRAPCO. A draft report would be circulated to members of the Task Teams for comment before presentation to a meeting of stakeholders and subsequent publication of a final document.	It was agreed that the draft report should be prepared by 14 January with comments from the Task Teams to be received by 21 January. This would facilitate a review of progress and a meeting of stakeholders during the next visit (towards the end of January) by Baki Mlalazi.
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.	Discussions have continued with the Director of Higher Education, but time restrictions and availability curtailed further progress during this 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.		
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 review meeting was held with Dr Alex Maiyanga, Deputy Director of NCCE. A range of issues was discussed in the context of collaboration.	John Kay will consider co-operative arrangements during the period of the next visit.
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.	The reports on colleges of education in Jigawa, Kano and Kaduna were reviewed in the context of the need for ESSPIN to restrict TA support. Comments were submitted to John Kay.	John Kay will consider arrangements for representatives of (i) colleges of education in Jigawa, Kano and Kaduna and (ii) SMOEs to hold a meeting at Oro College to review Oro College reforms and to consider issues of mutual interest. NCCE would also be invited.

Monitor the College Transformation and the Career Path developments with a view to supporting the mutually beneficial development at institutional, state and federal levels.		
Undertake such other tasks as may, from time to time, be agreed.	<p>Participation in the World Bank Mid-Term Review of SESP including, in particular, submission of comments on the Teacher Professional Development (TPD) component of SESP.</p> <p>Participation in an Output 2 workshop, including a presentation on the Oro College reforms.</p>	

Background

8. The visit was undertaken during the period 15 November – 12 December 2009 and represented the third of six anticipated visits over a period of one year from 1 August 2009.
9. Most aspects of the assignment represented on-going activity and built upon previous assignments.

Findings and Issues Arising

10. In general terms, these have been covered within the section above on Achievement of the Terms of Reference and in the various annexes.
11. However, the “away-day” with the SMT and discussions with the Chairman of Council have reinforced the need to focus on issues of governance as well as management and in particular the “disconnect” between the SMT and Council.

Options and next steps

12. Detailed notes of immediate follow-up action have been sent to the STL.
13. The next visit is anticipated to be of four weeks, commencing during the second week in February. It will continue activities in accordance with the agreed annual work plan and terms of reference. More specifically consideration might be given to:
 - a. The facilitation of an “away-day” for the Council and the Senior Management Team at Oro College focusing on issues of governance;
 - b. a focused investigation on computerisation and management information – requirements, availability, analysis, use, dissemination and staff capacity;
 - c. the facilitation of a meeting between representatives of colleges of education in ESSPIN States to review Oro College reforms and to discuss issues of mutual interest.

Annexes 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

1. 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

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

Other

1. 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;
2. 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;
3. monitor the College Transformation and the Career Path developments with a view to supporting the mutually beneficial development at institutional, state and federal levels;
4. 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

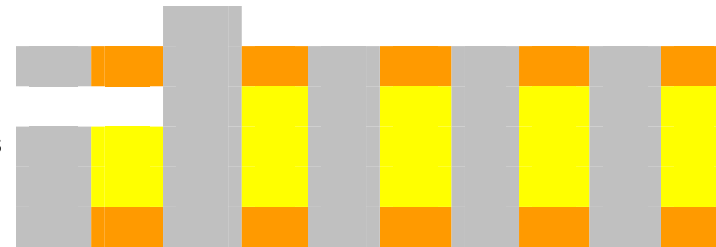
The following work plan is indicative and is based on an estimated input from the Institutional and Teacher Education experts of 120 days each per year in blocks of approximately 3/4 weeks including in-country and home-based work.

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												

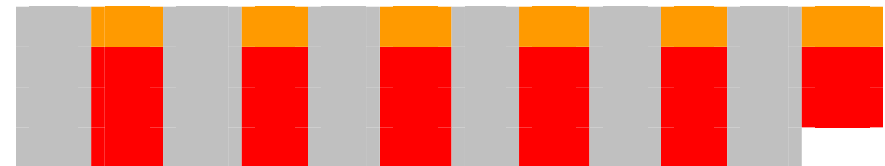
4. Kwara Teacher Career Path

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



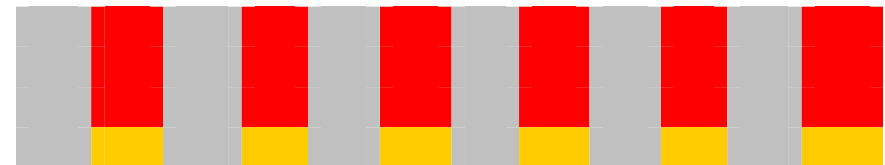
5. Kwara In-service Programme

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
November 15	Travel from UK to Abuja
16	Arrive in Abuja Meetings with John Kay and Steve Baines Travel to Kaduna
17	SESP Mid-term Review – field visits to schools
18	SESP Mid-term Review – Workshop
19	SESP Mid-term Review – Workshop Report writing
20	SESP Mid-term Review – Workshop Travel to Abuja Report writing
21	Preparation for Output 2 Workshop Documentation
22	
23 / 24	Participation in Output 2 Workshop
25 / 26 / 27	Review of reports on the colleges of education in Jigawa, Kaduna and Kano Report writing
28	Travel to Kwara Attend Commissioner's reception
29	
30	Attend Technical Team Meeting Orientation
December 1	Meeting with the Provost of Oro College and the Chairman of the College Turn Around Task Team Travel to Oro for meetings with (i) Mr Adebayo, Chairman of the Planning Committee (with Andrea Togher) (ii) Registrar Tour of College facilities with the Deputy Provost and Director of Works, including ECCE building work, new laboratories, library and ICT department incorporating discussions with staff (with Andrea Togher) Return to Ilorin for meeting with Olugbenga Adebola on Communications strategy for Oro College
2	Meeting with Mrs Oyawoye, Director of Higher Education Documentation
3	Travel to Oro for meetings with the Planning Committee (with Andrea Togher) Meeting with Mr Bello, College Turn Around Task Team
4	Travel to Oro for meetings with the Provost, Deputy Provost and Registrar (with

Date	Activity
	Mr Bello and Andrea Togher) Documentation
5	Preparation for Oro College “Away-Day”
6	
7	Briefing meeting with Jaap Kuiper and Eunice Oladimeji Meeting with the Career Path Task Team and Task Team for Institutional Development (with Jaap Kuiper and Baki Mlalazi) Commencement of the “Away-Day” with the Senior Management Team of Oro College
8	“Away-Day” with the Senior Management Team of Oro College
9	Debriefing meeting with STL and Jaap Kuiper Documentation
10	Travel to Abuja
11	Meetings with John Kay and Dr Alex Maiyanga, Deputy Director of NCCE (with Jaap Kuiper and Andrea Togher) Documentation
12	Return to UK

Annex C: Draft Job Description for School Administrators, Oro College

SCHOOL ADMINISTRATORS

The School Administrator will be a member of the Registry Department and, as such, he/she will be professionally responsible to the Registrar, but on a day to day basis will be managed by the Dean. Any case of ambiguity in responsibilities should be discussed by the Registrar and the Dean.

The duties of the School Administrator will be as follows.

1. To support the Dean in the management of the School including the establishment and development of School systems, structures and procedures.
2. To initiate change and to contribute to the reform process within the School and College. He / she will develop and implement systems that utilize available technology.
3. To foster good relations between staff, students and the community.
4. To have a good understanding of the College's regulations and to advise the Dean and, as appropriate, Heads of Department and staff on those regulations. Should the School Administrator become aware of failure by any person or committee to abide by the College's regulations, notwithstanding his/her advice, the School Administrator should report the fact immediately to the Dean. If the infringement continues the School Administrator has a duty to report to the Registrar.
5. To liaise with other members of the administrative departments to ensure that all activities of the School and all College procedures are undertaken efficiently and effectively.
6. To co-ordinate the administrative functions of the School and to undertake, manage and support as appropriate specific functions within the School, including:
 - a. quality assurance procedures;
 - b. student recruitment and admissions processes;
 - c. student registration procedures;
 - d. student examination processes;
 - e. staff and student record keeping;
 - f. teaching practice arrangements;
 - g. teaching timetable arrangements;
 - h. maintenance of an inventory of equipment and property;
 - i. collect, analyse and disseminate management information;
 - j. receive, prepare and dispatch correspondence;
 - k. maintain a calendar of events;
 - l. collate and submit quarterly reports of events to the Registrar.

7. To act as secretary to the School Board and to such other committees as the Dean and / or the Registrar shall direct. In this capacity the School Administrator will:
 - a. give adequate notice of meetings
 - b. prepare and circulate agenda and documentation in good time for meetings
 - c. keep minutes of meetings
 - d. circulate minutes of meetings to members
 - e. notify decisions of meetings to all appropriate persons normally within two days of the meeting
 - f. provide reports to the School Board and the Academic Board as appropriate.
8. To undertake staff development activities.
9. To undertake such other duties as may, from time to time, be assigned by the Dean and / or the Registrar.