

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

**Input Visit Report**

**Institutional Strengthening of Kwara State College of  
Education Oro: February – March 2010 Visit**

**Report Number: KW 314**

**Dr Harold Thomas**

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## Report Distribution and Revision Sheet

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February – March 2010 Visit

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1	March 2010	Jaap Kuiper	John Kay	Steve Baines	Formatting/Checking

### Scope of Checking

This report has been discussed with the originator and checked in the light of the requirements of the terms of reference. In addition the report has been checked to ensure editorial consistencies.

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## Acronyms and Abbreviations

AESR	Annual Education Sector Review
ASTL	Acting State Team Leader
ECCE	Early Childhood Care and Education
ESSPIN	Education Sector Support Programme in Nigeria
NCCE	National Commission for Colleges of Education
SMoE	State Ministry of Education, Science and Technology
SMT	Senior Management Team
TORs	Terms of Reference

## Abstract

1. The report outlines progress on planning, management and governance issues at Oro College and reports on a study visit by representatives of other States. It provides an update on the development of a Teacher Career Path, strategic direction from SMOE and development of work with NCCE.

## Executive Summary

### Oro College

2. The Senior Management Team (SMT) has now approved a draft Institutional Plan. This needs to be submitted to the Academic Board and the Council for consideration and approval. Responsibilities for implementation need to be allocated.
3. Serious issues of governance have arisen. Decisions are being taken which are not consistent with the reform process. A planned “away-day” for the Council of Oro College and SMT was postponed.
4. Governance issues and the role of the Council in colleges raise the possible need to review the Oro College Law and perhaps other college laws within the State.
5. A study visit by representatives from other States and NCCE was facilitated with a view to identifying action that might be taken in States to further college reform.

### SMoE – Strategic direction of tertiary education

6. A meeting with the Vice-Chancellor of Kwara State University has clarified the current inter-relationship between the University and colleges in the State and has highlighted strategic issues for consideration by SMOE.

### Career Path

7. A meeting with members of the Career Path Task Teams identified key issues to be pursued in terms of implementation.

### NCCE

8. Work is underway in terms of contributing to a review of the “Toolkit” for accreditation and quality assurance.

## Purpose of the Consultancy

9. 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

N/A = Nothing to report from this visit.

Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
<b>Oro College</b>		
Support the recruitment and induction of new managerial staff.	N/A	
Support the implementation of a development plan for managerial and administrative staff.	N/A	
Support continued enhancement of planning and management capacity.	<p>Institutional Plan</p> <p>At the SMT “away-day” held during the previous visit, it was agreed 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>There had been no progress since my last visit.</p> <p>During the current visit meetings were held with the Chairman and Secretary of the Planning committee and with the Provost. By the end of the visit the SMT had</p>	



	<p>approved the Draft Plan.</p> <p>Next steps in the process have again been emphasised and amplified with a view to moving towards approval by the Academic Board and the Council and then to implementation. Detailed activities and a support programme have been formulated (Annex C).</p> <p>Oro College Governing Council</p> <p>Arrangements had been made to hold an “away-day” for members of the College Council and SMT (some of whom are members of the Council).</p> <p>On visiting Oro College to review progress, it was reported that the Council had recently authorised the purchase of six cars for the Chairman of Council and senior staff. The “old” cars had been allocated to Deans and other senior staff. Funding for the purchase had come from the profits from the ICT Centre which had itself been funded by increases in students’ fees.</p> <p>Such a decision appeared to be so contrary to the reform process that a meeting was held with the Chairman of the Turn Around Task Team and the Acting State Team Leader (ASTL) to discuss the development.</p> <p>It was agreed to postpone the “away-day” and to inform the Commissioner. A briefing note was submitted to the Commissioner. ESSPIN in Abuja was kept informed and has a copy of the briefing note.</p>	<p>The Task Team and the State Specialist have agreed to monitor progress of the steps outlined in Annex C. A copy of Annex C should be given to the SMT.</p>
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	<p>The Commissioner took certain action, including the suspension of the monthly subvention to the College pending further action by the Governor.</p> <p>In discussion, the Commissioner raised more general issues relating to the way in which Councils operate, not only at Oro but at other institutions. In the light of this, the Oro Law was reviewed to see whether a more fundamental revision might be advisable. A note was provided for the ASTL.</p> <p>It is now some 15 months since a proposed new law for Oro College was finalised. The focus of that revision was (i) to capture the change to Oro College of Basic Education; and (ii) to bring together the 1984 Edict and subsequent legislation which was thought to relate to Oro College but had not been captured within a single legislative document.</p> <p>It was anticipated that the document would proceed rapidly to approval, thereby formally establishing Oro College as a College of basic education. However, the approval process was delayed.</p> <p>During the visit, the document was requested as a matter of urgency, to be submitted with other draft laws for approval. Hence, the hasty review of the Oro Law mentioned above. The conclusion of that review is that there could well be advantage in a more substantial review of the law in the context of the balance between the Council, the Academic Board and the management.</p>	
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	<p>However, this review would require more substantial discussion than was possible within current time constraints.</p> <p>ESSPIN may like to discuss with the Commissioner whether it would be desirable / advantageous to undertake either a further revision to the Oro Law or a more general review of college laws. The process would fit well with more general issues of governance and with those activities aimed at strengthening SMOE's strategic direction of the tertiary education sector. During the review process some preliminary notes/amendments on the proposed Oro Law were made in a document using track changes. At this stage this document is for record purposes only: a copy has been given to the State Specialist.</p>	
Support effective implementation of quality assurance arrangements.	N/A	
Career Path		
Support the work of the Task Groups charged with the development and implementation of a Teacher Career Path.	<p>During the previous visit, it was agreed that the various Task Teams would provide a consolidated report by 21 January in order to facilitate a review of progress and a meeting of stakeholders during a subsequent visit (towards the end of January) by Baki Mlalazi.</p> <p>It is understood that a report has been produced but this was not available during the visit (nor during the visit of Baki Mlalazi).</p>	

	Nevertheless a meeting of some members of the Career Path Task Teams was held and a fruitful discussion took place on issues to be pursued.	A list of the issues to be pursued is given in Annex D.
<b>State Ministry of Education</b>		
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 discussion. However, a meeting was held with the Vice-Chancellor of Kwara State University at which the relationship between the University and State colleges was discussed, in particular Ilorin College. A report of this discussion was sent to the Director of Higher Education with copies to the ESSPIN office.  A particular issue that has arisen is the fact that Ilorin College is planning to become a campus of the University of Ado Ekiti, running degree programmes from that University. This raises two issues:  (i) the role of the SMOE representative on the Council of Ilorin College when the issue was discussed and (ii) whether SMOE wishes to fund Ilorin College to deliver the Ado Ekiti programme.	
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.	Oro College is working on the basis of a maximum intake of 600 (ECCE & Primary) and 400 (Junior Secondary) (see earlier reports including reference to SUBEB estimated retirements).  ESSPIN is currently considering TORs for a comprehensive study in all ESSPIN States – see under "Other" below.	

Support the development of a funding model for colleges.	<p>The lack of progress on the institutional plan underlines the need to apply pressure from SMOE through the budget / MTSS process.</p> <p>Next year's budget and MTSS process should be influenced by progress towards implementation of the Institutional Plan. It is understood that this is consistent with ongoing work in Output 2.</p>	
Support the development of an in-service funding model.	N/A	
Support the development of quality assurance procedures.	See comments on the institutional plan and decision-making as indicative of efforts to improve quality procedures.	
<b>Other</b>		
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.	<p>An initial meeting was held with Professor Junaid, Executive Secretary of NCCE. Subsequent meetings were held with Dr Abdulkareem, Acting Director of Programmes and other senior staff.</p> <p>In addition to issues of curriculum reform (on which Jaap Kuiper will no doubt report) discussions were held about the development and implementation of accreditation and quality assurance procedures. At the end of the visit comments were received from the Commonwealth of Learning on the proposed "Toolkit".</p> <p>When the "Toolkit" has been developed, it was agreed that it would be appropriate to operate a pilot with Oro College.</p>	I have agreed to review, as a matter of urgency, the ""Toolkit" document and comments in the context of support to NCCE.

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.	A two-day visit was held for representatives from colleges of education in Jigawa, Kano, Kaduna and Lagos and from NCCE. The purpose of the visit was to review the reforms at Oro College with a view to identifying (i) action that might be taken in other States to further college reform and (ii) areas in which ESSPIN might support such activities. A report is attached as Annex E.	
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>(i) An input was made into ESSPIN's revised logframe at the request of John Kay.</p> <p>(ii) Discussions were held with senior ESSPIN officers about the need to develop planning guides in the context of support to the Federal Ministry. The discussion broadened to include the identification of learning points from work undertaken in ESSPIN and how these might be made available for the benefit of new Commissioners after the 2011 election in terms of how they could implement reform agendas.</p> <p>(iii) Initial Draft TORs were formulated for a study relating to supply and demand for teachers in ESSPIN States, in an attempt to influence the student intake levels of colleges of education.</p>	<p>It was agreed that I would draft a concept paper.</p> <p>Steve Baines is taking this forward with John Kay.</p>

## Background

10. The visit was undertaken during the period 7 February – 6 March 2010 and represented the fourth of six anticipated visits over a period of one year from 1 August 2009.
11. Most aspects of the assignment represented on-going activity and built upon previous visits.

## Findings and Issues Arising

12. In general terms, these have been covered within the section above on Achievement of the Terms of Reference and in the various annexes.
13. It has always been a feature of the “Oro reforms” that they are multi-dimensional. Increasingly, it is evident that some of the activities overlap (or could, with advantage, overlap) with activities under Output 2. For example:
  - a. The work with the Director of Higher Education overlaps with Organisational Development. The need for a job descriptions for the Director and her staff has already been discussed with Baki Mlalazi, but the process would be strengthened if it applied to all Directors in SMOE rather than just the Director of Higher Education.
  - b. The purpose of an Institutional Plan for Oro College is to enhance internal institutional management, but it is also to strengthen accountability and funding arrangements. This feeds into the MTSS and budget processes. The Oro College reforms provide an opportunity to bring practical expression to an annual cycle of planning, budget preparation and allocation, monitoring and reporting, and review (AESR). That process, provided that the results have real impact, would help focus the mind on what reform means in terms of implementation and the decisions that have to be taken to bring about implementation.
  - c. Work with the Director of Higher Education in the formulation of a tertiary education strategy has inevitably been slow, but it is evident (for instance from discussions with the Vice-Chancellor of Kwara State University) that institutions require a firm steer from SMOE on such questions as the role of Ilorin College. These issues could be raised through the MTSS process, particularly since it is intended that the MTSS process is to incorporate salary expenditure. A key question for the MTSS exercise is “What does SMOE want College X to do?” If it is doing something different it should not receive State funding – for salaries or anything else. Unless these sorts of questions are addressed reform will be illusory.
14. There is increasing concern that reform at Oro College is seen as a functional activity which takes place on certain days when the consultants are on a visit. Or perhaps it would

be more accurate to say when there is any visit. The level of activity in preparation for the study visit by States was unprecedented.

15. The reform process is at a stage (not unfamiliar in Nigeria) in which much work has been done, but the impact is superficial. The difficult part is yet to come. For example:
  - a. Approval of an institutional plan has no impact unless it is implemented.
  - b. Approval of new job descriptions for Deans and Heads of Departments has no impact unless Deans and Heads of Department know about the new job descriptions and act in accordance with them.
  - c. Approval of a staff development policy has no impact if it is not followed by activities.
16. Consequently, continued support needs to be accompanied by assessment of progress and the application of sanctions:
  - a. curriculum reform needs to find expression in an improved learning experience for students through better teaching methodology. It is planned that assessment will be through a pilot NCCE accreditation process using the new “Toolkit”;
  - b. management reform and proposals in the Institutional Plan need to be implemented with a focus on the more effective distribution of resources. Assessment should be through the MTSS / budget process.
17. All this has implications for the availability and deployment of ESSPIN resources and the speed at which the reform can be rolled out to other colleges and States.

## Options and Next Steps

18. The following follow-up actions are required:
  - a. The SMT at Oro College must move towards seeking formal approval of the Institutional Plan and must put in place steps for its implementation (Annex C).
  - b. The Career Path Task Team should pursue the issues that it has identified for further consideration (Annex D).
  - c. ESSPIN should discuss with the Commissioner whether the Oro Law and/or laws relating to other State Colleges should be reviewed.
  - d. ESSPIN might consider how integration between Outputs might effectively be facilitated.
19. The next visit is anticipated to be of two-three weeks, commencing during the second week in April. It will continue activities in accordance with the agreed annual work plan and terms of reference. More specifically, it will focus on decision-making necessary to implement the Oro College Institutional Plan (Annex C).



## Annex 1: 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

5. support the recruitment and induction of new managerial staff;
6. support the implementation of a development plan for managerial and administrative staff;
7. support continued enhancement of planning and management capacity;
8. support effective implementation of quality assurance arrangements.

### Teacher Career Path

9. 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

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

#### Other

16. 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;
17. 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;
18. monitor the College Transformation and the Career Path developments with a view to supporting the mutually beneficial development at institutional, state and federal levels;
19. 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**

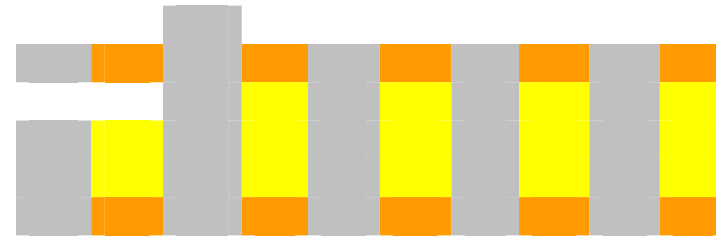
JULY 2009 – JUNE 2010

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											
		July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Periods where both the Institutional and the Teacher Education Specialist are involved with the specified activity	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												

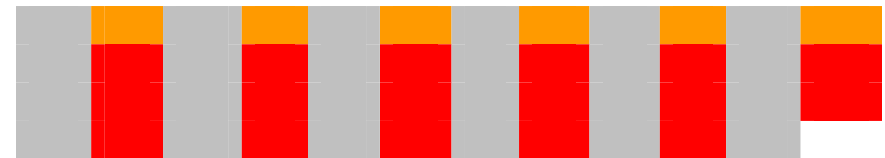
4. Kwara Teacher Career Path

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 2: Programme of Activities

JK = Jaap Kuiper; AT = Andrea Togher

Date	Activity
February 7	Travel from UK to Abuja
8	Arrive in Abuja Meeting with John Kay Travel to Kwara Meeting with Acting State Team Leader (ASTL) and orientation
9	Meeting with Alhaji Woru, Chairman, Oro College Turn-Around Task Team (with JK) Documentation – contribution to revised ESSPIN logframe
10	Documentation – preparation for Oro College Council “Away-day”
11	Meeting with Olugbenga.Adebola on Communications Documentation – preparation for Oro College Council “Away-day”
12	Travel to Oro – meetings with staff and Andrea Togher (VSO) and perusal of minutes
13	Meeting with Alhaji Woru and Acting State Team Leader (with JK) Documentation
14	
15	Technical Team Meeting Meeting with the Provost, Oro College (with JK)
16	Documentation
17	Documentation Meeting with Alhaji Woru (with JK)
18	Travel to Oro – meetings with the Chairman and Secretary of the Planning Group (with AT) Meeting with the Commissioner (with ASTL, Director of Higher Education, Alhaji Woru, JK and Eunice Oladimeji)
19	Planning for Colleges of Education Study Visit – including meeting with ASTL, Alhaji Woru, Director of Higher Education
20	Review of Oro College Law Documentation – preparation for Colleges of Education Study Visit
21	
22	Documentation – preparation for Colleges of Education Study Visit Colleges of Education Study Visit – welcoming dinner
23	Colleges of Education Study Visit - facilitation and presentations
24	Colleges of Education Study Visit - facilitation and presentations
25	Meeting with members of the Career Path Task Teams (with JK and Eunice Oladimeji)

Date	Activity
	Documentation
26	Meeting with the Vice-Chancellor of Kwara State University Documentation
27	Travel to Abuja Documentation
28	Meeting with John Kay (with JK and AT)
March 1	Meeting with Professor Junaid, Executive Secretary, NCCE (with John Kay, Alero Ootobo, JK and AT)
2	Meeting with NCCE (with JK and AT) Meeting with John Kay (with JK and AT)
3	Meeting with senior ESSPIN staff Meeting with John Kay (with JK and AT)
4	Meeting with NCCE (with JK and AT) Meeting with John Kay and Steve Baines (with JK and AT)
5	Meeting with John Kay and Steve Baines Documentation
6	Return to UK



### Annex 3: Oro College Institutional Plan – Summary of follow-up activities

#### SUPPORT PROGRAMME FOR FOLLOW-UP ACTIVITIES

##### Oro College - Institutional Plan

March 2010

The Senior Management Team (SMT) has now approved the draft Institutional Plan.

The Plan still has to be considered and approved by the Academic Board and the Council (as outlined in the Summary of Follow-up Activities - attached).

Key actions now have to be taken to implement the Plan. These actions are summarised below, together with an outline of ESSPIN support.

#### Action 1 - Immediate

1. SMT should study the Annex to the Plan and complete the column headed “responsible person/body” by inserting the name of the person(s)/body who will be responsible for considering how to implement each of the activities or set of activities.

The Annex should be completed by the SMT at their first available meeting.

2. When the SMT has identified the “responsible person/body”, the Registrar should write to each responsible person or the chairman of the responsible body to inform them of their responsibilities. The letter might read something like the following:

*“Dear ??????,*

*As you will know from the various workshops that have been held, the College has been formulating an Institutional Plan as part of the reform process.*

*The Plan identifies certain activities which need to be undertaken over the next few years in order to implement the Plan. The prioritisation, development and implementation of these activities will need to be led by key people in each area.*

*You are one of these key people and your area of responsibility is highlighted on the attached list.*

*At this stage, this letter is for information. Between 12-23 April, the ESSPIN consultant, Dr Harold Thomas, will again be working with the College to help us to move towards implementation. During this period there will be workshops and meetings which you will be required to attend. Exact dates will be notified in due course.”*

With each letter should be attached the annex to the Plan with the name of the person to whom the letter is sent and the area(s) of activity for that person highlighted.

**It is important that the above two steps are completed by 24 March.**

The following documents should be sent to Harold ([haroldgthomas@hotmail.com](mailto:haroldgthomas@hotmail.com)), the ESSPIN Acting State Team Leader ([katherine.adeyemi@esspin.org](mailto:katherine.adeyemi@esspin.org)) and to Andrea Togher ([ac.togher@live.co.uk](mailto:ac.togher@live.co.uk)): (i) the completed annex (immediately it has been agreed by the SMT) (ii) confirmation that key persons have received their letters with a sample copy of the letter.

**FAILURE TO COMPLETE THESE TWO STEPS WILL JEOPARDISE HAROLD'S NEXT VISIT**

**Action 2** (point 4 below may not take place until during or after action 3)

3. The Draft Plan and completed Annex should be submitted to the Academic Board for consideration at the meeting in March.

Copies should be circulated with the agenda before the meeting.

The agenda should contain an item such as:

“To consider the Draft Institutional Plan and Annex”

4. The Draft Plan and Annex together with any comments from the Academic Board should be submitted to the Council for consideration at its first meeting after the Academic Board in March.

Copies of the draft plan, annex and comments from the Academic Board should be circulated with the agenda before the meeting.

### **Action 3 – Harold's visit 12-23 April**

This visit will **focus** on two inter-related activities:

- (i) helping “responsible persons / bodies” to identify priorities in their designated area and to establish a time frame for converting the various planning objectives into implementation;
- (ii) helping the College to cost these priorities to help in the MTSS / budget process which will commence in June/July (There will be a follow-up visit by Harold in June.)

In order to **prepare for the visit**:

Harold will prepare a schedule of workshops / meetings with College staff. In order to do this, the completed annex to the Plan must be sent to Harold, Andrea and the ESSPIN Office **not later than 24 March 2010**.

Harold will inform the College, Andrea and the ESSPIN Office of the schedule of workshops / meetings once he has received the completed annex.

The **Registrar** should inform “responsible persons / bodies” of the time and date of their meeting / workshop.

The **Bursar and SMT** should consider:

- (i) the likely income levels from **all sources** for next year;

(ii) the likely level of non-discretionary expenditure.

**During Harold's next visit**, it will be important to keep to a tight time schedule. The time-table for the first week will be as follows:

12 April	Arrival in Ilorin
13 April	Meeting with the Commissioner Meeting with the Turn Around Task Team
14 April	Meeting with the Senior Management Team (including Deans) Meeting with the Bursar – to establish estimate of likely income for next year
15 / 16 April	Meetings with “responsible persons / groups” (with Jaap as appropriate)
These meetings will continue into the second week	

**By the end of the visit** it will be important (i) to have identified follow-up action and (ii) to have established a monitoring mechanism to ensure that the follow-action takes place. A possible mechanism is:

To establish a monitoring group chaired by (say) the Deputy Provost and to include the Bursar, Registrar, two members of the College Turn-Around Task Team together with ESSPIN support from Andrea Togher and the ESSPIN Office.

The monitoring group will hold meetings with “Responsible persons / bodies”. To facilitate the process, each week Andrea Togher will assist in determining an agenda for the week and areas that will be monitored during the week. Help will be given in formulating questions that will be asked and follow-up action that will need to be taken.

The monitoring group will report to the SMT on a weekly basis. Their report will be the first item on the SMT agenda to facilitate attendance by non-SMT members. When the Chairman reports to the SMT, Andrea Togher will be present and other persons may, if necessary, be invited to attend for that item (e.g. the responsible person in the area under discussion, a member of the Turn-Around Task Team.).

Harold will be kept informed of developments on a weekly basis.

Harold will make a **further visit** in June.

<p><b>In June there will be a major assessment of progress towards implementation of the Institutional Plan. Failure to show progress is likely to have an adverse effect on next year's budget.</b></p>
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HGT: 6.3.10

## **SUMMARY OF FOLLOW-UP ACTIVITIES**

### **Oro College - Institutional Plan**

**February 2010**

The Senior Management Team (SMT) has now approved the draft Institutional Plan. The following is a reminder of the steps that now have to be taken.

If there is delay, or if assistance is required in any of the following steps, – consult Eunice in the ESSPIN Office or for on-the-spot advice consult Andrea.

1. SMT should complete the Annex to the Plan – this allocates responsibilities for implementation and time frame for completion of activities.
2. Draft Plan and completed Annex should be submitted to the Academic Board for consideration in March.

Copies should be circulated with the agenda before the meeting.

3. The Draft Plan and Annex together with any comments from the Academic Board should be submitted to the Council for consideration.
4. The outcome of discussion at the Academic Board and the Council might lead to one of two scenarios:
  - (i) General agreement, perhaps with minor amendments
  - (ii) More significant concerns in some areas.
5. In the case of (i) in paragraph 4:
  - (i) SMT should arrange for any minor amendments to be made and incorporated in a final version of the plan.
  - (ii) The Plan and Annex should be circulated to all Deans, HoDs and section Heads for information and action. It should be circulated with the agenda for the next meeting of the Academic Board and the Council for information. When circulated, there should be a covering note from the Provost explaining the steps that are being taken to IMPLEMENT the Plan.
  - (iii) SMT should establish a group chaired by either the Provost or the Deputy Provost with a responsibility to ensure IMPLEMENTATION. The job of this group is to make sure that the designated persons / bodies identified in the annex as having a responsibility for implementation are doing their job. The Chairman of this group should report progress at each meeting of the SMT and a progress report should be made to each meeting of the Academic Board and the Council.

6. In the case of (ii) in paragraph 4:

It will be necessary for SMT to reconsider the major points of contention and to submit a revised Plan and Annex to the Academic Board and the Council. There will be a need to “loop back” to point 2 above and to repeat the subsequent steps.

This should not be regarded as failure. It is a normal part of the consultation and policy formulation process.

HGT: 25.02.10

## **Annex 4: Career Path- Issues to be Pursued**

### **CAREER PATH**

**Meeting on 25 February 2010**

#### **Next Steps**

The Career Path group agreed to pursue the following issues:

1. Categorising of posts in each school according to the number of required posts in each career stage.
2. The way in which Arabic teachers and their qualifications fitted into the new structure.
3. The grading of Principals and Head Teachers.
4. Methods of evaluation and consequences of non-performance.
5. The process of categorisation of current teachers in the first year of operating the new system. (It was possible that assessment of a teacher may place him/her within a career stage below his/her current salary. In such cases, salary would need to be protected.)
6. Consultations to be held with the Head of Service and other key stakeholders.
7. Information on the new system to be disseminated to teachers.
8. The Commissioner to receive regular reports of progress.
9. Criteria to be applied in matching a teacher's suitability for appointment with vacancies in schools.

## **Annex 5: Study Visit Report (to Oro College by State and NCCE representatives)**

### **Colleges of Education**

#### **Study Visit**

**22-25 February 2010**

#### **REPORT**

##### **Programme**

The intention of the programme was to provide the opportunity to visit Oro College as well as engage in information exchange with Oro staff, the Reform Task Team and others about all aspects of College Reform. The programme is attached.

In one way or another, all items on the programme were indeed followed. Delegates expressed interest in the College Reform at Oro. Discussions tended to focus on State/Federal funding related to staff salaries and benefits as well as on the review process of the NCE curriculum and its implications for the College Structure. The delegates initiated relatively little discussion on internal management processes and their effectiveness, or on concrete ways of prioritising funding for programmes and materials that would support student teachers to become quality professionals.

##### **Participants**

It was expected that representatives from the various state ministries would also attend the Study Visit, and the programme specifically provided items for their interest. Alas, it appeared that it had not been possible to get such representatives to participate in the Study Visit. A list of participants is attached.

The Jigawa delegates arrived late and had to leave early. It is hoped that their visit might still have had some value for them.

##### **Next Steps**

Towards the end of the Study Visit, participants were asked to identify, in the light of their observations and discussions during the visit:

- (i) actions that they might undertake in their States and institutions to further college reform; and
- (ii) areas in which ESSPIN might support such activities.

Participants divided into two groups. The following is a summary of the feedback from the groups. There should be support for:

Group 1

1. Institutional reform.
2. A policy on teacher education.
3. Linkage between a medium term strategy and State provision.
4. The NCCE Curriculum reform and the use of national teacher standards.
5. Constituting a Turn Around Committee in the State.
6. Construction of ECCE Centres in Colleges.
7. QA Teams.
8. Restructuring of Colleges into three schools.
9. Creation of an awareness of the Reform and the NCCE review.
10. Funding for College-based projects.
11. Staff Development.

Group 2 (in addition to the above:)

1. Promoting Primary Education.
2. Selection of Students, related to carrying capacity.
3. Promotion of Government Responsiveness.
4. Involvement of Technical Experts in the Reform process (support for NCCE and Colleges).

ESSPIN support might be given to:

Group 1

1. Awareness creation.
2. College-based projects in particular:
  - ECCE development
  - Academic staff training on curriculum changes
3. Curriculum development

Group 2

1. NCCE and academic staff development

In subsequent discussion, as previously during the visit, the consultants attempted to focus on how participants might influence what had been identified as key “tipping points” in the Oro reforms and in particular the quantity and quality of the intake. The thrust of the discussion, which became quite animated, was that such tipping points were conditional upon political support and that ESSPIN should focus its activities in that area. Without more government funding high numbers of students were required.



Two particular themes emerged:

Support for ECCE.

Curriculum reform and support to NCCE.

It was evident from the discussion, however, that there was little, if any, will to address the issues of (i) quality of student entry and (ii) the application of rigorous standards in the accreditation and assessment processes. These issues are related to the level of Internally Generated Revenue (IGR) that a College might be able to raise from student fees, student payment for services and examinations etc. Such IGR appears to be seen as money earned by the college staff and is first of all considered as a way of enhancing the staff's salaries and benefits. Furthermore, this is something that State Ministries also appear to expect Colleges to do, as the State Ministries seem to provide only part of what the college considers to be its total salary bill and the ministries expect the College to raise any additional funds through their IGR. Against such a scenario, funding for the delivery of a quality curriculum to student teachers does not feature as a priority when considering the use of IGR.

Jaap Kuiper

Harold Thomas

## COLLEGES OF EDUCATION

### ESSPIN STUDY VISIT

#### PROGRAMME

**22-25 FEBRUARY 2010**

MONDAY FEBRUARY 22: KWARA HOTEL	
19.00 HRS.	WELCOMING DINNER (KWARA HOTEL)

TUESDAY FEBRUARY 23: ORO COLLEGE OF EDUCATION		
Time	Topic	Presenter
8.00	<b>DELEGATES TAKE BUS FROM KWARA HOTEL TO ORO COLLEGE</b>	
9.30 – 9.45	Welcome	Provost of Oro College
9.45- 10.15	Overview of Kwara State Reform Agenda	Alh. I. Woru, Chair of Reform Task Team
10.15-11.00	College Reform Programme: Areas and Activities	H Thomas & J. Kuiper
11.00-11.30	<b>TEA</b> ; informal discussion of first impressions	
11.30-11.45	Brief round of delegates first impressions	All delegates
11.45-12.15	Student Selection and Staff Audit	Reform Task Team
12.15–13.00	College Reform Achievements: 1. College Institutional Plan 2. Planning, Management and Financial Reforms 3. College Curriculum Policy 4. College new Programmes and new Structure	College Senior Management Team
13.00-14.00	<b>LUNCH</b>	
14.00–14.30	Early Childhood Care and Education, new Centre	Ms Andrea Togher, VSO
14.30-16.30	Walk around the Campus, meeting with the Deans of the three new Schools	All
16.30	<b>DELEGATES TAKE BUS FROM ORO TO KWARA HOTEL</b>	

<b>WEDNESDAY, FEBRUARY 24, KWARA HOTEL</b>		
<b>Time</b>	<b>Topic</b>	<b>Presenter</b>
9.00-10.00	Discussion of Previous day, identification of issues	H. Thomas & J. Kuiper; All
10.00-11.00	Vision for Education in Kwara State: Every Child Counts	Honourable Commissioner of Education, Kwara State
11.00-11.30	<b>TEA</b>	
11.30-12.00	Teacher Education: Creating cohesion in Higher Education	H. Thomas / J. Kuiper
12.00-12.30	NCCE reform views and activities	Dr A. Mayenga, NCCE
12.30-13.00	Discussions	
13.00-14.00	<b>LUNCH</b>	
14.00-14.30	Recap of issues and plans for future reform activities	H. Thomas & J. Kuiper
14.30-16.00	The Way Forward for States	All
16.00	Closure	

**THURSDAY FEBRUARY 25: DELEGATES TRAVEL BACK TO THEIR STATES**

**COLLEGES OF EDUCATION**  
**STUDY VISIT TO KWARA STATE**

**22-24 February 2010**

**List of Participants**

<b>Name</b>	<b>State</b>	<b>Title</b>	<b>Contact</b>
Alex Maiyanga	Federal (NCCE)	D/Director	08034510450
Dr Graba Shehu	Kano	D/Provost	07063238187
Muhammed Baso	Kano	Sub-Dean School of Education	08036383765
Ibrahim Aliyu Kwaru	Kano	Academic Secretary	07028265298
Lawal Turkus	Kaduna	D/Provost	08078318440
Hassan Agya	Kaduna	Registrar	08058941071
Jonah Jury	Kaduna	Academic Staff Rep	07051076556
Dr Dahiru Abdulkadir	Jigawa	Provost	08062956348
Abdullhai A Magama	Jigawa	D/Provost	07065675766
Umar Mohammed	Jigawa	Dean (Science Faculty)	07039631728
Babayyo Shuabib	Jigawa	Dean (Education faculty)	08063406620
Hakeem Ajose-Adeogun	Lagos	Provost (Adenitan Ogunsanya COE)	07032687015
Prof. Tunde Oguntoye	Lagos	Provost Michael Otedola COE)	08055268645