

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

**Input Visit Report**

**Institutional Strengthening of Kwara State College of  
Education, Oro: April 2010 Visit**

**Report Number: KW 318**

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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

ASTL	Acting State Team Leader
ECCE	Early Childhood Care and Education
IGR	Internally Generated Revenue
NCE	Nigeria Certificate in 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
SSIT	State School Improvement Team
TORs	Terms of Reference
TRAPCO	Teacher Recruitment, Appointment and Promotion Committee

## Abstract

1. The report outlines progress on planning, management and governance issues at Oro College. It provides an update on the development of a Teacher Career Path and support to NCCE.

## Executive Summary

### Oro College

2. The Institutional Plan has now been approved by the Academic Board and the Council.
3. A member of the SMT has been identified to lead each of the four Objective areas in the Plan. Named individuals have been identified as persons responsible for implementation of activities under the co-ordination of the appropriate Objective Leader.
4. Workshops were held with the SMT and senior staff on the process of implementation and the need to monitor progress against an implementation schedule.
5. The Director of Works and the Estates Strategy Group are making good progress in formulating an Estates Strategy. A meeting with Objective and Activity Leaders is planned to discuss proposals and priorities.
6. The Bursar is working on reformulating the way in which the budget can be presented so that income and expenditure can be monitored on a monthly basis.
7. The College Turn-Around Task Team is to be reconstituted by the Commissioner and given a strengthened role in the monitoring of the performance of the College.
8. The Oro College Law has been redrafted to redefine the Council's membership and role.
9. The funding base of the College needs to be addressed through the forthcoming MTSS / budget process.

### Career Path

10. Steps are being taken by the Commissioner to involve the Head of Service to facilitate progress on issues of salary and conditions of service.

## NCCE

11. A workshop was held with NCCE staff on accreditation, quality assurance and the “Toolkit” as part of wider support.

## **Purpose of the Consultancy**

12. 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><u>Institutional Plan</u></p> <p>The Institutional Plan has now been approved by the Academic Board and the Council.</p> <p>Workshops with the SMT and senior staff led to the identification of lead persons for each of the activities identified in the Institutional Plan and summarised in the annex to the Plan. These activities are clustered into four Objectives, with a member of the SMT being responsible for the implementation of each Objective. It is the intention of the Commissioner to reconstitute the Turn Around Task Team in such a way as to monitor and support the SMT (see Jaap Kuiper's report).</p>	<p>Commissioner will reconstitute College Turn Around Task Team and allocate responsibilities.</p> <p>SMT to ensure that the implementation schedule is completed and that, activities are pursued and monitored.</p> <p>College Turn Around Task Team to monitor performance and support achievement of objectives.</p>



	<p>As part of the monitoring process a pro-forma has been designed to encourage Objective and Activity leaders to identify progress by specific dates (annex C). The concept of setting such targets was discussed and agreed during workshops.</p> <p>Jaap Kuiper, with the assistance of the two VSOs (Andrea Togher and Charlton Jones) held specific workshops for senior academic staff on quality assurance and teaching practice (see Jaap Kuiper's report) in the context of the Plan.</p> <p>Individual meetings were held with the Registrar, Director of Works, Bursar and Librarian. The Director of Works has identified those activities in the Plan which require capital expenditure and has costed those activities, including associated recurrent expenditure. The Director, together with the Estates Strategy Committee, is arranging a meeting with appropriate Objective and Activity Leaders in order to ensure that the proposals (i) meet academic requirements (ii) are fully costed and (iii) are prioritised.</p> <p>The Librarian has a clear vision for the library and the relationship between the central library and departmental (School) libraries. There are genuine issues related to library resources and a heavy reliance on the ETF library grant.</p>	<p>Estates Strategy with costed and prioritised items to be submitted by Objective Leaders and the Director of Works to the SMT for approval.</p> <p>Librarian's capital expenditure plans to be incorporated in the Estates Strategy; recurrent expenditure plans to be considered in relation to the annual budget.</p>
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	<p><u>Financial management</u></p> <p>Discussions were held with the Bursar about ways in which financial information might be better presented in order to aid the decision-making process. For instance: (i) the level of surplus (or deficit) from particular activities, such as the Ado Atiki sandwich degree programme which is due to be phased out, is not entirely clear from the accounts; (ii) the practice of basing the calculation of student fee income for 2010 on both student numbers x fees for 2010 plus unpaid fees for 2009 which might be collected in 2010 overestimates annual long-term expectations of fee income by about N50m.</p> <p>A particular issue is the fact that there is no ongoing monitoring of expenditure against budget during the year. Discussions were held with the Bursar with a view to creating a pro-forma showing on a monthly basis a breakdown of income and expenditure from the budget together with actual income and expenditure for comparative purposes. Such information should be presented regularly to the SMT, Finance and General Purposes Committee and the Council. This approach is a new concept in the College but the Bursar and a senior accountant were making good progress by the end of the visit and will be presenting the idea to the SMT.</p>	<p>Bursar to present financial monitoring pro-Format to SMT for consideration.</p> <p>ASTL to discuss with the Commissioner the extent of any wider consultation.</p> <p>ASTL to liaise with the Commissioner.</p>
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	<p>The opportunity was taken to discuss financial practices with the External Auditor. Clearly, there is difficulty in obtaining the necessary documentation to reconcile financial statements. The External Auditor will be commenting that the College requires additional funding from the State (see below under “SMoE – funding model”).</p> <p><u>College Law</u></p> <p>Discussions with the Commissioner indicated that a more substantial revision to the College Law would be advantageous, in particular to address the membership of the Council, which is currently dominated by politicians, and to more clearly define the role of Council as being governance rather than administration. An amended draft was discussed and agreed with Salihu Ahmed and has been left with the ASTL (in hard copy – no soft copy was available). Before submission to judicial officers there would be advantage in wider consultation.</p> <p>A document was drafted for the Commissioner to send to the Governor to alert him to the deficiencies in current arrangements relating to the operation of the Council (the ASTL has a copy).</p> <p>The essential issue is that the Council is not being effective in its governance (quality assurance) role for a</p>	
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	range of reasons, including (i) membership is based on political affiliation rather than appropriate skills and experience; (ii) lack of clarity in the Law. The short-term approach is to reconstitute the Turn Around Task Team so that they compensate for an ineffective Council (some of whose members will shortly become unavailable through the electioneering period). The longer-term solution is to address (i) and (ii) above through a revision to the Law which will become effective in time for the appointment of a new Council in 2011.	
Support effective implementation of quality assurance arrangements.	See above for the work undertaken in academic groups during the current visit. This work feeds into managerial arrangements for establishing quality assurance procedures and linkages with the Academic Board, SMT and the Council. The Registrar undertook to take forward the intention to establish School Boards which would report to the Academic Board. One of the roles of the School Boards would be to provide a forum for discussion of curricula and quality assurance issues and an opportunity for Schools to report directly to the Academic Board.	SMT to instigate through the Academic Board and Deans the establishment of School Boards with consideration being given to terms of reference and membership.
<b>Career Path</b>		
Support the work of the Task Groups charged with the development and implementation of	At the end of the last visit a list of issues to be pursued were agreed.	

a Teacher Career Path.	<p>During the current visit, a meeting was held with the Chairman of the Career Path Task Group from which it was understood that:</p> <p>(i) the Commissioner is making arrangements for the Head of Service to be informed of developments with a view to facilitating progress on issues of salary and conditions of service;</p> <p>(ii) TRAPCO has held three meetings at which the list of issues has been discussed. The last of those meetings was held during the current visit, with arrangements being made by the ESSPIN Office. Since the consultants were not made aware of the meeting it is not possible to give an assessment of progress.</p>	
<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 with Alhaji Woru and the Director of Higher Education outlined the need for SMoE (and other organs of State government) to address the funding situation of the College (see below under "funding model").	
Support the Director of Higher Education in the formulation of a tertiary education sector plan.	<p>Discussions were held with the Vice-Chancellor of Kwara State University in the context of (i) the future relationship between the University and Oro College and (ii) discussions at a federal level about Colleges of Education becoming degree awarding institutions.</p> <p>The current intention is that the University should not become involved with NCE-level activities, but may</p>	

	develop degree programmes in ECCE, primary education, etc.	
Support the establishment of a teacher supply and demand model.	N/A	
Support the development of a funding model for colleges.	<p>A constant view from the College is that the College is under-funded by the State.</p> <p>It is worth reiterating that at the start of the reform process it was understood that the State would fund salary costs and that internally generated revenue (IGR) would fund non-staff recurrent expenditure eg teaching materials. Currently, the State is substantially under-funding salary costs, partly because there is lack of confidence in the College's financial management procedures and practices. This means that salary costs are being augmented from IGR, reducing to minimal levels the amount available for eg teaching materials. There would be considerable sympathy for the College's situation, were it not for the fact that it has recently found over N16m for the purchase of six cars for senior staff (see last report).</p> <p>It should be understood, however, that the large NCE3 will disappear at the end of 2010 and the sandwich course (Ado Atiki degree programme) is to be phased out. This will create a significant financial problem for the College and is likely to add to its already significant</p>	<p>The Director of Higher Education in conjunction with the College Turn Around Task Team and the SMT should commence a dialogue within government about the future funding base of the College.</p>

	<p>indebtedness to the banks.</p> <p>The Institutional Plan makes it clear that in order to have a viable funding <b>base</b>, the College needs a significant in-service funding stream to compensate for the reduced pre-service student numbers. At present in-service provision is being undertaken through SSIT and it is likely to be some time before the College is in a position to generate sustainable funding from in-service activity. Even with this additional income stream, the Institutional Plan assumes that the State will fully fund staff salaries.</p> <p>The current funding arrangements will not sustain the College, let alone help it to develop into a centre of excellence.</p> <p>The College's view (supported by the External Auditor) is that the State should increase its level of funding. Again, there would be considerable sympathy for this view if it were not for the fact that (i) staff contact time is said to be 4-8 hours per week – less than one half what might be expected and (ii) staff: student ratios are well below the NCCE recommended norm of 1:25.</p> <p>This implies staff reductions, but to reduce staff numbers significantly would contravene current NCCE guidelines on the number of staff to be employed for each subject. Work with NCCE has recommended the</p>	
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	abolition of these guidelines. For the College to develop with a secure and realistic funding base, these contradictions need to be resolved as an urgent priority and should be a key issue within the forthcoming MTSS / budget process.	
Support the development of an in-service funding model.	N/A	
Support the development of quality assurance procedures.	Discussed above in the context of (i) a reconstituted College Turn Around Task Team with strengthened monitoring and support functions and (ii) revision to the Oro College Law.	
<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.	Following the last visit, the draft Accreditation Team Report Form was reviewed and comments were submitted to the NCCE (see last report). During this visit, meetings were held with Dr Abdulkareem, Acting Director of Programmes and other senior staff at NCCE. A workshop was held on accreditation and quality assurance in the context of the Commonwealth of Learning "Toolkit". The focus was on the need to see the accreditation process within the wider framework of NCCE's responsibility to improve the quality of colleges of education. A work plan is being developed which will include follow-up	



	activity (see Jaap Kuiper's report).	
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.	N/A	
Monitor the College Transformation and the Career Path developments with a view to supporting the mutually beneficial development at institutional, state and federal levels.	N/A	
Undertake such other tasks as may, from time to time, be agreed.	Following the last visit, a concept paper was drafted for planning work with new Commissioners after the 2011 election. During this visit the paper was discussed with Steve Baines.	

## Background

13. The visit was undertaken during the period 11-29 April 2010 and represented the fifth of six anticipated visits over a period of one year from 1 August 2009.
14. Most aspects of the assignment represented on-going activity and built upon previous visits.

## Findings and Issues Arising

15. These have been covered within the section above on Achievement of the Terms of Reference. They should be read in conjunction with comments in previous reports.

## Options and Next Steps

16. See above under the section on Achievement of the Terms of Reference, but in particular the following follow-up actions are required:

### Oro College

- a. The SMT through the Objective Leaders and Activity Leaders must ensure that the implementation schedule for the Institutional Plan is completed; that implementation actually takes place; and that implementation is monitored.
- b. The College Turn Around Task Team, to be reconstituted by the Commissioner, should monitor and support the implementation and monitoring processes.
- c. The Director of Works and the Estates Strategy Group should proceed with their plans to finalise the costing and prioritising of the components of an Estates Strategy in consultation with Objective and Activity Leaders.
- d. The Bursar should continue to develop a pro-forma to facilitate the monitoring of income and expenditure on a monthly basis.
- e. Consideration should be given as to the extent of any further consultation on the revised draft Oro College Law before submission to the legal authorities.
- f. The Director of Higher Education in conjunction with the College Turn Around Task Team and the SMT should commence a dialogue within government about the future funding base of the College. This should feed into the MTSS / budget process.

### Career Path

- g. The Career Path Task Team should continue to pursue the issues that have been identified for further consideration.

17. The next visit is anticipated to be of about three weeks in June. It will continue activities in accordance with the agreed annual work plan and terms of reference. More specifically, it might:
- a. focus on the implementation of the Oro College Institutional Plan and support to the Bursar in the context of creating greater transparency in financial management;
  - b. monitor progress and provide support in respect of career path developments;
  - c. provide support to NCCE on accreditation and the “Toolkit” in the context of the work plan that is to be agreed;
  - d. discuss College of Education issues with the Provost of Gidan Waya, Kaduna, as a follow-up to the previously held workshop for colleges of education (John Kay to make arrangements).

## The 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

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

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

### Other

8. 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;
9. 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;
10. monitor the College Transformation and the Career Path developments with a view to supporting the mutually beneficial development at institutional, state and federal levels;
11. 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												



4. Kwara Teacher Career Path	Funding Model for Colleges	Grey	Yellow	Grey	Yellow	Grey	Yellow	Grey	Yellow	Grey	Yellow	Grey	Yellow
	Quality assurance	Grey	Yellow	Grey	Yellow	Grey	Yellow	Grey	Yellow	Grey	Yellow	Grey	Yellow
	Professional Standards Framework	Grey	Orange	Grey	Orange	Grey	Orange	Grey	Orange	Grey	Orange	Grey	Orange
	Salary scales	Grey	Orange	Grey	Orange	Grey	Orange	Grey	Orange	Grey	Orange	Grey	Orange
	Recruitment / posting / promotion processes	Grey	Yellow	Grey	Yellow	Grey	Yellow	Grey	Yellow	Grey	Yellow	Grey	Yellow
	Appraisal and assessment processes	Grey	Yellow	Grey	Yellow	Grey	Yellow	Grey	Yellow	Grey	Yellow	Grey	Yellow
5. Kwara In-service Programme	Staff development	Grey	Orange	Grey	Orange	Grey	Orange	Grey	Orange	Grey	Orange	Grey	Orange
	In-service (finance) model	Grey	Orange	Grey	Orange	Grey	Orange	Grey	Orange	Grey	Orange	Grey	Orange
	Qualification structure & framework	Grey	Red	Grey	Red	Grey	Red	Grey	Red	Grey	Red	Grey	Red
	Curriculum development	Grey	Red	Grey	Red	Grey	Red	Grey	Red	Grey	Red	Grey	Red
6. NCCE	Provisioning plan	Grey	Red	Grey	Red	Grey	Red	Grey	Red	Grey	Red	Grey	Red
	Teacher Standards	Grey	Red	Grey	Red	Grey	Red	Grey	Red	Grey	Red	Grey	Red
7. Other States College Transformation	Curriculum Review	Grey	Red	Grey	Red	Grey	Red	Grey	Red	Grey	Red	Grey	Red
	Quality Assurance	Grey	Red	Grey	Red	Grey	Red	Grey	Red	Grey	Red	Grey	Red
	Support to Task Group on College reform	Grey	Yellow	Grey	Yellow	Grey	Yellow	Grey	Yellow	Grey	Yellow	Grey	Yellow
8. Other Federal Processes	Generic Themes	Grey	Orange	Grey	Orange	Grey	Orange	Grey	Orange	Grey	Orange	Grey	Orange
	Federal implications	Grey	Orange	Grey	Orange	Grey	Orange	Grey	Orange	Grey	Orange	Grey	Orange
8. Other Federal Processes	Federal policies on Career Path	Grey	Orange	Grey	Orange	Grey	Orange	Grey	Orange	Grey	Orange	Grey	Orange
	Federal policies on teacher/tertiary financing	Grey	Yellow	Grey	Yellow	Grey	Yellow	Grey	Yellow	Grey	Yellow	Grey	Yellow
	Federal Policies on Qualification Framework	Grey	Red	Grey	Red	Grey	Red	Grey	Red	Grey	Red	Grey	Red

## Annex 2: Programme of Activities

JK = Jaap Kuiper; AT = Andrea Togher; ASTL = Acting State Team Leader, Katherine Adeyemi

Date	Activity
April 11	Travel from UK to Abuja
12	Arrive in Abuja Meeting with John Kay Travel to Kwara
13	Meeting with Acting State Team Leader (ASTL) and orientation Meeting with Alhaji Woru, Chairman, Oro College Turn-Around Task Team (with JK & AT) Meeting with the Commissioner and senior staff (with College Turn-Around Task Team, ASTL, JK and AT)
14	Meeting with the Vice-Chancellor, Kwara State University Travel to Oro – meeting with Senior Management Team and workshop on the Institutional Plan (with JK and AT)
15	Meeting with the Vice-Chancellor, Kwara State University Travel to Oro – meeting with Senior Management Team and workshop on the Institutional Plan (with JK and AT). Individual meetings with the Bursar and Director of Works Documentation – work on a revised Oro College Law
16	Meeting with the Commissioner and senior staff (with College Turn-Around Task Team, ASTL and JK) Documentation – work on a revised Oro College Law
17	Documentation
18	
19	Travel to Oro – individual meetings on the Institutional Plan and financial management with the Bursar, Director of Works, Registrar and the Librarian Documentation – work on a revised Oro College Law
20	Meeting with Salihu Ahmed on Career Path (with JK) and Oro College Law Documentation – work on a revised Oro College Law
21	Travel to Oro – individual meetings with the External Auditor (on financial management), Bursar (on financial management) and Director of Works (on an Estates Strategy and the Institutional Plan). Briefing meeting with the Provost, Deputy Provost and Registrar (with JK) Documentation

Date	Activity
22	Documentation Meeting with Alhaji Woru and the Secretary of the Career Path Task Team (with JK)
23	Meeting with members of the Oro College Turn Around Task Team (with JK) Documentation
24	Travel to Abuja Documentation
25	
26	Meeting with Dr Abdulkareem, Acting Director of Programmes, NCCE and senior staff (with Alero Ootobo and JK) Meetings with John Kay
27	Meeting with Dr Abdulkareem, Acting Director of Programmes, NCCE and senior staff (with JK) Meeting with Professor Junaid, Executive Secretary, NCCE Meeting with Steve Baines Documentation
28	Workshop on accreditation with senior staff group, NCCE (with JK) Meeting with Steve Baines Documentation
29	Return to UK

### Annex 3: Institutional Plan – Implementation Schedule

#### Kwara State College of Education, Oro

Activities	Lead person for each activity – responsible for ensuring implementation	TIMESCALE					
		What will be achieved? By when? What will be the cost? Costs to be prioritised					
		End of July 2010	End of October 2010	End of December 2010	July 2011	July 2012	Beyond
OBJECTIVE 1. To deliver high quality pre-service education		Objective Leader: Deputy Provost – responsible for ensuring action by Lead Person for each activity and for co-ordinating activities within the objective					
TARGET 1.1 Attract highly qualified and motivated students							
1.1.1 Screen candidates who pass JAMB examination	Registrar	Annual activity August 1 <sup>st</sup> – 15 September Established procedure					
1.1.2 Administer post-JAMB examination	Deputy Registrar (Academic)						
1.1.3 Interview candidates who pass JAMB	Deputy Registrar (Academic)						
1.1.4 Admit only qualified candidates	Registrar						
Target 1.2 Deliver reformed curriculum							
1.2.1 Implementation of teaching standards	Deputy Provost						
1.2.2 Implement quality learning	Deputy Provost						

Activities	Lead person for each activity – responsible for ensuring implementation	TIMESCALE					
		What will be achieved? By when? What will be the cost? Costs to be prioritised					
		End of July 2010	End of October 2010	End of December 2010	July 2011	July 2012	Beyond
programme							
1.2.3 Provide learning materials	Deputy Provost						
1.2.4 Conduct regular and purposeful assessment	Deputy Provost						
1.2.5 Effective use of teaching practice and micro-teaching	Acting Dean of Education						
1.2.6 Develop and apply quality assurance procedures	Deputy Provost						
1.2.7 Establish new College structure with three Schools	Provost						
1.2.8 Allocate departments to Schools	Provost	Accomplished					
1.2.9 Allocate staff to departments	Deputy Provost	Accomplished					
TARGET 1.3 Improve student support							
1.3.1 Improve facilities to enhance computer literacy	Deputy Provost						
1.3.2 Complete, staff and equip Counselling Centre	Chairman, Counselling Committee						

Activities	Lead person for each activity – responsible for ensuring implementation	TIMESCALE					
		What will be achieved? By when? What will be the cost? Costs to be prioritised					
		End of July 2010	End of October 2010	End of December 2010	July 2011	July 2012	Beyond
1.3.3 Upgrade and equip language laboratory	Acting Dean JSE						
1.3.4 Foster good relationships with the Students Union	Director, Student Affairs						
1.3.5 Ensure conducive learning environment for students	Provost						
1.3.6 Provide adequate sporting facilities	Chairman, Sports Committee						
1.3.7 Strengthen the Medical Centre	Chief Nursing Officer (CNO)						
<b>TARGET 1.4 Develop innovative programmes</b>							
1.4.1 Expand Early Childhood Care Education (ECCE) programme	Acting Dean ECCE/Primary						
1.4.2 Explore establishment of a scheme focussing on teaching in rural areas	Provost						

Activities	Lead person for each activity – responsible for ensuring implementation	TIMESCALE					
		What will be achieved? By when? What will be the cost? Costs to be prioritised					
		End of July 2010	End of October 2010	End of December 2010	July 2011	July 2012	Beyond
OBJECTIVE 2. To develop relevant in-service programmes		Objective Leader: Deputy Provost – responsible for ensuring action by Lead Person for each activity and for co-ordinating activities within the objective					
TARGET 2.1 Formulate arrangements for in-service delivery							
2.1.1 Engage with government to develop College’s in-service role	Provost						
2.1.2 Development of a qualifications framework for in-service programmes	Provost						
2.1.3 Explore joint arrangements	Provost						
TARGET 2.2 Develop and deliver programmes							
2.2.1 Develop the detail of in-service programmes	Provost						
2.2.2 Develop institutional management arrangements for in-service delivery	Deputy Provost						
2.2.3 Commence the delivery of programmes	Deputy Provost						

Activities	Lead person for each activity – responsible for ensuring implementation	TIMESCALE					
		What will be achieved? By when? What will be the cost? Costs to be prioritised					
		End of July 2010	End of October 2010	End of December 2010	July 2011	July 2012	Beyond
OBJECTIVE 3.To promote the intellectual and professional development of staff		Objective Leader: Registrar – responsible for ensuring action by Lead Person for each activity and for co-ordinating activities within the objective					
TARGET 3.1 Develop and implement staff development policies and programmes							
3.1.1 Review current staff development policies	Deputy Registrar (Estab)						
3.1.2 Review practices and procedures at other institutions	Provost						
3.1.3 Formulate a Staff Development Framework	Deputy Registrar (Estab)						
3.1.4 Establish organisational arrangements	Registrar						
3.1.5 Establish procedures for dissemination of information on programmes	Registrar						
TARGET 3.2 Make adequate provision for staff welfare							
3.2.1 Establish a functional staff club	Provost						
3.2.2 Establish a standard guest house	Director of Works						



Activities	Lead person for each activity – responsible for ensuring implementation	TIMESCALE					
		What will be achieved? By when? What will be the cost? Costs to be prioritised					
		End of July 2010	End of October 2010	End of December 2010	July 2011	July 2012	Beyond
3.2.3 Provide adequate and well-furnished office accommodation	Director of Works						
3.2.4 Establish entitlement of annual leave for all categories of staff.	Registrar						
<b>Target 3.3 Increase support for research and scholarship</b>							
3.3.1 Support staff publications	Deputy Provost						
3.3.2 Seek partnerships to foster research and scholarship activity	Provost						
3.3.3 Seek funding for research projects	Provost						
3.3.4 Increase seminars	Deputy Provost						
3.3.5 Establish structures to support groups of researchers	Provost						
<b>TARGET 3.4 Expand public lecture programme</b>							
3.4.1 Programme to be formulated by Eminent Personalities Lecture Series Committee	Deputy Provost						
3.4.2 Deliver programmes	Deputy Provost						

Activities	Lead person for each activity – responsible for ensuring implementation	TIMESCALE					
		What will be achieved? By when? What will be the cost? Costs to be prioritised					
		End of July 2010	End of October 2010	End of December 2010	July 2011	July 2012	Beyond
OBJECTIVE 4. To develop effective resource strategies		Objective Leader: Bursar – responsible for ensuring action by Lead Person for each activity and for co-ordinating activities within the objective					
TARGET 4.1 Improve the quality of management and administration							
4.1.1 Review academic and administrative structures	Deputy Provost (academic) Registrar (administrative)						
4.1.2 Review management procedures and practices	Provost						
4.1.3 Review procedures and practices for data collection, recording, analysis and dissemination	Registrar						
4.1.4 Develop and implementation quality assurance procedures	Deputy Provost						
TARGET 4.2 Support and motivate staff							
4.2.1 Recruit and retain high quality staff	Provost						
4.2.2 Promote and encourage staff development	Provost						

Activities	Lead person for each activity – responsible for ensuring implementation	TIMESCALE					
		What will be achieved? By when? What will be the cost? Costs to be prioritised					
		End of July 2010	End of October 2010	End of December 2010	July 2011	July 2012	Beyond
<b>TARGET 4.3 Improve communications</b>							
4.3.1 Improve internal communications	Registrar						
4.3.2 Improve external communications	Registrar						
4.3.3 Strengthen links with the local community	PRO						
<b>TARGET 4.4 Improve library provision</b>							
4.4.1 Formulate and implement a Library Development Plan	Librarian						
4.4.2 Expand Library capacity to accommodate 1,000 students	Librarian						
4.4.3 Institute a phased programme of acquisitions	Librarian						
4.4.4 Develop the library as an information centre	Librarian						
4.4.5 Develop libraries in each school of the College	Acting Deans						
4.4.6 Encourage the formulation of proposals	Librarian						

Activities	Lead person for each activity – responsible for ensuring implementation	TIMESCALE					
		What will be achieved? By when? What will be the cost? Costs to be prioritised					
		End of July 2010	End of October 2010	End of December 2010	July 2011	July 2012	Beyond
<b>TARGET 4.5 Improve the quality of the estate</b>							
4.5.1 Establish a Task Team to work with the Director of Works	Provost	Accomplished					
4.5.2 Formulate an Estates Strategy	Director of Works						
4.5.3 Engage with government to establish a phased approach to the implementation of an Estates Strategy	Provost						
<b>TARGET 4.6 Develop financial strategies</b>							
4.6.1 Dialogue with government to establish funding base	Provost						
4.6.2 Keep under review the level of student fees	Bursar						
4.6.3 Seek income generating activities that are consistent with the mission of the College	Provost						
4.6.4 Withdraw from activities that are not consistent with the mission of the College	Provost						

Activities	Lead person for each activity – responsible for ensuring implementation	TIMESCALE					
		What will be achieved? By when? What will be the cost? Costs to be prioritised					
		End of July 2010	End of October 2010	End of December 2010	July 2011	July 2012	Beyond
4.6.5 Review internal resource allocation methodology	Provost						
4.6.6 Support high quality, cost effective hostel accommodation	Chairman, Hostel Task Force						
4.6.7 Support provision of learning materials	Deputy Provost						
4.6.8 Support staff development	Deputy Registrar (Estab)						