

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

Input Visit Report

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

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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

ESSPIN	Education Sector Support Programme in Nigeria
NCCE	National Commission for Colleges of Education
NCE	National Council for Education
SMoE	State Ministry of Education, Science and Technology
SMT	Senior Management Team
STL	State Team Leader
SUBEB	State Universal Basic Education Board
TORs	Terms of Reference
TRCN	Teachers' Registration Council of Nigeria

Abstract

1. The report covers progress on management enhancement at Oro College; the training of NCCE assessors; the development of a Teacher Career Path in Kwara; the second workshop to support Gidan Waya College of Education; and progress on a Study of Teacher Management and Deployment in Jigawa and Kwara.

Executive Summary

Oro College

2. Mr Adebayo, who chaired the Planning Committee and has played a leading role in curriculum reform, has been appointed as Deputy Provost (Academics). Discussions with him have led to the instigation of a revision to the Institutional Plan with only limited (oversight) support from ESSPIN. The objective of the revision is to encourage the College to update its priorities, to improve the capacity of management staff in the areas of planning and committee servicing and to give practical expression to the College's approved structures and procedures for communication, input and approval.
3. The re-designation of Ilorin College as a College of Education highlights the fragility of the reform process.

Career Path

4. Discussions with the Executive Secretary of SUBEB in Kwara have led to a timetable in which the career path proposals will be submitted for approval to the Executive Council in Kwara State with a view to the State sponsoring a memo to the meeting of the Joint Consultative Committee on Education in March 2011 for subsequent submission to the National Council on Education in December 2011. The immediate task is to support the preparation of the initial submission to the Executive Council.

NCCE

5. A three-day training session was held for NCCE assessors in preparation for pilot accreditation visits to test the new "Toolkit".

Gidan Waya

6. A second workshop was held with staff at Gidan Waya College of Education. Plenary sessions focused on the themes of institutional planning and quality assurance before more specialist group work on teaching and learning and management issues. A feature of the workshop was the development of strategic linkages between the College and SMOE. The Director of Higher Education was present, played an active part in proceedings and undertook to follow-up on proposals made during the workshop. Key issues to arise included: (i) agreement that NCCE's proposed restructuring of colleges should be

implemented; (ii) agreement that there would be advantage if staff at the College took part in a needs assessment exercise. During the reform process at Oro College, it has been a major handicap that the perceived needs of staff have been ascertained on the basis of *ad hoc* subjective judgement. A needs assessment exercise could make a significant contribution to understanding what is necessary to improve the quality of pre-service teacher education throughout Nigeria. ESSPIN support in conducting such an assessment is strongly recommended.

Purpose of the Consultancy

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

Working with nominated State and Federal representatives and with other ESSPIN State and national specialists and consultants as appropriate, to support:

- a. the further strengthening of governance and management capacity at Oro College;
- b. the strengthening of strategic linkages between SMOE and Gidan Waya College;
- c. the strengthening of management capacity at Gidan Waya College;
- d. the further strengthening of NCCE's accreditation procedures;
- e. the further development of a Teacher Career Path within Kwara State;
- f. improved teacher deployment strategies through a study of teacher management and deployment;
- g. 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)
Oro College of Education		
Support the development of leadership and management capacity within the College.	<u>Recent developments</u> Since the last visit Mr Adebayo has been appointed as Deputy Provost (Academics). Mr Adebayo has been significantly involved in curriculum development and chaired the Planning Committee. He is also involved in SSIT activities. His appointment represents promotion on merit, a development that is to be welcomed, and augers well for sustainability of the reform. It is also evident that he has settled well into his new role. Further developments since the last visit include agreement by SMOE to fund salary costs. This is a welcome commitment. There will, however, continue to be funding constraint because fee income (over N30,000 per student) will fall as a consequence of reduced student numbers. The College has also received notification of its ETF funding allocation and is in the process of defining priorities. Following the last visit and subsequent interaction with the Registrar, a new Academic Calendar has been published. The process of reviewing the performance of Acting Deans and Acting Heads of Department has begun. Staff and a selection of students are being asked to complete forms commenting on	Alh Woru will monitor. The Deputy Provost (Academics) will convene the Planning Committee and institute a revision of the Institutional Plan.
Support the implementation of the Institutional Plan.		
Support the implementation of quality assurance processes.		

	<p>the performance of Acting Deans and Acting Heads of Department. Comments were made on the proposed procedure in order to bring balance to the process.</p> <p><u>Institutional Plan</u></p> <p>The appointment of Mr Adebayo as Deputy Provost (Academics) provides a timely opportunity to review the Institutional Plan. The current Plan, 2009-12, was undertaken with significant support from ESSPIN. Since the formulation of the Plan, the new SMT has become established, the financial situation of the College has changed, student numbers have been significantly reduced and revised teaching methodology is being implemented.</p> <p>The objective of such a revision is to encourage the College to update its priorities, to improve the capacity of Registry staff in the areas of planning and committee servicing and to give substance to the College's approved structures for communication, input and approval.</p> <p>Discussions with the Deputy Provost (Academics) led to an outline schedule for the revision (Annex C).</p> <p><u>Other</u></p> <p>It is unfortunate that delay in processing NCE III results is likely to mean that the latest cohort of students will have been unable to apply for recently advertised teaching vacancies. So far 185 qualified candidates have been accepted for NCE I in 2010-11. The Task Team removed a number of other names from the accepted list because they had not met minimum standards. The low number is due, at least in part, to an increase in minimum levels for entry to tertiary education</p>	
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	<p>specified by JAMB. Although the new session was due to start on 8 November it seems likely that, as usual, additional new students will be accepted well into January. It is difficult to believe that such an arrangement provides for quality education.</p> <hr/> <p><u>SMoE</u> The reform of Oro College has been within the context of the reduction in the number of State colleges of education in Kwara from three to one in order to focus resources and create a centre of excellence for fewer but more highly qualified and motivated students.</p> <p>It is understood that political pressure has led to the re-designation of Ilorin College as a college of education. This highlights the fragility of the reform process and threatens to undermine the progress of reform.</p>	
Critique the reform process at Oro College.	N/A	
Career Path		
Support the work of the Task Groups charged with the development and implementation of a Teacher Career Path.	<p>There has been some concern at the lack of progress between visits, but during this visit a constructive meeting was held with the Executive Secretary of SUBEB and Task Team members. The ES was clear that in order to implement the Career Path proposals, a document will have to be put before the Executive Council of Kwara State with a view to the State sponsoring a memo to the meeting of the Joint Consultative Committee on Education in March 2011 for subsequent submission to the National Council on Education in December 2011.</p>	<p>I will prepare, in conjunction with Alh Woru (by e mail), documents to be submitted to the Executive Council of Kwara State early in the New Year.</p>
Support awareness raising and training to enhance understanding of the implications of career path reform for teachers.		

	<p>The work involved in meeting the immediate timescale is not insignificant and will require (i) an overarching document (ii) consolidation of the General Rules for recruitment, posting, promotion, assessment, etc and (iii) simplification of the Teacher Professional Standards Framework with the addition of criteria for assessment.</p> <p>It is planned that I will address (i) and (ii) in conjunction with Alh Woru. Andrea Togher will address (iii) in conjunction with Task Team members. (iii) is a significant task (and will be covered in Andrea Togher's report).</p>	
Gidan Waya College of Education		
Review the strategic interface between SMOE and the College.	<p>The second in a series of workshops was held with staff from Gidan Waya College of Education. It was pleasing that the same group of about 60 staff (the Academic Board and senior officers) who had attended the first workshop, including the Provost, was present. Another pleasing feature was the attendance and active participation of the Director of Higher Education from SMOE. The workshop was presented in conjunction with Andrea Togher and Alh Woru.</p> <p>In view of the attendance of the Director of Higher Education, the initial programme was changed in order to focus on the strategic interface between the College and SMOE. A copy of the revised programme is attached as Annex D.</p> <p>The overall workplan is based on the development of two processes – institutional planning and quality assurance – into which more specific activities will feed. On this occasion the</p>	<p>The following were agreed:</p> <p><u>Interface between the College and SMOE</u></p> <p>The Director of Higher Education would liaise with the Commissioner with a view to ascertaining ten year projections of pupil numbers in basic education and projections of teacher numbers (ECCE, Primary, JSS, Adult & Non-formal, Special Education) and would aim to report to the College by 20 December 2010.</p> <p>ESSPIN would liaise with the Director to ascertain any necessary support.</p> <p><u>Awareness raising in the College</u></p> <p>During the week of 13-17 December, Deans would hold School meetings to disseminate</p>
Support the process of defining the strategic direction of the College in the context of the demand for teachers in the State.		
Support the enhancement of planning and management capacity within the College.		

	<p>first three days were spent in plenary session; during the last two days the group divided to focus on teaching and learning and management issues.</p> <p>In order to maintain momentum between visits, a steering committee was formed. This has some common membership with an Organisational Development Group which had already been formed within the College, co-ordinated by Bibin Kanivelil, a VSO in the College.</p> <p>Key issues to arise during the workshop included the following:</p> <ul style="list-style-type: none"> (i) agreement that NCCE's proposed restructuring of colleges should be implemented; (ii) agreement that there would be advantage if staff at the College took part in a needs assessment exercise. <p>The suggestion at the workshop that staff should take part in a needs assessment exercise is significant and should be undertaken with professional support from ESSPIN. During the reform process at Oro College, it has been a major handicap that the perceived needs of staff have been ascertained on the basis of <i>ad hoc</i> subjective judgement. A needs assessment exercise (undertaken by a willing College) could make a significant contribution to understanding what is necessary to improve the quality of pre-service teacher education in Nigeria.</p> <p>On the basis of progress during the workshop and follow-up activity, the consultants will formulate a programme for the next visit.</p>	<p>information on the reform process including the restructuring of Schools.</p> <p>Staff would be asked to complete forms by 20 December 2010 indicating their first choice of School to which they might be allocated.</p> <p>SMT would then consider the distribution of staff between the new Schools before the next workshop.</p> <p>ESSPIN would be asked to consider supporting a needs assessment exercise for College staff.</p> <p><u>Institutional Plan</u></p> <p>The Steering Committee would draft the following sections of the Institutional Plan (taking account of the discussion at the workshop):</p> <ul style="list-style-type: none"> • Mission statement • Values • Policies / objectives <p><u>Other</u></p> <p>The Provost would discuss with the Commissioner and members of Council the possibility of holding a meeting to consider the reform process.</p> <p>The College's enabling Law would be reviewed in the context of the reform process.</p>
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NCCE		
Support the development of the accreditation “Toolkit” including self-assessment documentation for institutions.	<p>A three-day workshop (presented in conjunction with Andrea Togher) was held at which 18 participants took part. The workshop was designed for the core group of NCCE who had developed the “Toolkit” to provide experience in addressing issues that might arise during an accreditation visit. In fact, in addition to some members of this core group, attendees included other staff from NCCE and some college representatives. This required some adaptation of the programme and on occasions it was necessary to curtail discussion on issues that had already been resolved during previous sessions. Nevertheless, the workshop provided valuable experience in using the “Toolkit” and raised interesting issues for discussion. At the end of the workshop, members of the NCCE core group expressed more confidence in their ability to act as assessors and other participants had gained an insight into NCCE’s accreditation proposals. A copy of the programme is attached as Annex D.</p> <p>At the conclusion of the programme, participants considered “next steps”. During this session, and indeed during the workshop as a whole, the enormity of the reform process - curriculum reform, college restructuring, implementation of the “Toolkit” - began to be appreciated by participants, with valuable contributions from the college representatives. Long-term training needs for assessors was also discussed with formal certification being a suggested option.</p> <p>Although a core group has worked on developing the “Toolkit”, it has been a feature of the process that decisions are referred</p>	<p>During the workshop various guidelines for accreditation teams were developed and the phrase “failed accreditation” was preferred to “denied accreditation”. The consultants will incorporate these changes in the “Toolkit” and will send completed documents to NCCE (sent on 13 December 2010).</p> <p>NCCE will inform Oro College and Gidan Waya College of arrangements for the pilot accreditation visits and will send the Colleges the self-assessment document for completion.</p>
Support the training of NCCE assessors in the new procedures.		
Support the process of pilot accreditations and subsequent evaluation.		

	<p>to senior management within NCCE. The discussion during the final session was therefore continued at a separate meeting between ESSPIN and the Acting Director of Programmes, Dr Abdulkareem, and senior staff. At that meeting the following were agreed:</p> <ul style="list-style-type: none"> (i) a pilot accreditation at Oro College would take place during the consultants' next visit – probably during the first week in February. A couple of staff from Gidan Waya would be invited as observers; (ii) a second pilot accreditation would take place at Gidan Waya College, probably during March; (iii) in each case, the accreditation team would comprise six members of NCCE on the grounds that the primary purpose was to give NCCE the opportunity to test the “Toolkit” in practice. The consultants would be present during the pilot at Oro College but this might not be necessary during the pilot at Gidan Waya, although there would be support in a review of the process and finalisation of documentation; (iv) it was NCCE's intention to submit the new curriculum, Teacher Standards and the “Toolkit” to the NCCE Board for approval by April 2011. <p>There was a discussion about the implications of the reform and the consequential need for training at all levels and to the desirability of NCCE developing a workplan for implementation.</p>	
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Study of Teacher Management and Deployment		
Undertake a study of teacher management and deployment in accordance with the separate terms of reference.	The timing of the visit prevented a visit to Jigawa, but further discussions took place in Kwara State. A meeting also took place with the Teachers' Registration Council of Nigeria (TRCN).	An interim report will be drafted for consideration by stakeholders during the next visit.
Other		
Monitor College Transformation and Career Path developments with a view to supporting mutually beneficial development at institutional, state and federal levels.	The meeting with TRCN (see above) focused, in particular, on exploring the development of career path proposals. It is understood that TRCN has been developing a set of teaching standards based on initial qualification. These are to be submitted to NCE. Implementation of the standards will be a matter for providers. The TRCN standards document refers to the need to develop career path proposals. On the basis of this initial discussion, it seems that there may be some inconsistency between the concept of standards based on initial qualification and a career path based on attainment of professional standards.	
Undertake such other tasks as may, from time to time, be agreed.	N/A	

Background

8. The visit was undertaken during the period 14 November – 11 December 2010 and represented the second input under a one year contract.
9. Most aspects of the assignment represented on-going activity and built upon previous visits.

Findings and Issues Arising

10. 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

11. See above under the section on Achievement of the Terms of Reference. There is, however, one issue in particular that should be highlighted. In terms of sustainability of reform and having an impact throughout the federation, the suggestion that a needs assessment exercise should be conducted at Gidan Waya College of Education provides a significant opportunity. A needs assessment exercise could make a significant contribution to understanding what is necessary to improve the quality of pre-service teacher education in Nigeria. **ESSPIN support in conducting such an assessment is strongly recommended.**

Annex A: Terms of Reference

Title of assignment: Institutional Strengthening

Areas of work:

- Oro College reform
- Teacher Career Path (Kwara State)
- Gidan Waya College reform
- NCCE quality assurance processes
- Teacher Deployment Survey
- Such other areas and in such other States as might be agreed

Consultant: Institutional Development Specialist

Main Places of Work: Abuja, Kaduna and Kwara

Indicative duration and dates

Up to 130 days between 27 August 2010 and 31 July 2011.

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 six States (Kano, Kaduna, Kwara, Jigawa, Lagos and Enugu) 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.

Kaduna State

The education sector in Kaduna, in common with the rest of the Nigerian education system, faces many serious problems. These include inequitable access, inadequate quality, weak planning, management and monitoring capacity and insufficient funding. Contributing factors to poor learning environments and low learning outcomes include poor infrastructure and facilities, ineffective management and a lack of resources, such as textbooks. Poor teacher quality is a critical factor in producing poor learning outcomes.

The teaching workforce is inequitably distributed and characterized by low levels of competence and professionalism, inadequate qualifications, poor morale and limited opportunities for professional development. Fewer than 50% of teachers in Kaduna possess the minimum NCE qualification. Gidan Waya College of Education is the State Teacher Training institution which has prime responsibility for producing teachers for Kaduna.

Objectives of the assignment

Working with nominated State and Federal representatives and with other ESSPIN State and national specialists and consultants as appropriate, to support:

1. the further strengthening of governance and management capacity at Oro College;
2. the strengthening of strategic linkages between SMOE and Gidan Waya College;
3. the strengthening of management capacity at Gidan Waya College;
4. the further strengthening of NCCE's accreditation procedures;
5. the further development of a Teacher Career Path within Kwara State;
6. improved teacher deployment strategies through a study of teacher management and deployment;
7. such other Federal and State initiatives on transformation as might be agreed.

Tasks

Oro College

1. support the development of leadership and management capacity within the College;
2. support the implementation of the Institutional Plan;
3. support the implementation of quality assurance processes;
4. critique the reform process at Oro College;

Gidan Waya College (indicative work plan is attached)

1. review the strategic interface between SMOE and the College;
2. support the process of defining the strategic direction of the College in the context of the demand for teachers in the State;
3. support the enhancement of planning and management capacity within the College;

NCCE

1. support the development of the accreditation “Toolkit” including self-assessment documentation for institutions;
2. support the training of NCCE assessors in the new procedures;
3. support the process of pilot accreditations and subsequent evaluation;

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;
2. support awareness raising and training to enhance understanding of the implications of career path reform for teachers;

Study of Teacher Management and Deployment (TORs are attached)

1. undertake a study of teacher management and deployment in accordance with the attached terms of reference;

Other

1. monitor college transformation and career path developments with a view to supporting mutually beneficial developments at institutional, state and federal levels;
2. undertake such other tasks as may, from time to time, be agreed.

Outputs

1. Governance and management capacity at Oro College strengthened;
2. Strategic linkages between SMOE and Gidan Waya College strengthened, particularly in terms of budgetary support and links to State teacher deployment needs;

3. Management capacity at Gidan Waya College strengthened ;
4. NCCE's accreditation procedures strengthened;
5. The Teacher Career Path within Kwara State further developed;
6. Study of teacher management and deployment outputs in accordance with the attached terms of reference;
7. A brief visit report, after each visit, which lists progress against these terms of reference.

Institutional/administrative arrangements

The consultant will report to the Lead Specialist Educational Quality and the State Team Leader in Kwara and Kaduna as appropriate. The consultant will liaise closely with nominated Federal and State representatives including the Commissioner of Education in Kwara State. A brief report will be submitted at the end of each visit to the ESSPIN Lead Specialist for Educational Quality and ESSPIN State Team Leaders in Kaduna and Kwara States, with whom the report will be discussed before departure, as far as time allows.

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, institutional development and tertiary education sector management.
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.

Annex B: Programme of Activities

AT = Andrea Togher; IW = Ibrahim Woru; MA = Mary Atolagbe.

Date	Activity
November 14	Travel from UK to Abuja
15	Arrive in Abuja Meeting with senior ESSPIN staff Travel to Kwara – meeting with Emma Williams, STL Kwara
16	Documentation – preparation for Career Path meeting and Gidan Waya workshop (with AT)
17	Documentation – preparation for Career Path meeting and Gidan Waya workshop (with AT) Attend Hon. Commissioner’s reception.
18	Office meeting to co-ordinate Output 2 and Output 3 activities
19	Continuation of meeting to co-ordinate Output 2 and Output 3 activities Documentation
20	Documentation – preparation for Gidan Waya workshop (with AT)
21	
22	Office meeting to discuss Career Path issues (with AT, IW, MA) Travel to Oro College for meeting with the Senior Management Team
23	Travel to Oro for meeting with the Deputy Provost (Academic) Documentation
24	Meeting with the Executive Secretary, SUBEB and members of the Career Path Task Teams (with AT and IW) Documentation
25	Travel to Oro for a training session with staff of the Registrar’s Office Documentation – preparation for workshops with Gidan Waya staff and NCCE
26	Documentation – preparation for NCCE assessors’ training workshop Meeting with SUBEB staff on the Study of Teacher Management and Deployment
27	Travel to Abuja Documentation
28	
29	Travel to Kafanchan Present workshop for staff of Gidan Waya College of Education (with AT and IW)
30	Present workshop for staff of Gidan Waya College of Education (with AT and IW)
December 1	Present workshop for staff of Gidan Waya College of Education (with AT and IW)
2	Present workshop for staff of Gidan Waya College of Education (with AT and IW)
3	Present workshop for staff of Gidan Waya College of Education (with AT and IW)

Date	Activity
	Travel to Abuja
4	Preparation for NCCE assessors' training workshop
5	
6	Meeting with senior staff of the Teachers' Registration Council of Nigeria (TRCN) (with Alero Ootobo, Esohe Iyama, AT and IW) Preparation for NCCE assessors' training workshop
7	Present NCCE assessors' training workshop (with AT)
8	Present NCCE assessors' training workshop (with AT)
9	Present NCCE assessors' training workshop (with AT)
10	Meeting with John Kay and Esohe Iyama (with IW) Meeting with Steve Bradley, STL, Kaduna (with AT) Meeting with Dr Abdulkareem, Acting Director of Programmes, NCCE and senior staff (with Esohe Iyama and AW) Documentation
11	Return to UK

Annex C: Oro College - Process and Timeline for Revising the Institutional Plan

KWARA STATE COLLEGE OF EDUCATION, ORO

Process and timeline for revising the Institutional Plan

The attached chart provides guidance on a possible timeline for revising the Institutional Plan. It shows the reporting structure between the Planning Committee, School Boards, the Academic Board and Council.

In addition, the Senior Management Team will receive regular reports from the Deputy Provost (Academic) as Chairman of the Planning Committee and will be able to comment on progress and input as appropriate.

Other important inputs will be from the Registrar, Bursar, Director of Estates, Librarian and other officers.


<p>Academic Board / Council</p> <p>ABM 8 Dec Council 9 Dec Informed of planning process</p> <p>ABM 23 February Consider comments from School Boards and submit comments to Planning Committee</p> <p>ABM 30 March Consider draft Plan and submit comments to Council and Planning Committee</p> <p>Council 6 April Consider draft Plan and submit comments to Planning Committee</p> <p>ABM 25 May Council 24 June Approve Plan</p> <p>Publish and implement</p>	<p>Planning Committee</p> <p>29 Nov Process of revision Brainstorm content Agree timetable</p> <p>Periodic meetings Revise and gather management information</p> <p>Late February / early March Consider comments and prepare draft Plan</p> <p>Mid-March Agree draft Plan Submit to School Boards and ABM</p> <p>Mid-April / May Consider comments and finalise Plan. Submit to ABM and Council</p>	<p>School Boards Deans informed of revision process by Deputy Provost (Academic)</p> <p>Set up School groups to consider input into Plan</p> <p>Groups reports to School Board: 1st week February</p> <p>School Boards submits comments to Planning Committee and ABM for meeting on 23 Feb for information</p> <p>21-25 March School Boards consider draft Plan and submit comments to ABM for meeting on 30 March and to Planning Committee</p>
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Annex D: Gidan Waya Programme – Visit 2


Gidan Waya College of Education

ESSPIN collaboration – PROGRAMME

29 November – 3 December 2010

Institutional Plan	Quality Assurance	Activity  Activities feed into development of Institutional Plan and Quality assurance processes
Understanding Need Strategic linkages between SMOE and the College	Understanding	Monday, 29 November, 2010 Workshop commences - opening remarks Recap from last workshop Outline of activities <ul style="list-style-type: none"> – Objectives of the workshop – Context – Framework: institutional plan and quality assurance – Co-ordination and dissemination arrangements The Planning Process <ul style="list-style-type: none"> – Review of current Plan – What is planning and why do we need it? – How shall we do it? Any questions? Close
Institutional analysis Objectives	Understanding Institutional analysis Internal / external aspects	Tuesday, 30 November, 2010 Recap on Day 1 Quality assurance <ul style="list-style-type: none"> – What is it and why do we need it? – Roles and responsibilities within the College – The self-evaluation document SWOT analysis

Institutional Plan	Quality Assurance	Activity  Activities feed into development of Institutional Plan and Quality assurance processes
Mission Objectives Structure Strategic linkages between SMOE and the College	NCCE accreditation Requirements Internal assessment Meeting external requirements Monitoring	<ul style="list-style-type: none"> - What is it? - Who is it for? - How to conduct a SWOT - Feedback and discussion <p>Any questions?</p> <p>Close</p> <p>Wednesday, 1 December, 2010</p> <p>Recap on Day 2</p> <p>Self-evaluation</p> <p>Use information gathered from the SWOT analysis to complete sections of the Self-evaluation document.</p> <p>Structure of the College</p> <ul style="list-style-type: none"> - The context – NCCE and the new curriculum - Vision / Mission of the College - What programmes are going to be delivered by the College? - Alternative college structures <ul style="list-style-type: none"> - the principles - NCCE guidelines - Oro experience - academic and administrative consequences - to agree the preferred option - Determining the number of staff / students in schools <p>The restructuring process</p> <ul style="list-style-type: none"> - Criteria for determining staff allocation to schools - Procedure for restructuring <ul style="list-style-type: none"> - The way forward <p>Any questions?</p> <p>Close</p>

Institutional Plan	Quality Assurance	Activity  Activities feed into development of Institutional Plan and Quality assurance processes	
Evaluation Data to support planning Performance indicators Strategic linkages between SMoE and the College	Evaluation	Thursday, 2 December, 2010 Recap on Day 3 Presentation by Steve Bradley, ESSPIN State Team Leader, Kaduna <ul style="list-style-type: none"> – TDNA results – Implications for the College 	
	Improving quality Performance indicators	<u>Management</u> 10.45 Objectives Strategic interface between SMoE and the College <ul style="list-style-type: none"> – Identification of data needed by SMoE – identification of who can provide the data – identification of data required by the College from SMoE – next steps 	<u>Curriculum</u> 10.45 Objectives What does a quality learning experience look like? Reflect upon all the learning experiences and teaching techniques they have been exposed to this morning 12.30 Identifying preferred learning styles. What are they? What learning behaviours are associated with each style? 1.00 Why is it important to offer teaching experiences that address each style? 1.30 Explore how the same content can be delivered using different teaching methods to cater for each preferred learning style. Individuals to plan the same content in 3 different styles.

Institutional Plan	Quality Assurance	Activity ← Activities feed into development of Institutional Plan and Quality assurance processes	
		2.30 Management and curriculum groups come together to summarise the day's activities Close	
Decision making Identification of priorities Implementation	Improving quality Staff development Monitoring capacity	Friday, 3 December 2010	
		<u>Management</u> Recap on day 4. Objectives for the day. Converting discussion into action - acting as a Steering Committee to the workshop: (i) what action should be taken to implement proposals emanating from the workshop? (ii) who should take that action? (iii) by when should the action be taken?	<u>Curriculum</u> 9.00 Recap day 4. Objectives for the day. 10.00 What is meant by 'a learner centred approach'? Experience practical examples of learner centred tasks. What are the advantages and barriers to using a learner centred approach? Discuss solutions to common barriers / disadvantages Identify where this work will feed into the SE document
		12.00 Management and curriculum groups join together to feedback to each other. Agree tasks to be undertaken before next visit. 1.00 Close of programme	