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Oro College Review of Strategic Priorities

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| | |
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| ESSPIN 001 | ESSPIN 1 st Quarterly Report |
| ESSPIN 002 | MTSS Strategy |
| ESSPIN 003 | M&E Strategy |
| ESSPIN 004 | Inception Strategy |
| ESSPIN 005 | Initial Report from the MTSS Task Team Leader |
| ESSPIN 006 | ESSPIN 3 rd Quarterly Report |
| ESSPIN 201 | Analysis of the Role of LGAs and LGEAs in Supporting Basic Education in Nigeria |
| ESSPIN 501 | Communications and Knowledge Management Strategy |
| ESSPIN 502 | Communication Task Specialist Visit Report Dec. 08 |
| ESSPIN 503 | Education Management Information Systems (EMIS) - Scoping Mission |
| ESSPIN 504 | Communication Task Specialist Visit Report Feb. 09 |
| Kw 301 | An Assessment of the Development needs of Teachers in Nigeria – Kwara State Case Study |
| Kw 302 | Oro College Review of Strategic Priorities |

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Acronyms and Abbreviations

| | |
|--------------|---|
| CUBE | Capacity for Universal Basic Education |
| DFID | Department for International Development |
| ESP | Education Sector Plan |
| ESA | Education Sector Analysis |
| EQ | Education Quality |
| SUBEB | State Universal Basic Education Board |
| SESP | State Education Sector Project |
| STL | State Team Leader |
| SMoE | State Ministry of Education |
| ICT | Information Communication Technology |
| TA | Technical Assistant |
| TE | Tertiary Education |

Introduction

Terms of reference

1. The assignment was initially planned to take place between 13-24 September 2008 and was based in Ilorin. It was subsequently agreed to extend the assignment to 27 September to build on work during the initial period. The objectives of the assignment were:

“to facilitate the determination of the strategic direction of pre-service education and make recommendations on provision for in-service education in Kwara”.
2. The main tasks were stated as:
 - Clarify decisions made and those that still have to be made on the Strategic Priorities outlined in the May Institutional Review, examine the options in the light of these decisions, develop recommendations and timeframes for action and present these to the Commissioner for consideration.
 - In the light of decisions on the new direction for the future of the colleges, review the draft development plan from the May Institutional Review and the Task Team Action Plans and examine their consistency with the overall strategy as defined in the ESP.
 - Highlight any discrepancies and revise the plan accordingly.
 - Develop and present a TA support proposal for ESSPIN, which the STL can discuss with the Commissioner.
3. Terms of Reference are attached as Annex 1.

Methodology

4. The assignment has involved the following activities:
 - an initial meeting with the Commissioner of Education on 15 September;
 - preparation of a discussion document (Annex 3) – a draft was discussed with members of the Task Team;
 - attendance and presentation of the discussion paper at a meeting with stakeholders on 17 September;
 - consideration of implications of decisions taken at the meeting on 17 September;
 - drafting of documents:
 - proposed new law and explanatory sheet (Annex 4) – drafts were discussed with the Task Team;
 - work plan and TA support proposal (Annex 6) – taking account of

- (i) the Turn Around Action Plan prepared by the Task Team;
- (ii) initial suggestions by the consultants engaged in the May Institutional Review;
- (iii) government imperatives for example, timing of the budgetary process;
 - immediate next steps prepared at the request of the Commissioner of Education as a summary of discussion at the debriefing meeting (Annex 6);
- working in collaboration with the Task Team – four meetings were held (the last was attended by the Deputy Provost (Administration) of Oro College);
- liaising with the State Team Leader and debriefing meeting with the Commissioner of Education;
- meeting with ESSPIN officers in Abuja.

Context

May Institutional Review

5. The draft development plan from the May Institutional Review envisaged a four phase approach to reform:

Phase 1: Establishing the Policy Framework

6. The assumption at the time of the Review, consistent with government policy, was that existing teacher training provision at Oro, Ilorin and Lafiagi colleges would be consolidated at Oro College and that student numbers would be significantly reduced to become more in line with demand for teachers in basic education schools in Kwara State. It was envisaged that in order to address issues about the quality of existing teachers, Oro College would also become the centre for expanded in-service provision.

Phase 2: Consolidating the Policy Framework

7. This phase envisaged a Rationalisation Impact Review in which government would establish strategic direction for the college including pre-service student numbers, policy for in-service provision, funding methodology and staff numbers. There would also be a focus on curriculum reform and a review of teaching methodology. A summary of activities was envisaged as:
 - Clarification of the role of the College in teacher education
 - Agreement on pre-service planning numbers
 - Determination of a funding methodology
 - Review of the staffing situation and structure
 - Clarification of the relationship between the College and the government in terms of autonomy and accountability
 - Curriculum reform and review of teaching methodology
 - Establishment of effective teaching practice arrangements.

Phase 3: Institutional Development Plan for the College

8. Following the establishment of a policy framework, it was envisaged that there would be a range of issues to be discussed and incorporated in an Institutional Development Plan. It was recognised that it would be premature to discuss these in detail until a policy framework had been agreed, but it was likely that the Plan would:
 - build upon and translate into institutional terms governmental policy priorities and guidelines as discussed above
 - determine admissions policy
 - establish guidelines for curriculum development and teaching methodology
 - seek to improve academic and pastoral support to students
 - determine staffing requirements
 - encourage staff development
 - determine infrastructure requirements
 - utilise effectively facilities, equipment and ICT
 - establish a college and management structure that supports its new role
 - develop an effective management information system
 - establish a funding mechanism and budgetary procedures that facilitate the achievement of objectives
 - establish quality assurance mechanisms.

Phase 4: Implementation and Management of the Development Plan

9. In this phase, the agreed Development Plan would be implemented, managed, kept under review and revised in the light of circumstances. The strategic plan would also inform annual work plans as part of an annual budget process.

Subsequent developments

10. Since the May Institutional Review, factors for consideration at the time of this assignment included the following.

Education Sector Plan

11. A revised draft of the ESP (June version) was under consideration. The thrust of the ESP is consistent with the May Institutional Review. In fact an earlier draft of the ESP was available at the time of the May Institutional Review and informed that review process. However, there is one significant factor in the ESP that lay outside the terms of reference of the May Institutional Review. This is summarised in the ESP Section 4: Policy Objectives and Main Strategies:

2. Reform of Tertiary Education (TE)

Policy Objective: To reform the structure of tertiary education, through major reform of the Colleges of Education, establishment of a State University, and review of other post-secondary programs

Policy TE 1 states:

SMoE will publish a clear vision, with strategic and tactical plans, for tertiary education over the next 10 years. At present many useful policies (College of Education Turnaround, setting up a State University) are not being presented or costed as an integrated program. Risk of piecemeal reforms that do not properly establish coherent policy.

The target is stated as:

“to prepare, by mid-2009, a Higher Education Review, or strategic plan setting framework for delivery of tertiary education.”

12. The significance of this is the timely warning about the danger of piecemeal reforms and the need to ensure coherent policy. It is particularly significant in view of government thinking since the May Institutional Review (see next section).

Government policy

13. Since the May Institutional Review there has been further consideration by government and stakeholders about the implementation of the proposed reforms in teacher education in particular the consolidation of teacher education at Oro College.
14. By the commencement of this assignment there was pressure to focus pre-service training at Oro College and in-service training at Ilorin College. The latter was also being proposed as the centre for the Faculty of Remedial Studies at the new State University.

Work of the Task Team

15. The May Institutional Review was undertaken in collaboration with a Task Team, established by the Commissioner of Education, which is charged with overseeing Component 3 of Every Child Counts in terms of Oro College developments. Following the Review, the Task Team formulated a “Turn Around Action Plan” (latest version: July 2008) but implementation has been delayed because of the issues mentioned in section 2.2.2 above.

Clarification of Decisions On Strategic Priorities

16. Current issues were discussed at a meeting with the Commissioner of Education on 15 September. The Commissioner asked that a discussion document (Annex 3) should be prepared for a meeting on 17 September to be attended by representatives of SMOE, Oro College, Ilorin College and those responsible for the development of the new State University.
17. The outcome of that meeting, which was chaired by the Commissioner, was that:
 - Oro College should be responsible for pre-service teacher training and in-service provision up to degree level;
 - the new State University should be responsible for degree level in-service training through a Faculty of Education on the Ilorin College site (with the Remedial Faculty on the same site).
18. This decision was consistent with the views of the Task Team, ESP and the May Institutional Review. The following extracts from the ESP are particularly relevant:
 - TE2: Key strategy will be to implement reorganisation and restructuring of teacher education, concentrating all pre-service training at the Oro campus.
 - EQ8 Develop costed plan for enlarged program of in-service upgrading for all teachers in basic education on a rolling basis over 5 years ...in-service training will be certificated ...
 - (Target) In addition to its pre-service activities, College of Education at Oro should move within 10 years to a structure where 50% of its courses and programs consist of in-service activities, some offered at the college, others offered in-situ in the schools or clusters of schools. Integrating pre-service and in-service will be assisted by certificating in-service training
19. The decision at the meeting on 17 September was accepted by all parties as a “decisive position” that would inform government policy and wider tertiary education reform. In the light of this decision and the work being undertaken by the team involved in the establishment of a State University, it was thought unnecessary to undertake a Higher Education Review in the form envisaged in the ESP.

Action Plan and TA Support

20. In the light of the above decision the draft development plan from the May Institutional Review and the Turn Around Action Plan prepared by the Task Team have been considered and their consistency with the overall strategy as defined in the ESP has been reviewed.

21. The critical factor is that the above decision is consistent with the basis on which the ESP, May Institutional Review and Task Team Plan were formulated. In that respect they remain consistent with each other and with government policy.
22. The Task Team Plan adds some detail to the activities envisaged in the May Institutional Review. Those details include a sequencing of activities and a time frame for each activity. Because of the delay in confirming government policy, the time-frame is inevitably out of date and both the time-frame and sequencing will need to be made consistent with other ongoing imperatives such as budget preparation for 2009. It is also possible that the time-frame envisaged for some activities is over-optimistic.
23. Consequently, Annex 5 brings together in a sequential chart, the activities envisaged in the May Institutional Review and as further elaborated in the Task Team's Turn Around Action Plan. Annex 6 also incorporates a TA support proposal for ESSPIN, which the State Team Leader can discuss with the Commissioner.
24. In considering the Work Plan and TA support proposal there are a number of issues to bear in mind:
 - The urgent need to revise the Oro College Edict in order to encapsulate the "decisive position" agreed at the meeting on 17 September. (A draft (Annex 4) was formulated and agreed with the Task Team as an extension of the assignment, but there remains a need to ensure that this is reviewed by SMOE and submitted to the State Assembly for approval.)
 - The importance of involving the Director responsible for the College sector and other members of SMOE in key decisions (including perhaps co-option to the Task Team). The Task Team will continue to have a key role but SMOE must assume its responsibility for providing strategic direction in the long term. This will involve a significant capacity building effort which has wider implications for ESSPIN support and is not necessarily captured in the work plan.
 - There may be advantage in adjusting the time of consultant inputs to be consistent with inputs on other components of ESSPIN. This might apply to:
 - planning and funding arrangements which might feed into the current budget preparation process and the preparation of an operation plan for subsequent years, and
 - curriculum and teaching methodology reform which might inform and draw from teacher quality components.
 - The TA support proposal was formulated during discussions in Kwara. Subsequent discussions with ESSPIN officers in Abuja indicate that wider considerations are likely to impact on the timing of TA support.

- Careful consideration needs to be given to how the Review of College staff is to take place. This is an area in which the Task Team has particularly asked for TA assistance. The work falls into three categories: (i) policy in terms of staff numbers (ii) criteria for staff (iii) identification of appropriate staff. Clearly it is category (iii) that is the most sensitive. Given that Oro College has now been confirmed as both a pre-service and in-service college the staffing establishment will not become clear until policy issues have been discussed. It is also understood that the age profile is such that staff numbers might reduce through natural wastage. Even so, there are likely to be issues relating to both numbers and quality that will need to be considered.
- The designated period for each activity as shown in the Schedule of Activities (Annex 5) is indicative and should not be regarded as rigid. It does not imply that activity is assumed to be necessary at a constant intensity throughout the period.

Next Steps

- Following the decision on 17 September, the Task Team should proceed to implement the Development Plan as outlined in the May Institutional Review and as captured in the Work Plan.
 - The proposed new College of Basic Education, Oro, Law should be finalised and submitted to the State Assembly as soon as possible.
 - The Work Plan and Schedule of Activities should be agreed with stakeholders.
 - SMOE should assume its responsibilities for providing strategic direction to Oro College. The Director responsible for the College sector might be co-opted to the Task Team.
 - Senior management of Oro College should be kept informed of developments, involved in decision making as appropriate and should commence preparation of an institutional plan as soon as the strategic framework has been agreed.
 - More specifically, the immediate next steps are to:
 - finalise and submit the proposed Law to the State Assembly for approval;
 - agree intake targets for October 2008;
 - agree level of government support as part of the 2009 budgetary process;
 - agree policy on fee levels to be paid by students entering in 2008 and by continuing students;
25. following which, as part of an operational plan, SMOE should determine in consultation with the Task Team, senior management of Oro College and other stakeholders:
- planning numbers for the College over the next, say, five years, taking account of projections of teacher demand in the ESP;

- a funding methodology for pre-service provision including the level of government support and fee levels;
 - funding policy for in-service provision.
26. These issues were discussed with the Commissioner of Education at the debriefing meeting and a summary paper was prepared and delivered to the Commissioner (Annex 7).
27. A schedule of TA support should be agreed between ESSPIN and the Commissioner of Education.

Associated Issues

Education Sector Plan

28. Following the decision at the meeting on 17 September, some thought might be given as to whether the draft ESP should be revised to take account of the discussion about the proposed Higher Education Review (see section 3 above).

Ilorin College

29. Some thought might be given as to whether the in-service provision to be located at Ilorin College would be eligible to benefit from ESSPIN support. Although the decision on 17 September is clear in the context of College of Education Turn-around (strand 3 of Every Child Counts), there could be areas of in-service provision located at Ilorin which relate to teacher quality improvement (strand 1 of Every Child Counts) and which would fall under strand 3 of ESSPIN. An example might be head-teacher development.

Capacity building

30. The impact of the Oro College developments would be enhanced if:
- the planning and development work were undertaken within a wider framework of capacity building within SMoE / SUBEB and support for the development of an operational plan and annual work plans and budgetary arrangements;
 - the pedagogical aspects of reform were undertaken in the context of support to the wider teaching quality reforms envisaged in Every Child Counts.

Pilot basis

31. As part of wider ESSPIN planning, the proposed reform of college education in Kwara might act as a pilot for other States.

Annex 1 Terms of reference

Duration and dates of the assignment: 13th – 24th September 2008

Background

32. 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.
33. 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

34. 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.

35. 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. With regard to education, the Commissioner for Education, with the Governor's support, is keen to make progress and has clear ideas for, and is committed to, improving the quality of education in the State through the Every Child Counts programme.
36. One of the planks of the Every Child Counts programme is the improvement of pre-service teacher training at Oro College. Whilst the determinants of effective learning are complex, international research identifies teacher knowledge and experience as being amongst the critical determinants. The Commissioner for Education is committed to the improvement in the quality of the teachers in Kwara. Unlike many States, a relatively high proportion of the State's teachers are qualified, holding a degree with a teaching qualification or the NCE. However, the Commissioner believes those teachers' low levels of subject knowledge and pedagogical skills are largely responsible for poor pupil performance and this view is supported by the ESA:

The problem is that the teachers' formal qualifications are likely to be a misleading guide to their competence ... Despite the fact that the large majority of teachers are now qualified, Kwara's teachers do not have adequate knowledge ... Complaints about newly appointed teachers, who have low levels of numeracy and literacy skills as well inadequate knowledge in their chosen areas of subject specialisation, are commonplace. The low quality of graduates from the teacher training colleges and universities who are joining the teaching profession is a major issue.

37. Until the last few months, there were three State Colleges of Education in Kwara with enrolments at the three colleges being excessive, both in relation to training capacity and labour market demand. It is now proposed to reduce this number of colleges, with Oro focussing on pre-service education whilst part of Ilorin College is developed as an in-service provider.
38. The Commissioner intends to present an education budget based on the ESP to the Governor in late November 2008 which needs to include an allocation for College Reform.
39. An initial institutional review of the college at Oro was carried out in May 2008 and identified key strategic priority decisions which need to be addressed, before organisational reform can commence. The Reform Sub-committee has prepared an Action Plan.

Objectives of the Assignment

40. The objectives of this assignment are to facilitate the determination of the strategic direction of pre-service education and make recommendations on provision for in-service education in Kwara.

Tasks

41. Working with nominated State representatives,
- Clarify decisions made and those that still have to be made on the Strategic Priorities (attached as an annex) outlined in the May Institutional Review, examine the options in the light of these decisions, develop recommendations and timeframes for action and present these to the Commissioner for consideration.
 - In the light of decisions on the new direction for the future of the colleges, review the draft development plan from the May Institutional Review and the Task Team Action Plans and examine their consistency with the overall strategy as defined in the ESP
 - Highlight any discrepancies and revise the plan accordingly
 - Develop and present a TA support proposal for ESSPIN, which the STL can discuss with the Commissioner.

Outputs

- Agreements on the issues listed in the strategic priorities
- A revised Action Plan
- A TA support proposal.

Institutional/administrative arrangements

42. The consultant will report professionally and administratively to the Kwara State Team Leader, Lilian Breakell, and liaise closely with the Commissioner of Education, both directly and through his nominated representatives. A brief technical report, including the agreements reached, the revised Action Plan and the TA support proposal will be submitted and presented at the end of the assignment to ESSPIN for discussion with the State Ministry of Education. The consultant will be based in Ilorin.

Competencies

Qualifications/experience

- (iv) A minimum of a higher degree in a relevant area and 10 years' experience of working in institutional reform in developing countries.

- (v) Extensive practical experience of Education Management, Institutional Analysis, Organisational Development and Public Administration Reform.
- (vi) Experience of providing professional inputs in development assistance programmes.
- (vii) Experience of working with Nigerian government and parastatal officials.

Knowledge

- (viii) Practical knowledge of educational development issues in Nigeria and other countries.
- (ix) Knowledge of current international literature on Governance and Institutional Development and the delivery of public services.
- (x) Knowledge of Nigerian Government and parastatal structures and systems.
- (xi) Knowledge of the capacity constraints that may hamper effective and efficient action.

Abilities

- (xii) Ability to manage change through other people.
- (xiii) Possession of inter-personal skills and the ability to deploy them as and when necessary.
- (xiv) Ability to provide constructive feedback and clear advice to senior members of government.
- (xv) Ability to lead and inspire colleagues and to act as member of a team.

Annex 2 From the Institutional Review of Kwara College, Oro. May 2008

| Strategic Priorities | Output | Process | Responsibilities |
|--|--|--|--|
| Determine place of College in the higher education landscape and relationship (if any) with other HE institutions. | Strategic plan for higher education incorporating teacher education | Ministry of Education agrees its strategic plan and undertakes annual reviews consulting stakeholders as appropriate | Ministry of Education |
| Determine role of the College in teacher education | | | Ministry of Education SUBEB TSC |
| Determine size of the College in terms of pre-service intake to meet Kwara basic education teacher needs | Strategic guidance to the College arising from the State's strategic and operational plans | Ministry of Education advises the College on student numbers on a rolling five year basis having consulted stakeholders | Ministry of Education |
| Determine strategy for in-service provision and role of College in delivery | | SUBEB and TSC advise the College on in-service provision as part of a strategic plan consulting stakeholders as appropriate | SUBEB and TSC |
| Establish sustainable funding model | Rational and realistic method of funding the College to support quality provision | Ministry of Education in consultation with Ministry of Finance and SUBEB agree a funding methodology to support agreed student numbers | Ministry of Education Ministry of Finance SUBEB TSC |

Annex 3 Discussion Document during a Stakeholder Meeting

Teacher Training College Developments

Purpose

43. The purpose of the meeting is to agree on the strategic direction of teacher education in Kwara with a view to moving from the planning phase to implementation.
44. The purpose of this paper is not to argue for or against any particular policy direction but to ensure that the consequences of any particular decision are understood.
45. Factors to consider:
 - The Education Sector Plan (ESP) is in the process of being finalised (Extracts from Section 4 of the ESP are attached).
 - Budget preparation for 2009 is underway.
 - The Task Group has been working on Oro College developments, such as the drafting of a new Edict.
46. There are two critical issues to be considered at the meeting:

College reform

47. The ESP, quoting the third strand of Every Child Counts states:

“3. Reform of tertiary education, with a focus on College of Education Turnaround, including quantitative reductions in intake in pre-service programs and a re-orientation of the remaining college at Oro to undertake more in-service teacher development, but tackling also other aspects of tertiary policy in the light of plans for the new State University.”

48. However, there are current proposals that:
 - Oro College should focus on pre-service education
 - Ilorin College should focus on in-service education

This proposal has significant implications (see below).

Higher Education Review

49. Policy Objective TE1 in the ESP refers to the preparation of a Higher Education Review by mid-2009 and states that:

“At present many useful policies (College of Education Turnaround, setting up a State University) are not being presented or costed as an integrated program. Risk of piecemeal reforms that do not properly establish coherent policy.”

50. Ideally, College of Education Reform should be part of this Higher Education Review.

Discussion of Issues

Number of Colleges –Single College Solution

51. The proposal to establish Oro College as the single teacher training college was based on:

- The need to reduce pre-service teacher training student numbers
- Cost effective provision of training
- Implementation of curriculum reform focused on the teaching of basic literacy and numeracy
- The need to improve the quality of teacher training and the staff involved
- Creation of a centre of excellence for teacher training

52. Implementation of reduced student numbers and curriculum reform implies a review of staff training, staff workload and staff numbers. The development of in-service training at Oro College (in addition to pre-service training) has the advantage of:

- Integrating curriculum reform in pre-service and in-service training
- Having one set of staff who can undertake training on curriculum reform for both pre- and in-service training
- Focus staff expertise in difficult recruitment areas in one college rather than spread such expertise more thinly between two colleges
- Utilises space and evens out the peaks and troughs of workload (It is likely that in-service training will be most active during the vacations when staff are free from school duties – and when pre-service students are not in residence at the College)
- Is cost effective in that it creates multiple income streams and utilises space and facilities

Two college solution

53. Establishing Oro College as the pre-service training institution and Ilorin College as the in-service training institution would have the advantage of:

- Enabling Oro College to focus on pre-service reform free of responsibilities for in-service education
- Maintain involvement in teacher education by some staff at Ilorin College (but probably at the expense of some staff in Oro College)

54. The solution may also be politically expedient.

55. This solution would raise the following additional issues since Ilorin College is intended to act as the Remedial Faculty of the new State University:

- Would staff at Ilorin College be designated as either Remedial Faculty or Teacher Training? Or would they be expected to undertake duties in both faculties – and would they be qualified to do so?
 - There could develop a situation in which in-service teacher trainers at Ilorin College (which will train for basic education) could become part of a University Faculty that focuses on secondary education.
 - In-service teacher trainers (at Ilorin) would be university staff whilst pre-service teacher trainers (at Oro) would be college staff. Is that desirable?
 - The focus of in-service teacher trainers may diverge from the interests of pre-service teacher trainers although both should be focussed on the same group of children (ie those in basic education).
 - The possibility would exist of in-service teacher training staff being diverted from the primary aim of ensuring that the college curriculum is consistent with the priorities to improve the teaching of basic literacy and numeracy.

Higher Education Review

56. The ESP warns against the risk of piecemeal reforms.

57. The Task Group working on Oro College Reform has already undertaken much work and is in a position to move forward once critical decisions have been taken (see key issues above).

58. It would be unfortunate if this momentum were slowed. On the other hand, as is evident from issues raised in section 2.1 above and from the ESP (TE1 Targets), there are clearly issues that overlap between specific Teacher Training Reform and the wider issues inherent in the proposed higher education review.

59. This potential overlap is enhanced if Ilorin College is to be a mixed Remedial and In-service Teacher Training College.
60. Consequently, it would be advantageous if those with responsibility for undertaking the Higher Education Review were comfortable with, and ideally took joint responsibility for, the proposals emanating from the Teacher Training Reform.
61. A possible way of meeting these different requirements would be to appoint the Higher Education Review group as soon as possible with membership and terms of reference that ensured consistency of approach whilst maintaining the current momentum of teacher training reform.

Next Steps

- Agree on the strategic direction of teacher education in Kwara
- Establish the role of the Higher Education Review Group and its relationship with the Oro College Reform Task Group
- Formalise strategic direction by agreeing new Edicts of College(s) of Education
- Agree work plan (already drafted by the Oro College Task Team) for reform of teacher education including:
 - Student numbers
 - Funding arrangements (to feed into current budget process)
 - Staffing arrangements
 - Curriculum reform
 - Institutional management arrangements
- Agree schedule for Technical Assistance
- Implementation.

Extracts from Education Sector Plan

4. Policy and Strategic Priorities: the detailed targets and interventions

| Policy Objectives & Main Strategies | Targets | Responsibility |
|--|---|--|
| <p>2. Reform of Tertiary Education (TE)</p> <p>Policy Objective: To reform the structure of tertiary education, through major reform of the Colleges of Education, establishment of a State University, and review of other post-secondary programs</p> <p>TE 1: SMOE will publish a clear vision, with strategic and tactical plans, for tertiary education over the next 10 years.</p> <p>At present many useful policies (College of Education Turnaround, setting up a State University) are not being presented or costed as an integrated program. Risk of piecemeal reforms that do not properly establish coherent policy.</p> | <p>Target is to prepare, by mid-2009, a Higher Education Review, or strategic plan setting framework for delivery of tertiary education. Main components should be:</p> <ul style="list-style-type: none"> i. Establish clear policy guidelines for future overall size of higher education sub-sector, especially in light of drastic reductions in intake into pre-service teacher programs. ii. Examine prospective size, major course offerings and costs of the new State University, including forecasts of enrolment and staff growth; iii. Building upon existing policy of college of education turnaround, set out detailed forecasts of student and staff numbers at CoE at Oro, together | <p>SMoE in association with SUBEB/TSC and institutions of tertiary education</p> |

Oro College Review of Strategic Priorities

| Policy Objectives & Main Strategies | Targets | Responsibility |
|---|---|--|
| <p>TE 2: Rapid reduction in intake to pre-service programs to bring supply of and demand for teachers into equilibrium within 3 years. Key strategy will be to implement reorganisation and restructuring of teacher education, concentrating all pre-service training at the Oro campus.</p> <p>3. Improvement in Educational Quality (EQ) Policy objective: To improve academic quality in Kwara's schools through improvement in the quality of teachers and the appropriate provision of teaching materials</p> <p>EQ 2: All pre-service teacher education programs and courses to be revised and reformed, with emphasis on bringing curriculum into line with practical demands of teaching in primary and junior secondary schools</p> | <p>with costs and proposals for improvement in quality of pre-service education and role of in-service courses;</p> <p>iv. Review and establish future policies, structure and course offerings for Kwara Polytechnic in light of State University and in light of possible alternative programs for many students unable to enrol in much smaller system of teacher education.</p> <p>Existing colleges at Lafiagi and Ilorin will cease to offer pre-service teacher training from 2009. Total enrolment at Oro will fall to 7,000 by 2011-12</p> <p>Within 3 years teacher education college will revise programmes and curricula so that teacher education at all levels are closely related to the practice of teaching in schools. Programmes and</p> | <p>SMoE/SUBEB/TSC in close association with CoE Oro.</p> <p>SMoE/SUBEB</p> |

Oro College Review of Strategic Priorities

| Policy Objectives & Main Strategies | Targets | Responsibility |
|---|--|--|
| <p>EQ4: A sustained improvement in the quality of teaching staff at Oro Selection criteria for Oro staff will be reviewed and clear criteria related to qualifications and school experience will be established. All staff will be required to maintain close liaison with schools and to renew periodically their school classroom practice</p> | <p>curricula will need to be regularly reviewed and modified to meet the needs of changes in the school curriculum that reflect social issues and economic development.</p> <p>Within 5 years all new teaching staff at Oro will conform to new hiring standards, with strong emphasis on practical experience in schools. All staff will be required to undertake annual performance review, including plans for the coming year, and staff success in building practical and active relationships with schools and practising teachers will figure prominently in the review, with appropriate implications for tenure and promotion</p> | <p>College of Education at Oro</p> |
| <p>EQ 8: Develop costed plan for enlarged program of in-service upgrading for all teachers in basic education on a rolling basis over 5 years. In-service guidelines will be developed and appropriate in-service training will be certificated, given credits and treated as upgrading. Teachers will receive credit points when they complete courses and programmes. These points can be accumulated until teachers complete an upgrading programme. Upgrading will be comprised of programmes of professional development, with commitment to</p> | <p>In addition to its pre-service activities, College of Education at Oro should move within 10 years to a structure where 50% of its courses and programs consist of in-service activities, some offered at the college, others offered in-situ in the schools or clusters of schools. Teachers will realise, no matter which form of training they are engaged in, that training is centrally about improving practice. Integrating pre-service and in-service will be</p> | <p>SMoE/TSC/SUBEB in close association with CoE Oro.</p> |

Oro College Review of Strategic Priorities

| Policy Objectives & Main Strategies | Targets | Responsibility |
|--|--|----------------|
| bringing together theory and practice. | assisted by certificating in-service training with the award of credit points. An appropriate total of such points will count towards increased grade of teacher and will be reflected in the scale/step on which teachers are paid. | |

HGT / 16.9.08

Annex 4 Proposed New College of Basic Education, Oro Law, 2008

Submitted by the Task Team working on College of Education Turn Around

1. The attached document is the text of a proposed new College of Basic Education, Oro, Law.
2.
 - (a) It repeals the College of Education, Oro, Edict, 1984.
 - (b) The College has also been operating according to provisions in the Law Revision (Miscellaneous Amendments) Law, 2006 but it is unclear whether this Law primarily relates to Ilorin College.
 - (c) The legal situation needs to be clarified and clause 42 of the proposed new Law amended accordingly.
3. The proposed Law:
 - (i) inserts “Basic” in the title of the College;
 - (ii) consolidates previous legislation (ie the College of Education, Oro, Edict, 1984 and the Law Revision (Miscellaneous Amendments) Law, 2006;
 - (iii) reflects government policy that there should be a single College focusing on the training of teachers in basic education.
4. Certain words or phrases in the draft document are highlighted to indicate where insertions are required or where the Task Team felt unable to make a recommendation.
5. The proposed Law is consistent with government policy expressed in *Every Child Counts*. Specifically, it:
 - (i) addresses those goals of *Every Child Counts* that focus on:

Improved teacher quality; and
College of Education turn around
 - (ii) reflects the decision at a meeting of key stakeholders that:
 - a. Oro College should focus on pre-service and in-service education below degree level for teachers in basic education; whilst
 - b. the proposed State University at its campus at the current Ilorin College site should focus on degree level in-service education.

Kwara State of Nigeria Law 2008

The GOVERNOR OF THE KWARA STATE OF NIGERIA hereby makes the following Law:-

- | | | |
|----|--|------------------------|
| 1. | This Law may be cited as the College of Basic Education, Oro, Law, 2008 and shall be deemed to have come into operation on the [date] | Title and commencement |
| 2. | <p>In this Law, unless the content otherwise requires -</p> <p>“Academic Board” means the Academic Board established under section 21 of this Law;</p> <p>“Academic Staff” means members of the College whose sole or primary duty is teaching and research;</p> <p>“the Board of Examiners” means the Board of Examiners appointed under the provisions of section 22 of this Law;</p> <p>“the Chairman” means the Chairman of the Council;</p> <p>“the College” means the Kwara State College of Basic Education, Oro;</p> <p>“the Commissioner” means the State Commissioner charged with the responsibility for Education, Science and Technology;</p> <p>“the Council” means the Council of the College established under section 5 of this Law;</p> <p>“the Governor” means the Executive Governor of the State of Kwara;</p> <p>“the Librarian” means the Librarian of the College;</p> <p>“National Commission for Colleges of Education” means the National Commission for Colleges of Education established by section 1 of the National Commission for Colleges of Education Act charged with the responsibility of co-ordinating all aspects of teachers’ education and regulating the programmes of all Colleges of Education;</p> <p>“Non-Academic Staff” means all members of the staff of the College other than members of the academic staff;</p> <p>“the Provost” means the Provost of the College;</p> <p>“the Registrar” means the Registrar of the College;</p> <p>“Staff” means all employees of the College and includes Academic and Non-Academic staff; and</p> <p>“State” means the Kwara State of Nigeria.</p> | Interpretation |

- | | |
|------------------------------|---|
| Establishment of the College | <p>3. (1) There is hereby established at Oro a College to be known as the College of Basic Education, Oro which shall be an institution for the training of teachers in basic education as well as for research and study of education.</p> <p>(2) The College shall be a body corporate with perpetual succession and a common seal and may sue and be sued in its corporate name.</p> |
| Functions of the College | <p>4. (1) The functions of the College are:-</p> <ul style="list-style-type: none"> (a) to organize, improve and develop courses for the training of various categories of teachers in basic education; (b) to promote research and advancement of science and learning; (c) to serve as a centre for educational research, especially as applied to local conditions; (d) to organize, improve and extend education of a standard higher than the secondary school level; (e) to encourage all classes and communities without any distinction to pursue a regular and liberal course of education; and (f) to perform such other functions as in the opinion of the Council may serve to promote the objectives of the College. <p>(2) For the purpose of attaining and maintaining the highest possible academic standards, the College shall as soon as practicable, subject to the following conditions get accredited by the National Commission for Colleges of Education, that is to say:</p> <ul style="list-style-type: none"> (a) that there will be strict compliance by the College with the required standard for Colleges of Education, as set out by the National Commission for Colleges of Education; (b) that the Nigerian Certificate in Education Examinations are moderated by the National Commission for Colleges of Education through their monitoring department and the results thereof presented to the Academic Board for approval; and (c) that the Provost and Registrar of the College shall be the final signatories to the Nigeria Certificate in Education awarded by the College to the graduates of the College. <p>(3) The College under the authority of the National Commission for Colleges of Education may award the Nigeria Certificate in Education to students of the College who qualify for the award and independently may award any other certificate or diploma to such students who qualify for the award.</p> |

There is hereby established for the administration of the College, a Council to be known as the Council of the College of Basic Education, Oro.

- (2) Subject to the provisions of this Law, the Council shall be the governing body of the College having responsibility for the general supervision and control of the College, including control of the property and finances of the College.

6. (1) The Council shall consist of the following members:-

- (a) a Chairman and five other persons appointed by the Governor, two from each Senatorial District of the State, cognizance being taken of the Chairman;
- (b) a representative of the National Commission for Colleges of Education;
- (c) one representative of the Federal Ministry of Education;
- (d) the Commissioner, Ministry of Education, Science and Technology;
- (e) the Provost;
- (f) the two Deputy Provosts;
- (g) one representative of the Academic Board of the College not below the post of Principal Lecturer elected from among themselves;
- (h) one representative of the College Congregation not below the rank of Principal Lecturer or its equivalent elected by and from among the Congregation; and
- (i) one representative of the Alumni Association elected by and from among the Association.

Compositio
n of Council
and tenure
of office

- (2) Members of the Council other than *ex-officio* members shall each hold office for three years, but shall be eligible for re-appointment for another term of three years.
- (3) Members of the Council other than *ex-officio* members shall be paid such allowances as the Governor may determine.

7. (1) Notwithstanding anything to the contrary contained in this Law or in any letter or instrument by which a person is appointed under section 6 of this Law, the Governor may at any time, if he deems it expedient in the interest of the College, revoke the appointment of such a person and shall appoint in his stead some other person.

- (2) If at any time the Governor is of the opinion that the Council ought to be reconstituted, he may, by order published in the Gazette, reconstitute the

Power of
Governor to
terminate
appointment
of members
and to
reconstitute
Council

Council with effect from such date as may be set out in the order, and the provisions of section 6 of this Law shall be deemed to be replaced or amended accordingly:

Provided that in the reconstitution of the Council by such order all the bodies or interests required to be represented in the Council by section 6 of this Law are represented in the reconstitution.

- | | |
|--------------------------|---|
| Resignation | <p>8. (1) The Chairman may resign his appointment in writing under his hand addressed to the Governor and upon the acceptance by the Governor of the resignation, the appointment of the Chairman shall determine.</p> <p>(2) A member other than an <i>ex-officio</i> member may resign his appointment in writing under his hand addressed to the Governor through the Commissioner; and upon the acceptance by the Governor of the resignation the appointment of such member shall determine.</p> |
| Functions of the Council | <p>9. (1) The functions of the Council shall be to:-</p> <ul style="list-style-type: none"> (a) carry out the functions of the College under this Law; (b) ensure that the courses of instructions provided by the College conform to the broad policy of teacher education and satisfy the needs of the institutions where the teachers are likely to teach on completion of their courses; (c) appoint, promote, dismiss and exercise disciplinary control over the staff of the College; (d) determine and approve schemes of service including non-contributory pension scheme for all categories of the staff of the College; (e) subject to subsection (3) of this section, prepare and implement conditions of service for all categories of the staff of the College; (f) acquire any equipment, furniture and other property required for the purpose of the College; (g) maintain the premises forming part of or used in connection with the College; (h) Prepare and submit to the Governor annual reports on the activities of the College; and (i) carry on all such activities and do all such things as are necessary, advantageous or proper for the advancement, control and administration of the college assets and for the performance of the functions of the College. |

- (2) Without prejudice to the generality of the foregoing, the functions of the College shall include:-
 - (a) the authorization of appropriate and necessary expenditure of the funds available to the College; and
 - (b) the preparation of annual estimates and such statements as may be required by the Governor.
 - (3) The conditions of service prepared in pursuance of paragraph (e) of sub-section (1) of this section shall be submitted for the approval of the Governor.
10. (1) For the conduct of its business, the Council shall meet at the College or at such other places and at such times, as the Chairman may appoint howsoever that in any one year the Council shall meet at least four times. Meetings
- (2) All meetings of the Council shall be summoned by and at the direction of the Chairman:

Provided that whenever any four members sign a notice addressed to the Chairman declaring their intention to call a meeting of the Council, the Chairman shall direct that the meeting be summoned for the purpose specified in the notice.
 - (3) The Chairman shall preside at all meetings of the Council at which he is present, but in his absence, the members shall elect one of their number to preside and the person so presiding shall have all the powers of the Chairman at that meeting.
 - (4) Where the Council desires to obtain the advice of any person on any particular matter, it may co-opt such person as a member for the purpose of considering the particular matter and such person, while so co-opted, shall have all the rights and privileges of a member save that he shall not be entitled to vote on any question and shall not be counted for the purpose of a quorum.
11. At any meeting of the Council, the Chairman and six other members including the Provost shall form a quorum, but if the Chairman is absent, seven members including the Provost shall form a quorum. Quorum
12. (1) The common seal of the College shall not be used or affixed to any document except in pursuance of a resolution duly passed at a meeting of the Council and recorded in the minutes of such meeting. Seal of the College
- (2) The affixing of the common seal shall be authenticated by the signature of the Chairman or of some other member authorized generally or specifically by the Council to act for that purpose.

- (3) Any document purporting to be a document duly executed under the seal of the College shall be received in evidence and shall, unless the contrary is proved, be deemed to be executed.
- Borrowing powers 13. The Council may from time to time raise loans of such amounts from such sources, in such manner, and upon such conditions, as the Governor may approve.
- Investments 14. Moneys standing to the credit of the College may, with the approval in writing of the Governor, from time to time, be invested in stocks and shares and other securities, and the Council may, from time to time, with the like approval sell any or such stocks, shares, or other securities.
- Vacancy in the office of Chairman 15. (1) If at any time:-
 (a) the office of the Chairman is vacant; or
 (b) the Chairman is absent from the country; or
 (c) the Chairman is incapacitated from exercising his functions under this Law,
 the Governor may appoint some other person to act as the Chairman during such vacancy, absence or incapacity.
 (2) Subject to the provisions of this Law and the standing orders of the Council, the Council may act, notwithstanding any vacancy in its membership or any irregularity in the appointment of a member.
- Committees of the Council 16. (1) Without prejudice to the provisions of section 21, 22 and 23 of this Law, the Council may appoint one or more committees of the Council which shall exist independently of any board, committee or sub-committee specifically provided for in these sections, and subject to subsection (2) of this section, may delegate to any such committee such of its functions or duties as it thinks may better be dealt with by such committee.
 (2) No decision of a committee appointed under this section shall have effect unless it is confirmed by the Council.
- Minutes of the proceedings 17. (1) The minutes of the proceedings of the Council or of a committee of the Council shall be properly kept in books provided for the purpose.
 (2) Copies of such minutes shall be prepared by the Secretary and shall, as soon as may be after the proceedings have taken place, be sent to:-
 (a) the members of the Council;
 (b) the members of the relevant committee; and
 (c) the Commissioner.

- (3) Except as provided in subsection (1) of this section, and subject to any direction that the Chairman or the Commissioner may give in relation thereto, the minutes of the proceedings of the Council or of a Committee of the Council shall not be published in any newspaper or magazine, or otherwise be communicated to the public.
 - (4) Any person who publishes the minutes of the Council or of a committee of the Council otherwise than as provided in subsection (2) of this section, shall be guilty of an offence and liable on conviction to a term of imprisonment of not more than **two years** or to a fine of not more than **four hundred** Naira or to both such a fine and imprisonment.
 - (5) The books in which the proceedings of the Council or of a committee of the Council are kept shall be open to the inspection of any member, the Commissioner or the Governor or any other person authorized by the Governor or Commissioner.
18. Subject to the provisions of this Law, the Council may from time to time make standing orders providing for the proper conduct of the business and meeting of the Council or of the Academic Board or of a committee of the Council. Standing Orders
19. The Council may delegate any of its functions to any officer of the College or to any member of the Council or of a committee of the Council and may impose any conditions for the exercise of such functions: Delegation
- Provided that nothing in this section shall prevent the Council from exercising any functions delegated under this section.
20. All the staff of the College both academic and non-academic shall be employees of the College and shall be paid their salaries and other emoluments directly from funds appropriated to the College under its approved recurrent estimates, and such staff shall be subject to the conditions of service, rules and regulations laid down by the Council.
21. (1) There shall be established for the College a body to be known as the Academic Board. Staff of the College
- (2) The Academic Board shall consist of:-
- (a) the Provost, who shall be the Chairman;
 - (b) the two Deputy Provosts;
 - (c) the Deans and Directors of the College;
 - (d) the Heads of the Academic Departments of the College;
 - (e) the Chief Lecturers in the College;
 - (f) two members of the Academic Staff elected by and from among themselves;
 - (g) the Teaching Practice Co-ordinator; and
 - (h) the College Librarian.
- (3) The Academic Board shall:-

- (a) advise the Council and the Provost on all academic matters relating to the College including, in particular, the direction and management of academic matters, the regulation of admission of students, the award of certificates and diplomas, scholarships, prizes and other distinctions and the maintenance of high academic standards in the College;
- (b) make such reports to the Council as it thinks fit on any academic matter;
- (c) conduct a screening exercise for prospective students for admission in the College;
- (d) foster and encourage research activities and publications;
- (e) perform any other functions which may be delegated to it by the Council.

Board of
Examiners

22. (1) There is hereby established for the College, a Board of Examiners (hereinafter referred to as “the Board”) which shall consist of:-
- (a) the Provost of the College, who shall be the Chairman;
 - (b) the Deputy Provosts of the College;
 - (c) the Deans of Schools and Heads of Academic Department;
 - (d) the examination officers of all Departments of the College; and
 - (e) all external examiners of the College.
- (2) The Provost of the College shall preside at the meetings of the Board of Examiners and in his absence the Deputy Provost (Administration) shall so preside but in his absence the Deputy Provost (Academic) shall so preside. In the absence of the Provost and Deputy Provosts the most Senior Dean shall preside.
- (3) It shall be the duty of the Board of Examiners to:-
- (a) draw up rules for the award of the Nigeria Certificate in Education or any other certificate or diploma to students of the College who qualify for the award;
 - (b) ensure the proper conduct of the examinations of the College;
 - (c) advise the Academic Board; and
 - (d) consider the results of examinations held in the College before presenting to the Academic Board for approval.

Finance
and
General
Purposes
Committee

23. (1) There shall be a committee of the Council to be known as Finance and General Purposes Committee.
- (2) The Committee shall consist of:-
- (a) the Chairman of the Council who shall be the Chairman of the Committee;
 - (b) the Provost;
 - (c) the Commissioner of Education, Science and Technology;
 - (d) the Commissioner of Finance and Economic Development; and

- (e) four other members of the Council, one of whom shall be a member of the Academic Board, to be appointed by the Council.

(3) The Registrar shall be the Secretary of the Committee.

24. Subject to the direction of the Council, the Committee may:-

- (a) exercise control over the property, revenue and expenditure of the College;
- (b) deal with, on behalf of the Council, any matter requiring decision in the intervals between the meetings of the Council; and
- (c) perform such other functions of the Council as the Council may from time to time assign to it.

Powers of the Committee

25. (1) There shall be a sub-committee of the Academic Board which shall consist of the Provost as Chairman, and such other members of the Academic Board and any other person as the Provost may, after consultation with the Academic Board, appoint.

(2) The Registrar shall act as Secretary to the sub-committee but in his absence or incapacity, the Academic Board shall designate a member of the senior staff of the College to act as Secretary.

(3) The Academic Board may delegate to the sub-committee such of its functions or duties as it thinks may be better and more conveniently carried out or performed by the sub-committee.

Sub-committee of Academic Board

26. (1) There shall be a Provost of the College who shall be the Chief Executive and academic head to the College and shall be responsible for the execution of the policy decisions of the Council as well as the day to day administration of the College.

(2) The Provost shall be appointed by the Governor from among three persons recommended by a joint committee of the Council and the Academic Board, and shall hold office for a term of five years only, which shall be non-renewable.

(3) The joint committee of the Council and the Academic Board, referred to in subsection (2) of this section, shall consist of four members of the Council and three members of the Academic Board.

(4) The Chairman of the Council shall be the Chairman of the joint committee of the Council and the Academic Board.

(5) The Governor may, after consultation with the Council, remove the Provost if he is satisfied that having regard to all the circumstances existing at the particular moment, it is in the interest of the College to remove the Provost.

Other duties of Provost

27. Without prejudice to the generality of the provision of subsection (1) of section 25 and subject to any instructions which the Council may from time to time give to the Provost, the Provost shall in particular be responsible for:-

- (a) the maintenance of discipline among the students and members of the staff of the College, including the suspension of any student from classes and recommending to the Council the expulsion of any student;
 - (b) the making of the day to day expenditure for the maintenance of the College in accordance with the approved estimates of the College, and the presentation, with the assistance of the Bursar of the College, of statements of accounts to the College; and
 - (c) any other duty which the Council may from time to time assign to him.
- 28. (1) There shall be two Deputy Provosts who shall assist the Provost in the day to day administration of the College; and shall hold office for a term of three years only, which shall be non-renewable.
- (2) The Deputy Provosts shall be appointed by the Council from among three persons recommended by a Committee of Deans of Schools and Directors through the Provost of the College.
- 29. (1) There shall be a Registrar, who shall be responsible to the Provost for the administration of the affairs of the College except as regards matters for which the Bursar is responsible in accordance with subsection (3) of this section.
- (2) The person holding the office of Registrar shall by virtue of that office be Secretary to the Council and to the Academic Board.
 - (3) There shall be a Bursar, who shall be the Chief Financial Officer of the College and shall be responsible to the Provost for the day to day administration and control of the financial affairs of the College.
 - (4) There shall be a Librarian who shall be responsible to the Provost for the administration of the College library and the co-ordination of all library services in the College and its schools, departments or any other unit.
 - (5) There shall be a Director of Works who shall be responsible to the Provost for the maintenance of the College buildings, minor works, security, transport and supervision of the College projects.
 - (6) The Registrar, the Bursar, the Librarian, the Director of Works, the Heads of Departments and other members of the academic and non-academic senior staff shall be appointed by the Council on the advice of the Appointments and Promotions Committee.

- (7) The power to appoint other categories of staff shall be exercised by the Provost with the assistance of such committees as may be constituted by him for the purpose.
 - (8) For the purpose of subsection (6) of this section, the Council shall appoint suitable persons to constitute the Appointments and Promotions Committee which shall make recommendations in respect of appointment and promotion of members of the academic and non-academic senior staff.
30. (1) The Governor shall be the Visitor of the College. Visitor
- (2) The Visitor shall as often as the circumstances may require, not being less than once every four years, conduct a visitation of the College or direct that such a visitation be conducted by such persons as the Visitor may deem fit and in respect of any of the affairs of the College.
 - (3) It shall be the duty of the bodies and persons comprising the College:-
 - (a) to make available to the Visitor, and to any other persons conducting a visit, such facilities and assistance as he or they may reasonably require for the purpose of a visitation; and
 - (b) to give effect to any instructions consistent with the provisions of this Law which may be given by the Visitor in consequence of the visitation.
31. (1) If it appears to the Council that there are sufficient grounds for believing that the services of any member of the academic or non-academic senior staff of the College are no longer required for reasons either of misconduct or inability on the part of such member of staff to perform the functions of his office or employment, the Council shall serve on the person concerned a notice in writing of its intention to remove him stating clearly the misconduct or inability complained of and requiring the person to submit his defence against the accusation in writing to the appropriate investigating committee. Removal from office of certain categories of officers
- (2) Where the misconduct or inability relates to:-
 - (a) the Dean of a School;
 - (b) the Registrar; or
 - (c) a Head of department or division,the Council shall set up a committee which shall consist of such members of the Council and of the Academic Board as the Council may decide to investigate the alleged misconduct or inability and report its findings to the Council.

- (3) Where the misconduct or inability relates to any other member of the academic or non-academic senior staff or any other senior employee of the College, the Council shall direct the Provost to set up a committee which may be presided over by him, to investigate the alleged misconduct or inability and report its findings to the Council.
- (4) Where the person whose alleged misconduct or inability is to be investigated is a member of the senior academic staff, the investigating committee set up under subsection (2) or (3) of this section shall include in its membership such number of representatives of the Academic Board as the Council or the Provost, as the case may be, may think adequate.
- (5) A person whose conduct is the subject of an inquiry under this section shall be entitled to appear in person before, and be heard by, the investigating committee.
- (6) If the Council, after considering the report of an investigating committee, decides that the person concerned shall be removed, the Council may remove him by notice in writing signed by the Registrar on the direction of the Council, and the Council shall cause the notice to be served on the person concerned as soon as possible after the signing thereof.
- (7) If it appears to the Council or the Provost, as the case may be, that the person whose conduct or performance is being investigated by a committee set up by the Council or by the Provost should be suspended from office or employment during the continuance of the investigation, the Council or the Provost, may by notice in writing signed by the Registrar prohibit that person from exercising the functions of his office or employment until the completion of the investigation and decision of the Council.
- (8) A person suspended under the provisions of subsection (7) of this section, shall be entitled to receive only one-half of his salary or emolument of his office or employment during the period of such suspension.
- (9) The provisions of this section shall not apply to any employment which may be specifically exempted from the operation of this section by regulations made by the Council from time to time.
- (10) Members of all other categories of the staff of the College other than those mentioned in the foregoing provisions of this section shall, for the purposes of discipline, be subject to the authority of the Provost so however that where any member of such staff (except unconfirmed staff) is removed from office or employment by the Provost, such a member shall have a right of appeal to the Council against the removal.

- (11) In the exercise of his powers under subsections (3) and (10) of this section, the Provost may in any case where he considers it appropriate so to do, appoint a disciplinary panel of such number of members of the staff of the College as he may deem necessary to advise him on any particular matter relating to discipline.
- Establishment of Schools of the College
Directions of the Governor
32. The Academic Departments in the College shall be organized in the form of schools in such manner as the Council may from time to time determine.
33. (1) The Governor may give to the Council directions of a general or specific character as to the performance by the Council of all or any of its functions and the Council shall give effect to such directions.
- (2) Without prejudice to the generality of subsection (1) of this section, the Governor may in particular give to the Council directions:-
- (a) for the purpose of defining in cases of doubt or dispute, the powers of the Council in relation to its functions; and
- (b) relating to the membership and functions of the Academic Board.
- Regulations
34. (1) Subject to the provisions of this Law, the Academic Board may make regulations providing for:-
- (a) the academic management of the College;
- (b) the qualifications necessary for admission to the College; and
- (c) the carrying into effect of any provisions of this Law relating to the functions of the Board.
- (2) Subject to the provisions of this Law, the Council may make regulations providing for:-
- (a) the courses of instruction to be provided for the students of the College;
- (b) the duration and number of terms of the College;
- (c) the grant of scholarships and studentships; and
- (d) the carrying into effect of any provisions of this Law relating to the functions of the Council.
- Revenue of the College
35. The revenue of the College shall include:-
- (a) subventions from government;
- (b) other subventions, grants-in-aid, endowments and other sources of revenue accruing from time to time to the College;

- (c) fees charged by, and payable to the College by, the students of the College;
 - (d) any other amounts, charges or dues, recoverable by the College;
 - (e) donations of legacies accruing to the College from any sources for the general or special purposes of the College;
 - (f) rents from the letting or hiring of any property of the College; and
 - (g) interest on investments.
36. (1) Donations of money to the College for any particular purposes shall be placed to the credit of a special reserve account and may be invested in such securities or other investment enterprises as may be approved by the Governor until such time as they may be expended in fulfillment of such purposes.
- Donations for particular purposes
- (2) The College shall not be obliged to accept a donation for a particular purpose unless it approves of the terms and conditions attaching to such donation.
37. All sums of money received on account of the College shall be paid into such banks as may be approved by the Council for the credit of the College's general current or deposit account but the Council may, subject to this Law, invest, as it deems fit, any money not required for immediate use.
- Payment into bank
38. (1) The Provost shall, not later than the first day of June in each year immediately preceding the beginning of an academic year of the College, prepare, or cause to be prepared, and submit to the Council for approval, estimates of revenue and expenditure for that academic year.
- Estimates
- (2) The academic year of the College shall be the same as the financial year thereof which shall commence on the first day of September of each year.
39. As soon as possible after the end of each financial year but not later than the 31st day of July next following, the Council shall prepare a general report of its activities during the financial year and forward the same to the Governor together with a certified copy of the audited accounts of the College.
- General report
40. (1) The Council shall:-
- (a) keep proper accounts of the income and expenditure of the College;
 - (b) keep proper records relating to the accounts; and

(c) prepare, in respect of each financial year, a statement of accounts.

(2) As soon as may be after the close of each financial year, the accounts of the College shall be audited by the State Director of Audit.

(3) Such accounts shall include:-

(a) an abstract account of receipts and payments;

(b) a statement of assets and liabilities;

(c) a statement of revenue and expenditure; and

(d) such other financial statements as the Director of Audit may require.

Representation 41. (1) In any suit by or against the College, the College may be represented at any stage of the proceedings by:-

(a) any servant of the College authorized in writing by the Chairman in that behalf;

(b) a law officer; or

(c) any other legal practitioner duly authorized by the Council.

(2) In this section "suit" includes action or any civil proceedings commenced by writ of summons or in such other manner as may be prescribed by rules of court but does not include a criminal proceeding.

Repeal 42. The College of Education, Oro, Edict, 1984 is hereby repealed.

Made at Ilorin in 2008.

| Annex 5 Proposed Schedule Of Activities And TA Support | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Oro College Review of Strategic Priorities

[illegible]

Annex 6 Proposed Work Plan and TA Support

| Date | Objective | Output | TA Weeks* | | Comment * TA consultants IM Institutional management TT Curriculum / pedagogical |
|----------------|---|--|-----------|----|---|
| | | | IM | TT | |
| 15-27 Sept | Clarification of strategic priorities Review Action Plan Recommend TA support schedule (See footnote for objectives and tasks as stated in the TORs) | Clarification of strategic priorities Action Plan and TA support proposal Draft Law for Oro College of Basic Education | 2 | | COMPLETED Now that strategic objectives have been confirmed: (i) The development plan as outlined in the May Institutional Review and envisaged in the ESP can proceed (ii) Linkages need to be created with other ESSPIN components in Kwara to create synergy and build capacity (iii) Oro College developments have the potential to act as a pilot for other States |
| 20 Oct – 1 Nov | (i) Support policy formulation in particular in regard to planning pre-service numbers for Oro College and the establishment of funding arrangements | (i) Agreed pre-service student numbers on a five year planning horizon and a methodology for the funding of Oro College including government funding and student fee | 2 | | There would be significant advantage if this visit coincided with that of the consultants involved with providing assistance with the 2009 budget |

Oro College Review of Strategic Priorities

| | | | | | |
|--|--|--|--|--|-----------|
| | (ii) Support to Oro College in the establishment of its institutional development plan | policy (ii) Institutional development plan underway | | | exercise. |
|--|--|--|--|--|-----------|

Oro College Review of Strategic Priorities

| | | | | | |
|-----------------|---|--|-----|-----|--|
| 17 Nov - 14 Dec | <ul style="list-style-type: none"> (i) Continued support for policy formulation in particular development of a strategy for in-service provision (ii) Support establishment of staff review and development arrangements (iii) Support review of teaching practice arrangements (iv) Continue to support institutional planning process, including management arrangements (v) Commence support for pedagogical reform | <ul style="list-style-type: none"> (i) Strengthened capacity of SMOE and Oro College staff in policy formulation and institutional planning (ii) Agreed arrangements for the conduct of a staff review & development process (iii) Agreed arrangements for teaching practice (iv) Parameters established for curriculum reform | 2/3 | 2/3 | <p>The exact timing of this input should depend upon the Oro College consultants' availability and the availability of the budget consultants.</p> <p>The input would need to take place within the context of the development by ESSPIN of a broad teacher strategy</p> <p>Discussions with the budget consultants indicate that by this period they will have moved from the immediate need to support the 2009 budget process to a longer term capacity building role. Overlap in timing with the IM consultant would provide synergy with capacity building needs in respect of SMOE staff involved in planning and financing of Oro College.</p> <p>Overlap between IM and TT consultants would be essential to ensure adequate briefing of TT on earlier inputs.</p> |
| January | (i) Support the staff review & | (i) Advanced draft of Oro College | 2 | 4 | Overlap between IM and TT |

Oro College Review of Strategic Priorities

| | | | | | |
|-------|--|--|--|---|--|
| | <p>development process</p> <p>(ii) Continue to support the institutional planning process and management support arrangements</p> <p>(iii) Support curriculum and pedagogical reform</p> | <p>institutional plan published</p> <p>(ii) Management structures and processes at Oro College established</p> <p>(iii) Staff review & development process being conducted effectively</p> <p>(iv) Policies and structures to support curriculum reform in place</p> | | | <p>consultants advisable to ensure managerial reform supports academic developments.</p> <p>Activities to be undertaken consistent with broad teacher strategy</p> |
| March | <p>(i) Support the staff review & development process</p> <p>(ii) Support curriculum and pedagogical reform including in-service programmes</p> | <p>(i) Completion of staff review & continuation of staff development process</p> <p>(ii) Establishment of a teaching practice model</p> <p>(iii) In-service programme development under preparation</p> | | 4 | Activities to be undertaken consistent with broad teacher strategy |
| May | Continue to support and consolidate curriculum and pedagogical reform | <p>(i) In-service programme development completed</p> <p>(ii) Capacity of academic staff enhanced</p> | | 4 | Activities to be undertaken consistent with broad teacher strategy |

Objectives:

“to facilitate the determination of the strategic direction of pre-service education and make recommendations on provision for in-service education in Kwara”.

Main tasks

Clarify decisions made and those that still have to be made on the Strategic Priorities outlined in the May Institutional Review, examine the options in the light of these decisions, develop recommendations and timeframes for action and present these to the Commissioner for consideration.

In the light of decisions on the new direction for the future of the colleges, review the draft development plan from the May Institutional Review and the Task Team Action Plans and examine their consistency with the overall strategy as defined in the ESP.

Highlight any discrepancies and revise the plan accordingly. Develop and present a TA support proposal for ESSPIN, which the STL can discuss with the Commissioner.

Annex 7 Immediate Next Steps

Immediate question: What factors might influence the 2009 budget allocation to Oro College?

Answer:

- (i) Student numbers in 2008-09
More specifically: intake into the first year in October 2008
- (ii) Curriculum reform and staff development activities
- (iii) In-service activity
- (iv) Pump-priming to improve quality for example, materials.

Intake into the first year in October 2008

Question: What should determine the level of this intake?

Answer: ESP – foresees a College of about 7,000 pre-service students. This implies about 2,500 students in each of three years (less drop-out)
The Task Team suggests 800 students.

Question: What is the rationale?

Government will have to take a decision

Question: Whatever number is agreed the question is:
What implications will this have on the College's income and therefore ability to operate.

Answer: Ask the College to estimate its income and expenditure using the number of agreed intake plus returning student numbers, on two bases:

- (xvi) All students pay the current fee rate
- (xvii) No fees payable by first year students

62. Both sets of estimates are likely to show a shortfall between income and expenditure.

63. On the basis of this information the government might consider for one year only ways of meeting this shortfall, for example

- Lump sum grant to make up the difference
- An amount per student (In reality the two approaches are likely to give the same result because there is a fixed shortfall to be made up)

64. In the light of the estimates Government would need to decide the level of tuition fees to be paid by new students.

65. The government might wish to consider conditions to be attached to this grant eg

- The intake figure must not be exceeded – any excess will lead to loss of money at an amount per student
66. In order to begin addressing issues of quality government might consider a special scheme for one year for example.
- Fund the shortfall between estimated income and expenditure on the basis of no fee payable by students, but
 - Allow the College to charge fees at an agreed rate for an agreed maximum number of students but require that this excess income is used for the purchase of teaching and learning materials.
 - An advantage of such an approach is that it would show government's determination to:
 - reduce student numbers; whilst
 - addressing issues of quality
67. All the above should be regarded as an initial first stage pending the formulation of a funding methodology for the 2010 budget based on:
- An institutional plan to be submitted by the College;
 - Funding at an agreed rate per pre-service student
 - In-service funding to be agreed as part of an in-service development plan

Curriculum reform and staff development activities

- | | |
|----------|---|
| Question | How is curriculum reform and staff development to be undertaken? |
| Answer | <p>The May Institutional Review anticipated an international consultant undertaking this activity. It is included in the proposed work plan as an output from this assignment. It is envisaged to take place in late 2008 and the first half of 2009.</p> <p>At the end of this period staff at Oro College should be in a position to define competencies, to reform their teaching methodology and to impart their new skills to the mass of current teachers by way of in-service provision (see below).</p> |
| Question | How can this be reflected in the 2009 budget? |
| Answer | <p>A sum might be included to support staff development eg cost of materials to support the activity. The figure is likely to be arbitrary and could be either:</p> <p>(xviii) a lump sum; or</p> <p>(xix) an amount per staff member undergoing training. This option would provide an incentive for staff and the College to undertake training activities.</p> |

In-service activity

Question When will Oro College staff be in a position to offer such in-service provision?

Answer After the activities under (xxii) above – probably in the first term of the 2009-10 session that is, the final quarter of the 2009 budget

Question How should it be funded?

Answer There is a wider policy issue here for government

Should teachers have to pay a full-cost fee for such training?

Or

Is government going to subsidise the training?

Or

Is there going to be a mixed system?

68. There might be a distinction between provision that the government thinks is a priority (government funded) and other provision desired by teachers for their advancement (self-funded).

69. Whatever the answer income should accrue to the College (assuming they undertake the training).

70. Since the nature of the training and therefore the cost cannot be determined until an appraisal of need has been undertaken a possible solution would be for government to allocate ring fenced funding which it would allocate on the basis of a plan put forward by the College at the end of the 2008-09 session.

Pump-priming to improve quality

Question What can be done immediately to improve quality?

Answer Probably the provision of teaching and learning materials.

Question How can they be provided?

Answer Either an arbitrary lump sum; or

A calculable amount eg the cost of a text book per x number of students – perhaps eg library provision or

Ring fence an arbitrary sum and ask the College to submit proposals

See also the suggestion under (i) above – funding of materials from fee income

Long term State Based Specialist

71. The above activities could be supported by a national specialist supporting Oro College (pre-service and in-service) – the exact person specification to be determined.