

Education Sector Support Programme in Nigeria (ESSPIN)

Curriculum Transformation

College of Education Oro

Report Number: Kwara 303

December, 2008

Report Distribution and Revision Sheet

Programme Name: Education Sector Support Programme in Nigeria

Report Title: Curriculum Transformation College of Education Oro.

Report No: Kwara 303

Rev No*	Date of issue	Originators	Checker	Approver	Scope of checking
1	December 2008	Jaap Kuiper	John Kay	Lilian Breakell	Formatting/Content

Distribution List

Name	Position
DFID	
Rob Shooter	Human Development Programme Coordinator, DFID
Ian Attfield	Education Adviser, DFID Northern Nigeria Office
Isaac Adejo	Programme Officer, Human Development Team
ESSPIN	
John Martin	National Programme Manager
Richard Hanson	Assistant Programme Manager
Nick Santcross	Deputy Programme Manager
Sam Harvey	Operations Manager
Steve Baines	Technical Team Coordinator
State Team Leaders	
Lilian Breakell	Kwara
Kayode Sanni	Jigawa
Steve Bradley	Kaduna
Richard Dalgarno	Kano
Abolaji Osime	Lagos
Lead Specialists	
John Kay	Education Quality
Penny Holden	Quality Assurance
State Specialists	
Abimbola Osuntusa	Education Quality
Mustapha Ahmad	Education Quality
Kalli Kori	Education Quality
Eunice Oladimeji	Education Quality
Nurudeen Lawal	Education Quality

Quality Assurance Sheet and Disclaimer

This document has been prepared for the titled project or named part thereof and should not be relied on or used for any other project without an independent check being carried out as to its suitability and prior written authority of Cambridge Education Ltd. (CE) being obtained. Cambridge Education Ltd. (CE) accepts no responsibility or liability for the consequences of this document being used for a purpose other than the purpose for which it was commissioned. Any person using or relying on the document for such other purposes agrees, and will by such use and reliance be taken to confirm his agreement to indemnify Cambridge Education Ltd. (CE) for all loss and damage resulting there from. Cambridge Education Ltd. (CE) accepts no responsibility or liability for this document to any party other than the person by whom it was commissioned."

"To the extent that this report is based on information supplied by other parties, Cambridge Education Ltd. (CE) accepts no liability for any loss or damage suffered by the client, whether contractual or tortuous, stemming from any conclusions based on data supplied by parties other than Cambridge Education Ltd. (CE) and used by Cambridge Education Ltd. (CE) in preparing this report."

Note on Documentary Series

This document is one of the series to be produced by Cambridge Education Consultants in support of their contract with the Department for International Development for the Education Sector Support Programme in Nigeria

The documents include:

ESSPIN 001	1st 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	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 Information Management Systems (EMIS) - Scoping Mission
ESSPIN 504	Communication Task Specialist Visit Report Feb 09
Kwara 301	An Assessment of the Development needs of Teachers in Nigeria – Kwara State Case Study
Kwara 302	Oro College Review of Strategic Priorities
Kwara 303	Curriculum Transformation, College of Education Oro

Contents

Report Distribution and Revision Sheet.....	1
Quality Assurance Sheet and Disclaimer	2
Note on Documentary Series.....	3
Contents.....	4
Acronyms and Abbreviations.....	5
Introduction.	6
Objectives of the Assignment.	6
The Tasks.....	6
Outputs	8
Way Forward.....	10

Acronyms and Abbreviations

ESSPIN	Education Sector Support Programme in Nigeria
ESP	Education Sector Plan
NCE	National Council for Education
TOR	Terms of Reference
TL	Team Leader
VSO	Voluntary Service Overseas

Introduction.

1. This is a brief technical consultant report linking the Terms of Reference to the achievements of the visit. A full conceptual report (Towards a Transformed Teacher Education Curriculum for College of Education Oro) has been produced which contains all the details of the achievements; its processes and its products.

Objectives of the Assignment.

2. The ToR describes the objective of this visit as:

To facilitate the engagement of the academic staff with the reform of teacher education in Kwara State in the task of developing of a strategic plan for the development of the college.

3. This was interpreted as providing information and guidance that would enable relevant stakeholders at ministerial, university and college levels to make appropriate decisions regarding the various steps to be taken in the process of transforming the pre-service teacher education curriculum at Oro, Kwara State.

The Tasks

4. The Tasks of the present visit as described in the ToR are presented in the table below, along with the achievements and remarks.

Tasks	Achievements	Remarks
1. Become familiar with the reports of and plans developed by the Oro College: Institutional Strengthening specialist and the report on the Teacher Strategy scoping visit (to be provided).	Studied and analysed (draft consultant) reports on Teacher Quality, Teacher Strategy for Kwara State, National Strategy for Teacher Quality and Development, ESP (4), IS Specialist documents, Teacher Standards, NCE, Oro Strategic Plan, Teacher Policy and Management Studies, World Bank report, etc.	It might be considered useful to produce a document that presents a strategic overview of the framework of ESSPIN programmes/ plans in order to assist the consultant in placing his/her work appropriately into such a framework.
2. Discuss and agree on a draft outline for the new academic programme for pre-service education and a shadow staffing structure for this	A committee was established with representation from the ministry, the university and the College. The need to establish such a representative body was to ensure the injection of new ideas and the	The Honourable Commissioner advised on the membership of the committee and his office invited the selected members unto the committee. The committee is now well established and should proof to

	creation of a dynamic beyond the confines of the vision of the ministry and the college itself. A Draft Curriculum Outline and a Draft School Structure was established to be finalised by mid-December	be an important asset during the entire transformation process.
Establish criteria for the academic review and development exercise as well as develop, and agree on a detailed road map, with timelines for its implementation	Draft tools are provided by the consultant. But the newly established Committee should have a chance to have an input and finalise these. They will likely be able to play an active role in this process. However, they can only do so meaningfully once they fully understand the significance of the new educational thinking. Otherwise it would become an exercise that is not founded on a shared vision of educational quality.	The review of staff depends on many other processes, amongst which are the establishment of a senior management team (which would take part in executing the review); the in-service requirement for Oro as indicate by the teacher Strategy for Kwara State, the further development of an appropriate understanding of the role of the Teacher Standards, the need to establish a process that will deal appropriately with the sensitivities of staff review and the expected need for staff retrenchments.
3. In the light of the developing situation with regard to the demand for in-service education prepare a draft discussion paper on Oro's likely role	A brief section is dedicated to this in the conceptual report.	Again, there are many dependencies regarding this issue, and these have not played themselves out yet. For instance, meaningful decisions cannot as yet be taken without a fully developed Teacher Strategy for Kwara State.
4. Agree Terms of Reference for future support to Oro	The Workplan provides an indication of this.	See also the section on scenario planning below. This will have an impact on how the future role of the consultant is conceptualised.
5. Contribute to the college based orientation of the Oro College VSO	The VSO was met with at the College and a discussion of the various tasks and ideas were held. The document on a	The VSO seems to settle in well. The college will have to recognise the asset she represents and be willing and

	<p>National Strategy for Teacher Quality and Development was handed to the VSO.</p> <p>The VSO is a member of the Curriculum Transformation Committee, and as such has received all the recent documents underlying the Curriculum Transformation process.</p>	able to utilize her expertise as such.
6. Complete ESSPIN reports as necessary.	This technical report and the conceptual report.	

Outputs

Output	Product	Remarks
1. Draft outline for the academic programme for pre-service education and a shadow staffing structure	Draft Outline to be found in conceptual report. Draft School structure also in conceptual report.	<p>In view of the relatively long break between the first and second visit, the two weeks were not really sufficient to: develop (i) a scan of the environment;</p> <p>(ii) A shared and grounded vision for change and (iii) a fully understood and equipped pathway. The Sub-Committee for Curriculum Transformation, however, is well established and will continue to do a good work. However, on the one hand, it is very important to acknowledge the need for their own conceptual development; as without a proper understanding of all issues regarding transformation amongst all members of the committee, their future products cannot be expected to represent genuine transformation. On the other hand - if the process would take place without such a committee - any products developed in relative isolation by the consultant him/herself would not be able to result in genuine</p>

		transformation on the ground either, as the acceptance of such 'external' documents would very likely remain scant.
2. Agreed tools for the review and development exercise and a road map for its implementation	The basis for the development of any tools (i.e. the Teacher Standards) and some possible ideas for a specific tool (lecturer's self-assessment of courses, its materials, assessments and student outcomes) are proposed by the consultant in the conceptual report.	Time did not allow for a development of tools that originates with the Task team and its newly established sub-committee. However it seems that this task can only start late in January in view of the sub-committee's availability, university staff being busy with their own selection of their future students. This will allow the consultant to be present during the development and implementation of the process.
3. A discussion document on options for Oro's role in in-service provision	A brief section on this is included in the conceptual report.	The picture of in-service in Kwara is as yet rather fluid and mainly not dependent on the consultant and it does not appear to warrant a fully separate document at this stage.
4. Agreed ToRs for future technical assistance inputs based on the above	See below for some preliminary ideas.	Without the TL Kwara being present detailed discussions were not possible.
5. A brief visit report which lists progress against these terms of reference, together with the draft documents as described. This report will be discussed before departure with the Kwara State Team Leader and if necessary the Lead Specialist for Educational Quality.	This report.	

Way Forward

5. Now that the Curriculum Transformation has taken off in earnest, there is a need to reflect on how best this process can be taken forward, given various aspects of the reality in which it is unfolding.
6. The following two scenarios regarding the anticipated level of intensity in support guide this reflection:
 - (i) Does ESSPIN see the Oro Curriculum Transformation as a 'model' for other states? Would products from this Oro process (i.e. detailed course outlines, learning materials, assessment tools, Teaching Practice Handbook. Etc.) Have significance beyond Oro? Would it become a 'high-stakes' project as the Honourable Commissioner is indeed seeing it? Would it derive marketing benefit to the ESSPIN project in general by virtue of its federal implications and its 'model' development character? Would this then imply that there is a willingness to assign an appropriate level of resources and time to produce high-quality products and support this by an appropriate set of experts (for the various courses in the college, ranging from such examples as education psychology, educational philosophy to Mathematics and English language classroom Method and Integrated Science content).
 - (ii) Or does ESSPIN see this as a relatively small project with no significance beyond Oro and therefore the transformation would be supported only to a limited extent by outside expertise, with products remaining local and dependent for its production and quality largely on local skills and expertise?
7. In either scenario, the aim should be to have a fully transformed and operating curriculum by the start of the next academic year (November 2009).
8. Also, it has become clear that it might be prudent and useful for the curriculum consultant to visit representatives in Abuja regarding the possible development in NCE transformation, Teacher Standard setting etc. These developments will impact directly on the work in Oro and vice versa. Although it appears that general support for the Oro development is present at Federal level, it seems good to establish communications more formally and closely so as to safeguard any Oro development against unexpected changes and the possibility of a consequent lack of support at Federal level.
9. The involvement of an overall curriculum consultant, in both scenarios, would be strategic and of a coordinating nature, requiring perhaps 3-4 visits of about 3-4 weeks during the period of Jan-June & October 2009.
10. However, if the more resource intense scenario is opted for, this would imply the involvement of further consultants specialised in the different fields represented in the Oro

curriculum. Such involvement would need to be coordinated from the Ilorin ESSPIN office, perhaps with guidance and assistance of the overall curriculum consultant.¹

11. It seems that the curriculum consultant should at least be here again somewhere in January/February for a 3-4 week period to:

- Meet with appropriate (federal; ESSPIN) representatives regarding a national/federal vision for NCE transformation, Teacher Standards etc.
- Finalise work with the newly established sub-committee confirming the final Curriculum Outline and Staff Structure.
- Finalise a common understanding of standard for tertiary lecturers and use these to finalise tools for a staff review at Oro.
- Implement the Staff review tools.
- When/if more clarity is obtained from the Teacher Strategy for Kwara State, consider involvement of Oro staff in in-service.
- Develop a detailed curriculum material transformation plan, depending on option (i) or (ii) as provided above, with or without further expert inputs.

12. [It might be useful to link the above thinking with that which is reported in the IS consultant's report. Moreover, the Commissioner is indeed hoping to get consultant assistance on-site for the Registrar post and perhaps also for the Provost post. It seems therefore that time needs to be taken for ESSPIN to apply its mind thoroughly to its vision regarding the exact nature and size of its assistance provided to the Oro Transformation Programme]

¹ It is of course somewhat unfortunate that – due to circumstances beyond everyone's control - all this could not be discussed directly with the TL for Kwara, and it is hoped that this document will to some limited extent replace such direct interaction. However, I will be available through e-mail contact to discuss these issues further.