

Education Sector Support Programme in Nigeria (ESSPIN)

Input Visit Report

Institutional Strengthening at Oro College and Teacher Development Strategy

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ESSPIN 004	Inception Strategy
ESSPIN 005	Initial Report from the MTSS Task Team Leader
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ESSPIN 504	Communication Task Specialist Visit Report, February 09
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ESSPIN 506	Education Management Information Systems (EMIS) May 09
ESSPIN 507	Communications Task Specialist Visit Report, April/May 09
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KW 302	Oro College Review of Strategic Priorities
KW 303	Curriculum Transformation for College of Education Oro
KW 304	Towards a Transformed Pre-Service Teacher Education Curriculum for College of Education Oro
KW 305	Institutional Strengthening of Oro College
KW 306	Teacher Strategy; Improving the Teaching of Literacy and Numeracy: Scoping visit
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Acronyms and Abbreviations

ANCOPSS	Association of Nigeria Conference of Principals of Secondary Schools
COPSHON	Committee of Primary Schools Head-teachers of Nigeria
DfID	Department for International Development
ESP	Education Sector Plan
ESSPIN	Education Sector Support Programme in Nigeria
ICT	Information and Communications Technology
LGEA	Local Government Education Authority
MTSS	Medium Term Sector Strategy
NCCE	National Commission for Colleges of Education
NUT	Nigeria Union of Teachers
PTA	Parent Teachers Association
SBMC	School-Based Management Committee
STL	State Team Leader
SUBEB	State Universal Basic Education Board
TQI	Teacher Quality Improvement
TORs	Terms of Reference
TSC	Teaching Services Commission
SMoE	State Ministry of Education, Science and Technology

Abstract

1. The report outlines (i) progress towards the strengthening of management structures and processes at Oro College within the context of an institutional plan and (ii) initial work and background information on which to build plans for the introduction of a comprehensive career path for teachers and advisers.

Executive Summary

2. Key activities and outputs in relation to Oro College reform, include:
 - (i) Following the undertaking of a staff audit by the College authorities, advertisements were drafted to fill the vacant posts of Provost, Registrar, Bursar and Librarian. In conjunction with the Acting Registrar, a new senior management structure for the Registry Department was agreed.
 - (ii) An institutional planning process is underway and has included workshops with College staff and interactive sessions with the Planning Committee. The process is on-going and valuable as it has enabled College staff to identify academic, financial and management issues that need to be addressed.
 - (iii) A draft capacity building plan for the administrative staff has been formulated in consultation with the staff.
 - (iv) In conjunction with the Acting Registrar, a range of management issues has been identified and incorporated in a discussion document. This will form an aide memoire for the new senior management team and will form the basis of future input.
3. Key activities and outputs in relation to Career Path work include:
 - (i) A discussion document on the current recruitment, assessment and promotion system for teachers and advisers, which identifies a series of actions necessary to develop a transparent system based on performance, has been agreed with stakeholders.
 - (ii) Task teams have been formed to address the identified actions.
4. On-going discussions have taken place with the Commissioner and College Turn Around Task Team on a range of issues including the need to strengthen SMOE's strategic capacity. A Director for Higher Education has now been appointed.
5. Discussions with NCCE have led to the establishment of a Task Team to identify best practice in the context of Oro College reform and Career Path development with a view to strengthening NCCE's activities and to dissemination across states. Terms of

reference have been agreed; discussions have commenced; and initial priorities, including the strengthening of quality assurance procedures, have been identified.

Purpose of the Consultancy

6. There were two objectives:
 - (i) take forward the strengthening of management structures and processes at Oro College within the overall context of an institutional plan;
 - (ii) provide a sound basis of knowledge on which to build plans for the introduction of a comprehensive career path for teachers and advisers.

Achievement of the Terms of Reference

TOR Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
Oro College		
Help in the formulation of an updated institutional plan	<p>Three workshops took place: with the entire staff (c300), Planning Committee (c40) and administrative staff (c90). Meetings were held with a smaller Planning Group and with the Provost and Acting Registrar. The Planning Group was given examples of institutional plans from the UK, USA and Canada and discussed a range of approaches.</p> <p>The Planning Group drafted a plan which was reviewed and amended in the light of discussion. Six interactive meetings were held, with members of the Planning Group undertaking work between meetings.</p> <p>The process has been used to challenge existing perceptions and practices. In particular, it has been emphasised that: the allocation of resources (financial, staff, infrastructure) must be consistent with academic priorities;</p>	<p>The Planning Group has undertaken to work further on the plan during my absence and has been set certain tasks. Their deliberations will be harmonised with the work of Dr Kuiper on, for instance, school structure. (Dr Kuiper has attended meetings of the Planning Group and is already involved in the process.) Members of the College Turn Around Task Team are also intending to attend more meetings of the Planning Group.</p> <p>In the longer term, the emerging issues in terms of financial and managerial reform have been included within the ESSPIN work plan for the next two years.</p> <p>The process will form an essential component of an induction programme for the new senior management team.</p> <p>Once the Planning Group has clarified certain issues and can present a coherent and well</p>

	<p>reform of curriculum and academic approaches must be supported by reform of management approaches;</p> <p>all activities, and how they are to develop, must be included in the plan;</p> <p>all income streams and associated expenditure should be transparent within the budget and included in financial forecasts;</p> <p>reform does not necessarily equate to more infrastructure; more infrastructure has a recurrent cost in terms of maintenance;</p> <p>willingness to provide “free” (ie no fee) courses and services to the community does not mean that there are no associated costs (eg staff time).</p> <p>Linkages between the planning process and the MTSS process have been emphasised. This has raised issues relating to the decision making process within the College and the need to ensure consistency between the internal planning process and information submitted to the MTSS team. The College Turn Around Task Team attended a meeting of the Planning Group which provided valuable interaction – particularly since two members of the College Turn Around Task Team are also members of the MTSS tertiary</p>	<p>argued vision for the future, a draft institutional plan will be circulated throughout the College for further discussion – perhaps at another workshop for all staff although as part of the reform process the concept of school boards as a mechanisms for staff discussion and consultation is to be considered.</p>
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	<p>education group (including the Chairman). The process has highlighted issues related to the management of the College. An on-line student registration system (for which students pay), managed on a cost sharing basis with a commercial company, appears to be operated by the ICT Department, but with little (if any) linkage to student administration in the Registry Department.</p> <p>Members of the planning group (which now includes the Acting Provost) are engaging with these issues and are drawing in other officers (eg Bursar and Director of Works) as appropriate. Consequently, the approach that is being adopted is that there should be no rush to complete the plan. It is preferable to allow the College time to engage with the emerging issues and to debate and agree solutions rather than to impose an artificial time limit.</p> <p>The latest version of the plan is attached as annex C but it must be read as a working document which, at this stage, raises as many issues as it resolves.</p>	
Review the status of the management staff audit and input as necessary	The audit was undertaken by the College authorities leading to declared vacancies for	In respect of the appointment of new senior officers:

	<p>some senior management positions, the loss of some administrative staff (as well as academic staff) and a necessity to restructure the Registry Department.</p> <p>As an interim measure, an Acting Registrar was appointed with a brief to address management structure and processes (see below).</p> <p>The posts of Provost, Registrar, Bursar and Librarian have been advertised. Support was given to the formulation of the advertisement (annex D).</p> <p>The process has involved periodic discussions with the Commissioner, Chairman of Council, Chairman of the College Turn Around Task Team and the Acting Registrar.</p>	<p>there may be a need to support the appointment process (the closing date for applications is 10 July);</p> <p>there will be a need to support a period of induction once the appointees are in post. It should be expected that new appointees at this level will bring their own ideas and priorities to the reform process. That will need to be supported within the context of the reform's strategic objectives.</p>
Review and support the finalisation of the College's revised management structure and develop a plan for populating this structure	<p>New job descriptions for the Provost, Deputy Provost, Registrar, Bursar, Director of Works and Librarian were formulated and agreed during a previous assignment. Four of these senior posts are currently being advertised (see above) and appointments will be influenced by the job descriptions.</p> <p>The job descriptions have implications for the management structure and these are outlined as part of annex E.</p>	<p>It might be expected that the new senior management team will have views on the structure of the College, for instance the role of the Deputy Provost in the light of the respective skills of the Provost and Deputy Provost, the new job descriptions for senior officers and the new law governing the College which, when approved, will reduce the number of Deputy Provosts from two to one.</p> <p>Management structures will be further reviewed</p>

	<p>The staff audit and a review of the role of the Registry Department led to the need for a restructuring of the Department. Support was given to the Acting Registrar. An organogram of the new structure is shown in annex E.</p> <p>The management structure must also be influenced by the academic structure. As part of the curriculum reform the School structure is to be reviewed with a possibility that the number of Schools will be reduced to encourage greater integration.</p>	<p>in the light of the School structure to be agreed as part of curriculum reform. This is being addressed during Dr Kuiper's current visit.</p>
<p>Develop and agree a plan for reviewing the management processes for the College, including its quality assurance procedures</p>	<p>Discussions with the Acting Registrar and issues that have emerged during the institutional planning process have highlighted a range of processes, procedures and systems that need to be addresses. An initial discussion document is attached as annex E.</p> <p>Quality assurance procedures are being developed as part of the curriculum reform process and the institutional plan establishes the role of the Academic Board in their development. This process will be extended to management as well as academic processes and will be addressed through the process of management reform. It is significant that in discussions with the NCCE</p>	<p>This aspect of the reform is likely to be extensive and has been included in the ESSPIN work plan for the next two years. The challenge should not be underestimated. An initial review indicates that there will need to be extensive reform of procedures, practices and systems across the institution.</p> <p>In addition, there will need to be extensive staff development activities which will be time consuming.</p> <p>To some extent, the nature and extent of these activities will depend upon the skills and experience of the new senior management team.</p>

	Task Team (see below), there was a request for ESSPIN assistance in strengthening NCCE's capacity in quality assurance. Strengthened external assessment will provide an incentive for enhanced internal quality assurance procedures.	
Develop and agree a capacity building plan for the management and administrative staff of Oro College	At a workshop, administrative staff were challenged to consider staff development needs as part of a SWOT analysis. They responded and their ideas have been incorporated within a draft staff development policy document which draws upon international best practice (annex F).	See above for comments on staff development activities. The draft staff development policy will be considered further by the administrative staff. In addition, it will be necessary to consult the new senior management team, not only on their views of what is necessary for the administrative staff, but also on their own needs in terms leadership and management skills. The appointment of (virtually) a whole new senior management team provides an exciting opportunity for team building and the development of leadership roles.
Support the management and task teams' ability to prepare realistic costs for the proposed reforms	The need to prepare realistic costs is being addressed through the institutional planning process. An important aspect of the work on the institutional plan is an emphasis on ensuring that financial and infrastructural proposals are drawn from, and are consistent with, academic	Costing in the context of College management and institutional planning will be an on-going part of the management reform and capacity building processes. The Chairman of the MTSS Higher Education Group (also Chairman of the College Turn Around Task Team) will be attending future

	<p>developments.</p> <p>At a more basic level, the planning process has highlighted a difficulty in ascertaining the income and expenditure of the College.</p> <p>There has been valuable interaction with the MTSS team and their activities.</p> <p>It is of concern that the deliberations of the Higher Education MTSS group have not necessarily been consistent with previous policy decisions relating to College of Education reform – the apparent continued support for Lafiagi College of Education is a prime example.</p> <p>It is also indicative of the management process within Oro College that financial information being fed to the MTSS team is not necessarily consistent with the implications of the reform process. This is, in part, a reflection of the time scale of the MTSS and institutional planning processes, but it also highlights a conceptual problem that effective reform is dependent upon the identification of priorities and that funding should be directed towards the support of those priorities.</p>	<p>meetings of the Oro College Planning Group in the next few weeks. This will provide a valuable insight for the MTSS process.</p>
Develop a strategy for ESSPIN and NCCE coordination through the joint Task Team	A strategy document with terms of reference was drafted and agreed by the Task Team (annex G).	Further meetings of the Task Team are planned.

Undertake such other tasks as may be agreed with the State Team Leader	<p>Attendance at the request of the Commissioner at a meeting in Abuja with NCCE on the Oro College reforms. An impromptu presentation of the management reforms was given.</p> <p>Involvement in the visit to Oro College by NCCE and discussions with NCCE's Task Team.</p> <p>Discussions were positive and are leading to further initiatives.</p> <p>These two activities (in conjunction with the work of Dr Kuiper) led to an expansion of the original TORs to include development of an ESSPIN / NCCE strategy (see above).</p> <p>The need to establish strategic direction by SMOE in respect of teacher education is a major issue. A Director of Higher Education has now been appointed whose responsibilities will include Oro College. This is a significant development which should be supported.</p> <p>In response to a request from the Commissioner, who explained that the Governor envisages Oro College as a centre of excellence, a draft strategy document was prepared (annex H).</p>	<p>Continued liaison work with the NCCE Task Team has been included in the ESSPIN work plan for the next two years.</p> <p>An activity emerging from the MTSS is the need to develop a tertiary education plan (as advocated in the ESP). The Commissioner has requested ESSPIN support for this exercise and it has been included in the ESSPIN work plan for the next two years.</p>
Career Path		
Prepare a discussion paper on the current recruitment, assessment and promotion system	Working with the TQI Task Team, discussions took place with SUBEB and TSC and field visits	The discussion document recommended the establishment of three task teams to address

for teachers, head teachers, Zonal head teachers and Local School Supervisors	were made to two LGEAs for discussions with Education Secretaries, head teachers and teachers. A draft document was prepared and discussed at a workshop with stakeholders (c30). The discussion document was finalised (annex I) in consultation with the Task Team, taking account of comments at the workshop. (A presentation on career path issues was also made at an information dissemination workshop (100+).	different aspects of Career Path reform: Professional Standards Framework and salary implications; assessment and recruitment processes; staff development. The Commissioner agreed that the three task teams should be established and should commence development work. This led to an expansion of the original TORs (see below).
Identify the key stake holders and gatekeepers in the current system	Identified as: SMoE, SUBEB, TSC, Colleges of Education, Education Secretaries, Local School Supervisors, head teachers, teachers, PTAs, SBMCs, zonal inspectors of education, NUT, ANCOPSS, COPSHON.	
Identify the series of actions necessary to develop a transparent system of recruitment, appraisal and promotion based on performance	Working with the TQI Task Team a series of actions was formulated and included as part of the discussion document (see above and annex J)	
Facilitate discussions with senior Ministry staff on the outputs of the visit	This was undertaken as an on-going process with the Commissioner, Permanent Secretary and Director of Schools and Colleges and with a wider range of staff at workshops.	
Initiate the 3 working groups and identify the steps needed to be taken by them in the	Membership of two of the working groups has been agreed and letters of appointment are	A first meeting of Group A (Professional Standards) (chaired by the Director of Schools

production of the career path	being issued. The third working group (on staff development) will be appointed when key issues emerge from the other working groups.	and Colleges) has been arranged and will be supported primarily by Dr Kuiper. The chairman of Group B (recruitment and promotion) has agreed to hold initial meetings before my return and will receive support from Eunice Oladimeji.
Undertake such other tasks as may be agreed with the State Team Leader	In the context of ESSPIN's formulation of an Inception Report, a draft work plan was formulated for Oro College and Career Path work over the next two years. Input was made to a workshop on TQI for the Communications Team. Support was provided during a DfID Review, including a presentation on Oro College and Career Path reforms.	

Background

7. The assignment was undertaken during the period February to June 2009 and incorporated three visits.
8. The aspect of the assignment that related to Oro College represented on-going activity and built upon previous assignments. It needs to be seen within the inter-related strands of:
 - (i) Strategic reform (incorporating SMOE)
 - (ii) Curriculum reform
 - (iii) Management reform
 - (iv) Dissemination – linkages to NCCE and colleges in other States
9. The aspect of the assignment that related to the development of a Career Path for teachers and advisers represented a new initiative.

Findings and Issues Arising

10. These have been covered within the section above on Achievement of the Terms of Reference and in the various annexes.
11. In summary, there are three outcomes from the inception phase of ESSPIN that have the potential to drive change over the next two years:
 - (i) The appointment of a new management team within Oro College provides the opportunity for internal leadership of the reform process – a factor which has so far been lacking. This should provide a stimulus to both curriculum and managerial reform.
 - (ii) The appointment of a Director of Higher Education within SMOE provides a focus for the development of strategic direction by SMOE.
 - (iii) The establishment of the NCCE Task Team provides a forum for dissemination of best practice at a Federal and State level and an opportunity for the development of NCCE's role in the light of College reform.
12. In view of the appointment of a Director of Higher Education and the impending appointment of senior managers at Oro College, discussions with the Chairman of the College Turn Around Task Team indicate that it might be appropriate to widen the membership of the Task Team.

Options and next steps

13. These were discussed with the STL and incorporated within a work plan (jointly with Dr Kuiper) for the next two years. The management aspects of that plan include:

- Oro College Management Transformation
 - Recruitment and induction of new staff
 - Staff development for administrative staff
 - Enhancement of operational management
 - Institutional Plan
 - Embed reforms & quality assurance
- State Ministry of Education
 - Support in establishing SMOE's strategic role
 - Tertiary Education Sector Plan
 - Teacher Supply and Demand Model
 - Funding Model for Colleges
 - Quality assurance
- Kwara Teacher Career Path
 - Professional Standards Framework
 - Salary scales
 - Recruitment / posting / promotion processes
 - Appraisal and assessment processes
 - Staff development
- Kwara In-service Programme – finance model
- NCCE – support to the Task Team on College reform
- Federal and other States – dissemination and implications of College reform and Career path developments

Annexes

- A Terms of Reference
- B Programme of Activities
- C Institutional Plan – working draft (Oro College)
- D Draft Advertisements for senior officer posts (Oro College)
- E Management Issues – discussion document (Oro College)
- F Draft Administrative Staff Development Policy (Oro College)
- G ESSPIN/NCCE Task Team - Strategy and Terms of Reference
- H Centre of Excellence (Oro College)
- I Career Path for Teachers and Advisers – discussion paper
- J Career Path for Teachers and Advisers - Task Teams’ Terms of Reference

ANNEX A: Terms of Reference

Title of the assignment: Teacher strategy; institutional development specialist

Duration and dates of the assignment

Three visits between February and end June amounting to up to 66 days.

Background

Despite the possession of considerable oil wealth, a rising population, inefficient government investment in front line public services and years of neglect have left the Nigerian education system in a poor state. Education indicators are amongst the lowest in Sub-Saharan Africa, particularly for girls. Currently it is estimated that there are 7-9 million school aged children not attending school, a disproportionate percentage of whom are girls.

Since legislation was passed in 2004 establishing nine-year compulsory Universal Basic Education, the main sectoral focus of Federal and State governments has been an expansion of basic education to meet the Millennium Development Goals. There has been a significant increase in investment in the basic education sector through State governments and through Federal sources such as the Universal Basic Education Commission (UBEC). Access remains a problem, as do the low quality of education outcomes and the stark inequities in the system.

The Education Sector Support Programme in Nigeria (ESSPIN) is a six year DFID programme of education development assistance and is a part of a suite of programmes aimed at improvements in governance and the delivery of basic services. ESSPIN's aim is to have a sustainable impact upon the way in which government in Nigeria delivers education services and is directed at enabling institutions to bring about systemic change in the education system, leveraging Nigerian resources in support of State and Federal Education Sector Plans and building capacity for sustainability. It is currently operating in five States (Kano, Kaduna, Kwara, Jigawa and Lagos) and at the Federal level. ESSPIN builds upon previous technical assistance projects in education, in particular the Capacity for Universal Basic Education Project (CUBE). ESSPIN will run in parallel with World Bank credit-funded projects in four of the States (the State Education Sector Project (SESP) in Kano, Kaduna and Kwara and SESP II in Lagos).

Kwara State

Located in western Nigeria, Kwara State has a population of 2,371,089 (2006) with 48% of its population being under 15. Its economy is based on subsistence farming, with some small-scale manufacture, and government-driven economic activity. Its capital, and only sizable city, is Ilorin. It is among the six poorest states in Nigeria and is also characterised by a substantial poverty gap, again being among the six worst States; additionally it is among the few States to experience a worsening incidence of poverty between 1996 and 2004. On a more positive note, the current State Government is noted for its commitment to a reform agenda.

The Commissioner of Education, with the Governor's support, is committed to the reform of the education sector and has launched an education campaign called Every Child Counts, which constitutes a vision for the development of basic education within the State and focuses upon improving learning outcomes. Further information about Every Child Counts, support to Oro College and the teacher strategy appear as Annex B.

Objectives of the assignment

The visits have two objectives. Working with nominated State representatives and supported by a National Teacher Education expert to:

- take forward the strengthening of management structures and processes at Oro College within the overall context of an institutional plan
- provide a sound basis of knowledge on which to build plans for the introduction of a comprehensive career path for teachers and advisers

The percentage of time to be spent on each of these two objectives will be agreed by the Lead Technical Specialist, the State Team Leader and the consultant near the beginning of the first visit and reviewed periodically thereafter.

Tasks

Objective A: as part of the development of the overall institutional plan:

- help in the formulation of an updated institutional plan
- review the status of the management staff audit and input as necessary
- review and support the finalisation of the College's revised management structure and develop a plan for populating this structure
- develop and agree a plan for reviewing the management processes for the College, including its quality assurance procedures
- develop and agree a capacity building plan for the management and administrative staff of Oro college

- support the management and task teams' ability to prepare realistic costs for the proposed reforms
- develop a strategy for ESSPIN and NCCE coordination through the joint Task Team
- undertake such other tasks as may be agreed with the State Team Leader

Objective B

- prepare a discussion paper on the current recruitment, assessment and promotion system for teachers, headteachers, Zonal headteachers and Local School Supervisors
- identify the key stake holders and gatekeepers in the current system
- identify the series of actions necessary to develop a transparent system of recruitment, appraisal and promotion based on performance
- facilitate discussions with senior Ministry staff on the outputs of the visit
- initiate the 3 working groups and identify the steps needed to be taken by them in the production of the career path
- undertake such other tasks as may be agreed with the State Team Leader

Outputs

Objective A

- updated institutional plan
- management structure agreed and plan for its implementation produced
- framework of management processes including a college self assessment and evaluation framework agreed, together with a plan for their review
- capacity building plan produced
- realistic costs estimated
- paper for the Honourable Commissioner on Oro CoE as a "Centre of Excellence"
- ToR and strategy plan for ESSPIN / NCCE Task Team

Objective B

- discussion paper (including the list of actions necessary to develop the system) presented and discussed
- ToR for the 3 career path working groups

Institutional/administrative arrangements

The consultant will report to the ESSPIN Kwara State Team Leader, Lilian Breakell, and liaise closely with the Commissioner of Education, both directly and through his nominated representatives. The International Teacher Strategy: Institutional Development Specialist will offer technical supervision to the National Teacher Education Expert. A brief visit report, including the agreements reached 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

1. A minimum of a higher degree in a relevant area and 10 years' experience of working in institutional reform in developing countries.
2. Extensive practical experience of Education Management, Institutional Analysis, Organisational Development and Public Administration Reform.
3. Experience of providing professional inputs in development assistance programmes.
4. Experience of working with Nigerian government and parastatal officials.

Knowledge

1. Practical knowledge of educational development issues in Nigeria and other countries.
2. Knowledge of current international literature on Governance and Institutional Development and the delivery of public services.
3. Knowledge of Nigerian Government and parastatal structures and systems.
4. Knowledge of the capacity constraints that may hamper effective and efficient action.

Abilities

1. Ability to manage change through other people.
2. Possession of inter-personal skills and the ability to deploy them as and when necessary.
3. Ability to provide constructive feedback and clear advice to senior members of government.
4. Ability to lead and inspire colleagues and to act as member of a team.

ANNEX B: PROGRAMME OF ACTIVITIES**Visit 1**

Date	Activity
February 19	Leave UK
20	Arrive in Abuja – travel to Ilorin Meetings with State Team Leader; Mr Woru (Chairman of Oro College Task Team); Dr Tayo Odekunle (Director of Schools and Colleges). Courtesy call to the Permanent Secretary
21	Review of documents Prepare draft Workplan
22	
23	Meeting with Chairman of Oro College Task Team and Chairman of Oro College Council Documentation
24	Meeting with Dr Tayo Odekunle, Director of Schools and Colleges (Chairman of the Career Path Task Team) Documentation
25	Meeting with Mr Bello Documentation
26	Meeting Career Path Task Team (Director of Schools and Colleges, Ahmed Salihu, A.B. Ahmed) Documentation Attend Professor Jimoh's Inaugural Lecture at the University of Ilorin
27	Meeting with Mr Bello Documentation
28	Meeting with Dr Jaap Kuiper Documentation
March 1	
2	Meeting with Director of Schools and Colleges Meeting with the Commissioner Meeting with Taiye Opaleke, Chairman Oro College Council Documentation
3	Meeting with Liz Gupta, Education Programme Manager, VSO Nigeria Documentation
4	Meeting with Director of Schools and Colleges Documentation
5	Meeting with Director of Schools and Colleges Meeting with Mr Woru (SUBEB) and Director of Schools and Colleges Documentation
6	Travel to Oro College

Date	Activity
	Meeting with Ahmed Salihu, Acting Registrar, Oro College Documentation
7	Meeting with Mr Bello Documentation
8	
9	Travel to Abuja
10	Meeting with John Kay and Steve Baines Meeting with NCCE about Oro College reforms (with the Commissioner and delegation) Documentation
11	Travel to Ilorin Documentation
12	Meeting with the Career Path Task Team Documentation
13	Meetings at Oro College with the Provost, Ahmed Salihu, Acting Registrar and members of the Senior Management Team Meeting with the Career Path Task Team Documentation
14	Documentation
15	
16	Visit to LGEAs – Isin (Chief Caleb Ideb Idowa Ibitoye (Education Secretary), Area Head Teacher, Head Teacher and teachers) and Ilorin East (Education Secretary and senior management team)
17	Meeting with the Commissioner and senior colleagues Documentation
18	Travel to Abuja Documentation
19	Travel to UK

Visit 2

Date	Activity
April 14	Leave UK
15	Arrive in Abuja – travel to Ilorin Meetings with State Team Leader Preparation for workshop
16	Attend and make presentation at workshop SMoE - farewell presentation to STL
17	Present at and facilitate Career Path workshop (c30)
18	Documentation

	Revise Career Path discussion paper
19	
20	Documentation Meeting of the Career Path Task Team
21	Meeting of Oro College Task Team Documentation
22	Workshop for Planning Group (c40) at Oro College Preparation of future workshop
23	Workshop preparation MTSS meeting
24	Workshop for staff at Oro College (c300) Meeting of the Planning Group Committee Workshop for administrative staff at Oro College (c90)
25	Documentation
26	
27	Participation in NCCE Task Team visitation to Oro College
28	Documentation Meeting with the Commissioner (with STL and Dr Kuiper) Documentation
29	Meeting of the Planning Group Committee at Oro College Meeting with STL Documentation
30	Meeting with Dr Tayo Odekunle (Director of Schools and Colleges) Documentation
May 1	Travel to Abuja Documentation
2	Travel to UK

Visit 3

Date	Activity
May 24	Leave UK
25	Arrive in Abuja – travel to Ilorin Meetings with State Team Leader and office team Meeting with MTSS Team (Lynton Gray and Russell Craig) Documentation
26	Meeting with Mr Woru, Chairman of Oro College Task Team Meeting with Ahmed Salihu, Acting Registrar, Oro College Interaction with MTSS Team Documentation
27	Documentation
28	Travel to Oro College for meetings with: Planning Group

Date	Activity
	Acting Registrar and staff
29	Documentation
30	Documentation
31	
June 1	Meetings with Chairman of Oro College Reform Task Team and Mr Bello Documentation
2	Travel to Oro College for meetings with: Planning Group Acting Registrar and staff
3	Meeting with Dr Tayo Odekunle (Director of Schools and Colleges) Documentation
4	Office meeting to review ESSPIN Kwara Workplan
5	Briefing meeting with STL Interaction with MTSS Team (Russell Craig) Documentation
6	Documentation
7	
8	Documentation Travel to Oro College for meetings with: Planning Group Acting Registrar
9	Travel to Offa for meeting with the TQI group and Communications Team
10	Documentation Meeting the Commissioner (with STL, Dr Kuiper and Director of Schools and Colleges) Travel to Oro for meetings with: Acting Registrar and staff Bursar and members of the Planning Group
11	Meeting with Mr Bello Documentation Meeting with STL
12	Travel to Oro College for meeting with the Planning Group (with STL) Documentation
13	Documentation
14	
15	Travel to Abuja Meeting with John Kay and consultants working on College reform in Kano
16	Meeting with NCCE Travel to Ilorin
17	Meeting with members of Oro College Reform Task Team (Chairman and Mr Bello) Meeting with Dr Tayo Odekunle (Director of Schools and Colleges) Documentation Meeting with DfID Review Team

Date	Activity
18	Travel to Oro for meeting with the Planning Group and Oro College Reform Task Team
19	Travel to Abuja Meeting with John Kay Documentation
20	Travel to UK

ANNEX C: INSTITUTIONAL PLAN (Working Draft)

KWARA STATE COLLEGE OF EDUCATION, ORO

Institutional plan

2009-12

1. Forward – a message from the Provost

This institutional plan has been produced at a time of profound change for the College. Pre-service student numbers have been significantly reduced to come more nearly into line with the demand for teachers in the State and the College is to have an enhanced role in the provision of in-service education. Many details remain unresolved but the College welcomes the strategic direction offered by the State Ministry of Education and looks forward to playing its part in the fulfilment of the State's Vision encapsulated in *Every Child Counts*.

Change is often difficult and there are many challenges ahead but the opportunity exists to build upon the strengths of the College staff and the quality of the reduced student intake. Some of the challenges – and how we intend to face those challenges – are outlined in this plan. Fundamental to our approach is an on-going reorientation of learning and teaching methodologies to ensure that our students meet the needs of schools and their pupils in the 21st century.

All these changes have implications for the structure and processes within the College and these will impact on the administrative as well as the academic departments. They also impact on the financial base of the College and we look forward to a fruitful dialogue with government in order to establish a secure financial future in which the legacy of years of decay can be addressed.

It must also be expected that this plan will change over time. No plan is static, but the situation in the College is particularly dynamic because so much remains to be resolved and because many senior management positions are currently vacant. New leaders bring new ideas and it is inevitable that change will be on-going. For that reason, a relatively short time-frame has been adopted for the plan. Even so, we anticipate a rolling process with updates on an annual cycle.

This plan has been formulated after discussion with all staff at a workshop specifically arranged for the purpose. The ideas that were generated at that workshop (and particularly the analysis of strengths, weaknesses, opportunities and threats) were consolidated by a small planning team and formulated into a draft plan which was again discussed at a second workshop before being considered and approved by the College's formal decision making bodies. This consultative exercise has been valuable in itself and all staff will again be involved as part of the annual cycle of monitoring and revision.

[name]

2. Introduction

Mission

To reposition the College as a focused, efficient and effective provider of quality professional teachers for the basic education band through well-designed and appropriately resourced pre-service and in-service programmes.

2.2 Commitment

Kwara State College of Education, Oro is committed:

to the production of quality teachers for the growth and development of basic education in Kwara State in particular and Nigeria as a whole;

to providing comprehensive and up-to-date knowledge in the training of pre-service teachers through various means including classroom teaching, exposure to laboratory work, field trips, e-learning and practical field teaching;

to the development and delivery of innovative and relevant in-service programmes to meet the needs of serving teachers in Kwara State.

2.3 Values

Everything we do must be guided by the following values:

Quality

Our objective is to focus on achieving high quality.

Equity

We will ensure that all our practices and procedures are free from discrimination on the grounds of gender, disability or ethnic origin.

Respect

We insist on the respect of individuals. The practice of cultism will not be tolerated.

Honesty

We expect honesty from all staff and students in their dealings with each other, with the College and with all stakeholders.

Transparency

We want to be open and accountable in our decision-making.

Commitment

We want our staff and students to feel committed to and satisfied in their work.

Partnership

We are keen to establish collaborations and partnerships with individuals and other organisations.

Accountability

We have a duty to society to be accountable for the fulfilment of our mission.

2.4 Key objectives

During this planning period, the key objectives of the College will be to:

Deliver high quality pre-service education

We will focus on attracting good quality students and providing a curriculum based on international best practice.

Develop relevant in-service programmes

We will respond to the need in Kwara State to provide opportunities for serving teachers to upgrade their skills and knowledge.

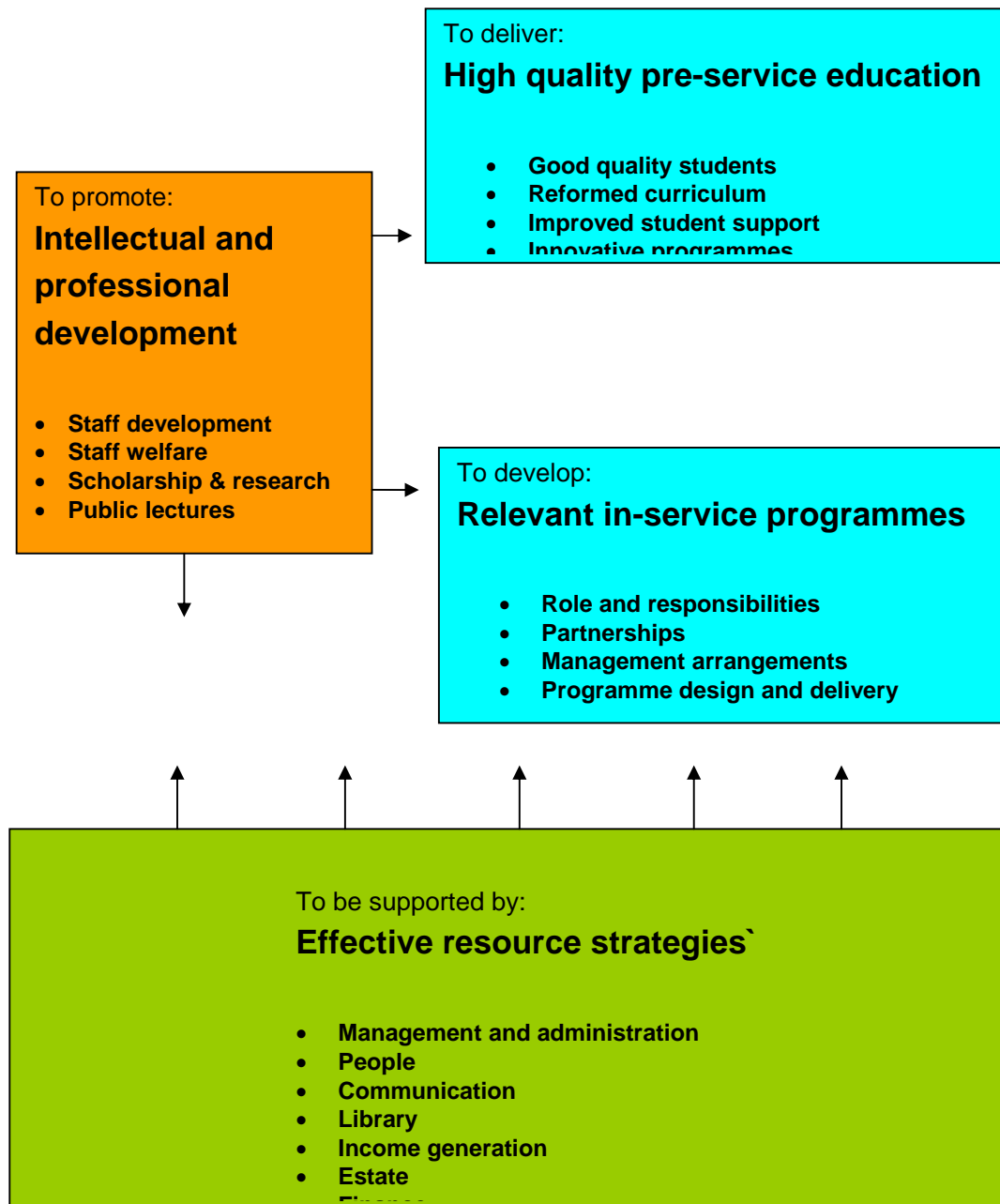
Promote the intellectual and professional development of staff

We will focus on building upon the strengths of academic and administrative staff by providing staff development opportunities and encouraging intellectual and professional development.

Develop effective resource strategies

We will support the academic objectives of the College by developing efficient and effective resource strategies.

Kwara State College of Education – key objectives



3. Pre-service education

To achieve its objectives the College will pursue the following strategies.

3.1 Attract highly qualified and motivated students

The College:

1. will be selective and will accept only those students who meet its approved standards and who have the potential to teach in the pre-basic and basic 1-9 levels of education;
2. will evolve a policy of a maximum intake of 1,000 students per year (800 Kwara-based and 200 non-Kwara-based);
3. will aim to recruit students in the ratio: 60 (basic subjects), 30 (science and technology), 10 (other).

However, actual numbers admitted will be determined on the basis of quality. Thus, the numbers admitted may be below the intake targets. We believe that the adoption of such an approach will create a niche position for the College and will be in the best interests of its students and the pupils in basic education schools in Kwara. To achieve this position the College will:

1. screen candidates who sit for and pass the Joint Admissions and Matriculation Board (JAMB) examination;
2. administer a post-JAMB examination for candidates that meet the benchmark;
3. interview candidates who successfully pass the JAMB examination;
4. admit only qualified candidates.

Although the current intake target is 1,000 pre-service students (maximum), in 2009 only 287 students were admitted (188 Kwara-based and 99 non-Kwara based). This plan is based on an intake of 1,000 students in total, but under section 6 we discuss the resource implications of admitting a reduced number. The plan also assumes that all students will progress satisfactorily. In reality there may be some drop-outs although experience tends to show that students who fail a subject repeat a year rather than withdraw. The maximum time-scale for completion is five years.

Table of projected student numbers (total)

Pre-service	2009 (actual)	2010	2011	2012
Year 1	287	1,000	1,000	1,000
Year 2	5,151	287	1,000	1,000
Year 3	2,569	5,115	287	1,000
TOTAL	8,007	6,402	2,287	3,000

The following tables show separate projections for Kwara-based and non-Kwara-based students.

Table of projected student numbers (Kwara-based)

Pre-service	2009 (actual)	2010	2011	2012
Year 1	188	800	800	800
Year 2	2,266	188	800	800
Year 3	1,100	2,230	188	800
TOTAL	3,554	3,218	1,788	2,400

Table of projected student numbers (non-Kwara-based)

Pre-service	2009 (actual)	2010	2011	2012
Year 1	99	200	200	200
Year 2	2,885	99	200	200
Year 3	1,469	2,885	99	200
TOTAL	4,453	3,184	499	600

3.2 Deliver reformed curriculum

Core to the mission of the College is the development of quality teachers for Kwara State. The main way by which this can be realised is through a college curriculum for teacher education that: has a comprehensive design; is appropriately resourced; is effectively delivered; and is subject to regular quality assurance. To achieve this position the College:

1. has commenced a review of the curriculum to ensure the production of competent twentieth century teachers;

2. has adopted and will implement a Policy on Design, Delivery and Monitoring of a Quality Teacher Education Curriculum. This policy provides definitions, objectives and undertakings in each of six areas. A summary of the undertakings is given below. The curriculum policy should be regarded as an integral part of this institutional plan.

(i) Teacher Standards

Undertaking:

The staff of Kwara State College of Education Oro, in the process of designing and delivering a high-quality teaching and learning programme, will place clearly defined teacher standards at its centre. These teacher standards are the foundation and ultimate goal of the curriculum of the College.

(ii) Learning programme

Undertaking:

Learning programmes will:

- provide explicit links to specific teacher standards;
- ensure that all learning will be based on best-practice in the design of teaching and learning processes and assessment;
- ensure that all learning will be student-centered;
- provide for a set of learning activities that present an appropriate mix and balance of practical and theoretical work and contexts.

(iii) Learning materials

Undertaking:

Learning Materials will include: written materials, specialized equipment, community resources and improvised resources.

Lecturers will produce appropriate written learning materials of high quality for each and every course in the College and will make maximum use of other learning materials.

The College will aim to provide funding support for the development, provision and use of learning materials

(iv) Assessment

Undertaking:

Students will receive appropriate feedback after every assignment. At the end of a year, an overall assessment report will be provided to each student. This report will state the student's achievement against each of the Teacher Standards, through a rubric.

(v) Teaching practice

Undertaking:

The Teaching Practice programme will expose students to practical skill acquisition and the opportunity to obtain the ethics of the profession. It will be undertaken in the appropriate school context; will expose students to all activities of the school; and will be effectively supervised and monitored.

(vi) Quality assurance

Undertaking:

The College, through its Academic Board, will put in place appropriate instruments and processes to monitor that all aspects of the Teacher Education Curriculum exhibit acceptable quality.

Among the effects of the reform and the adoption of the Curriculum Policy are:

- (i) an improvement in the learning experience of students through a reduction in student numbers leading to an improved teacher:pupil ratio enabling more attention to be given to individual students;
- (ii) a move towards learner-centred teaching;
- (iii) an improvement in the value of the practical exposure of students through an increase in the time allocated to teaching practice
- (iv) improved micro-teaching and teaching practice programmes to properly groom pre-service students;
- (v) the strengthening of the good working relationships which exist with local schools;
- (vi) the commencement of a re-orientation of staff, through workshops and the development of the Curriculum Policy, to focus on the delivery of a quality curriculum;
- (vii) a re-invigoration of the College's staff development programmes;

3.3 Improve student support

In addition to curriculum related matters, the College also recognizes that it has an obligation to enhance the quality of student support. To achieve this, the College will address the following issues:

1. Computer literacy

The College will provide facilities and teaching to enable students and staff to become ICT compliant.

The College has a Centre for Educational Technology (CET) where students are exposed (at present minimally) to information and communications technology (ICT) through a course in the School of Education. The College intends to provide additional facilities in the centre to

accommodate more students for practical sessions before they are exposed to ICT facilities in the College Internet Centre.

In addition, the College currently runs computer literacy programmes for both staff and interested members of the local community as a way of boosting the revenue generation base of the institution. Expansion of the Centre for Educational Technology would provide opportunities for additional commercial activities.

In 2009, an arrangement was introduced whereby the student fee included N5,000 for students to use the internet. This arrangement, which is intended to encourage students to use internet facilities, will be kept under review.

2. Counselling Centre

The College has already recognized the need for a professionally run Counselling Centre to which students can turn for advice. The foundations for such a centre have been laid and the College intends to complete and equip the building and appoint a Counsellor and support staff.

We believe that such a centre could also be a valuable resource for practicing teachers as well as students. In order to recoup the cost of providing this facility to practising teachers, and in order to avoid the cost of consultation falling upon individuals, we will explore with government a partnership arrangement in which the College will provide a service facility for teachers in local schools funded by government.

3. Language laboratory

Both the revised curriculum and the needs of serving teachers require an emphasis on language. At present the laboratory has 35 cubicles with equipment which is now outdated. To implement effectively the language aspect of the curriculum the College intends to upgrade the existing language laboratory with adequate and modern equipment.

Such a facility could be heavily used on pre-service and in-service programmes. Consequently we shall be discussing funding arrangements with government but the College also intends to foster relationships with reputable financial institutions and other corporate bodies for the provision of relevant facilities and teaching materials.

4. Students' Union

The College believes in the importance of maintaining good relationships between the students' union body and the college management. Consequently, the College will ensure periodic interactive sessions and arrangements will be made for students to sit on some College committees where appropriate.

5. Students' welfare

The College recognises the importance of a conducive learning environment. Consequently, the College will seek to ensure adequate hostel and other facilities.

6. Sports facilities

The College believes that a sound mind in a sound body ultimately guarantees sound moral and intellectual development.

The College will seek to provide adequate sporting facilities to enhance the required sound mind.

7. Medical Centre

The College believes that the importance of good health cannot be over-emphasised. Consequently, it will seek to strengthen the Medical Centre through the appointment of additional qualified medical personnel with adequate supplies of relevant drugs to cater for the health needs of both staff and students.

3.4 Develop innovative programmes

The College will respond to identifiable need to extend its provision of programmes. During the current planning period it will pursue the following initiatives.

1. Early Childhood Care Education (ECCE)

To provide a befitting ECCE Centre fully equipped to enhance the necessary pre-basic services.

In line with the National Policy on Education, all Colleges of Education in the country should, as a matter of compulsion, have a Department of Early Childhood Care Education (ECCE). In response to this, the College has recently created this new department. During the current year, the department has five students. It is instructive to add that the curriculum for this course has already been put in place by the National Commission for Colleges of education (NCCE).

The College will seek to increase the number of students admitted to the ECCE Department and will make concerted efforts to market the course to prospective candidates through adequate advertisements on the College website and in national dailies.

2. Teaching in rural areas

It has been observed that most teachers abhor rural postings due to what they consider as city attractions. In the light of this, there is the urgent need to have to have dialogue with government on the essence of providing incentives for teachers posted to rural communities.

We will initiate such a dialogue to explore the possibility of establishing a partnership in which government provides scholarships for the training of suitably qualified people (particularly

females) from rural areas who will train as teachers and then return to their rural areas for a minimum period. For our part, we would be prepared to administer a scheme in which such students are admitted on the condition that they will return to their rural area. During their period at the College they would follow the normal curriculum supplemented by an additional programme designed to prepare them for teaching in rural schools.

4. In-service provision

Recent assessment of teacher capability in Kwara State has demonstrated the urgent need for an extensive and sustained programme of teacher development. The government has recognized that the College should play a major role in in-service provision. The College welcomes this development and whilst recognizing the major challenge believes that its own programme of curriculum reform and staff development place it in a good position to be able to offer programmes that will be of benefit to serving teachers.

In order to utilise the skills of existing staff, the College envisages the following arrangements:

- (i) a structure in which the current Directorate of Continuing Education will be expanded and will act as a management unit for in-service programmes;
- (ii) the terms of reference for, and structure of, the Directorate will be reviewed;
- (iii) the Directorate will be an administrative unit; teaching staff will be drawn from staff in the departments offering pre-service courses;
- (iv) subject to government policy, in-service programmes will be self-funding. Costs will be calculated taking account of all capital and recurrent costs associated with the in-service activity, including, but not necessarily limited to, staff time, staff travel, teaching and learning materials and infrastructural support.

The challenge is so great, however, that the College recognizes that it is likely to be one of a number of providers. It stands ready to collaborate with partner institutions and will actively seek such collaboration.

During the current planning period, the College will:

- (i) engage with government to develop its role in providing in-service programmes;
- (ii) play an active part in the development of a qualifications framework for in-service programmes;
- (iii) engage with potential partner institutions to explore joint arrangements;
- (iv) develop the detail of in-service programmes;
- (v) develop institutional management arrangements for in-service delivery;
- (vi) commence the delivery of programmes as and when appropriate.

The Directorate of Continuing Education (DCE) will play a major role in formulating future arrangements, drawing upon over twenty years experience of NCE and diploma courses for sandwich students. These courses have focused on the needs of teachers at different levels (grades 5-7; grades 8-10; grades 12 and above). Each group might be expected to be trained for two months with three groups featuring each year. If a group becomes too large in number, it is broken into two or more groups, as the case may be. Every teacher might expect to be trained every five years.

The mode of operation has involved: completion of application forms by every trainee; course content covering the areas of psychology, curriculum studies, subject/teaching methodology and basic English; teaching courses of eight weeks with examinations lasting for two weeks; and design and distribution to the trainees of certificates of attendance showing performance.

At this stage it is premature to be definitive about future arrangements, but it is envisaged that programmes will be designed by the Directorate with the help of Deans and Heads of Department and will be focused on meeting the needs of serving teachers in line with government policies and priorities and funding arrangements.

5. Intellectual and professional development

The College recognizes that its greatest resource is its staff and that they must be given the opportunity and support to fulfil their potential. This will not only improve the quality and motivation of staff but will also enable the College to develop its scholarly activities and to deepen the intellectual life of the campus. To achieve this, the College will:

5.1 Staff development

Develop and implement policies and programmes for the professional development of both academic and administrative staff. To achieve this, the College will:

- (i) review current policies, the extent to which they are implemented and their effectiveness;
- (ii) review practices and procedures at other institutions to establish best practice;
- (iii) formulate a Staff Development Framework: important issues include:
 - sabbatical leave entitlement;
 - support for study towards higher degrees and professional qualifications;
 - a mentoring programme for new members of staff;
 - staff exchange arrangements at a regional, national and international level.
- (iv) establish appropriate arrangements for the organisation and delivery of staff development programmes;
- (v) establish procedures for making widely available staff development opportunities;

The Staff Development Policy for Administrative Staff as already drafted in consultation with the staff of the Registry Department will be finalized and implemented as an integral part of this institutional plan.

5.2 Staff welfare

Make adequate provision for staff welfare.

The College currently has no recreational facilities for staff. It will seek to address this situation by providing:

- a functional staff club;
- a standard guest house;
- adequate and well-furnished office accommodation with standard toilets.

5.3 Scholarship and research

Increase support for research and scholarship.

The College recognises that an integral part of intellectual and professional development is the pursuit of research and scholarship. Section 5.1 has already made reference to a staff development policy that will facilitate study towards higher degrees and professional awards. Such awards should foster a spirit of enquiry that will feed back into campus life, will inform teaching and will create a body of staff who are reflective practitioners.

We will encourage staff to publish their work, to seek collaborations with well established and research active departments in other institutions for mutual benefit, and to seek funding for research projects.

We visualise a growth in research activity both at the level of the individual and in collaborative groups. We will encourage the formation of research teams and the development of research units where this is advantageous for a group of staff with common interests. We will also encourage an expansion of research seminars as a way of fostering interaction and encouraging a spirit of research and scholarship.

5.4 Public lectures programme

The College will expand its public lecture programme as a means of:

- supporting the intellectual life of the College;
- providing an opportunity for staff and invited lecturers to share experiences;
- as an outlet for reports on research projects and scholarship activities;
- raising the external profile of the College.

The Eminent Personalities Lecture Series Committee was established with the intention of organising public lectures akin to the inaugural lectures of universities. So far, a public lecture and a post-doctoral lecturer have been delivered. This committee will be responsible for increasing activities in this area.

6. Resource strategies

The previous sections lay out the College's ambitions. This section sets out broad strategies to support those ambitions. The College recognizes that its historic funding arrangements mean that it is starting from a low base in terms of funding and infrastructural support. Consequently, it will continue to pursue a dialogue with government in which it will explore ways in which a funding regime might be established which will enable the College to plan for the future within a reasonably consistent funding methodology. The College envisages that this funding regime will include a number of funding sources including government subvention, student fees and other College generated sources of income.

Notwithstanding the financial and infrastructural needs, the College recognizes that there is much that can be undertaken within existing resources, particularly in terms of improved management and administrative support to the College's academic endeavours.

To achieve our objectives we will:

6.1 Management and administration

- 6.1.1 Review academic and administrative structures to ensure that they are consistent with supporting the objectives of the College.
- 6.1.2 Review management procedures and practices to ensure efficiency and effectiveness.
- 6.1.3 Review procedures and practices for data collection, recording, analysis and dissemination to facilitate effective management.
- 6.1.4 Work towards the formulation and implementation of effective quality assurance procedures.

In this regard the Curriculum Policy has already incorporated provisions whereby the College Academic Board will oversee the Quality Assurance process and will put in place appropriate instruments and processes to monitor that all aspects of the Teacher Education Curriculum exhibit acceptable quality.

It is the intention of the College to extend these principles to other areas of academic and non-academic activity. Some of the issues already identified for attention include:

- (i) lecture attendance by both lecturers and students;
- (ii) classroom interaction with students;
- (iii) formative evaluation of classroom tests and assignments, etc;

- (iv) semester examination results of students and teaching practice assessments;
- (v) overall students' grades in their courses of study and the performance of College graduates in placement examinations;
- (vi) adequate records of college graduates on a yearly basis.

As an integral part of the monitoring process of the curriculum, the Academic Board will establish sub-committees that will monitor specific aspects of the curriculum for report to the Academic Board. For example, the Academic Board of Study, a committee of the College Academic Board, will scrutinise semester and final results before results are finally presented to the Board. It is intended that this process will be expanded to other activities in due course, drawing upon the experience gained in the monitoring of the curriculum.

6.2 People

6.2.1 Recruit and retain high quality staff.

6.2.2 Develop and adopt policies and programmes for professional development to ensure a highly qualified and diverse community in which staff have the opportunity to reach their full potential. Further details are given in section 5.1.

Tables 6.1 – 6.4 show staff numbers and staff:student ratios.

Table 6.1: Numbers of academic and non-academic staff

	2009	
Academic		140
Senior non-academic		127
Junior non-academic		
Security Unit	47	
Drivers	22	
Library	12	
Clinic Unit	7	
Other	61	
Total		149
TOTAL		416

Table 6.2: Projected academic staff numbers by School

School	2009 (actual)	2010	2011	2012
Education	26			
Science	35			
Arts & Social Sciences	36			
Languages	23			
Vocational & Technical	20			
Retirements		2	1	1
Total	140	138	137	136

Table 6.3 shows staff:student ratios (SSRs) by comparing academic staff numbers (table 6.1) with student numbers (table 3.1).

Table 6.3: Projected pre-service staff:student ratios

Pre-service	2009 (actual)	2010	2011	2012
Pre-service student numbers	8,007	6,402	2,287	3,000
Academic staff numbers	140	138	137	136
Staff : student ratio	57.2	46.4	16.7	22.1

Notes:

- (i) NCCE guidelines indicate an SSR ratio of 1:25.
- (ii) A “steady state” with an intake of 1,000 pre-service students on current staffing projections would give an SSR of 1:22.1.
- (iii) For comparative purposes, an SSR of 1:25 with 3,000 students implies a staffing level of 120 (ie 16 fewer staff than projected). This could be compensated by in-service activity which equated to 400 full-time equivalent students.
- (iv) Should pre-service student numbers be maintained at the level of the 2009 intake (ie 287 rather than the target of 1,000) this implies a “steady state” SSR of 1:6.3 (ie 861 students, 136 staff).
- (v) The calculations include, as academic staff, the Provost, Deputy Provosts and Deans who may have a reduced teaching load.

Table 6.4: Projected non-academic staff numbers

School	2009 (actual)	2010	2011	2012
Senior non-academic	127			
Retirements		1	2	
Total	127	126	124	124
Junior non-academic				
Security Unit	47			
Drivers	22			
Library	12			
Clinic Unit	7			
Other	61			
TOTAL	149			
Retirements			3*	
Total	149	149	146	146

* Library 1; Other 2

6.3 Communications

- 6.3.1 Improve internal communications in order to increase consultation and transparency and to increase the sense of ownership of the College's objectives and decisions.
- 6.3.2 Improve external communications to raise the profile of the College and to disseminate information on the reform process.
- 6.3.3 Continue and strengthen existing links with the local community so that the local community is sensitized to the developmental needs of the College and the College community is sensitive to the impact of its developments on the local community.

6.4 Library

Seek to provide a library of a standard consistent with the achievement of academic excellence. To achieve this we will:

- (i) formulate and implement a Library Development Plan;
- (ii) expand library capacity to accommodate 1,000 students (from the current capacity of 400);
- (iii) institute a phased programme of acquisitions in accordance with the Library Development Plan;

- (iv) develop the library as an information centre for both staff and students;
- (v) develop a modern and well-equipped library for each of the schools in the College to meet the needs of all academic departments, in addition to the general library.

6.5 Income generation

Seek to increase funding to the College through income generating activities. In doing so, the College will adopt the following principles:

- (i) the activity will be consistent with the institutional mission;
- (ii) the activity will be consistent with the values of the College and will be expected to enhance the quality and reputation of the College;
- (iii) the activity will be fully costed and will be expected to provide net income to the College.

Current activities are:

- (i) years 4-6 of a degree programme from the University of Ado Ekiti.

The programme lasts 16 weeks between July – October. Student fees are N33,000 per year. Projected student numbers and fee income are shown in table ???

The College estimates that each of these part-time students represents the equivalent of about 0.67 of a full-time student (FTE full-time equivalent). If this student load is added to current and projected pre-service student numbers (table ???) the impact on staff:student ratios is shown in table ??.

	2009 (actual)	2010	2011	2012
Student numbers				
New	600			
Returning	1,348			
Total	1,948			
Fee income	N64m			

	2009 (actual)	2010	2011	2012
Ado Ekiti student numbers	1,948			
FTE load	1,300	1,300	1,300	1,300
Pre-service student numbers	8,007	6,402	2,287	3,000
Total student load	9,307	7,702	3,587	4,300
Academic staff numbers	140	138	137	136
Staff : Student ratio	75.8	55.8	26.2	31.6

(ii) Part-time NCE correspondence course

This programme raised income of N1.8m from 45 students in 2009.

	2009 (actual)	2010	2011	2012
Student numbers	45			
Fee income	N1.8m			

(iii) IJMB

This activity raised N2,923,500 in 2009 but is to be discontinued.

(iv) Fees from NCE students repeating a course

	2009 (actual)	2010	2011	2012
Fee income	N5m	N4.5m	N4.0m	N4m

These activities incur expenditure which is compared with income in the following table.

	2009 (actual)	2010	2011	2012
Income				
Ado Ekiti programme	64.0			
NCE Correspondence	1.8			
IJMB	2.9			
NCE repeat fees	5.0	4.5	4.0	4.0
Fee income	73.7			

Expenditure				
Part-time academic staff	8.0			
Non-academic staff	2.0			
Learning and teaching materials	5.0			
Student support	2.5			
Payment to Ado Ekiti, etc	47.5			
Total	65.0			

(v) ICT

All students pay a fee of N5,000 for access to the web. First year students in 2010 have the option to pay an additional fee for on-line access to their student record. These arrangements are a joint venture between the ICT Department and a commercial company. Income and expenditure is shown in the following table.

	2009 (actual)	2010	2011	2012
Income				
Compulsory fee	1,435,000			
Optional payments				
Total				
Expenditure				
Fees to company				
Other – to be itemised				
Total				
Surplus / (deficit)				

(vi) Student hostels

INSERT discussion

	2009 (actual)	2010	2011	2012
Income				
NCE students				
Other – itemise				
Total				
Expenditure				
Staff costs				
Food				
Buildings maintenance				
Other – specify				
Total				
Surplus / (deficit)				

6.6 Estate

- 6.6.1 Seek to improve the condition of lecture halls, laboratories, roads, water plant and equipment.
- 6.6.2 Seek to make available functional College buses, pick-up vans and vehicles for principal officers.
- 6.6.3 Seek to improve teaching materials and teaching aids such as projectors, screens, P.A.S, computer accessories in the ICT centre.
- 6.6.4 Seek to improve the condition of classrooms to ensure a conducive working environment.
- 6.6.5 Complete work on the Counselling Centre.

Summary of capital requirements

	2009	2010	2011	2012
Purpose				
Priority 1				
- item				
- item				
- etc				
Priority 2				
- item 1				
- item 2				

- etc				
Purpose				
Etc				

6.7 Finance

6.7.1 Continue a dialogue with government to establish a satisfactory funding base in which Government:

- continues to assume responsibility for the full payment of staff salaries and allowances (to mitigate the vagaries of student population or the ability of the College to generate money);
- pays correct wages (salaries and allowances) in line with the specifications of the Salaries and Wages Commission which obtain in similar colleges, so that staff already prepared for the improved changes are not attracted to institutions paying correct wages;
- supports research work, the College awareness programme and the equipping of a befitting ECCE centre;
- curtails borrowings within a level that will not pose a threat to the well-being of the College.

6.7.2 Review the College's internal resource allocation mechanisms to ensure that:

- funding supports the College's objectives and priorities;
- decision-making takes place at the most appropriate level (and will consider the extent to which the allocation of resources should be to schools with Deans as budget holders).

6.7.3 Aim to support the provision of learning materials by allocating adequate funding to the development and maintenance of the following:

- Centre of Educational Technology resources
- Departmental Resource Rooms and Laboratories
- College and Department Library resources
- ICT

6.7.3 Aim to establish a budget to support academic and non-academic staff development.

6.7.4 Student fees

Recurrent income and expenditure estimates (Nm)

	2009 (budget estimate) ¹	2010	2011	2012
INCOME				
Government subvention ²³	151	191	195	198
School fees	169	129	58	76

Other proceeds	19	19	19	19
TOTAL	339	339	272	293
EXPENDITURE				
Staff expenditure ³				
Academic staff		113	115	116
Non-academic staff		78	80	82
Total staff	242	191	195	198
Non-staff expenditure				
Learning and teaching materials		10	10	12
Student support		8	8	9
Other		18	16	14
Total non-staff	95	36	34	35
TOTAL EXPENDITURE	337	227	229	233
Surplus	2	112	43	60
Student numbers	8007	6402	2287	3000

Notes:

- (1) The figures are taken from the budget submission in August 2008. Subsequently, numbers admitted to the first year (NCE 1) were lower than forecast. Actual student fee income and non-staff expenditure will therefore be lower than the budget figures.
- (2) The estimates are based on staff expenditure being matched by the government subvention.
- (3) The staff expenditure figures are based on current salary scales. If the new Consolidated Tertiary Institution Salary Scale (CTISS) is introduced, the staff salary expenditure would rise to N377m at 2010 costs.

7. Monitoring progress

The objectives outlined in this plan will form the basis of the College's activities over the next three years, but it will inevitably be subject to change as the College develops. It will also need to be amplified as in many areas it has only been possible to provide broad areas of activity. It is intended that the plan will be kept under review and will be subject to a revision in one year's time.

The review that will inform the subsequent revision will be consultative and will involve both the policies and strategies outlined in this plan and the impact of those policies and strategies on the quality of the College's activities.

Feedback on the plan, as part of the quality assurance processes outlined in section 6, will be assessed with a view to identifying areas needing adjustment and/or improvement in the College's bid to provide quality training for prospective and serving teachers in the basic 1-9 classes in the State.

Kwara State College of Education, Oro:**INSTITUTIONAL PLAN 2009-12 : Summary of Objectives, Targets, Activities and Costs**

Objectives	Targets	Activities	Cost		
			2010	2011	2012
1. To deliver high quality pre-service education	1.1 Attract highly qualified and motivated students	1.1.1 Screen candidates who pass JAMB examination			
		1.1.2 Administer post-JAMB examination			
		1.1.3 Interview candidates who pass JAMB			
		1.1.4 Admit only qualified candidates			
	1.2 Deliver reformed curriculum	1.2.1 Implementation of teaching standards			
		1.2.2 Implement quality learning programme			
		1.2.3 Provide learning materials			
		1.2.4 Conduct regular and purposeful assessment			
		1.2.5 Effective use of teaching practice and micro-teaching			
		1.2.6 Develop and apply quality assurance procedures			
	1.3 Improve student support	1.3.1 Improve facilities to enhance computer literacy			
		1.3.2 Complete, staff and equip Counselling Centre			
		1.3.3 Upgrade and equip language laboratory			
		1.3.5 Foster good relationships with the Students Union			
		1.3.6 Ensure conducive learning environment for students			
		1.3.7 Provide adequate sporting facilities			
		1.3.8 Strengthen the Medical Centre			
	1.4 Develop innovative programmes	1.4.1 Expand Early Childhood Care Education (ECCE) programme			
		1.4.2 Explore possibilities of a scheme focussing on teaching in rural areas			

Objectives	Targets	Activities	Cost		
2. To develop relevant in-service programmes	2.1 Formulate arrangements for in-service delivery	2.1.1 Engage with government to develop College's in-service role			
		2.1.2 Development of a qualifications framework for in-service programmes			
		2.1.3 Explore joint arrangements			
	2.2 Develop and deliver programmes	2.2.1 Develop the detail of in-service programmes			
		2.2.2 Develop institutional management arrangements for in-service delivery			
		2.2.3 Commence the delivery of programmes			
3.To promote the intellectual and professional development of staff	3.1 Develop and implement staff development policies and programmes	3.1.1 Review current staff development policies			
		3.1.2 Review practices and procedures at other institutions			
		3.1.3 Formulate a Staff Development Framework			
		3.1.4 Establish organisational arrangements			
		3.1.5 Establish procedures for dissemination of information on programmes			
	3.2 Make adequate provision for staff welfare	3.2.1 Establish a functional staff club			
		3.2.2 Establish a standard guest house			
		3.2.3 Provide adequate and well-furnished office accommodation			
		3.2.4 Establish entitlement of annual leave for all categories of staff.			
	3.3 Increase support for research and scholarship	3.3.1 Support staff publications			
		3.3.2 Seek partnerships to foster research and scholarship activity			
		3.3.3 Seek funding for research projects			
		3.3.4 Expand research seminars			

Objectives	Targets	Activities	Cost		
		3.3.5 Establish structures to support groups of researchers			
	3.4 Expand public lecture programme	3.4.1 Programme to be formulated by Eminent Personalities Lecture Series Committee			
		3.4.2 Deliver programmes			
4. To develop effective resource strategies	4.1 Improve the quality of management and administration	4.1.1 Review academic and administrative structures			
		4.1.2 Review management procedures and practices			
		4.1.3 Review procedures and practices for data collection, recording, analysis and dissemination			
		4.1.4 Develop and implementation quality assurance procedures			
	4.2 Support and motivate staff	4.2.1 Recruit and retain high quality staff			
		4.2.2 Promote and encourage staff development			
	4.3 Improve communications	4.3.1 Improve internal communications			
		4.3.2 Improve external communications			
		4.3.3 Strengthen links with the local community			
	4.4 Improve library provision	1.6.1 Formulate and implement a Library Development Plan			
		1.6.2 Expand Library capacity to accommodate 1,000			
		1.6.3 Institute a phased programme of acquisitions			
		1.6.4 Develop the library as an information centre			
		1.6.5 Develop libraries in each school of the College			
	4.5 Improve the quality of the estate	1.7.1 Improve lecture halls, laboratories, etc			
		1.7.2 Improve roads, water plant, etc			
		1.7.3 Improve condition of classrooms			
		1.7.4 Increase availability of vehicles			
		1.7.5 Purchase equipment			
		1.7.6 Complete work on the Counselling Centre			
	4.6 Develop financial	1.8.1 Dialogue with government to establish funding base			

Objectives	Targets	Activities	Cost		
	strategies	1.8.2 Review internal resource allocation methodology			
		1.8.3 Support provision of learning materials			
		1.8.4 Support staff development			
		?Student fees			
		?Other income generation activities			

ANNEX D: DRAFT ADVERTISEMENT FOR PROVOST, REGISTRAR, BURSAR AND LIBRARIAN

KWARA STATE COLLEGE OF EDUCATION,ORO

P.M.B. 309, ORO, KWARA STATE

INTERNAL AND EXTERNAL ADVERSISEMENT

The College Governing Council invites suitably qualified candidates for appointment to the following senior management positions of the College: Provost, Registrar, Bursar and Librarian. Candidates must demonstrate evidence of strong academic, professional and administrative competence; initiative and creativity in policy formulation and implementation; ability to form good human relationships; and positive managerial attributes.

The College is in the process of significant transformation as part of basic education reform in the State of Kwara. The successful candidates, all of whom will be members of the senior management team, will be expected to play major roles in the reform of the College.

PROVOST

Duties

The Provost is the Chief Executive and academic head to the College and is responsible for the execution of the policy decisions of the Council as well as the day to day administration of the College. He/she is responsible for the maintenance of discipline among the students and members of staff and for day to day expenditure for the maintenance of the College. He/she is expected to foster good relationships with relevant bodies and to provide a quality of leadership that will help the College attain the status of a centre of excellence.

Qualifications

- (i) Candidates should possess at least a masters degree from a recognized university in a field relevant to the College. Possession of a PhD will be an advantage. The possession of a professional teaching qualification (minimum NCE or PGDE) is mandatory.
- (ii) Candidates must have held senior teaching, research and administrative posts in an institution of higher learning for a minimum of 8 years. Candidates must show evidence of a good track record in result-oriented research.

- (iii) Candidates must not be below the rank of Chief Lecturer in the College of Education system or Reader or Associate Professor in a university or equivalent institution.
- (iv) Candidates must have initiative and creativity in policy formulation and a track record of management achievement.
- (v) Experience in academic and administrative leadership in the College of Education system shall be an added advantage.
- (vi) Being ICT compliant will be an added advantage.

Conditions of appointment

The appointment is for a single non-renewable term of five (5) years. The salary attached to the post is according to a special scheme. The Provost is entitled to an official car with a driver.

REGISTRAR

Duties

The Registrar is responsible to the Provost for the administration of the affairs of the College except as regards matters for which the Bursar is responsible. Specific duties include:

- (i) Headship of the Registry's Department.
- (ii) Acting as secretary to the College Council, Academic Board and other committees of the College.
- (iii) Acting as Planning Officer, including provision of management information.
- (iv) Keeping the student and staff records of the College.
- (v) Issuing certificates of service.
- (vi) Co-ordinating the administrative functions of the schools.

Qualifications

- (i) Candidates must possess a degree from a recognized institution of higher learning and/or a relevant professional qualification.
- (ii) Candidates should possess a minimum of 10 years administrative experience.
- (iii) Candidates should have a successful track record in the establishment and maintenance of record systems, strategic planning, the management of data and the motivation of staff.
- (iv) Candidates should be able to demonstrate ability to work at a senior institutional level, to interact constructively with academic and administrative colleagues and to instigate and manage change.
- (v) Being ICT compliant would be an added advantage.

Conditions of appointment

The appointment is for a single non-renewable term of five (5) years. The salary attached to the post is HATISS 14.

BURSAR

Duties

The Bursar is the Chief Financial Officer and is responsible to the Provost for the day to day administration and control of the financial affairs of the College. He/she will be the Head of the Bursary Department and will be responsible for all income and expenditure related matters; for the establishment and maintenance of effective systems, structures and procedures for the management of income and expenditure; and for providing regular reports on the financial affairs of the College.

Qualifications

- (i) Candidates must possess a degree from a recognized institution of higher learning and hold a relevant professional accountancy qualification or chartered certificate.
- (ii) Candidates should possess a minimum of 10 years administrative experience.
- (iii) Candidates should have a successful track record in the establishment and maintenance of financial record systems, the management of data and the motivation of staff.
- (iv) Candidates should be able to demonstrate ability to work at a senior institutional level, to interact constructively with academic and administrative colleagues and to instigate and manage change.
- (v) Candidates must have an adequate knowledge of ICT.

Conditions of appointment

The appointment is for a single non-renewable term of five (5) years. The salary attached to the post is HATISS 14.

LIBRARIAN

Duties

The Librarian is 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 and departments. He/she will be the Head of the Library Department and will be responsible for the establishment and maintenance of effective systems, structures and procedures for the management of library services, liaison with departments, preparation of the library budget and providing regular reports on library provision.

Qualifications

Candidates must be holders of MLS with a minimum 10 years of relevant experience and with adequate knowledge of ICT.

Conditions of appointment

The appointment is for a single non-renewable term of five (5) years. The salary attached to the post is HATISS 14.

METHOD OF APPLICATION

Interested candidates should forward twenty (20) copies of their application and curriculum vitae in the following format:

- (i) Full names with surname underlined
- (ii) Date and place of birth
- (iii) State of origin / Local Government
- (iv) Nationality and how acquired
- (v) Marital status
- (vi) Number and ages of children
- (vii) Current postal address, including telephone number and e-mail address
- (viii) Educational institutions attended with dates
- (ix) Academic / professional qualifications obtained with dates
- (x) Membership of professional bodies / associations
- (xi) Academic / scholarly publications (in standard form)
- (xii) Past and present employment, including status and (for most recent appointment) salary
- (xiii) A statement of vision for the College
- (xiv) Names and addresses of three (3) referees who should forward confidential reports directly to the Ag Registrar (as Secretary to Council)

All applicants must support their claims of credentials, age, promotions, appointment, etc with documentary evidence.

All applications are to be forwarded in sealed envelopes to:

The Acting Registrar
Kwara State College of Education
P.M.B. 309
Oro
Kwara State

to arrive not later than four weeks from the date of this publication. Only shortlisted candidates will be invited for interview.

Signed
Alhaji Salihu Ahmed
Ag. Registrar

ANNEX E: REFORM MANAGEMENT ISSUES -DISCUSSION DOCUMENT

KWARA STATE COLLEGE OF EDUCATION, ORO

Reform – management issues

Discussion document

1. Introduction

The reform process has so far focused on:

- strategic issues
- the role of the College
- curriculum reform
- staff audit
- the need for an institutional plan

There is now a need to focus in more detail on institutional management and administrative issues. This has not been possible before since some of these issues arise from, or are dependent upon, the outcome of deliberations relating to the above.

A preliminary consideration of management and administrative issues has already commenced in discussion with the Acting Registrar. These issues relate in particular to the structure of the Registrar's Office, but in the course of discussion it has become evident that these issues themselves cannot be resolved in their entirety without discussion of wider issues.

The institutional planning exercise has also been valuable in that it has highlighted a range of management issues that will need to be addressed. These range from the necessity for greater integration in the management of the College to ensure that academic priorities are being reflected in resource allocations (financial, estates and personnel) to more basic issues such as a clear knowledge of the College's income and expenditure.

The purpose of this paper is therefore to set out some of the wider issues that are becoming evident. Advertisements have recently been placed to fill the posts of Provost, Registrar, Bursar and Librarian. The paper may provide a preliminary aid memoire for the new team. The issues may be summarized as:

- role of the Deputy Provost
- career structure for administrative staff
- committee structure and the role of the Management Committee
- School structure and administration
- student administration
- financial administration

- management information

Each of these issues will be discussed in turn. It might be expected that additional issues will emerge as the review process proceeds.

2. Role of the Deputy Provost

Under the new law governing the College there will be only one Deputy Provost compared with the two under current arrangements.

Under current arrangements the two Deputy Provosts have executive responsibility for certain areas: eg the Deputy Provost (Administration) is responsible for the work of a Director (Planning, Research & Statistics).

New job descriptions for senior officers (as approved by Council) more clearly define the areas of responsibility of senior officers and define the role of Deputy Provost as assisting the Provost (although the exact areas of responsibility are left for discussion between the Provost and Deputy Provost).

The principle adopted in drawing up the new job descriptions was that administrative duties should be performed by professional administrators within the offices of the Registrar, Bursar and Director of Works whilst the Deputy Provost would be available to play a strategic role in designated areas and would be the chairman of some key committees: eg under the new arrangements the Registrar is designated as responsible for planning and statistics whilst it might be expected that the Deputy Provost could chair the Planning Committee.

This is only one example but it is **suggested** that this highlights a need to review the organizational structure in the light of the role of the Deputy Provost and the responsibilities of the senior officers.

3. Career structure for administrative staff

Administrative staff are paid on the HATISS (Harmonised Tertiary Institution Salary Structure) scale with an Administrative Officer 2 (AO2) appointed on grade 7. Each year an APER form is completed for each member of staff as part of the appraisal / promotion system. Every three years a member of staff is eligible for progression to the next grade. Other than for disciplinary reasons it has been the practice for staff to progress through the grades as a matter of course. It is thus possible for an AO2 (the same grade as an Assistant Lecturer) to progress to the rank of Deputy Registrar (the same grade as a Principal Lecturer) on the basis of not having committed a disciplinary offence.

A similar situation currently relates to the teaching profession, but recent reports from both the Federal Ministry of Education and within Kwara State have suggested the establishment of a career path in which reward and promotion should be linked to the level of demonstrable skill and responsibility and in which there should be defined professional standards and expectations at each

career stage. Task groups are being established to consider the details and consequences of such a system including appointment, appraisal and promotion procedures.

The principles inherent in a career path for teachers are equally applicable to administrators (and academics) in tertiary education. The skills and responsibilities of a Deputy Registrar are different from those of an AO2. Promotion through the scales should be dependent upon the acquisition and demonstration of appropriate knowledge and skill. Such a system requires both effective assessment and promotion systems and opportunities for staff development.

Such a system would bring administrators more closely into line with the procedures for the promotion of academic staff whose promotion depends upon the level of achievement against certain criteria (eg a certain number of publications).

It is **suggested** that consideration be given to the career structure for administrators together with associated issues of recruitment, assessment, promotion and staff development.

The issue of staff development is under consideration and is the subject of a separate paper. This draws upon discussion with administrative staff, their identification of need and international best practice.

4. Committee structure

The law relating to the College specifies the following Committees:

- Council
- Academic Board
- Appointments and Promotions Committee
- Finance and General Purposes Committee
- Board of Examiners

but does not rule out the establishment of other committees of which there are currently about 25.

There are at least four issues.

- (i) It is useful from time to time to review the committee structure. Institutions find it easier to establish committees than to abolish them. It is also useful to review membership and terms of reference. Committees take time and it is sometimes more effective for a single person to perform a task than a committee. On the other hand committees can provide a useful communications channel and be a means of gaining ownership of decisions.

Sometimes the importance of a particular committee increases, requiring a re-evaluation of its membership and the way in which it operates. Perhaps the Planning Committee is such an example given the far reaching nature of the current reform process. Is the membership appropriate? Is the level of administrative support appropriate? Should members of Council be more directly involved in its deliberations? Should it report to the Academic Board or to Council or to both?

It is **suggested** that this might be an opportune time to conduct a review of the committee structure and the role and membership of committees. Such a review could link to the role of the Deputy Provost in terms of chairmanship as mentioned above. As a first stage in this process discussions with the Acting Registrar have led to a proposed reduction in the number of standing committees from 25 to 12.

- (ii) A particular issue relating to membership of committees might be student membership. In many systems it is now common for students to be members of most committees including Council and the Academic Board. Of course, there are issues of confidentiality to be considered and it is usual for agendas to be divided into unreserved business and reserved business (from which students would be excluded). Reserved business would include any item relating to a named student or member of staff.

It is **suggested** that consideration be given to the issue of student membership of committees. This issue has been considered in the context of the institutional plan in which it is being suggested (draft 3) that “the College will ensure periodic interactive sessions and arrangements will be made for students to sit on some College committees where appropriate”.

- (iii) Committees are most effective when there is effective administrative support. As part of the restructuring of the administration, in particular the Registrar’s Office, it is **suggested** that the review of the committee structure should include an assessment and review of the administrative support given to each committee. Following a review by the Acting Registrar, the organogram for the senior management structure of the Registry Department is appended to this document.
- (iv) The Management Committee, which meets every week, is an important element in the management of the College. Most (if not all) major issues are considered by this committee and decisions and recommendations of other key committees are directed to the Management Committee, although according to the law relating to the College, committees such as the Finance and General Purposes Committee and the Appointments and Promotions Committee are sub-committees of Council. The inter-relationship of the Management Committee with other senior committees is shown in a chart appended to this document.

Again, as mentioned above, it is useful to review such arrangements from time to time to decide whether the arrangement is working well or whether any changes are necessary. It is usual in institutions to have a committee which performs the role of the College’s Management Committee, but it can take a number of forms, eg:

- a formal committee of the institution with a reporting responsibility to Council – a sort of Steering Committee. At Oro, no mention of the Management Committee is made in the law, so formally Council would expect an unedited version of reports to be made from eg Finance and General Purposes Committee. (This does not, however, preclude Council from establishing a Management Committee with its own terms of reference which might include a review of committee reports and recommendations.)

- an advisory committee to the Provost. In this case there is no formal need to report anywhere – it would be a matter for the Provost to decide how he/she uses the advice given by the committee. Such an arrangement is sometimes open to criticism of over-confidentiality, but can nevertheless be useful.

It is **suggested** that it might be an opportune time to review the operation of the Management Committee.

5. School structure

A significant aspect of the reform process has been a review of the curriculum. A consequential issue is the administrative arrangements that should accompany the new approaches to teaching and learning and a **suggestion** has emanated from the curriculum reform discussions that the school structure should be reviewed to ensure coherence in curriculum delivery.

It is **suggested** that that review should now take place and that it should be accompanied by a review of how schools should be managed. There are a range of issues that might be considered, eg:

- (i) What should be the role of the schools? Should the role be purely academic or should they have a business responsibility? As a first stage in this discussion the Acting Registrar has drafted a paper on the “Schedule of Duties of the Schools”.
- (ii) Should there be a board for each school that reports to the Academic Board? Such a board would give an opportunity to discuss academic matters within the school such as curriculum issues, student progress and examination results, quality assurance issues. It could also provide a forum for co-ordination between departments and an opportunity for discussion of the future direction of the school as an input into the planning process. Consideration would need to be given to the membership and terms of reference of School Boards. (Should they, for instance, be solely concerned with academic matters or also have a voice in financial and business affairs?)
- (iii) What is the role of the School Officer and to whom should he/she report? If there is to be a School Board there will be a need for administrative support to the Board from the Registrar’s Office. This would provide another role for the School Officer. The Acting Registrar has drafted a paper “Schedule of Duties for School Officers” for further discussion.
- (iv) To what extent should there be financial devolution to a school level, which would involve the Dean in financial management? To what extent would this be effective? What training would be necessary? What procedures would need to be put in place? Are financial systems in place to cope?

6. Student administration

An important part of the reform process has been a focus on attracting highly qualified and motivated students. This has an impact on student administration in that there needs to be effective registration processes which feed into the creation of student records which in turn need to be consistent with effective methods of fee collection, all of which need to provide the basis of management information including class lists for lecturers, examination lists and mark sheets as well

as statistical data on student numbers. At present there is an issue of whether current procedures are sufficiently robust to provide the institution with the information it needs.

It is therefore **suggested** that a review takes place of student administration procedures, practices and systems. This might be extended to include linkages to the Bursar's Office in terms of fee collection and monitoring.

7. Financial administration

A particular issue that is emerging from the institutional planning process is the need for more rigorous financial management processes. At present, it would appear that accurate information on the level of recurrent income and expenditure of the College is not immediately available in a readily accessible form. A very preliminary exploration of some of these issues in the context of the planning process, has led to the identification of academic activities being undertaken by the College which did not initially form part of the institutional plan. This highlights the need for greater transparency and integration between academic and management processes.

It is therefore **suggested** that a review takes place of financial management procedures, practices and systems.

8. Management information

Closely associated with the issues of student and financial administration discussed above (to which list staff administration might with advantage be added), is the issue of the capture, recording, analysis and dissemination of management information. The responsibility for this function falls within the Registrar's Office in accordance with the new job description for the Registrar.

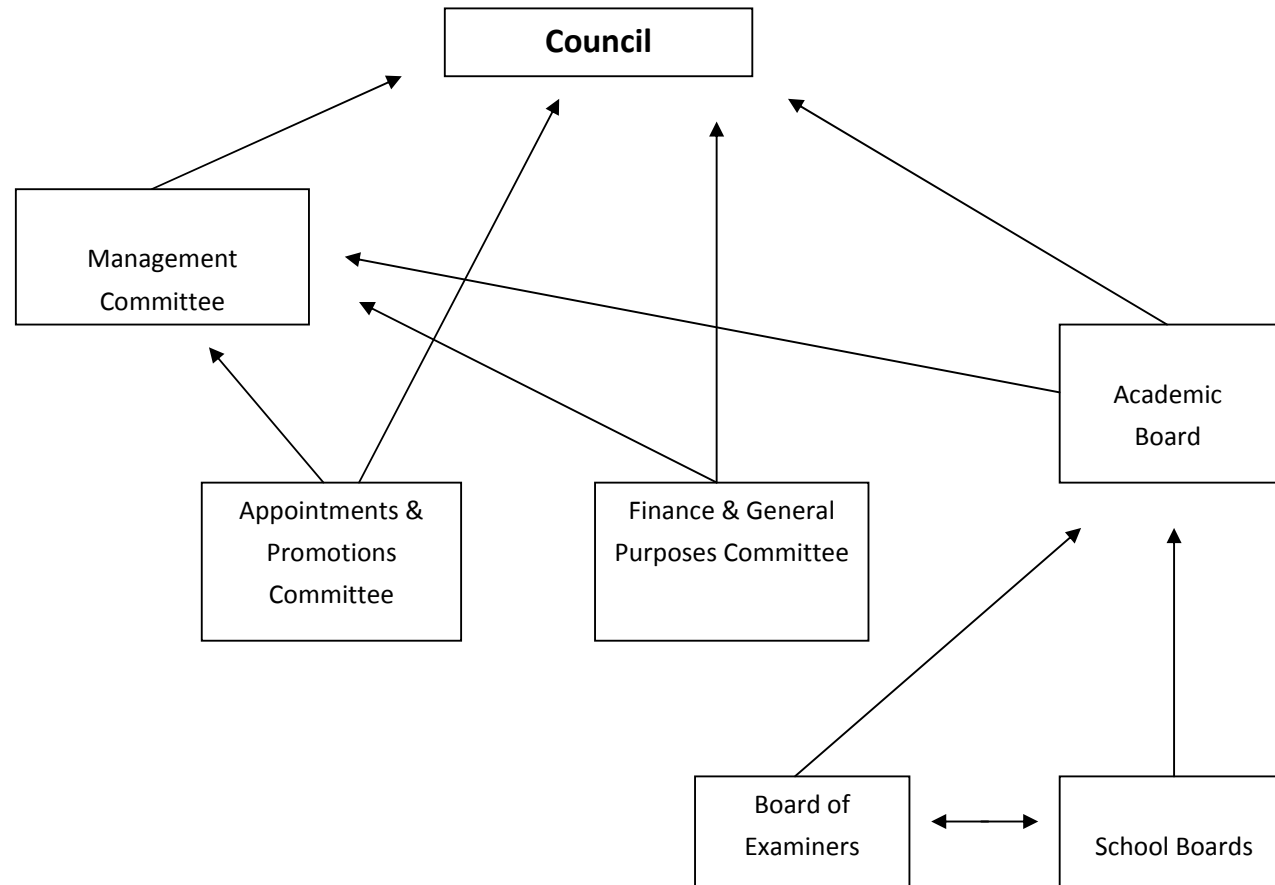
At present, valuable work is undertaken by an Assistant Registrar in the gathering and compilation of statistical data for an annual return to NCCE. A number of issues arise:

- the raw data for this exercise is in manuscript form; it is analysed and tables are created using WORD;
- this gives limited opportunity for the manipulation of data and the extraction of data for reports;
- there is limited use of management information for internal purposes.

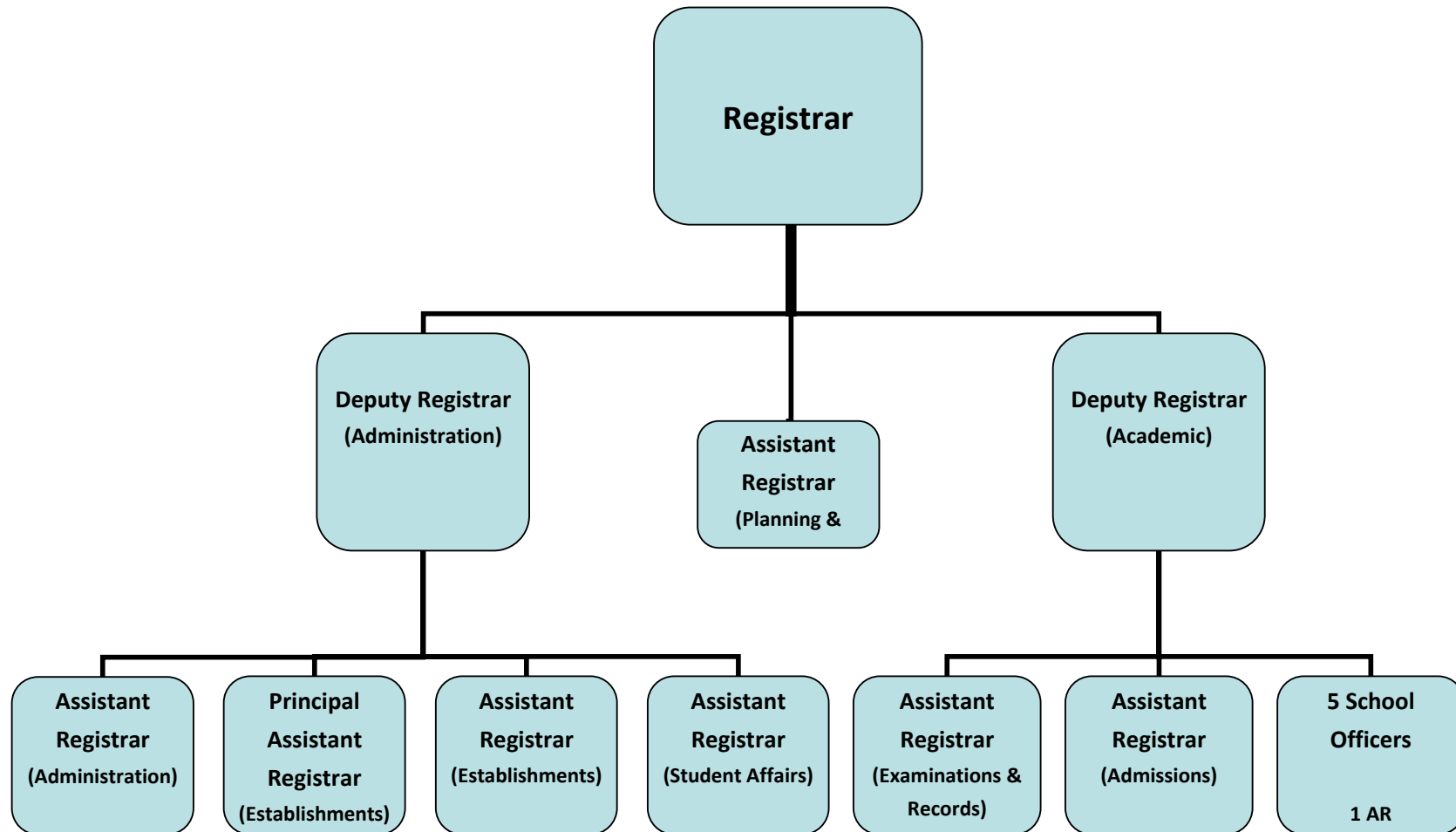
The information conveyed in sections 6 and 8 is drawn from discussion with members of the Registry Department. During the course of a discussion about examination procedures, it emerged that NCE 1 students are registering through an on-line process. This, apparently, is managed by an external firm on a five year contract through the ICT Department. A brief discussion with the external consultant indicates that this is a staff and student record system capable of providing reports on request. Time has not as yet permitted an examination of the system (nor the financial, administrative and management arrangements) but knowledge and use of the system does not appear to be wide-spread within the administration (which raises questions about, for instance, the processes for updating the system).

It is **suggested** that, in conjunction with the work associated with that of student and financial administration suggested above, an assessment is undertaken of the management information needs of the College and how those needs can best be met in terms of staffing resources, capacity building and appropriate technology.

Chart showing current reporting structure for committees (assuming establishment of school boards)



Registry Department - Organogram



ANNEX F: STAFF DEVELOPMENT POLICY FOR ADMINISTRATIVE STAFF

KWARA STATE COLLEGE OF EDUCATION, ORO

Staff Development Policy for Administrative Staff

Long-term objectives

The College recognizes that its main resource is its staff and that it has a responsibility to make opportunities available for the professional development of all staff and to encourage staff to avail themselves of those opportunities.

Similarly, staff have a responsibility for their own career progression - which means spending time and effort on acquiring the skills and knowledge necessary to do their jobs well and to prepare themselves for promotion.

The needs of staff are likely to fall into three categories:

- Knowledge-based
- Skills-based
- Experience

Knowledge-based activities may be undertaken through a combination of:

- Tailored professional development programmes
- Relevant academic and/or professional award bearing programmes

Skills-based activities are likely to be undertaken through a combination of:

- Tailored programmes
- On-the-job training

Experience will be addressed through the allocation of duties and delegation of responsibilities. Line managers will be encouraged:

- to rotate duties between staff as far as the efficiency and effectiveness of the section allows;
- to assume a responsibility for the development of staff in their section;
- to ensure that all staff in their section are issued with a schedule of duties, to monitor the performance of those duties, and to give constructive feedback to staff on their performance as part of an annual appraisal process (and at other times as appropriate).

New staff will be allocated a mentor, who will not necessarily be their line manager.

The needs of staff in terms of both knowledge-based and skills-based activities are likely to depend upon:

- experience
- seniority

In broad terms it might be envisaged that formal professional development programmes might be directed towards:

- an introductory programme for new or relatively new members of staff
 - (This might be focused on the role of the administrator and knowledge about institutional structures and systems)
- a programme for middle-grade managers
 - (This might be focused on more managerial and strategic issues)
- a programme for senior managers
 - (This might be focused on management and leadership)

These general programmes are likely to be supplemented by specific (mainly skills-based) programmes depending upon staff need.

(For instance, a new member of staff may need to acquire skills on student record keeping. The same requirement may apply to a middle grade member of staff who is transferring from another area to student records.)

It follows from the above that there are a range of activities and modes of delivery that will be appropriate depending upon the circumstances. These could include:

- In-house induction programmes (knowledge-based for new staff)
- On-the-job training
- In-house programmes according to need
- Attendance at periodic seminars and conferences
- Regional programmes to bring together staff from neighbouring institutions to discuss specific issues, to exchange experiences and/or to receive skills-based or knowledge-based instruction
- Formal programmes (at State, national or international level) – likely to be academic or professional award-bearing.

Many of these modes of delivery will be on the basis of workshops and seminars, but some could, with advantage, be accompanied by directed private study or work-based assignments.

Staff should also become familiar with local, regional, national and international networks and professional associations. There are also academic and professional journals which focus on tertiary

education management. These can be a source of information. They also welcome contributions from practitioners.

Needs of individual members of staff should be discussed and identified as part of an annual appraisal system. Consistent with staff development being a shared responsibility, the College will create a staff development budget with the intention of making funds available to support staff activities. In approved cases, leave of absence with pay will be authorized and attendance on programmes during working hours will also be authorized. Staff attending programmes, seminars and conferences will be expected to provide a brief report on lessons learned for the benefit of the College as a whole.

Immediate needs

Assessment by staff in the Registry Department indicate the following immediate needs.

Knowledge-based (general)

Exposure to:	Possible modes of delivery
Modern management practices	External programme In-house programme
Educational management theory and practice	External programme In-house programme
Reform process in Kwara State	In-house programme
Education administration as a profession (including relationship with academic colleagues; confidentiality)	External programme In-house programme

Knowledge-based (specific)

Exposure to:	Possible modes of delivery
Institutional systems and structures Administrative procedures (including disciplinary procedures)	In-house programmes accompanied by work-based assignments to have a practical benefit for the College.

Skills-based

Exposure to:	Possible modes of delivery
ICT-based Registry systems	In-house training programme accompanied by practical, directed and supervised work-based assignments aimed at establishing improved systems Infrastructural and equipment support
Filing systems including archiving Role of the committee secretary Use of data for management purposes Communication skills Time management	External programme In-house programme Work-based assignments

ANNEX G: ESSPIN / NCCE TASK TEAM – Strategy and Terms of Reference

NCCE TASK TEAM

Strategy and Terms of Reference

Background

Kwara State is undertaking an education reform programme designed to improve the quality of basic education in the State. The various strands of the reform are expressed in the education charter *Every Child Counts*. One of these strands is College of Education Turn-around.

In March 2009, the Commissioner for Education, Science and Technology, Kwara State made a presentation to NCCE on the reforms at Kwara State College of Education, Oro. Following the presentation and subsequent discussion, NCCE, in conjunction with ESSPIN, established a Task Team with a view to disseminating lessons learned from the Kwara experience to other States. It was also acknowledged that some of the practical experiences in Kwara with the use of the NCE curriculum, the Teacher Standards and other aspects of teacher education might be informative to NCCE regarding future developments in its own work.

In April 2009, the Executive Secretary of NCCE and members of the Task Team visited Oro College to discuss with staff the on-going reforms and the impact to date.

During that visit, NCCE also learned of Kwara's moves to establish a career path for teachers which incorporated the development of a professional standards framework. This work is building upon, and providing practical expression to, a discussion document issued in 2007 by a Task Team established by FME: *National Strategy for Teacher Quality Development*.

The reforms in Kwara State are also consistent with the *Roadmap for the Nigerian Education Sector*¹ issued by FME which recognizes that "No education system can rise above the quality of its teachers" (p28). The *Roadmap* establishes strategies for the development of teachers and for instituting incentives and rewards. It places emphasis on quality assurance.

Both the College of Education reforms and the Career Path work concern issues which are the responsibility of NCCE at a national level. It was therefore agreed that terms of reference for the joint NCCE / ESSPIN Task Team should cover both aspects of reform.

¹ FME (2009) *Roadmap for the Nigerian Education Sector*, March 2009

Outline of the reforms

Kwara State College of Education, Oro

A Task Team for College Reform was established under the chairmanship of Mr Ibrahim ibn Woru (Secretary SUBEB) and an initial review was undertaken under the auspices of ESSPIN². Subsequently, there have been three aspects of reform (which is on-going):

Strategic context

This has been aimed at ensuring that the College is meeting the needs of the State. It has involved reform at both College and Ministry level including: a new enabling law, restructuring the Ministry by appointing a Director of Higher Education, establishing pre-service student intake targets, activating the College Council and establishing a rational funding methodology.

Academic

This has involved reviews of the curriculum, learning and teaching methodology, learning materials, assessment and teaching practice arrangements. The objective has been to ensure that training provision is relevant to the needs of teachers in basic education. It has drawn on international best practice.

Managerial

There has been an audit of academic and administrative staff. Structures, processes and procedures have been reviewed. An institutional planning process is underway.

Professional standards framework

A Career Path Task Team was established under the chairmanship of Dr Tayo Odekunle (Director of Schools and Colleges, SMoE). A discussion document was prepared by the Task Team with support from ESSPIN³. The terms of reference were to “Provide a sound basis of knowledge on which to build plans for the introduction of a comprehensive career path for teachers and advisers”. The discussion paper describes and analyses the current situation in Kwara State in terms of the recruitment, assessment and promotion system for teachers, head teachers and local school supervisors and outlines a series of actions necessary to develop a transparent system of recruitment, appraisal and promotion based on performance. The discussion paper draws upon an earlier discussion document issued by a Task Team from FME⁴. Following a workshop with stakeholders, the proposed actions were approved as a means of moving forward. Consequently, three working groups are to be formed to formulate recommendations in respect of different aspects of reform as follows:

- (i) the development of a professional standards framework and corresponding salary grades;

² Kuiper, J and Thomas, H. (2008) Institutional Review of Kwara College of Education, Oro (May)

³ *Career Path for Teachers and Advisers: Discussion Paper*, April 2009

⁴ FME (2007) *National Strategy for Teacher Quality Development*, Teacher Quality Task Team, March 2007.

- (ii) assessment procedures and recruitment processes;
- (iii) staff development.

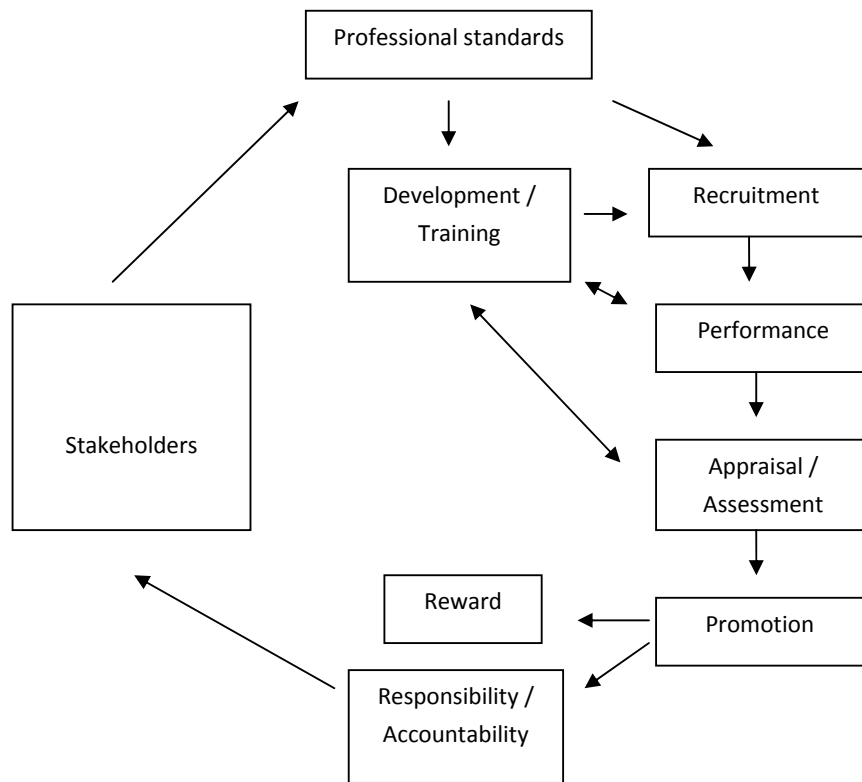
Objectives

Thus, the twin aspects of reform – Oro College of Education and Career Path – bring together the ideas in three documents: FME's *Roadmap* and *National Strategy for Teacher Quality Development*, and Kwara State's Charter *Every Child Counts*.

In doing so, the College of Education reforms and the proposed Career Path reforms provide practical expression to the outline concepts inherent in the documents. They provide a level of detail and integration that goes beyond the documents. In particular their objective is to establish a cycle of activities that:

- (i) links the establishment of professional standards with the training and development of teachers (both pre-service and in-service) to meet those standards;
- (ii) links the recruitment, assessment and promotion of teachers with performance as judged against the professional standards;
- (iii) links incentives and reward with responsibility;
- (iv) links responsibility with accountability.

These elements are demonstrated in the following diagram.



Role of the Task Team

Concept

The Task Team has been established as a joint initiative by NCCE and ESSPIN. The chairman, members and secretary of the Task Team will be appointed by NCCE in consultation with ESSPIN.

ESSPIN will provide such consultancy support to the Task Team as shall be mutually agreed from time to time.

Objective

The objective will be to improve basic education in Nigeria by improving the standards of teaching and teachers.

Purpose

The purpose will be to analyse, disseminate and implement as appropriate good practice and the lessons learned from the education reform process in Kwara State, and other States as appropriate, in the context of (i) College of Education reform and (ii) the establishment of a professional standards framework for teachers and associated activities.

Activities

- (i) To liaise with ESSPIN to develop an understanding of the education reform activities in the States of Jigawa, Kano, Kaduna, Kwara and Lagos.
- (ii) To liaise with the ESSPIN State Team Leader in Kwara State to obtain background documentation and knowledge to establish an understanding of the nature of the education reforms in Kwara State.
- (iii) To liaise with other State authorities to establish a knowledge base of on-going teacher education reforms.
- (iv) To liaise with sections of FME to establish good practice in relation to Federal Colleges of Education.
- (v) To evaluate the nature of the reforms in Kwara State and elsewhere with a view to itemizing lessons learned and emerging good practice.
- (vi) To evaluate emerging good practice within Nigeria with international best practice.
- (vii) To relate the lessons learned and emerging good practice to the responsibilities and activities of NCCE.
- (viii) To make recommendations for, and to instigate changes to, practices and procedures of NCCE, specifically, but not exclusively, the review and development of (professional/) teacher standards for different levels in an educator's career.
- (ix) To liaise with the NCCE in order to consider a federal Quality Assurance System for Colleges of Education.
- (x) To liaise with the NCCE in order to establish the possibility of a national field-study on teacher deployment, demand and production.
- (xi) To liaise with States and organs of FME to disseminate lessons learned and good practice.
- (xii) To develop proposals, in conjunction with State and FME authorities as appropriate, for the development of Colleges of Education in terms of both pre-service and in-service provision (including the development of an in-service qualifications framework in conjunction, where appropriate, with the university sector).
- (xiii) To instigate further consideration of the discussion document *National Strategy for Teacher Quality Development* issued by FME in 2007; to issue a revised discussion document drawing upon more recent experience and emerging recommendations; and to encourage wide discussion of the issues raised.
- (xiv) To encourage and assist State authorities to review their Colleges of Education and to implement a professional standards framework in the light of emerging best practice.
- (xv) To see how the following specific issues can be addressed through NCCE involvement and guidance at the various colleges:
 - a. Introduction of Revised Teacher Standards;
 - b. Pedagogy to support the attainment of the Teacher Standards;
 - c. Establishment of a clear link between School Curriculum and College Curriculum;
 - d. Curriculum modules as well as institutional practices that address equity, gender, HIV and AIDS, and human rights;
 - e. Development of an IT-based Resource Bank of college teaching resources and teaching practices.

- (xvi) To assess the need for, and to make available to States and FME through ESSPIN, consultancy support to facilitate the reform process, as far as resources allow.
- (xvii) To arrange such conferences and workshops as might be appropriate for the purpose of disseminating lessons learned and emerging best practice and for the discussion and development of proposals.
- (xviii) To undertake such other activities as the Task Team shall deem necessary to fulfill its purpose.