

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

Input Visit Report

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

Report Number: KW 320

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esspin

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This report has been discussed with the originator and checked in the light of the requirements of the terms of reference. In addition the report has been checked to ensure editorial consistencies.

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The documentary series is arranged as follows:

ESSPIN 0--	Programme Reports and Documents
ESSPIN 1--	Support for Federal Level Governance (Reports and Documents for Output 1)
ESSPIN 2--	Support for State Level Governance (Reports and Documents for Output 2)
ESSPIN 3--	Support for Schools and Education Quality Improvement (Reports and Documents for Output 3)
ESSPIN 4--	Support for Communities (Reports and Documents for Output 4)
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Reports and Documents produced for individual ESSPIN focal states follow the same number sequence but are prefixed:

JG	Jigawa
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KN	Kano
KW	Kwara
LG	Lagos
EN	Enugu

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Acronyms and Abbreviations

ESSPIN	Education Sector Support Programme in Nigeria
NCCE	National Commission for Colleges of Education
SMoE	State Ministry of Education, Science and Technology
SMT	Senior Management Team
STL	State Team Leader
TORs	Terms of Reference

Abstract

1. The report outlines progress on management enhancement at Oro College, the development of the accreditation process at NCCE and the formulation of proposals for limited support to Gidan Waya College of Education. It provides an update on the development of a Teacher Career Path.

Executive Summary

Oro College

2. Despite the progress that has been made at Oro College, there are concerns that a more directional approach will need to be taken in order to embed the reforms. Consequently, amongst other action, the Task Team will require from the SMT quarterly work plans and monthly targets and will monitor progress against those targets.

Career Path

3. A meeting was held with the Chairman of the Civil Service Commission and the Head of Service to explain the career path proposals. The response was positive and implementation was encouraged.

NCCE

4. Further progress was made in the development of revised accreditation instruments and assessment criteria. Training needs of assessors were agreed.

Gidan Waya

5. Following a meeting with the Provost, a proposal for limited ESSPIN support has been formulated.

Purpose of the Consultancy

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

Working with nominated State and Federal representatives, other ESSPIN State and national Teacher Education and Teacher Quality Specialists, and national education experts as appropriate, to support:

- a. the further strengthening of planning and management structures and processes at Oro College;
- b. the development and implementation of a Teacher Career Path within Kwara State;
- c. the Kwara State Ministry of Education in the development and implementation of its role in strategy and planning;
- d. the NCCE Task Group on college reform and such other federal and state initiatives on transformation as might be agreed.

Achievement of the Terms of Reference

N/A = Nothing to report from this visit.

Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
Oro College		
Support the recruitment and induction of new managerial staff.	N/A	
Support the implementation of a development plan for managerial and administrative staff.	N/A	
Support continued enhancement of planning and management capacity.	<p>A meeting of the Senior Management Team (SMT) was observed and a range of issues was discussed. As reported previously there is a need for the State to address the funding situation of the College. The Hon. Commissioner has requested the College to provide a budget submission outlining what will be necessary to support a centre of excellence. The SMT seem reluctant to address the issue in any meaningful way, despite offers of assistance. The period of this visit in Oro was short and it was intended to hold a workshop with Registry staff to follow-up the workshop during the last visit. In particular Registry staff had undertaken to formulate a Guide for Committee Secretaries based on group work at the last workshop. It was intended to further</p>	<p>Following meetings with the Commissioner and between the Commissioner and senior members of the College, it has been agreed, amongst other action, that (i) Alh Woru and the Task Team will require from the SMT quarterly work plans with monthly targets with named people responsible for action and will monitor performance against those work plans (ii) Alh Woru and Salihu Ahmed would formulate with the SMT the necessary financial statements (iii) the work with NCCE on the "Toolkit" and new criteria for accreditation will be shared with Oro College through a pilot process. This will reinforce the fact that reform is necessary because it is being demanded by Nigeria rather than by the Task Team and ESSPIN consultants.</p> <p>Management and curriculum strands of ESSPIN support</p>

	<p>support the decision-making procedures by reviewing the Academic Calendar incorporating a committee schedule. There was no support for such a workshop on the basis that the Guide had been completed and the Academic Calendar contained the requisite information. An examination of documents showed that neither was the case. Arrangements for administrative support to deans and heads of department in respect of monthly reports had been agreed during the last visit. Discussions indicated that this had not been implemented.</p> <p>Much progress has been made at Oro College (and it was pleasing to hear during this visit that some progress had been made in respect of learning programmes) but progress has been made from a very low base. There is still much work to be undertaken by the SMT and staff if reforms are to be embedded. The SMT has been in place for nine months and there are now concerns that a more directional approach will need to be taken in order to support the objectives of the Commissioner's <i>Every Child Counts</i> agenda.</p>	<p>have recently become more integrated. Discussion with Alh Woru and Andrea Togher led to agreement that the following should be included in the first quarterly work plan. If the SMT did not identify these items in their work plan, the Task Team should insist on their inclusion:</p> <ul style="list-style-type: none"> (i) method of assessment for acting deans and acting heads of department. Their period of "acting" office expires at the end of the academic year but discussions with the Deputy Provost indicate that no meaningful performance appraisal system has been put in place despite an understanding that there would be an interim review at the end of the first semester. A performance appraisal system should be formulated by the Deputy Provost, approved by the SMT and ratified and monitored by the Task Team. (ii) monitoring of Quality Learning Programmes. A small group chaired by Mr Adebeyo, chairman of the curriculum group, should undertake this process. (iii) administrative support to deans, heads of departments and the Deputy Provost in terms of monthly reporting should be put in place. (iv) the Guide for Committee Secretaries should be completed. (v) the academic calendar should be revised to ensure that it captures meetings of all standing committees in such a way as to facilitate effective reporting.
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Support effective implementation of quality assurance arrangements.	See above.	
Career Path		
Support the work of the Task Groups charged with the development and implementation of a Teacher Career Path.	<p>In order to facilitate progress on issues of salary and conditions of service, a meeting was held with the Chairman of the Civil Service Commission, the Head of Service, Hon Commissioner, PS SMoE and ES SUBEB to explain the Career Path proposals. The response was positive; the Chairman of the Civil Service Commission (who will remain in post for the next four years irrespective of the election result) was particularly encouraging and spoke of the need for rigour and objectivity in the assessment process.</p> <p>This now opens the way for further developments. As mentioned in my last report, the work necessary to develop and implement the career path proposals should not be underestimated. In terms of ESSPIN support the work overlaps Output 2 and Output 3 and to be effective should be integrated with the role and future of SSIT, the capacity and in-service role of Oro College and management arrangements for schools at both the SUBEB/TSC/SMoE and SBMC and school level. Initial discussions were held with Sue Williamson (SSIT), Andrea Togher (Oro curriculum) and Alh Woru in order to define the</p>	Sue Williamson will convey the outcome of the initial discussion to the STL.

	steps that will be necessary to support this process.	
State Ministry of Education		
Support the development of the Ministry's strategic role in the direction of Oro College and the development of teacher education.	N/A	
Support the Director of Higher Education in the formulation of a tertiary education sector plan.	N/A	
Support the establishment of a teacher supply and demand model.	N/A	
Support the development of a funding model for colleges.	N/A	
Support the development of an in-service funding model.	N/A	
Support the development of quality assurance procedures.	N/A	
Other		
Support the NCCE Task Group to analyse, disseminate and implement as appropriate good practice and the lessons learned from the education reform process in Kwara State, and other States as appropriate, in the context of (i) College of Education	Workshops were held with senior NCCE staff to continue work during the last visit to develop the accreditation process and instruments for accreditation in the context of the Commonwealth of Learning "Toolkit". During the workshops: (i) the quality indicators and sub-indicators were refined (ii) the grading system	Draft documents will be revised by the consultants in the light of discussion and submitted to the group for further consideration. The group will formulate a document for obtaining factual information from colleges in advance of visitations. These documents will then be sent to Oro College and

reform and (ii) the establishment of a professional standards framework for teachers and associated activities.	was clarified (iii) the final report format was agreed (iv) the accreditation process during the visit was agreed (vi) training needs for assessors were identified and (iv) arrangements were discussed for conducting pilot accreditations.	during the next visit NCCE will discuss the documents with Oro College as part of the pilot process. The consultants will liaise with Esohe Iyamu over dates and itinerary for the next visit.
Support the work of other federal and state agencies, as appropriate, in identifying issues and developing policies and practices to build upon the experience from Kwara State in the context of strategic, planning, managerial and funding reform.	N/A	
Monitor the College Transformation and the Career Path developments with a view to supporting the mutually beneficial development at institutional, state and federal levels.	Discussions were held with the Provost of Gidan Waya College of Education, Kaduna and a proposal was formulated for limited TA support to the College over the next year.	To be considered by ESSPIN and incorporated into the consultants' TORs for the next period.
Undertake such other tasks as may, from time to time, be agreed.	TORs were considered for a Teacher Deployment Survey to be undertaken over the next year.	To be incorporated into the consultants TORs for the next period.

Background

7. The visit was undertaken during the period 1-20 August and represented an extension to the previous year's contract.
8. Most aspects of the assignment represented on-going activity and built upon previous visits.

Findings and Issues Arising

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

Options and Next Steps

10. See above under the section on Achievement of the Terms of Reference.
11. TORs for the next period need to be formulated. An indicative work plan was discussed with senior ESSPIN staff.

Annex 1: Terms of Reference

Title of assignment: Institutional strengthening

Areas of work:

- Oro College Planning and Management
- Teacher Career Path (Kwara State)
- SMOE strategy and planning (Kwara State)
- NCCE Task Group
- Such other areas and in other States as might be agreed

Consultant: Institutional Development Specialist

Main Place of Work: Kwara State

Indicative duration and dates:

Up to 120 days between 1 August 2009 and 31 July 2010 including UK days as agreed; six visits, each of between 3 and 4 weeks.

Background

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

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

The Education Sector Support Programme in Nigeria (ESSPIN) is a six year DFID programme of education development assistance and is a part of a suite of programmes aimed at improvements in governance and the delivery of basic services. ESSPIN's aim is to have a sustainable impact upon the way in which government in Nigeria delivers education services and is directed at enabling institutions to bring about systemic change in the education system, leveraging Nigerian

resources in support of State and Federal Education Sector Plans and building capacity for sustainability. It is currently operating in five States (Kano, Kaduna, Kwara, Jigawa and Lagos) and at the Federal level. ESSPIN builds upon previous technical assistance projects in education, in particular the Capacity for Universal Basic Education Project (CUBE). ESSPIN will run in parallel with World Bank credit-funded projects in four of the States (the State Education Sector Project (SESP) in Kano, Kaduna and Kwara and SESP II in Lagos).

Kwara State

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

The Commissioner of Education, with the Governor's support, is committed to the reform of the education sector and has launched an education campaign called Every Child Counts, which constitutes a vision for the development of basic education within the State and focuses upon improving learning outcomes.

Objectives of the assignment

Working with nominated State and Federal representatives, other ESSPIN State and National Teacher Education and Teacher Quality Specialists, and national education experts as appropriate, to support:

1. the further strengthening of planning and management structures and processes at Oro College;
2. the development and implementation of a Teacher Career Path within Kwara State;
3. the Kwara State Ministry of Education in the development and implementation of its role in strategy and planning;
4. the NCCE Task Group on college reform and such other federal and state initiatives on transformation as might be agreed.

Tasks

An indicative work plan is attached in the appendix.

Oro College

1. support the recruitment and induction of new managerial staff;
2. support the implementation of a development plan for managerial and administrative staff;

3. support continued enhancement of planning and management capacity;
4. support effective implementation of quality assurance arrangements.

Teacher Career Path

5. support the work of the Task Groups charged with the development and implementation of a Teacher Career Path, namely:
 - a. Professional Standards Framework and in particular the attachment of salary scales to career stages;
 - b. Recruitment, posting and promotion processes;
 - c. Appraisal and assessment processes;
 - d. Identification of staff development needs;

State Ministry of Education

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

Other

12. support the NCCE Task Group to analyse, disseminate and implement as appropriate good practice and the lessons learned from the education reform process in Kwara State, and other States as appropriate, in the context of (i) College of Education reform and (ii) the establishment of a professional standards framework for teachers and associated activities;
13. support the work of other federal and state agencies, as appropriate, in identifying issues and developing policies and practices to build upon the experience from Kwara State in the context of strategic, planning, managerial and funding reform;
14. monitor the College Transformation and the Career Path developments with a view to supporting the mutually beneficial development at institutional, state and federal levels;
15. undertake such other tasks as may, from time to time, be agreed.

Outputs

1. Strengthened management and planning processes at Oro College.
2. Revised institutional plan for Oro College.
3. Agreed procedures to support the implementation of the proposed Teacher Career Path, including salary scales for each career stage and revised recruitment, posting, promotion, appraisal, assessment and staff development processes.
4. Strengthened strategic role of the State Ministry of Education.
5. Tertiary Education Sector plan.

6. Teacher supply and demand model.
7. Funding model for colleges.
8. In-service funding model.
9. Strengthened quality assurance arrangements.
10. After each visit, a brief visit report which lists progress against these terms of reference, together with the draft documents as described.

Institutional/administrative arrangements

The consultant will report to the ESSPIN Kwara State Team Leader, the Lead Specialist Educational Quality, and liaise closely with the Commissioner of Education, both directly and through his nominated representatives. A brief report will be submitted at the end of each visit to the ESSPIN State Team Leader and to the ESSPIN Lead Specialist for Educational Quality for discussion with the State Ministry of Education. As far as time allows, the report will be discussed before departure with the Kwara State Team Leader and the ESSPIN Lead Specialist for Educational Quality. The consultant will be based mainly in Ilorin.

Competencies

Qualifications/experience

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

Knowledge

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

Abilities

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

DRAFT WORKPLAN

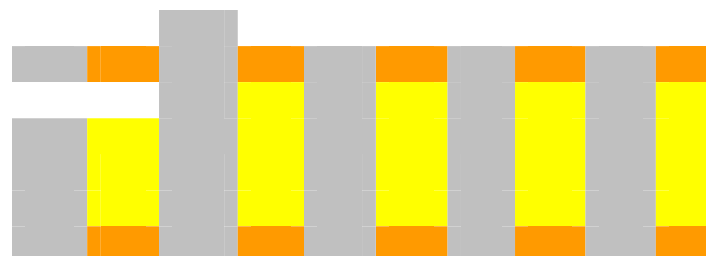
JULY 2009 – JUNE 2010

The following work plan is indicative and is based on an estimated input from the Institutional and Teacher Education experts of 120 days each per year in blocks of approximately 3/4 weeks including in-country and home-based work.

		INDICATIVE											
		July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Periods where both the Institutional and the Teacher Education Specialist are involved with the specified activity	Institutional Specialist weeks		4		3		3		4		3		3
	Teacher Education weeks		4		3		3		4		3		3
Activity CATEGORY	Sub-activity												
1. Oro Management Transformation	Recruitment and induction of new staff												
	Staff development for administrative staff												
	Enhancement of operational management												
	Institutional Plan												
	Embed reforms & quality assurance												
2. Oro Curriculum Transformation	Learning Materials												
	Assessment system												
	Curriculum resource management												
	Institutional Structure & programmes												
	Embed reforms & quality assurance												
3. State Ministry of Education	Support in establishing SMoE strategic role												
	Tertiary Education Sector Plan												
	Teacher Supply and Demand Model												
	Funding Model for Colleges												
	Quality assurance												

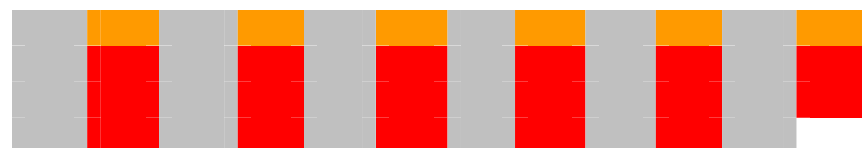
4. Kwara Teacher Career Path

Professional Standards Framework
Salary scales
Recruitment / posting / promotion
processes
Appraisal and assessment processes
Staff development



5. Kwara In-service Programme

In-service (finance) model
Qualification structure & framework
Curriculum development
Provisioning plan



6. NCCE

Teacher Standards
Curriculum Review
Quality Assurance
Support to Task Group on College reform



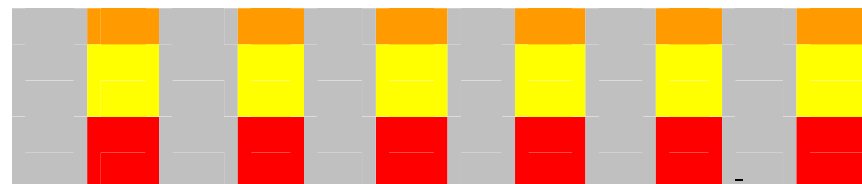
7. Other States College Transformation

Generic Themes
Federal implications



8. Other Federal Processes

Federal policies on Career Path
Federal policies on teacher/tertiary
financing
Federal Policies on Qualification
Framework



Annex 2: Programme of Activities

AT = Andrea Togher; IW = Ibrahim Woru; STL = State Team Leader, Emma Williams

Date	Activity
August 1	Travel from UK to Abuja
2	Arrive in Abuja Meetings with John Kay and Esohe Iyama (with AT and IW)
3	Preparation for work with NCCE on accreditation (with AT and IW)
4	Travel to Keffi Workshop with senior staff of NCCE on accreditation (with AT and IW)
5	Continue workshop with senior staff of NCCE on accreditation (with AT and IW)
6	Return to Abuja Documentation – revise NCCE documentation
7	Travel to Ilorin
8	Revise NCCE documentation
9	Meeting with STL and IW Documentation – career path presentation / review comments on Oro College Law
10	Travel to Oro for a meeting of the Senior Management Team (with IW) Documentation
11	Travel to Oro – meetings with the Acting Librarian (with AT, IW), Deputy Provost (with AT IW) and Registrar (with IW)
12	Meeting on the career path with the Chairman of the Civil Service Commission, Head of Service, Hon Commissioner, Permanent Secretary SMOE, Executive Secretary SUBEB (with Deputy STL, IW) Meeting with Sue Williamson, AT, IW and Mary Atolagbe on career path issues Meeting with the Hon Commissioner (with AT, IW)
13	Meeting with the Hon Commissioner and senior staff from Oro College (with Deputy STL, AT, IW) Documentation
14	Travel to Abuja Documentation
15	
16	Meeting with the Provost of Gidan Waya College of Education (with Kaduna STL, AT, IW) Documentation
17	Meeting with John Kay (with AT, IW) Documentation

Date	Activity
18	Meeting with Alero Otobo and Esohe Iyamu Workshop with senior staff at NCCE on accreditation (with AT and IW) Documentation
19	Workshop with senior staff at NCCE on accreditation (with AT and IW) Meeting with Esohe Iyamu (with AT and IW) Meeting with John Kay
20	Return to UK